



Loyola Marymount University | Center for Equity for English Learners (CEEL)

URBAN ECOLOGY CURRICULUM FOR ENGLISH LEARNERS

## SCAFFOLDING FOR ENGLISH LEARNERS

The Urban Ecology for English Learner Curriculum provides an interdisciplinary approach to rigorous instruction for English Learners through scaffolding and research-based instructional practices.

Scaffolding is defined as “temporary guidance or assistance by a teacher, another adult, or a more capable peer, enabling the student to perform a task he or she otherwise would not be able to do alone, with the goal of fostering the student’s capacity to perform the task on his or her own later on.” (CDE, ELD Standards 2012)

<b>APPROACHES TO SCAFFOLDING INSTRUCTION</b> (Walqui, 2006)	<b>PURPOSE</b>	<b>EXAMPLES OF KEY STRATEGIES FOR ENGLISH LEARNER SUPPORT</b>
<p><b>Modeling and Input</b></p> <p>The overt demonstration or examples of a strategy, skill, or concept that students will be learning, as well as the specific uses of language they are expected to incorporate in their assignments.</p>	<ul style="list-style-type: none"> <li>• Provides concrete experiences</li> <li>• Clarifies</li> </ul>	<ul style="list-style-type: none"> <li>• Established routines for teaching skills and procedures</li> <li>• Vocabulary and Modified Vocabulary Routines</li> <li>• Scientific process norms and principles</li> <li>• Sentence frames for oral and written output</li> <li>• Interactive Notebook</li> <li>• Narrative Input Chart</li> <li>• Pictorial Input Chart</li> </ul>
<p><b>Connections</b></p> <p>The process of establishing explicit and clear links between what is taught, connections to each student’s experiences, interests, and prior learning of related content.</p>	<ul style="list-style-type: none"> <li>• Activates students’ prior knowledge</li> <li>• Provides road map for students</li> <li>• Provides a personal connection to content</li> </ul>	<ul style="list-style-type: none"> <li>• Anticipatory/framing questions</li> <li>• Quick-writes</li> <li>• Brainstorms</li> <li>• Think-Pair-Share</li> <li>• Interactive Notebook</li> <li>• Partner triad discussion</li> </ul>
<p><b>Contextualization</b></p> <p>The act of presenting or practicing a task or learning in context (such as a situation or a text) rather than in isolation in order to help students tap into multi-sensory experiences to support individual learning styles.</p>	<ul style="list-style-type: none"> <li>• Creates an environment that familiarizes new and unknown concepts</li> <li>• Helps students make connection between themselves and contents</li> </ul>	<ul style="list-style-type: none"> <li>• Focus questions</li> <li>• Use of pictures, video</li> <li>• Oral language development</li> <li>• Focus on repetition to support vocabulary development (e.g. chants, raps, etc.)</li> <li>• Realia from student context (field experience)</li> </ul>
<p><b>Schema Building</b></p> <p>The opportunity to build and expand knowledge structures to form connections between learning and the learner’s information and experience.</p>	<ul style="list-style-type: none"> <li>• Helps students establish connection between and across concepts that may otherwise appear unrelated</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• Overview of new information</li> <li>• Concept review</li> <li>• Pictograph</li> <li>• Interactive Notebook</li> <li>• Structured Text Talk</li> </ul>



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<p><b>Metacognitive/Metalinguistic Development</b></p> <p>Metacognition is knowledge about and awareness of one’s own thinking and learning and the use of strategies to guide, monitor, and redirect one’s thinking and learning.</p> <p>Metalinguistic development involves awareness of different language systems and ability to analyze, think about, and separate language from meaning to regulate the perception and interpretation of linguistic output.</p>	<ul style="list-style-type: none"> <li>• Supports students’ internalization strategies (awareness of own thinking processes)</li> <li>• Provides explicit attention to linguistic processes and similarities/differences across languages</li> </ul>	<ul style="list-style-type: none"> <li>• Metacognitive Reflection Focus Questions</li> <li>• Think aloud</li> <li>• Self-assessment tasks</li> <li>• Explicit attention to cross-linguistic skills (e.g. cognates, discourse patterns, text structures)</li> <li>• Summarization</li> <li>• Interactive Notebook</li> </ul>
<p><b>Text Representation</b></p> <p>Text representation is a scaffold that focuses on elements of text types or genres and asks students to take content presented in one genre (e.g. narrative) and re-present it in a different genre (e.g. expository).</p>	<ul style="list-style-type: none"> <li>• Provides opportunities for students to interpret text and represent it in ways that express content knowledge</li> <li>• Helps students learn process of citing examples from text, research, and other sources</li> </ul>	<ul style="list-style-type: none"> <li>• Visualization</li> <li>• Informational Text Reading Routine</li> <li>• Pictograph for summarization</li> <li>• Interactive Notebook</li> </ul>



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**INTERDISCIPLINARY APPROACH**

The Urban Ecology for English Learner Curriculum provides an interdisciplinary approach to rigorous instruction for English Learners through scaffolding and research-based instructional practices.

