Bathroom Briefs

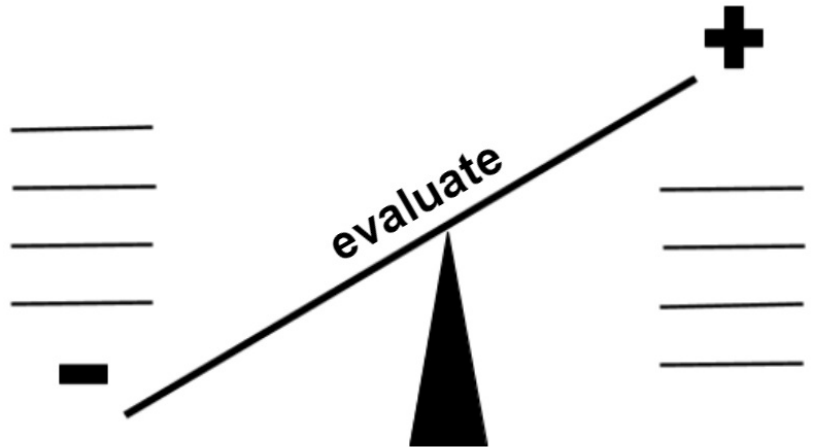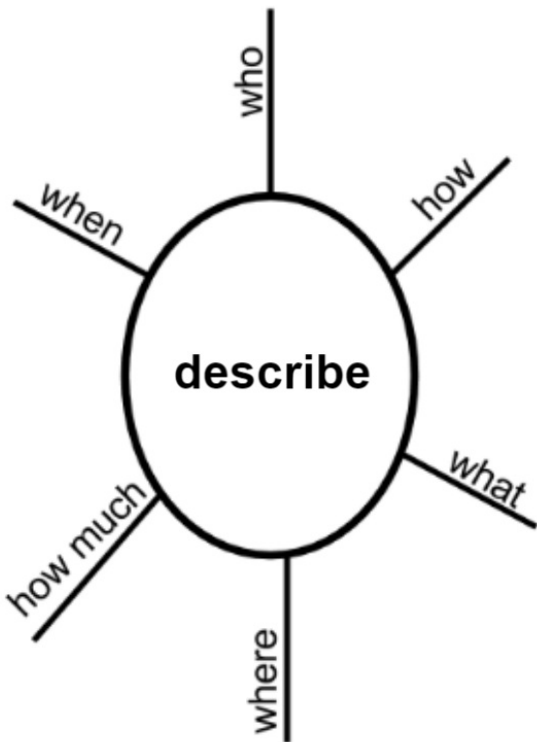## EAL strategies on-the-go as you go

Episode # 1

Research Says

Students will perform better on grade-level tasks when they gain mastery of academic language (Freeman & Freeman, 2008; Zwiers, 2008; Frances, et. al., 2006).

Strategy

Explicitly teach academic language such as command terms by using diagrams as scaffolds.

who

when

how

describe

how much

what

where

+

evaluate

−

Next Bathroom Brief:
same strategy, two new command terms

Francis, D. J., Lesaux, N., Kieffer, M., & Rivera, H. (2006). Research-based recommendations for instruction and academic interventions. Houston, TX: Texas Institute for Measurement, Evaluation, and Statistics at the University of Houston for the Center on Instruction.

Freeman, Y. S., & Freeman, D. E. (2008). Academic language for English Language Learners and struggling readers: How to help students succeed across content areas. Portsmouth, NH: Heinemann.

Zwiers, J. (2008). Building academic language: Essential practices for content classrooms, grades 5–12. San Francisco, CA: Jossey-Bass.

Bathroom Briefs
## EAL strategies on-the-go, as you go

Research

Scaffolding in education is the practice of providing temporary assistance so that students can better access content and demonstrate a skill (Hammond, 2001).

Scaffolds are removed when students demonstrate sufficient independence.

There are different forms of scaffolding: sensory, graphic and interactive.

Each type of scaffolding offers unique approaches to supporting learning and can be intentionally incorporated into a lesson plan.

Scaffolding is particularly important for ELs because it aids both content and language learning
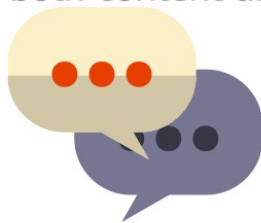
Interactive Scaffolds

Examples

Pairs

Jigsaw

Interviews

Whole class

Discussions

Conferences

Small groups

Using home language

With coach or mentor

Using cooperative structures

With the internet, app, or software program

Best for

Ideal for topics with multiple views

Effective for social learners

Cultivates empathy & open-mindedness

Purposes

Planning action

Engaging in an on-going process w/ others

Acquiring knowledge through interaction whether in-person or virtual

Fostering communication & collaboration skills

Strengthening listening skills

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Hammond, Jennifer. Scaffolding: Teaching and Learning in Language and Literacy Education. Newtown, N.S.W.: PETA, 2001. Print.

Bathroom Briefs

EAL strategies on-the-go, as you go

EmpoweringELLs.com

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SENSORY Scaffolds

Visual & Auditory

Podcasts

Illustrations

Videos & films

Diagrams & drawings

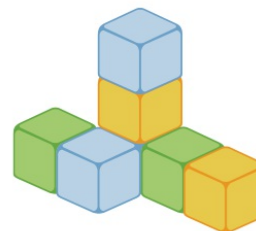Pictures & photographs

Magazines & newspapers

Physical & Movement

Manipulative

Demonstrations

Real-life objects

Models & figures

Best for

Visual learners

Entering ELs

Podcast effective for auditory learners

Multiple home languages

The educator doesn't speak the home language

Purposes

Making connections between ideas

Learning through a narrative

Understanding how a process works

Learning through movements

Contextualizing abstract ideas through objects

Acquiring new knowledge

Hammond, Jennifer. Scaffolding: Teaching and Learning in Language and Literacy Education. Newtown, N.S.W.: PETA, 2001. Print.

