

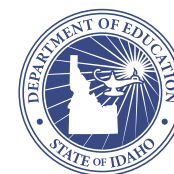
Evidence-Based Facilitator Guide Intermediate Academic Content and Literacy for English Learners

Recommendation 4. Provide Small-Group Instructional Intervention to Students Struggling in Areas of Literacy and English Language Development

Updated March 2023



REGION 17
Idaho
Montana



Professional Development Facilitator’s Guide

Recommendation 4. Provide Regular, Structured Opportunities to Develop Written Language Skills

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Materials Checklist

Item	Consumable Y or N	Quantity	Notes
Computer			
Projector			
Clicker			
PowerPoint presentation on flash drive or computer			
Handouts			
Chart paper and pens			
Sticky notes			
Agenda			
Sign-in forms			
Evaluation form			
Articles to be read			
Miscellaneous			

Idaho State Department of Education Introduction

About the guide

Designed to help instructional leaders deliver effective training to teachers, this guide provides one of four evidence-based recommendations for supporting literacy and English learner students in grades 4–8. It includes practical application ideas and examples, as well as resources for immediate implementation. This guide is based on *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School*, a practice guide from the Institute of Education Sciences (IES). More information is available at ies.ed.gov/ncee/wwc/PracticeGuide/19.

This guide, as well as the accompanying presentation materials, were compiled by the Region 17 Comprehensive Center at Education Northwest for the Idaho State Department of Education.

How to use the guide

This guide is designed to complement the training provided to an instructional leader (e.g., coach, teacher, administrator) who supports teachers in using evidence-based strategies to improve outcomes for English learner students in grades 4–8. The instructional leader will be trained to facilitate and lead learning in a school and/or district. This guide includes a suggested script for each slide in the accompanying PowerPoint presentation. The facilitator can also use the supplemental handouts. For more information on word recognition, phonological awareness, decoding, sight words recognition, and language structure, see courses.lumenlearning.com/suny-hccc-childrenslit and courses.lumenlearning.com/literacypractice.

Note: *The PowerPoint presentation that corresponds to this guide is based on the **fourth** of four IES recommendations. There are four presentations total, and the first 20 slides are the same in each one. Thus, if you are delivering more than one of these presentations to the same audience during the same professional learning event, after describing the session outcomes (see slide 1), you can skip to slide 21 after your first presentation and begin with the section that starts with, “Today’s presentation is focused on taking a closer look at Recommendation 4 ...”*

The design of the guide gives facilitators the flexibility to respond to school or district needs in a targeted manner. Each evidence-based practice can be provided as a brief training session over the course of a school year. These recommendations can be grouped into common threads and provided as a full- or half-day professional development session. The practices and subsequent activities are not content-specific; they can help improve literacy across all content areas in grades 4–8.

What participants need to bring

Participants should bring their core instructional materials, teacher manuals, textbooks, and/or grade-level standards. Throughout the professional learning session, they will be asked to reference and make connections to the instructional tools (i.e., core instructional materials, Curriculum Connection) they are using.

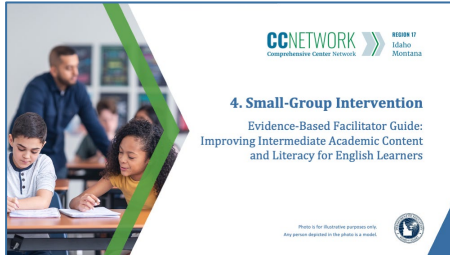
Presenter’s facilitation agenda

Outcomes

- Identify the data that will be used at each district/school site to determine small-group instructional practices.
- Describe the types of feedback students receive to improve their learning.
- Identify a few word-part level learning strategies and a strategy to teach/introduce unknown vocabulary words.

Slide

Suggested script

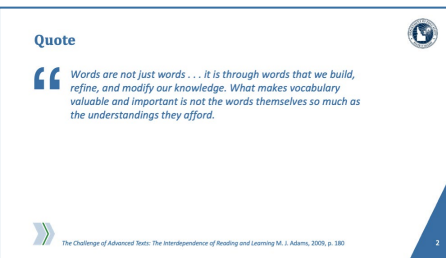


1

Welcome

(Introduce yourself and your colleagues, and allow participants to introduce themselves.)

Today's presentation on teaching academic content and literacy to English learner (EL) students was developed in partnership with the Idaho State Department of Education and the Region 17 Comprehensive Center. Our shared goal is to help Idaho educators provide EL students in grades 4–8 with the language and literacy learning they need to succeed.



2

Quote

Read and reflect on this quote. What does this quote make you think about? What implications does it have for you and your students?

(Give participants a few minutes to share their thoughts with a partner or in groups of four and then ask participants to share with the entire group. If in a virtual environment, enter thoughts in the chat or use a virtual engagement tool.)