Interdisciplinary research-based practices include established routines and key EL strategies that develop each of the four areas outlined here:

<b>INTERDISCIPLINARY RESEARCH-BASED PRACTICES</b>	
<p><b>Academic Language Development</b></p> <ul style="list-style-type: none"> <li>• Focus on oral and written collaborative, interpretive, and productive tasks (language modes)</li> <li>• Check for comprehension and extend learning</li> <li>• Provide varied experiences for content and language input based on students’ academic and linguistic needs</li> <li>• Provide students ample opportunities to process, interpret, synthesize, and monitor output</li> </ul>	<p><b>Content Area Reading/Writing</b></p> <ul style="list-style-type: none"> <li>• Provide time to actively process and reorganize new information in creative formats</li> <li>• Develop structures to explore new ideas, and express opinions and feelings based on evidence from oral and written texts</li> <li>• Provide opportunities to interpret information and record analysis of oral and written text</li> </ul>
<p><b>General Academic and Domain-Specific Vocabulary Development</b></p> <ul style="list-style-type: none"> <li>• Generate opportunities to actively process new word meanings in multiple, meaningful contexts</li> <li>• Provide multiple exposures to words in multiple, meaningful contexts</li> <li>• Develop interest in and awareness of words and how they can be used</li> </ul>	<p><b>Metacognitive/ Metalinguistic Connections</b></p> <ul style="list-style-type: none"> <li>• Create processes to examine, monitor, and evaluate learning</li> <li>• Develop interest in and awareness of languages, engaging students in comparing what they know across languages</li> </ul>



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## KEY STRATEGIES FOR ENGLISH LEARNER SUPPORT

ACADEMIC LANGUAGE DEVELOPMENT ROUTINES		
Strategy	Description/Procedure	Purpose
<b>Chanting (Scaffold: Speaking/GLAD Strategy)</b>	<ol style="list-style-type: none"> <li>1. Choose key vocabulary and concepts to imbed in chants.</li> <li>2. Choose a frame or existing song to adapt (Bugaloo; Yes Ma'am; Cadence; Here, There, Everywhere; I Know a ...).</li> <li>3. Start by chanting for the rhythm and language patterns first, focus on concepts and vocabulary later.</li> <li>4. Revisit the chants often for different purposes, including highlighting scientific, historic or interesting words.</li> </ol>	<ul style="list-style-type: none"> <li>• Imbed key concepts and vocabulary</li> <li>• Auditory and visual language patterning</li> <li>• Vocabulary building</li> <li>• Gain familiarity and comfort using academic language in a low-pressure way</li> </ul>
<b>Sentence Frames (Scaffold: Speaking/Writing)</b>	<p><b>&lt;How the frame scaffolds speaking&gt;</b></p> <ol style="list-style-type: none"> <li>1. Introduce the sentence frame (see example below).</li> </ol> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Based on my preview of the text, I know the text will (explain, describe, compare, contrast, present, offer) _____.</p> <p>I infer that this text will provide information about _____. The evidence that supports this is _____.</p> <p><b>*NOTE:</b> Sentence frames should be adjusted and/or eliminated based on students' level of language production.</p> </div> <ol style="list-style-type: none"> <li>2. Orally model how to use the sentence frame with few sample sentences. Students repeat the teacher's modeled sentence.</li> <li>3. Briefly and explicitly highlight key structural/conventional feature(s) of the sentence frame (e.g., third person singular -s) and further guide students to orally practice the frame.</li> <li>4. Ask several students to come up with their own examples and provide feedback/corrections.</li> <li>5. Students orally practice the frame in pairs. Ask several students to share out their own sentences and provide feedback/corrections.</li> </ol> <p><b>&lt;How the frame scaffolds writing&gt;</b></p> <ol style="list-style-type: none"> <li>1. In pairs, students write a few sentences utilizing the frame, or their own sentence structure (if level allows) and later share out. Write them on the board, providing feedback/corrections.</li> <li>2. Finally, students individually write the sentences utilizing the frame or their own sentence structure (if level allows) and present them to teacher as a formative assessment piece.</li> </ol>	<ul style="list-style-type: none"> <li>• Temporary scaffold for academic discourse</li> <li>• Specifies use of linguistic features</li> <li>• Provides multiple options for different language proficiency levels and purposes</li> <li>• Supports teacher models</li> <li>• Promotes oral and written output</li> </ul>