Bathroom Briefs

EAL strategies on-the-go, as you go

Episode # 23

To achieve the highest level of academic performance and to be fully prepared for college and work, English learners (ELs) must master academic language (Short et.al, 2011).

Jennifer Gonzalez (2014), from Cult of Pedagogy, suggested that educators explicitly teach text features - the way a text is organized - to help students comprehend academic, non-fiction texts.
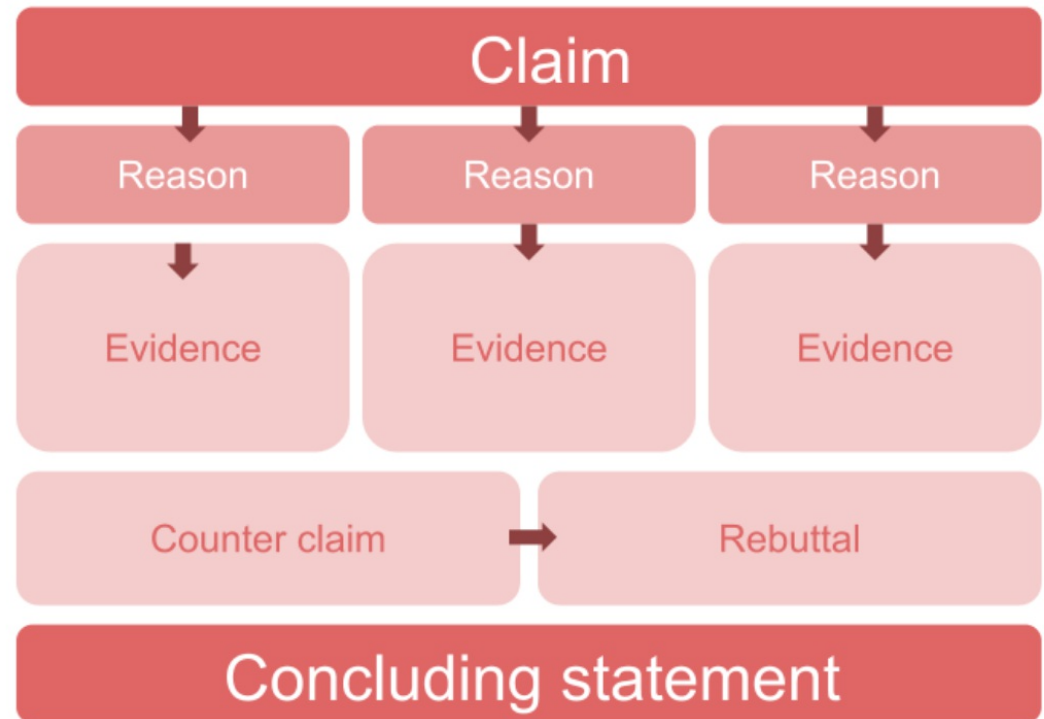
Text structures include description, cause and effect, argument, problem and solution, sequence, and comparison. The steps to teaching text structures are:

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2. Read the text to the students.
3. As you read, pause at particular a section of text.
4. Allow the ELs to talk about where this section of text goes into the text structure.
5. Have students write the textual details into their graphic organizer.
6. Continue the process until the text is finished.

Gonzalez's text structures can also support ELs while they compose writing because the text structures helps ELs organize their ideas. Regardless if teachers use text structures to aid reading comprehension or scaffold writing, text structures promote academic achievement because they make academic language visible to ELs.

Gonzalez's graphic organizers can be purchased at TeacherPayTeachers.com

EmpoweringELLs.com

Arguement Text Structure

Claim		
Reason	Reason	Reason
Evidence	Evidence	Evidence
Counter claim → Rebuttal		
Concluding statement		

Gonzalez, J. (2014, November 6). When we all teach text structures, everyone wins. Retrieved December 29, 2016, from http://www.cultofpedagogy.com/text-structures/

Short, D., Echevarría, J., & Richards-Tutor, C. (2011). Research on academic literacy development in sheltered instruction classrooms. Language Teaching Research, 15(3), 363–380.

Bathroom Briefs

EAL strategies on-the-go, as you go

Episode # 22

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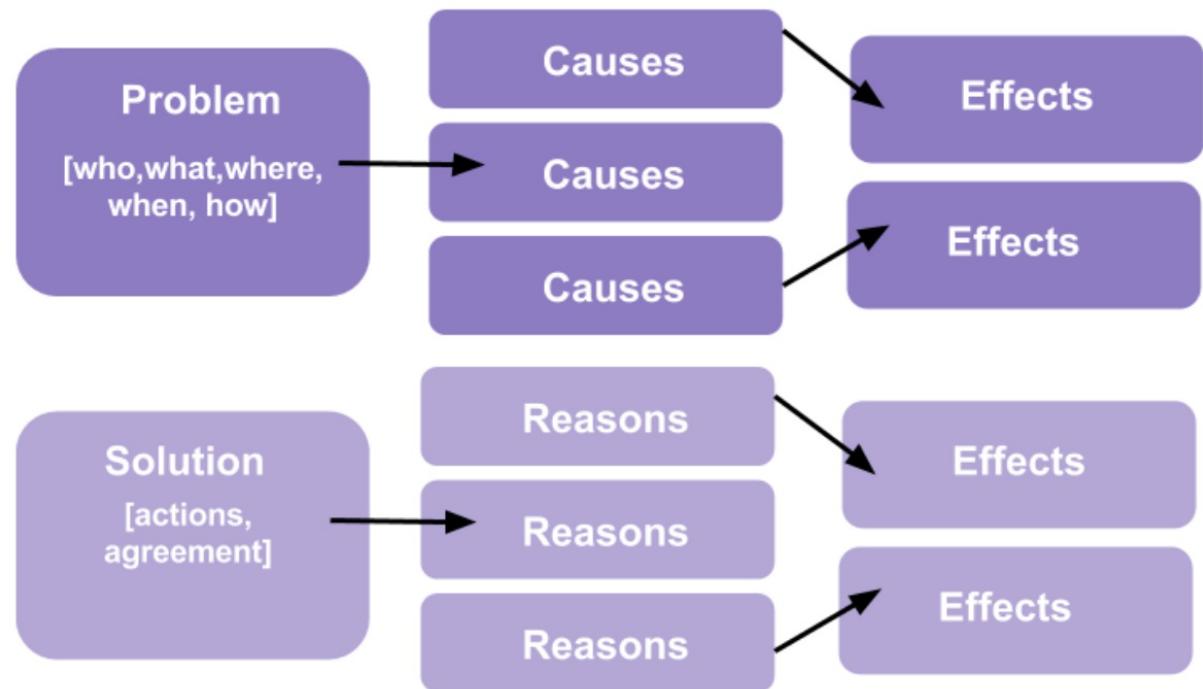
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EmpoweringELLs.com