Every day, teachers and students across Idaho are using language to provide instruction, exchange ideas, and discuss learning. Language is at the center of the learning process. Learners use words to describe what they are seeing, understanding, and communicating about their learning. Regardless of whether we teach math, English language arts, or any other subject—as teachers, we are the most important factor in student learning. Put another way, we all teach language: The language of our content.

Reference: Adams, 2009.

Slide



3

Suggested script

Idaho Content Standards

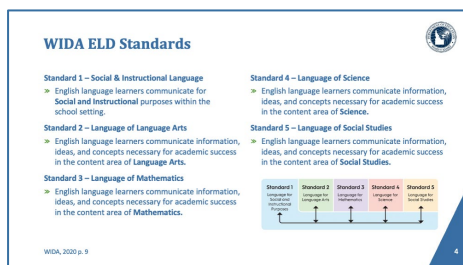
Recognizing the value of consistent, real-world learning goals to ensure all students are graduating from high school prepared for college, career, and life, our state reviews and updates content area standards—including updated standards for English Language Arts/Literacy, Math, and Science in 2022.

(Pull up the website for the content standards: sde.idaho.gov/academic/standards. Show participants where the literacy standards and their content standards are.)

These standards inform the curriculum a district adopts. Standards and curriculum work together to guide teachers in understanding what students should know and be able to do. Our goal today is to provide some tools for improving language and content instruction for English learner students in grades 4–8.

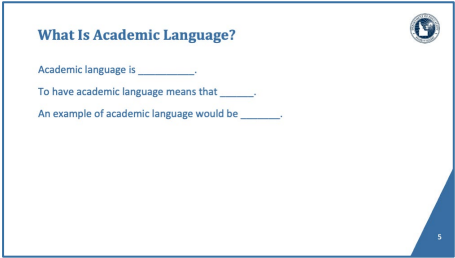
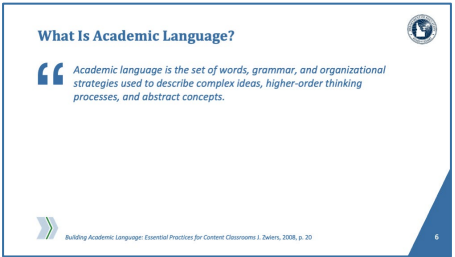
The information presented in today’s session addresses Idaho’s Content Standards—including English Language Arts, Social Studies, Science, and others—in which we ask students to listen, speak, read, or write.

Reference: Idaho State Department of Education, n.d.




WIDA ELD Standards

These are the World-Class Instructional Design and Assessment English Language Development Standards, or the WIDA ELD Standards for short. The ELD Standards Statements illustrate the integration of content and language. They show language use for learning in the content areas and address the language of schooling.

Slide	Suggested script
4	<p>Note that Standard 1, Language for Social and Instructional Purposes, is foundational for engagement and learning in every discipline. Language is a part of the entire school day and engaging multilingual learners in situations where they can simultaneously learn content and language will increase their opportunity to engage fully in content learning and leverage their language assets as support for their academic achievements.</p> <p>Reference: WIDA, 2020a.</p>
 <p>5</p>	<p>What Is Academic Language?</p> <p><i>(Allow time for participants to turn and talk to a neighbor. Ask volunteers to share their responses using this sentence frame: “Academic language is …” Then show and read the next slide.)</i></p>
 <p>6</p>	<p>What Is Academic Language? (Continued)</p> <p>Academic language is “the set of words, grammar, and organizational strategies used to describe complex ideas, higher order thinking processes, and abstract concepts.”</p> <p>Reference: Zwiers, 2008.</p>

Slide

Language in Standards for Mathematical Practice



MP.6 Students attend to precision. Describe solution strategies to mathematical tasks using grade-level appropriate vocabulary.

MP.6 Students attend to precision. Develop and refine mathematical communication skills by using clear and precise language in their discussions with others and in their own reasoning.

MP.4 Students model with mathematics. Experiment with representing problem situations in multiple ways, including numbers and words (mathematical language).

Idaho Content Standards, Mathematics, 2022

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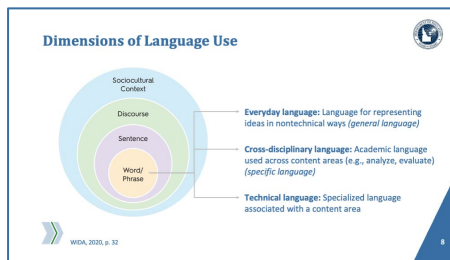
Suggested script

How are the WIDA, Academic Language, and Content Standards Related?