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VOCABULARY DEVELOPMENT ROUTINES		
Strategy	Description/Procedure	Purpose
<b>Explicit Vocabulary Instruction Routine</b>	<p><b>*TEACHER NOTE:</b> This is designed to be a quick introduction to the vocabulary words. Students will encounter these words through experiential activities and in reading selections. Teach the vocabulary based on your assessment of students' prior knowledge.</p> <ol style="list-style-type: none"> <li><b>Pronounce</b> – Guide the students in correctly pronouncing the word (by syllable and as a whole).</li> <li><b>Explain</b> – Give students a clear, student-friendly explanation of the word's meaning.</li> <li><b>Study Examples</b> – Give students examples of the word in a variety of contexts.</li> <li><b>Encourage Elaboration</b> – Guide students to elaborate word meanings by generating their own examples and through practice.</li> <li><b>Assess</b> – Check student's understanding through both informal, ongoing assessment and through summative evaluations, requiring students to demonstrate a deeper level of thinking and understanding.</li> </ol>	<ul style="list-style-type: none"> <li>Increases specific word knowledge and long-term reading comprehension. (National Reading Panel, 2000).</li> <li>Provides multiple exposures to words.</li> <li>Develops interest in and awareness of words and how they can be used.</li> </ul>
<b>Explicit Vocabulary Instruction Routine MODIFIED</b>	<p><b>*TEACHER NOTE:</b> This is designed to be a quick introduction to the vocabulary words. Students will encounter these words through experiential activities and in reading selections. Teach the vocabulary based on your assessment of students' prior knowledge.</p> <ol style="list-style-type: none"> <li><b>Pronounce</b> – Guide the students in correctly pronouncing the word (by syllable and as a whole).</li> <li><b>Explain</b> – Give students a clear, student-friendly explanation of the word's meaning.</li> </ol>	<ul style="list-style-type: none"> <li>Temporary scaffold that helps students access general academic and domain specific vocabulary when they are familiar with the word already, but have not mastered the meaning.</li> </ul>
<b>Vocabulary Word Wall: General Academic or Domain-Specific Words</b>	<ol style="list-style-type: none"> <li>Introduce a general academic or domain-specific vocabulary word (e.g., urban) and write it on the vocabulary Word Wall titled "Scientific Words".</li> <li>Define the word in student-friendly language (i.e., "urban" means, of a city or belong to a city) and write it on the Vocabulary Wall.</li> <li>Students record the word and its definition in the glossary section of their Interactive Notebooks.</li> </ol>	<ul style="list-style-type: none"> <li>Visual representation of word study</li> <li>Learning resource for student cognitive reference.</li> <li>Contributes to the multiple exposures students need to master vocabulary words.</li> </ul>



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	Note: Reserve a space on a bulletin board to display vocabulary words. The words can be shown in graphic organizers, by themselves, or with visuals or diagrams that help clarify their meanings.	
<b>Teaching Vocabulary in Context</b>	<p>Rather than providing a formal definition, conceptually critical vocabulary is highlighted by recording it as it is being used in the context of a text reading, pictorial input chart, field experience, or mini-lecture teaching an instructional concept. Key words are written to aid in remembering the meaning of the word or phrase as the concept or idea is explained and to establish one to one correspondence between oral and written text.</p> <p><b>Example:</b> Introducing the concept of evaluation and deciding factors.</p> <ol style="list-style-type: none"> <li>Students think-pair-share about a time they had to choose between different brands of jeans and identify what helped them make a selection.</li> <li>Teacher creates a list of factors such as price, quality, looks, etc. and identifies the deciding one.</li> <li>Teacher explains and identifies the process they went through using the key words: <i>factors and evaluate</i> within the context of the explanation.</li> </ol>	<ul style="list-style-type: none"> <li>Learning resource for student cognitive reference.</li> <li>Contributes to the multiple exposures students need to master vocabulary words.</li> </ul>