"Problem-Solution" Text Structure

Problem
[who, what, where, when, how]

Causes

Causes

Causes

Effects

Effects

Solution
[actions, agreement]

Reasons

Reasons

Reasons

Effects

Effects

Adapted from Gonzalez (2014)

Gonzalez, J. (2014, November 6). When we all teach text structures, everyone wins. Retrieved December 29, 2016, from http://www.cultofpedagogy.com/text-structures/

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Bathroom Briefs

EAL strategies on-the-go, as you go
Episode # 21

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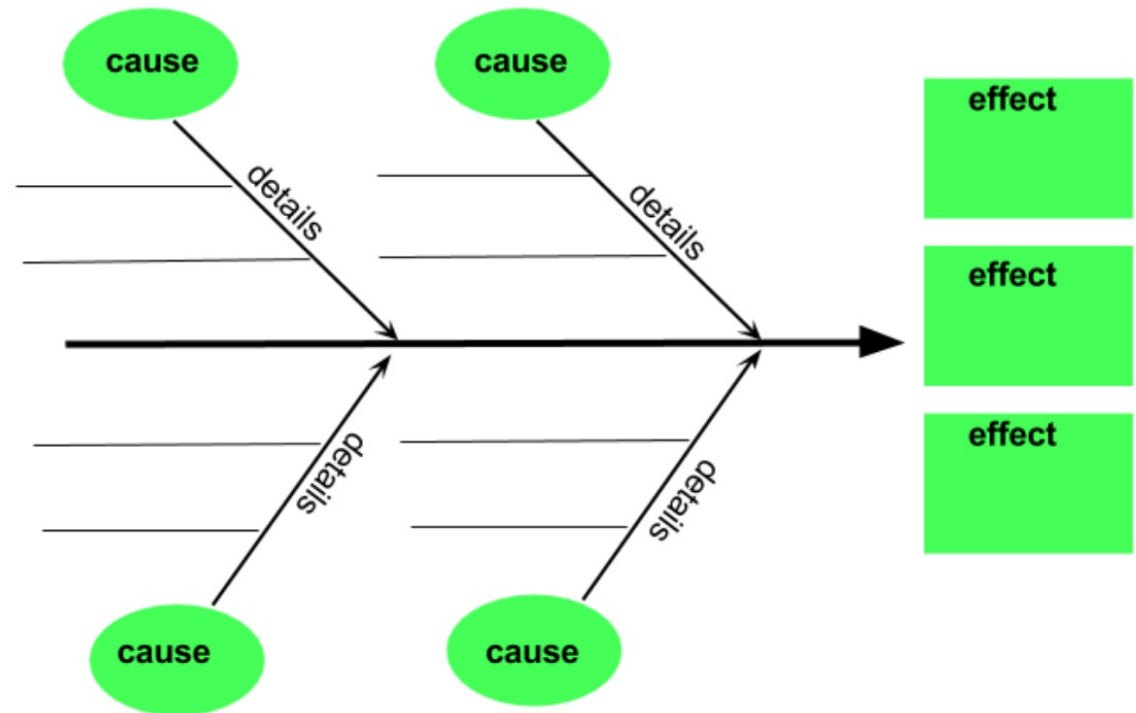
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EmpoweringELLs.com

"Cause-Effect" Text Structure

cause   cause

details   details

effect

effect

effect

cause   cause

details   details

Adapted from Gonzalez (2014)

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Short, D., Echevarría, J., & Richards-Tutor, C. (2011). Research on academic literacy development in sheltered instruction classrooms. Language Teaching Research, 15(3), 363–380.