Let's look at an excerpt from the Idaho Mathematics Content Standards. The standards acknowledge that "discussing mathematical thinking with peers gives each student the opportunity to internalize a cohesive structure for numbers." In order to discuss and communicate mathematical concepts, students need to use precise mathematical language.

The Standards for Mathematical Practice complement the content standards so that students increasingly engage with the subject matter. Here are two examples where the Standards for Mathematical Practice specifically address developing mathematical language and vocabulary expectations throughout K–12 for all students to grow in mathematical maturity and expertise. What specific considerations must be considered when teaching EL students?

Reference: Idaho State Department of Education, n.d.



8

Dimensions of Language Use

Formerly described as the "Features of Academic Language," the WIDA standards describe the dimensions of language use to conceptualize the linguistic system within a sociocultural context. Language users make choices in all three dimensions (word/phrase, sentence, discourse) based on the intended audience. It is important to understand language dimensions as the factors that relate to language acquisition for multilingual learners.

WIDA expanded the continuum of K–12 performance definitions into six grade-level cluster Proficiency Level Descriptors to support consistent interpretations by state, local, and school-based educators and to address developmental

Slide	Suggested script
	<p>differences in the complexity and range of language uses needed by primary and secondary students.</p> <ul style="list-style-type: none">• The discourse dimension refers to how language is organized to communicate ideas together in a text (think paragraph length and cohesion) and imparts overall meaning across an entire text.• The sentence dimension helps shape how a text is sequenced and connected and contributes to its grammatical complexity.• The word/phrase dimension adds precision to communication and focuses on how language users strategically select everyday, cross-disciplinary, and technical language to convey precise meaning more effectively.• Everyday language refers to the language for representing ideas in nontechnical ways—like “dogs” instead of “canines.” This is also known as “general language.”• Cross-disciplinary language refers to the common academic language used across content areas—words like “analyze,” “evaluate,” and “summarize.” This is also known as “specific language.”• Technical language refers to the specialized language associated with a content area—like “mitosis,” “imperialism,” and “pi.” <p>Reference: WIDA, 2012; WIDA, 2020a; WIDA; 2020d.</p>

Slide

4 Key Language Uses

- Reflect the most high-leverage genre families across academic content standards
- Are present across all grade levels and disciplines

WIDA, 2020, p. 26

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Suggested script

Four Key Language Uses

As part of developing the WIDA ELD Standards Framework, 2020 edition, WIDA researchers analyzed academic content standards from several states, research literature, and evidence-based disciplinary practices. The updated standards emphasize four Key Language Uses: Narrate, Argue, Inform, and Explain. While each discipline has unique ways of applying each, they also share common aspects across all disciplines. The choice to update the name of the “Key Uses of Academic Language” in the 2016 edition to “Key Language Uses” in the 2020 edition reflects the belief in multiple, multilingual competencies and an expanded view of language proficiency. Key Language Uses bring focus and coherence to the language of schooling, helping educators make choices that prioritize and coordinate content and language integration.

Additional Resource

WIDA Standards Framework FAQ: Key Language Uses
prod.wida.us/sites/default/files/Website/News/2021/February/WIDA-StandardsFAQ-%20KeyLanguageUses.pdf

Reference: WIDA, 2020a; WIDA, 2020b.

Distribution of Key Language Uses

WIDA ELD Standard	Narrate	Inform	Explain	Argue
Language for Social and Instructional Purposes				
Language for Language Arts				
Language for Mathematics				
Language for Science				
Language for Social Studies				

1. Most prominent
 2. Prominent
 3. Present

WIDA, 2020, p. 26

Distribution of Key Language Uses in the Content Areas

The four Key Language Uses are present in all content areas.

(Using the Most Prominent, Prominent, and Present symbols or numbers, have participants identify how prominent each of the identified Key Language Uses are in their content area and grade level.)

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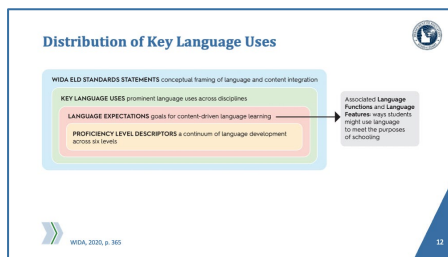
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Distribution of Key Language Uses

WIDA ELD Standard	Narrate	Inform	Explain	Argue
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●	●	●
3. Language for Mathematics	○	●	●	●
4. Language for Science	○	●	●	●
5. Language for Social Studies	●	○	●	●

WIDA, 2020, p. 290

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Suggested script

Handout 1: Distribution of Key Language Uses

Distribution of Key Language Uses in the Content Areas (Continued)

Here is an example illustrating the distribution of the most prominent Key Language Use for middle school. What do you notice?

(Have participants compare their answers with each other and with the example on the slide.)