CONTENT AREA READING/Writing ROUTINES		
Strategy	Description/Procedure	Purpose
<b>Active Video Viewing – Interpreting “Media Text”</b>	<ol style="list-style-type: none"> <li>Teacher prompts students to think and engage with the video by posing a question at the beginning of the video to give them an idea of what to expect or look for. An alternative might be to assign note-taking with a specific focus.</li> <li>Students view the video at least twice.</li> <li>If needed, stop video at previously identified time slots to ask questions or clarify points that might be challenging conceptually, for example, concepts that require inferencing, or might be challenging because of language.</li> <li>After viewing the video/“media text”, students discuss by summarizing or paraphrasing key ideas learned. If applicable, students discuss how a concept relates to previous learning or discussion.</li> </ol>	<ul style="list-style-type: none"> <li>Promotes critical thinking and discussion by drawing students’ attention to and/or reinforcing the most important concepts/information being presented.</li> <li>Develops comprehension of “media texts”.</li> </ul>



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<b>Guided Note-Taking</b>	<ol style="list-style-type: none"> <li>1. A set of notes is prepared that contains the essential information to be covered in the lecture content or assigned reading.</li> <li>2. The teacher reviews the notes and highlights or underlines the key facts, concepts, or information that the student will be responsible for writing into the final version of the guided notes.</li> <li>3. The teacher replaces the segments of notes identified in the previous step with blanks. Blanks are inserted in the <b>notes</b> where key facts or concepts should appear. As information is covered during lecture or in a reading assignment, the student writes missing content into blanks to complete the <b>guided notes</b>.</li> </ol>	<ul style="list-style-type: none"> <li>• Increases student engagement</li> <li>• Helps student identify the most important information covered.</li> </ul>
<b>Informational Text Reading Routine (Close Reading)</b>	<ol style="list-style-type: none"> <li>1. <b>Previewing the Text:</b> Read aloud the text asking students to follow along. Ask students to underline key words and phrases as they listen. Do a <b>Choral Reading</b> of the first sentence of each paragraph. Ask students <b>“What kind of text is this?”</b> Also, ask students to justify their answer by asking, <b>“How do you know?”</b></li> <li>2. Interacting with Text through <b>Teacher Modeling: Read paragraph(s)</b>, asking students to follow along, thinking about the author’s intent or main message. Students write the main idea of each paragraph in their Interactive Notebook. “This paragraph is mostly about...”</li> <li>3. Interacting with Text through <b>Guided Practice: Students read paragraph(s) with a partner or in small groups</b>, thinking about the author’s intent or main message. Students write the main idea of each paragraph in their Interactive Notebook. “This paragraph is mostly about ___ and what/why...”</li> <li>4. Interacting with Text through <b>Independent Practice: Students read last paragraph(s) independently</b>, thinking about the author’s intent or main message. Students write the main idea of each paragraph in their Interactive Notebook.</li> <li>5. Summarizing the Text: Students compile all their main ideas into a summary of the text.</li> </ol>	<ul style="list-style-type: none"> <li>• Instructional strategy to develop reading comprehension; the strategy becomes an independent reading strategy.</li> <li>• Helps students explain ideas and informational text relationships (e.g., compare/contrast, cause/effect, problem/solution).</li> <li>• Provides students an opportunity to examine text type and determine main idea(s).</li> <li>• Prepares students to write a summary of the informational text.</li> </ul>