Bathroom Briefs
EAL strategies on-the-go, as you go
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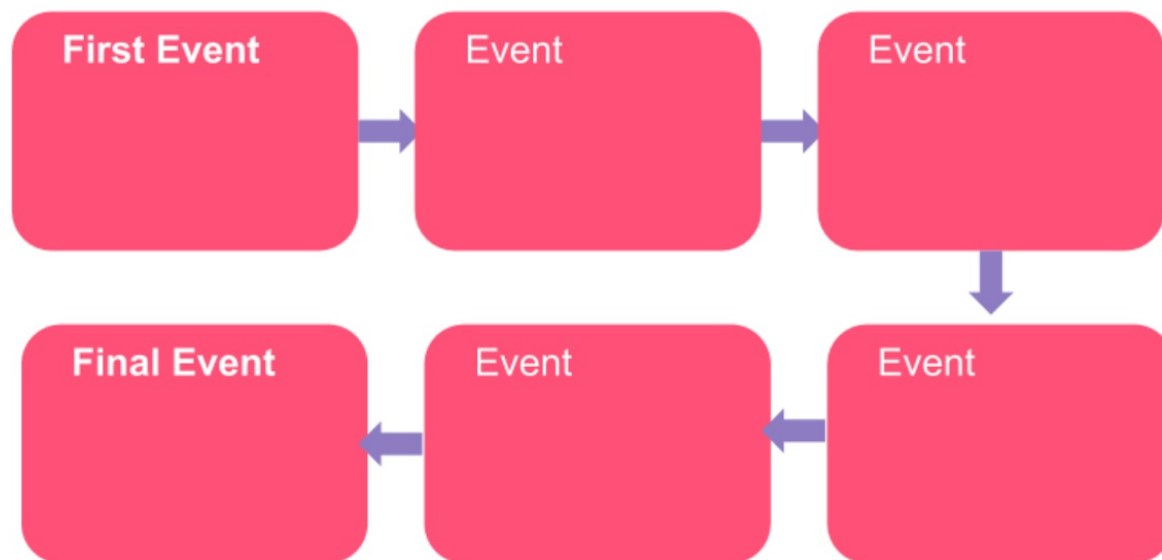
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"Compare" Text Structure

	Object 1	Object 2
Trait	details	details
Trait	details	details
Trait	details	details
Trait	details	details
Commonalities details		

Adapted from Gonzalez (2014)

EmpoweringELLs.com

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Bathroom Briefs
EAL strategies on-the-go, as you go
Episode # 19

"Sequence" Text Structure

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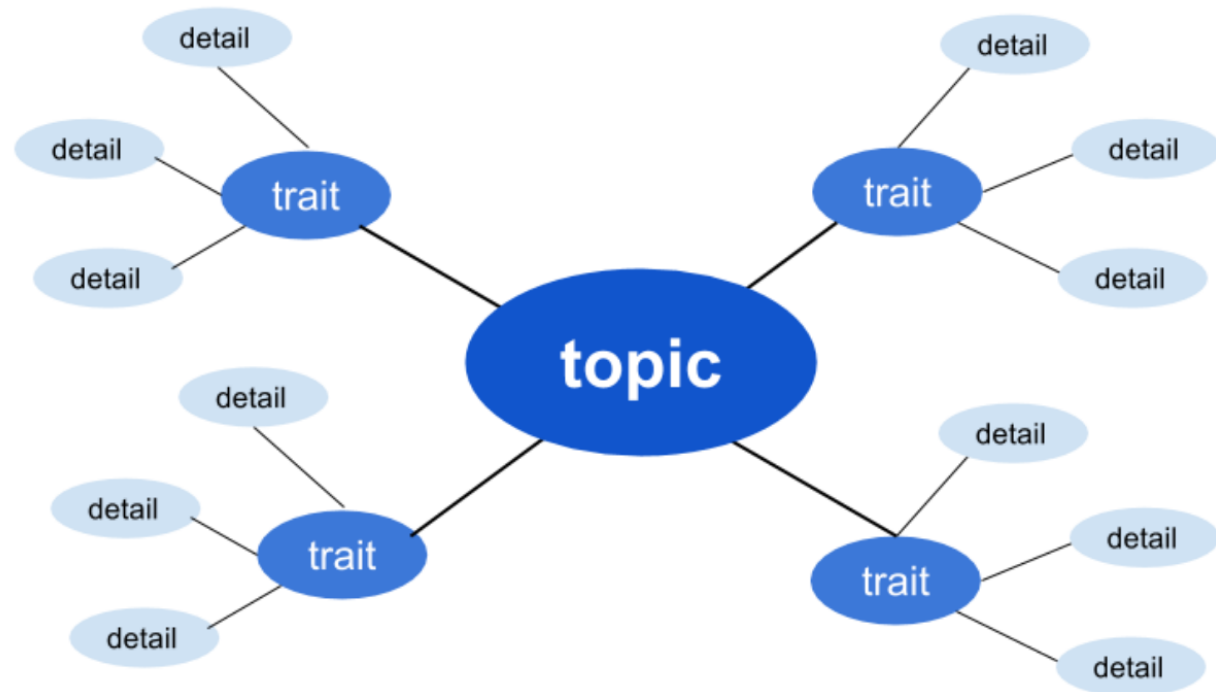
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First Event → Event → Event

Final Event ← Event ← Event

EmpoweringELLs.com

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"Description" Text Structure

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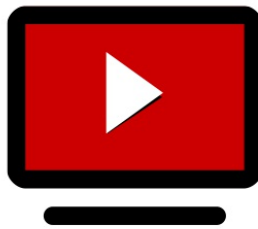
EAL strategies on-the-go, as you go

Episode # 17

Research

Carol Dweck suggested that when teachers praise students for their intelligence, it actually makes them fear losing the label of "smart", so they don't take academic risks that are likely to push them to higher levels of achievement (2007 as cited by Conley, 2014).

Dweck encouraged educators to praise students' use of effective problem-solving strategies because it cultivates a growth mindset. English learners (ELs) who have growth mindsets see academic challenges as opportunities to grow and learn.

Use some of these ideas to praise ELs' use of problem-solving strategies.