Reference: WIDA, 2020a.

Language Expectations

So far, we have discussed the standards and Key Language Uses within the WIDA ELD Standards Framework. The third component is language expectations. Language expectations can be described as goals for content-driven language instruction. They make common patterns of language use in academic contexts visible and are the most similar statements to what educators generally find in academic content standards.

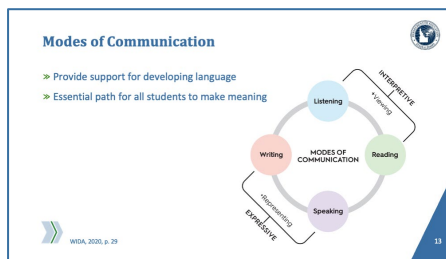
Language expectations revolve around a set of language functions. Language functions are common patterns of language used to meet the purposes of schooling. For example: Explaining phenomena, explaining how they arrived at a mathematical solution, writing fictional narratives, or informing peers of newly gained knowledge. Language expectations can be learned through explicit instruction, and while English learners may take various paths to develop and reach language expectations, they should be offered access to the same high expectations for content-driven language development.

Slide

Suggested script

Additional Resource: WIDA Standards Framework FAQ: Language Expectations wida.wisc.edu/sites/default/files/Website/News/2021/February/WIDA-StandardsFAQ-LanguageExpectations.pdf

Reference: WIDA, 2020a; WIDA, 2020c.



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Modes of Communication

As quoted in the WIDA Guiding Principles of Language Development, “multilingual learners use and develop language through activities that intentionally integrate multiple modalities, including oral, written, visual, and kinesthetic modes of communication” (WIDA, 2019, p. 13). As part of the 2020 edition’s mission to increase accessibility options for students and emphasize multimodal forms of communication, language expectations are articulated in two expanded communication modes: interpretive (listening, reading, and viewing) and expressive (speaking, writing, and representing).

Additional Resources: WIDA Standards Framework FAQ: Proficiency Level Descriptors

wida.wisc.edu/sites/default/files/Website/News/2021/February/WIDA-Standards-FAQ-PLDs.pdf

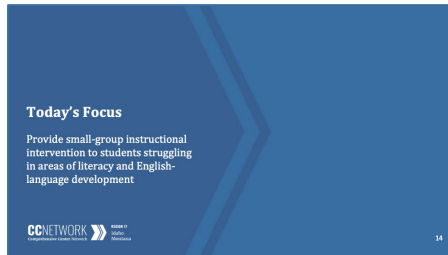
WIDA Guiding Principles of Language Development

wida.wisc.edu/sites/default/files/resource/Guiding-Principles-of-Language-Development.pdf

Reference: WIDA, 2019; WIDA, 2020a; WIDA, 2020d.

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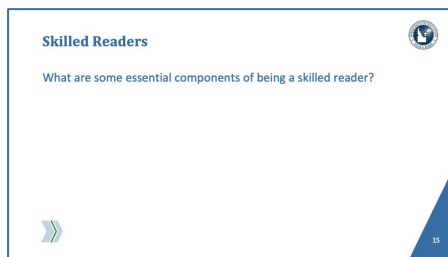
Suggested script



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Today's Focus

Today, our focus is providing small-group instructional intervention to students struggling in areas of literacy and English language development. Let's pause for a moment and think about the learners in our classrooms—specifically, EL students and academic language learner (ALL) students.



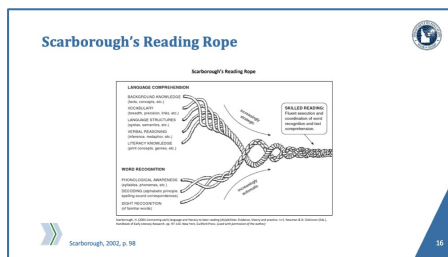
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Skilled Readers

As teachers, one of our goals is to develop skilled readers so that students are prepared to conceptualize and reach their college and career goals.

What are some essential components of being a successful/skilled reader? Think about a skilled reader you know and describe to a partner how they think and what they can do.

(Have participants share their responses with the entire group as you generate a mind map.)



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Scarborough's Reading Rope

The ultimate goal of reading instruction is to produce skilled readers. Dr. Hollis Scarborough's Reading Rope is a solid representation of what it takes to become a skilled reader. Let's consider two essential components represented in Scarborough's Reading Rope: Language comprehension and word recognition.

In the illustration, the twisting ropes represent the underlying skills and elements that come together to form the two essential components of skilled

Slide

Suggested script

reading. For either of the two essential components to develop successfully, children need to be taught the elements necessary for automatic word recognition (i.e., phonological awareness, decoding, sight recognition of frequent or familiar words) and strategic language comprehension (i.e., background knowledge, vocabulary, verbal reasoning, literacy knowledge). Word recognition is developed through intentional, systematic, and explicit instruction in the structure of the English language, such as phonics. Language comprehension is developed in various ways, such as conversation, teacher “read-alouds,” and student-to-student dialogue.

What happens when components are not addressed? If one strand of the rope is not strong? Being more deliberate in the integration of these skills is the key to a solid foundation for our readers. The science of reading tells us we cannot focus our attention on strengthening strands in isolation.

*(You can find a more elaborate explanation of Scarborough’s Reading Rope in the book *Steps to Success*: textbooks.opensuny.org/steps-to-success.)*

Reference: Scarborough, 2002a.

Simple View of Reading (SVR)

Adequate WR Adequate LC	Poor WR Adequate LC
Adequate WR Poor LC	Poor WR Poor LC

Word recognition (WR): Phonological awareness, decoding and encoding skills
Language comprehension (LC): Skills related to language comprehension



Gough & Tunmer, 1986



The Simple View of Reading

So, we know that we need to account for language comprehension and word recognition. How does that help us get more targeted with our instruction and intervention? Using the Simple View of Reading, we can think about four basic reader profiles.

Look at Box 1. Readers may have adequate word recognition and language comprehension. We hope that all our readers are at least adequate in the two

Slide	Suggested script
	<p>components—and wouldn't it be great if they were really good in both? ELs and ALLs usually do not fall into this category.</p> <p>Look at Box 2. Readers may have poor word recognition but adequate language comprehension, which results in poor reading comprehension. In other words, when text is read chorally or is read to them, these learners can make adequate inferences and answer the kinds of questions that demonstrate an understanding of the text.</p> <p>Look at Box 3. Readers may have adequate word recognition but poor language comprehension, which results in poor reading comprehension. Some ELs fall into this category, especially if their first language shares an alphabetic sound system, such as Spanish. Native English speakers who fall into this category are sometimes referred to as “word callers.” They can read every word but cannot understand the text. A more technical term is “hyperlexic.”</p> <p>Look at Box 4. Readers may have poor word recognition and poor language comprehension, which results in poor reading comprehension. We need to be cautious here when considering EL students. We would not want to identify an EL student as having this double deficit, as it may not be a deficit at all. Rather, it may be a matter of needing more language development.</p> <p>Our task is to figure out why a reader is having difficulties. We want to find each reader's strengths and capitalize on them. We also want to find each reader's weaknesses and intervene. Again, Box 1 is the goal because we know that students who have success with reading comprehension are skilled in both word recognition and language comprehension.</p>

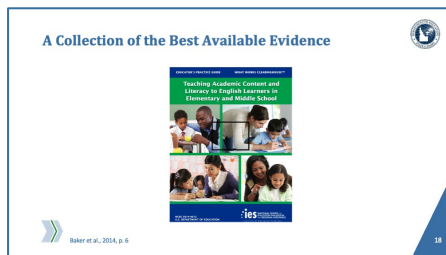
Slide

Suggested script

All teachers share the goal of helping students develop reading comprehension across content areas. The Simple View of Reading is a big concept. Let's take a moment to synthesize this information. What key ideas can we take away? When thinking about Scarborough's Reading Rope, SVR, and the concepts related to supporting language development, it becomes clear that all teachers are teachers of language.

Do you agree? Disagree? What things come to mind when you hear this? *(Take time to allow teachers to share.)*

Reference: Gough & Tunmer, 1986; Scarborough, 2002a; Scarborough, 2002b.



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IES Practice Guide

This information is based on a practice guide from the Institute of Education Sciences (IES), called Teaching Academic Content and Literacy to English Learners in Elementary and Middle School.

“The IES publishes practice guides to share evidence and expert guidance on addressing education-related challenges not readily solved with a single program, policy, or practice. Each practice guide’s panel of experts develops recommendations for a coherent approach to a multifaceted problem. Each recommendation is explicitly connected to supporting evidence. Using common standards, the supporting evidence is rated to reflect how well the research demonstrates the effectiveness of the recommended practices. Strong evidence means positive findings are demonstrated in multiple well-designed, well-executed studies, leaving little or no doubt that the positive effects are caused by the recommended practice. Moderate evidence means well-designed studies show positive impacts, but there are questions about whether the findings can

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Slide

Suggested script

be generalized beyond the study samples or whether the studies definitively show evidence that the practice is effective. Minimal evidence means that there is not definitive evidence that the recommended practice is effective in improving the outcome of interest, although there may be data to suggest a correlation between the practice and the outcome of interest.”

Reference: Baker et al., 2014, p. 72.