EmpoweringELLs.com

Viewing Skills

I liked how you ... to comprehend the image/video.

read the caption

annotated the image

referred to the legend

adjusted the speed the on Youtube video

read the x and y axis

used the CC function on Youtube

watched parts of the video again

compared your thinking with others

read the title on the graph/chart/table

frequently paused to think about what you viewed

found more information related to the topic using your home language

took notes

Conley, A. (2014). Nurturing Intrinsic Motivation and Growth Mindset in Writing. Retrieved from https://www.edutopia.org/blog/intrinsic-motivation-growth-mindset-writing-amy-conley?utm_source=twitter&utm_medium=socialflow

Bathroom Briefs

EAL strategies on-the-go, as you go

Episode # 16

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Writing Skills

You wrote carefully because you...

revised for clarity

edited for accuracy

asked for feedback

provided a clear thesis

incorporated anecdotes

used analogies to explain

organized your arguments

used evidence from the text

explained one idea at a time

used transitions to connect ideas

planned your ideas before writing

separated ideas using paragraphs

viewed a mentor text to help you write

connected your idea back to the thesis

anticipated arguments against your ideas

used specific vocabulary words intentionally

Conley, A. (2014). Nurturing Intrinsic Motivation and Growth Mindset in Writing. Retrieved from https://www.edutopia.org/blog/intrinsic-motivation-growth-mindset-writing-amy-conley?utm_source=twitter&utm_medium=socialflow

Bathroom Briefs

EAL strategies on-the-go, as you go
Episode # 15

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Use some of these ideas to praise ELs' use of problem-solving strategies.

Reading Skills

You read carefully when you...

offered opinions

asked questions

read the images

set a goal for reading

connected ideas together

wrote notes in the margins

reread a section of the text

made predictions using evidence

connected an idea to another text

connected an idea to another topic

use textual details to explain your ideas

worked with others to understand

found who/what the pronoun is talking about

searched for clues before & after the unfamiliar vocabulary word

read just a small section of text at a time

checked if you understood the meaning as you were reading

drew images to help you understand

translated, Google Imaged, or looked up unfamiliar words

restructured the sentence by finding the noun, verb, and detail.

connected the text to your prior knowledge

paid attention to symbols & repeated words/patterns

Conley, A. (2014). Nurturing Intrinsic Motivation and Growth Mindset in Writing. Retrieved from https://www.edutopia.org/blog/intrinsic-motivation-growth-mindset-writing-amy-conley?utm_source=twitter&utm_medium=socialflow

EmpoweringELLs.com

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Speaking Skills

You spoke effectively when you...

used examples

created analogies

provided visuals

spoke at an audible volume

spoke slowly

checked the audience's understanding

told a story to explain the idea

challenged ideas, not the speaker

used words such as "for example", "however", and "in addition to"

referred to the text

looked at the audience & around the room

interacted with the audience by asking questions

Conley, A. (2014). Nurturing Intrinsic Motivation and Growth Mindset in Writing. Retrieved from https://www.edutopia.org/blog/intrinsic-motivation-growth-mindset-writing-amy-conley?utm_source=twitter&utm_medium=socialflow

Bathroom Briefs
EAL strategies on-the-go, as you go
Episode # 13

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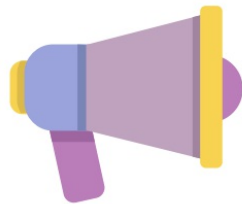
Listening Skills

You listened carefully when you...

took notes

offered an opinion

sought clarification

rephrased what you heard

asked questions to learn more

identified something we missed

connected to what someone said

made eye contact with the speaker

Conley, A. (2014). Nurturing Intrinsic Motivation and Growth Mindset in Writing. Retrieved from https://www.edutopia.org/blog/intrinsic-motivation-growth-mindset-writing-amy-conley?utm_source=twitter&utm_medium=socialflow

Bathroom Briefs

EAL strategies on-the-go, as you go

Episode # 12

Krashen, S. D. (1981). Second language acquisition and second language learning. Oxford: Pergamon Press.

Teachers' Actions: Input

- Use collaborative presentation structures such as jigsaw

- Design stations to deliver content

- Conduct interviews

- Provide various resources connected to a single topic

- Utilize a combination of multimedia & print texts

- Offer graphs, charts, tables

- Analyze infographics

- Listen to podcasts

- Watch videos with English subtitles

  At this phase of language development, educators can prompt ELs to use previously taught strategies to access on-grade level texts & resources.

Hi! I'm a
Bridging
English Learner

Students' Actions: Output

- Serve on a panel Create models

- Work independently Teach others

- Debate a topic Design a product

- Create a process Conduct research

- Compose a series of connected paragraphs

- Use mostly English w/ assistance from home language

- Hypothesize & make justifications

- Infer & provide evidence

- Connect the topic to another context

- Organize an exhibition or event

- Use content-specific language & vocabulary in speech & writing

- Produce various forms of extended texts in an academic register

- Provide a service Conduct surveys

Bathroom Briefs

EAL strategies on-the-go, as you go

Episode # 11

Krashen, S. D. (1981). Second language acquisition and second language learning. Oxford: Pergamon Press.

EmpoweringELs.com in collaboration with Olivia Petraglia

Teacher Actions: Input

Provide guided practice instead of delivery of instructions

Make key language explicit by providing opportunities for rehearsal & application

Examine case studies

Offer analogies

Analyze mentor texts for content and language features

Read & view English resources in home-language groups

At this phase of language development, educators are guiding ELs' interactions with the texts and through steps in a process.

Hi! I'm an

Expanding

English Learner

Students' Actions: Output

Construct visuals w/some text (ie: infographic, Powerpoint)

Compose a paragraph w/ various details & using content vocab

Use academic & content-specific vocab in speech & in text

Organize & deliver presentations

Work in mix-language pairs

Create in mixed-language groups

Rank ideas on a scale & explain

Complete complex sentence frames using content-specific vocabulary

Explain & evaluate ideas

Describe cause & effect relationships

Defend opinions

Create a concept map

Complete sentence frames that require explanation

Bathroom Briefs

EAL strategies on-the-go, as you go

Episode # 10

Krashen, S. D. (1981). Second language acquisition and second language learning. Oxford: Pergamon Press.