4 Recommendations for Teaching Academic Content and Literacy to English Learners

1. Teach a set of *academic* vocabulary words *intensively* across several days using a *variety of instructional activities*
2. *Integrate oral and written English-language instruction* into content-area teaching
3. Provide *regular, structured opportunities* to develop written language skills
4. Provide *small-group instructional intervention* to students *struggling* in areas of literacy and English-language development

Baker et al., 2014, p. 6

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19

Four Recommendations for Teaching Academic Content and Literacy to English Learners

The IES guide provides four recommendations on teaching academic content and literacy to EL students. Take a minute to read them. *(Wait for participants to read.)*

Why do you think IES identified these things? *(Wait and allow for sharing.)*

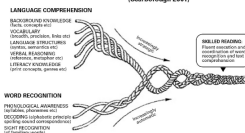
What do you notice about the italicized words? *(Wait and allow for sharing.)*

(More information about IES is available at ies.ed.gov. The IES practice guide will be referenced in the resources slide for participants, but it is not considered a handout.)

Reference: Baker et al., 2014.

Scarborough's Reading Rope

The Many Strands that are Woven Into Skilled Reading
(Scarborough, 2001)



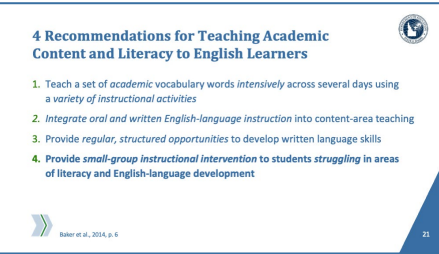
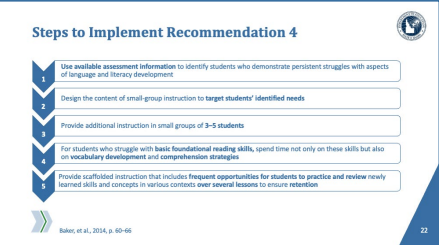
Scarborough, 2001, p. 98

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Scarborough's Reading Rope

What connections can you make to skilled reading and the four recommendations from IES? *(Allow time to share in partners or as a group.)*

Let's go back to Scarborough's Reading Rope. In the area of language comprehension, skilled readers need language to talk about the text. Along those


Slide	Suggested script
20	<p>lines, students need to be talking and collaborating with their classmates—which allows teachers to hear how a student is understanding the text and class content. Teachers also need to be cognizant of the words students are using, because having those words in their oral vocabulary helps with word recognition.</p> <p>Reference: Scarborough, 2002a.</p>
 <p>21</p>	<p>Today’s presentation is focused on taking a closer look at Recommendation 4: Provide small group instructional intervention to students struggling in areas of literacy and English language development.</p> <p>Reference: Baker et al., 2014, p. 6.</p>
 <p>22</p>	<p>To carry out this recommendation, educators should ... <i>(Read the slide).</i></p> <p>Note: Recommendation 4 will be unique to each site, as it is dependent on the site and district context. The idea of small-group intervention is not new, but the assessments available at each school may vary (apart from common state assessments such as the ISAT and WIDA). The available assessments may or may not be diagnostic enough to form small groups. Nevertheless, as a facilitator you will start with having districts explore the assessments they currently use.</p> <p>Reference: Baker et al., 2014, p. 60–66.</p>

Slide

Can You Answer These Questions?

Who are your students?

- What are their home languages?
- What are their language strengths and needs in each mode of communication (reading, writing, speaking, and listening)?
- What preparation have they had in your subject in their home language?



CCNETWORK

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Suggested script

Who Are Your English Learner Students?

Have participants answer the following questions about their English and multilingual learners:


- What are their home languages?
- What are their language strengths and needs in each mode of communication (reading, writing, speaking, and listening)?
- What preparation have they had in your subject in their home language?

Provide time to engage in conversation about their students, what they have learned about them, and how they have gathered this information. Encourage them to think about how they can gather data that can assist them in making the best instructional decisions during core instruction.

Use Available Assessment Information

- Site-based benchmarks
- Unit assessments
- ISAT
- WIDA
- Other

Adequate WR Adequate LC	Poor WR Adequate LC
Adequate WR Poor LC	Poor WR Poor LC



24

24

Use Available Assessment Information

Let's again consider the Simple View of Reading, which illustrates four basic reader profiles.

Again, our task is to figure out why a reader is having difficulties. We want to find each reader's strengths and capitalize on them. We also want to find each reader's weaknesses and intervene. Box 1 is the goal because we know that students who have success with reading comprehension are skilled in both word recognition and language comprehension.

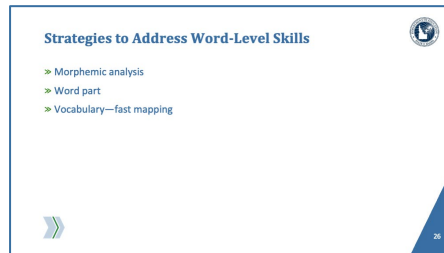
When considering the Simple View of Reading, what do your current assessments inform? How are you gathering information about your students' skills in word recognition and language comprehension? If the student is able to read in their

Slide	Suggested script
	<p>first language, they need to learn the patterns of English. They do not need to learn “how to read”—it is a matter of transfer. What do the data tell you about your students’ skills in English language arts? If possible, it is always good to provide assessments in the student’s native language. Assessment in a student’s native language can be informative—if there is someone who can interpret the results. Here are some examples of assessments that can be used to determine EL needs.</p> <p><i>(Have participants list the assessments they’re using to answer the questions above.)</i></p> <p>Reference: Gough & Tunmer, 1986.</p>
<div data-bbox="205 755 655 1010" data-label="Image"> </div> <p data-bbox="205 1036 235 1058">25</p>	<p>Target Student’s Needs</p> <p>Once you have this information, you can target students’ needs and provide more understanding about the structure of the English language, particularly work from Recommendation 1 that discusses how word parts work in the English language.</p> <p>For example, you can give students who need more support in word recognition and/or language comprehension targeted instruction through scaffolded mini-lessons and collaborative discourse.</p> <p>These mini-lessons can be conducted for small groups of students. Scaffolds can include front-loading or pre-teaching vocabulary or the concepts to be learned through video or picture walks.</p> <p>Students should “verbalize to internalize” what they’re learning. This is done through interactive processes that ask students to share their thinking with</p>

Slide

Suggested script

others in the classroom. By articulating their understanding of the material, students gain repetition and rehearsal of language and concepts.



Strategies to Address Word-Level Skills

- Morphemic analysis
- Word part
- Vocabulary—fast mapping

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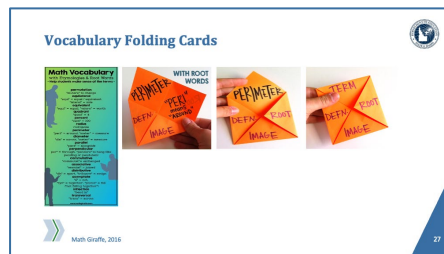
Strategies to Address Word Level Skills

English learner students need strong oral language instruction to help them learn word recognition. Strategies using word families and word parts is very useful.

Morpheme analysis gives students the ability to recognize smaller words, or parts of words, that give clues about meaning. For example, an *-ed* ending may indicate past tense, while roots can reveal a word's meaning. Roots and affixes can be discipline specific.

Core Curricula/Program Connection: *What are some of the most common prefixes, suffixes and roots in your discipline? What resources and tools can you give students for specific instruction around word-learning strategies based on word parts?*

Reference: Mountain, 2005; Mountain 2015.



Vocabulary Folding Cards

Math Vocabulary

WITH ROOT WORDS

PERIMETER

DEFINITION

IMAGE


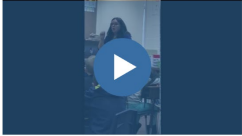



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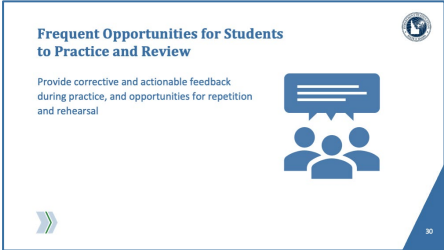
27

Vocabulary Folding Cards

As a bell or entry activity, students could create vocabulary folding cards focusing on root words. Then, they can work with partners to review their words and think of other words with similar roots.

(Participants have a handout describing how to create the vocabulary cards as well as some supplemental curriculum resources providing lists of common root words in content classes.)

Slide	Suggested script
	<p>Handout 2: Content Area Root Words</p> <p>Reference: Math Giraffe, 2016.</p>
<p>Vocabulary Fast Mapping </p>  <p>» </p> <p>28</p>	<p>Vocabulary Fast Mapping</p> <p>Fast mapping is a strategy for targeting vocabulary acquisition. This strategy engages students when they encounter an unknown word but is also useful for introducing and explicitly teaching vocabulary. The encounter with the unknown word could be during instruction or group reading. For example, the teacher may notice that a student mispronounces a word or struggles to understand a passage because a particular word is not in the student’s oral vocabulary.</p> <p>Use Handout 3 to show the steps of fast mapping and show the video to demonstrate the steps.</p> <p>Handout 3: Fast Mapping</p> <p>Reference: Beck, 2013; Carey & Bartlett, 1978.</p>
<p>Strategies to Address Language Comprehension </p> <ul style="list-style-type: none"> » Model think-aloud (metacognition) » Mini-lessons: 10–15 minutes on aspects of literacy comprehension » Visuals: Picture walk, videos » Graphic organizers <p>» </p> <p>29</p>	<p>Strategies to Address Language Comprehension</p> <p>Modeling how to think about thinking (metacognition) is an effective way to make the process for understanding a concept in the text visible to students. When teachers model this behavior, students will learn how to say what they’re thinking out loud when they respond to questions or make connections.</p> <p><i>(For 10–15 minutes, conduct a mini-lesson on an aspect of literacy comprehension.)</i></p>