Teacher Actions: Input

Provide examples of work in progress or finished work

Post functional phrases on walls

Create explicit learning outcomes (in EL-friendly language)

Work with a group of same home language ELs (English learners)

Offer prepared summaries

Teach concepts by comparing & contrasting

Give modified texts

At this phase of language development, educators can use English texts that are at ELs' reading levels and speak using social language to establish comprehensible input.

Hi! I'm a
Developing
English Learner

Students' Actions: Output

Fill in tables   Annotate images

Make graphs & charts

Create a list, video, or outlines

Categories ideas using highlighting

Complete sentence frames

Collaborate in home-language groups; provide answers in English

Produce short sentences in English (Quick Writes)

Incorporate content vocabulary in writing and in speech

Complete cloze passages w/ vocab in the word bank. If there are 20 blanks, offer 25 words in the word bank.

At this phase of language development, ELs are able to communicate using social language and simple sentences with some content specific vocabulary.

Bathroom Briefs
EAL strategies on-the-go, as you go

Hi! I'm a
Beginning
English Learner

Teacher Actions: Input

Realia   Images   Gestures

Pace Instruction   Model tasks

Total physical response (TPR)

Practice daily routines

Viewing videos about the topic in my home language (HL)

Reading about topics in my HL

Working 1-on-1 w/ the EL

Provide wait time

Google Translate vocab & phrases into HL

Same language grouping
The goal is to cultivate understanding to facilitate engagement.

Students' Actions: Output

Draw images   label objects

Point to objects   sort objects

Repeat steps if previously modeled

Perform adjectives, adverbs, & concrete verbs

Answer "yes/no" questions

Answer "either or" type questions

Match images to vocabulary words

Google Translate from HL to English

Sort vocabulary   repeat vocabulary

Identify select details such as who, what, where, how, when

Produce a list of pre-taught words

Follow one-step oral instructions

Bathroom Briefs
EAL strategies on-the-go as you go

Episode # 8

Research Says
Scaffolds can help ELLs process information, and communicate their understanding (Walqui, 2003; Gibbons, 2008).

Strategy
Sentence stems and frames help language learners articulate the ideas they have. Often, they just need help in knowing how to begin their verbal responses.

Sequence Stems
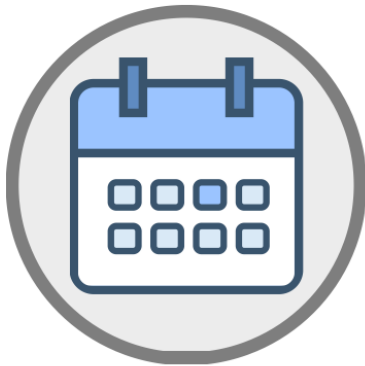
First...
After that...,
Finally,...

Then...
Before that,...
While....,....

Opinion Stems

I like _____ instead of _____ because ...
I dislike ____ because ...
I agree with _____ because ...
I disagree with _____ because...

More sentence frames next week

EmpoweringELLs.com in collaboration with Olivia Petraglia

Dodge, J., & Honigsfeld, A. (2014). Core instructional routines: Go-to structures for effective literacy teaching, K-5. Portsmouth, NH: Heinemann.

Gibbons, P. (2008). English learners academic literacy and thinking: Learning in the challenge zone. Portsmouth, NH: Heinemann.

Walqui, A. (2003). Conceptual framework: Scaffolding for English learners. San Francisco: WestEd.

Bathroom Briefs

EAL strategies on-the-go as you go

Research Says

Scaffolds can help ELLs process information, and communicate their understanding (Walqui, 2003; Gibbons, 2008).

Strategy

Sentence stems and frames help language learners articulate the ideas they have. Often, they just need help in knowing how to begin their verbal responses.

Discussion Stems

What _____ said made me think about ____
That perspective is interesting because ____
I made a connection to _____ because ____
So what you are saying is ____

Meta-cognitive Stems

Now I understand that ____
I found a solution by ____
Today I learned ____. The way I learned it was ____
I used to think that____. Now I think____ because____

More sentence frames next week

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Walqui, A. (2003). Conceptual framework: Scaffolding for English learners. San Francisco: WestEd.

Bathroom Briefs
## EAL strategies on-the-go as you go

Episode # 6

Research Says
Scaffolds can help ELLs process information, and communicate their understanding (Walqui, 2003; Gibbons, 2008).

Strategy
Sentence stems and frames help language learners articulate the ideas they have. Often they just need help in knowing how to begin their verbal responses.

Inquiry Stems

Why does ____?
I wonder why ____?
How does ____ work?
I want to find out more about ____
I would like to understand ____ better because ____
I would like help with ____ because ____

Comparison Stems

____ is similar to ____ because they both ____
____ is different than ____ because ____
____ is more ____ than____ because ____

More sentence frames next week

EmpoweringELLs.com in collaborattion with Olivia Petraglia

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Bathroom Briefs
EAL strategies on-the-go as you go