Slide	Suggested script
	<p>English learner students can benefit from picture walks that lead them through the gist of the concept they're about to study. You can also use YouTube videos to preview what will be covered next.</p> <p>Graphic organizers can help English learner students by exposing the structure of a text. This should be done throughout the unit and reviewed daily. The graphic organizer can help activate prior learning and build new understanding.</p> <p>Core Curricula/Program Connection: Conduct a picture walkthrough of your unit with a partner. Were you able to? If not, why not? Do you need to add more visual elements? Are there any videos you can use?</p> <p>Create a graphic organizer for your unit if one is not provided. Share it with a partner. When do you plan to use, review, and continue adding to it?</p>
 <p>30</p>	<p>Frequent Opportunities for Students to Practice and Review</p> <p>Monitor students closely and provide feedback while they are practicing newly acquired skills.</p> <p>Ideally, include a think-aloud strategy or metacognitive practice as you check for understanding. This could sound like, “Tell me what you will do differently as a result of our conversation,” or “Tell me what you’re thinking about the next step you’ll take or what you might change,” or “Why did we make that change?”</p>

Slide

Suggested script



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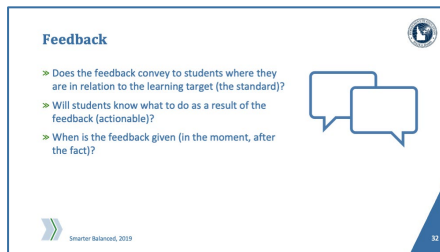
Two Different Ways to Provide Feedback

You can give feedback at two different times—in the moment and after the fact. In-the-moment feedback occurs during learning. After-the-fact feedback is given after students have submitted their assignment or task. Examples of after-the-fact feedback are quizzes, exit tickets, and written feedback on assignments.

For English learner students, in-the-moment feedback is ideal because it allows them act on it in real time. This provides the guided practice they need for repetition and rehearsal of the newly acquired language or concept.

If feedback is provided after the fact, how can we give students the opportunity to review, practice, or act upon the feedback? (*Allow time to generate ideas.*)

Reference: SmarterBalanced, 2019.



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When providing feedback, consider these questions.

(*Read the slide and allow time for discussion.*)

Reference: SmarterBalanced, 2019.

Slide

Reflections: Think, Write, Share

- What information was new? What was a good reminder?
- What implication does this information have for your classroom?
- What is one thing you would like to try with your students?
- How might you use this information when planning for a lesson?



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Suggested script

As mentioned earlier, this recommendation is very site specific. The goals are to facilitate a discussion about how to assess students' learning and explore opportunities for mini-lessons that address both sides of reading comprehension: word recognition and language comprehension.

We've looked at a few different literacy development strategies. Word-learning strategies at the morpheme or word-part level optimize vocabulary acquisition. Comprehension strategies can help English learner students gain a big-picture understanding of the content so they can learn it while acquiring English.

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(These are the reference and final questions slides.)

Slide

Suggested script

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Questions



CC NETWORK

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34, 35, 36, & 37

Handout List

1. Distribution of Key Language Uses (WIDA, 2020a)
2. Content Area Root Words (Ellery & Rosenboom, 2011)
3. Fast Mapping (Beck, 2013)

Helpful Websites

Idaho Content Standards (Idaho State Department of Education, n.d.): sde.idaho.gov/academic/standards

Teaching Academic Content and Literacy to English Learners in Elementary and Middle School (Baker et al., 2014): ies.ed.gov/ncee/wwc/Docs/PracticeGuide/english_learners_pg_040114.pdf

Teaching Newcomer English Learners: Four Powerful Vocabulary Practices [Video] (IES, 2019): youtube.com/watch?v=z8GagOVLtyY

The Simple View of Reading and the Strands of Early Literacy Development (Scarborough, 2002b): courses.lumenlearning.com/suny-hccc-childrenslit/chapter/the-simple-view-of-reading

WIDA English Language Proficiency Standards and Resource Guide, 2007 Edition, Pre-Kindergarten through Grade 12 (WIDA 2007): wida.wisc.edu/sites/default/files/resource/2007-ELPS-Resource-Guide.pdf

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