Research Says
Students will perform better on grade-level tasks when they gain mastery of academic language (Freeman & Freeman, 2008; Zwiers, 2008; Frances, et. al., 2006).
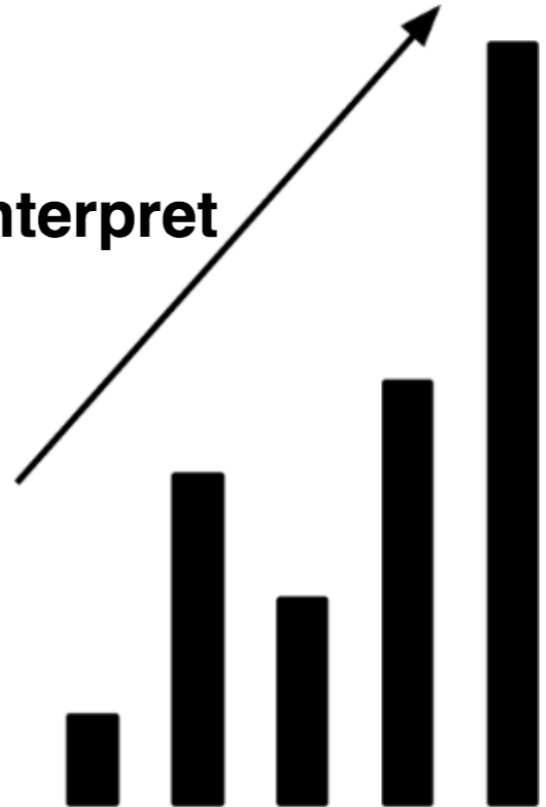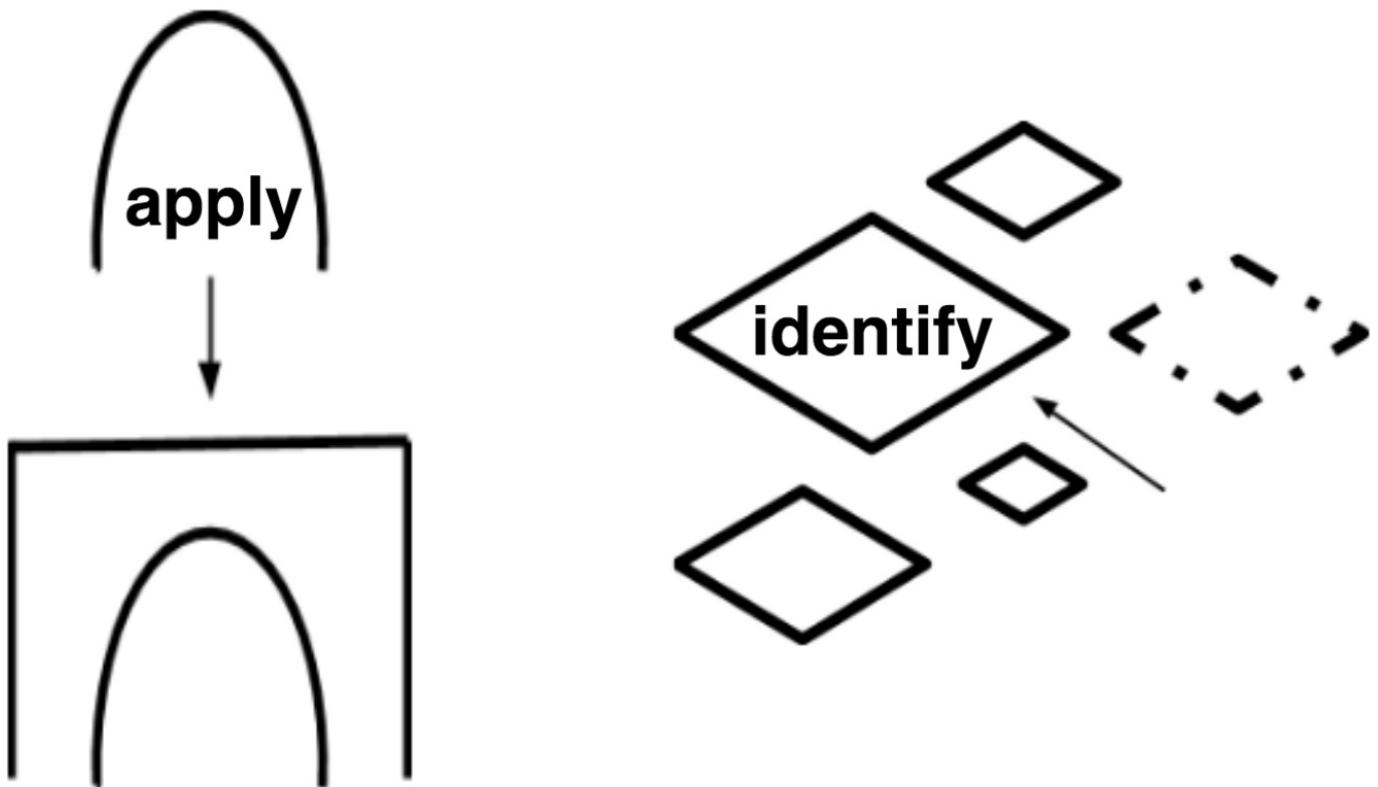
Strategy
Explicitly teach academic language such as command terms by using diagrams as scaffolds.

summarize
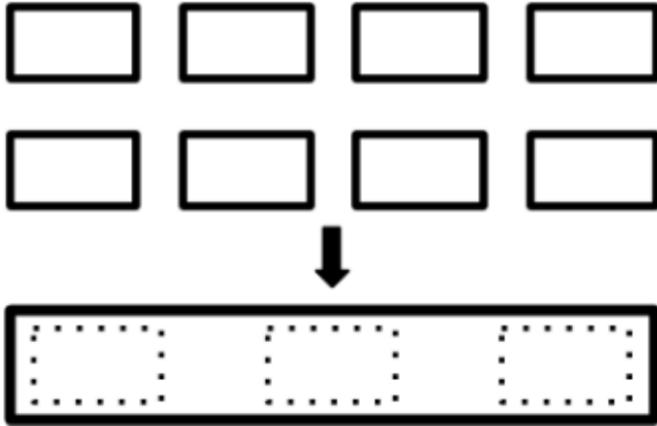
interpret

Next Bathroom Brief:
using sensory activities to support learing

EmpoweringELLs.com

Francis, D. J., Lesaux, N., Kieffer, M., & Rivera, H. (2006). Research-based recommendations for instruction and academic interventions. Houston, TX: Texas Institute for Measurement, Evaluation, and Statistics at the University of Houston for the Center on Instruction.

Freeman, Y. S., & Freeman, D. E. (2008). Academic language for English Language Learners and struggling readers: How to help students succeed across content areas. Portsmouth, NH: Heinemann.

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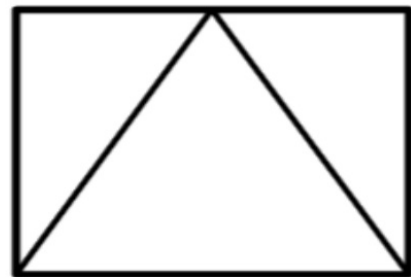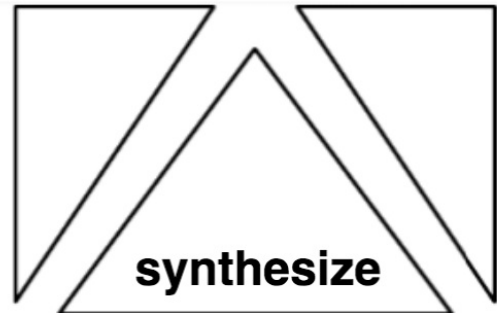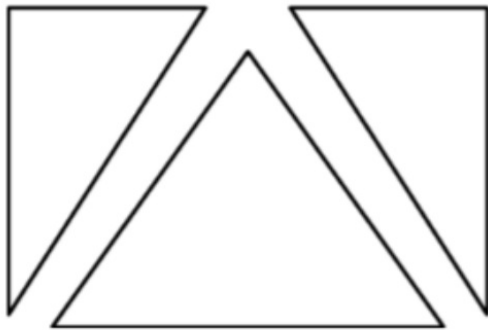## EAL strategies on-the-go as you go

Research Says

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Strategy

Explicitly teach academic language such as command terms by using diagrams as scaffolds.

apply

identify

Next Bathroom Brief:
same strategy, two new command terms

EmpoweringELLs.com

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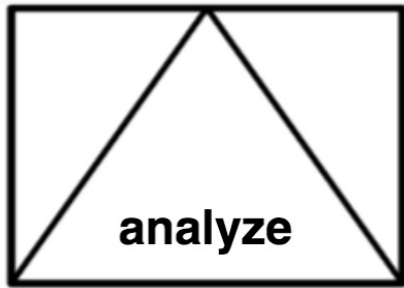# Bathroom Briefs

EAL strategies on-the-go as you go

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Strategy

Explicitly teach academic language such as command terms by using diagrams as scaffolds.

analyze

synthesize

Next Bathroom Brief:
same strategy, two new command terms

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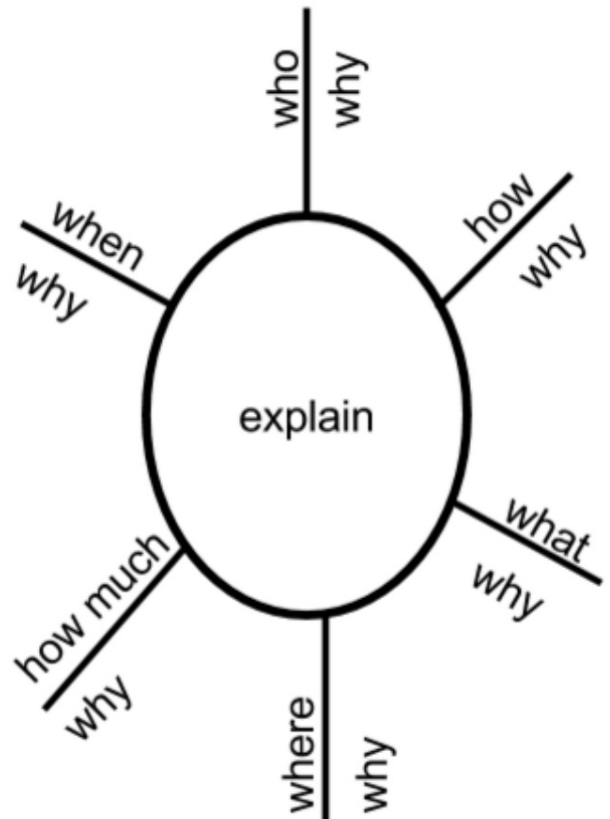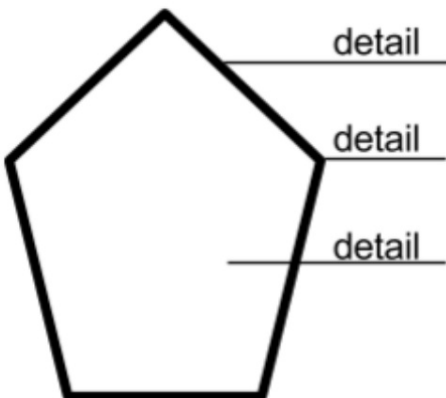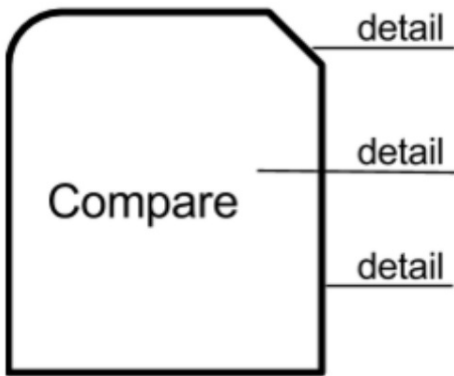## EAL strategies on-the-go as you go

Episode # 2

Research Says
Students will perform better on grade-level tasks when they gain mastery of academic language (Freeman & Freeman, 2008; Zwiers, 2008; Frances, et. al., 2006).

Strategy
Explicitly teach academic language such as command terms by using diagrams as scaffolds.

Compare — detail — detail — detail

detail — detail — detail

who why
when why
how why
explain
how much why
what why
where why

Next Bathroom Brief:
same strategy, two new command terms

EmpoweringELLs.com

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