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Strategy	Description/Procedure	Purpose
<b>Modeled Writing</b>	<ol style="list-style-type: none"> <li>1. Prior to modeling writing for students, the teacher rehearses (writes) the writing piece to determine what to highlight for students.</li> <li>2. The teacher writes his/her sample piece in front of students, modeling the type of writing they will be expected to produce.</li> <li>3. The teacher writes out a sentence/section/paragraph at a time, sharing his/her thought processes along the way. Students observe how he/she works and reworks the written prose.</li> <li>4. Depending on the writing piece and grade level, the teacher might “chunk” the experience by modeling one element per session, e.g., introductory paragraph.</li> </ol>	<ul style="list-style-type: none"> <li>• Allows students to observe the writing process as it happens.</li> <li>• For students, it highlights the genre’s elements, and the language required by text type (structures, cohesive devices, etc.).</li> <li>• It helps the teacher anticipate the most challenging components of the writing piece in order to emphasize these components for students to provide writing scaffolds/support.</li> </ul>
<b>Summarization</b>	<p>The teacher guides and facilitates the process of taking larger sections of text to reduce them to their essential elements. Students benefit from engaging in summarization activities by practicing key concept identification and rewording the material to help them understand the content and text. A sample summarization technique follows.</p> <p>After reading a text (or section of a text):</p> <ol style="list-style-type: none"> <li>1. Cross out or identify information that is not important.</li> <li>2. Replace/reword a list of things with a generic term (e.g. change “flow of energy, conditions, and human social factors” into “different elements”).</li> <li>3. Paraphrase the paragraph/text.</li> <li>4. Give a title.</li> <li>5. Create a topic sentence, if necessary.</li> </ol>	<ul style="list-style-type: none"> <li>• Students practice generating main ideas and identifying key details in an oral or written text.</li> <li>• Students monitor comprehension and understanding of oral and written text.</li> </ul>
<b>Interactive Notebook</b>	<ol style="list-style-type: none"> <li>1. During the Unit Introduction, guide students in preparing their Interactive Notebooks. (Glue a cover, assign designated sections, etc. See Unit Introduction.)</li> <li>2. On the right side of the notebook, students record the lesson INPUT (e.g., teacher instruction, things you learned, reading text, vocabulary list, teacher handouts)</li> <li>3. On the left side, students work with the input recorded on the right side and write their OUTPUT (e.g., summaries, catching main points, reflections, pondering and processing information, personal reactions, giving personal feedback, metacognitive/meta-linguistic work).</li> <li>4. Provide academic vocabulary and sentence frames to scaffold</li> </ol>	<ul style="list-style-type: none"> <li>• Organize student resources</li> <li>• Help you think about, learn, analyze, synthesize, and react to important information</li> <li>• Provide note-taking opportunities and active listening</li> <li>• Promote student output</li> </ul>





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CONTENT AREA READING/WRITING ROUTINES		
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	students' output on the left side (e.g., sentence frame for summary: "In short, (the text) <u>states</u> that _____." (Word bank: states, explains, describes, etc.)	

METACOGNITIVE/METALINGUISTIC ROUTINES		
Strategy	Description/Procedure	Purpose
<b>Metacognitive Skills: How Do I Learn?</b>	<ol style="list-style-type: none"> <li>1. Introduce visual (poster) reminder of metacognitive/metalinguistic monitoring.</li> <li>2. Write the word, <i>meta-cognitive</i>, on the Vocabulary Word Wall.</li> <li>3. Provide a student-friendly definition for each meta-cognitive skill (see poster), emphasizing the benefits that come from knowing how we process new information in a school setting.</li> <li>4. Ensure that each lesson includes opportunities for metacognitive reflection by planning activities such as: <ul style="list-style-type: none"> <li>• Metacognitive reflection questions or prompts as a closure for lessons.</li> <li>• Teacher think-aloud (pausing to share insight on one's own thinking) while reading text, approaching unfamiliar vocabulary, writing, etc.</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• Introduce students to process for monitoring their own learning</li> <li>• Provide guiding questions and opportunities for self-reflection</li> <li>• Raise awareness of one's own learning</li> </ul>

**KEY STRATEGIES FOR ENGLISH LEARNER SUPPORT**

Other EL Strategies Listed in Alphabetical Order		
Strategy	Description/Procedure	Purpose
<b>A/B Partner Talk</b>	<ol style="list-style-type: none"> <li>1. A question or topic is posed by the teacher.</li> <li>2. Partner A shares ideas while Partner B listens to interpret information, Partner B may ask clarifying questions.</li> <li>3. Partners switch roles and repeat steps.</li> </ol>	<ul style="list-style-type: none"> <li>• Promotes equitable partner talk and explicit talk norms.</li> </ul>
<b>Brainstorming</b>	Students work in small groups to state ideas on a topic or question while a recorder writes them down. All ideas count, everything is recorded. More ideas can be built on the ideas of others.	<ul style="list-style-type: none"> <li>• Allows students to work collaboratively to exchange information, and offer and support opinions.</li> </ul>



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<b>Choral Reading</b>	Provide a model for student to listen to. Ask students to listen for the phrasing (short pauses, longer pauses) or intonation (rising and falling inflections) while you read aloud. Ask students to choral read with you. Finally, have students practice reading the text with a partner.	<ul style="list-style-type: none"> <li>• Develops phrasing and intonation.</li> <li>• Offers opportunities for repeated readings of text at appropriate instructional levels.</li> <li>• Enhances comprehension.</li> </ul>
<b>Concept Chart</b>	<p>Intended to serve as a “class learning log” that memorializes learning. It is a cognitive aide useful in clarifying and cementing concepts at the end of a lesson or instructional period. It synthesizes information that reflects/demonstrates the understanding of a concept or idea when additional EL scaffolds are needed to ensure comprehension and address language needs. The Concept Chart is kept visible in the classroom to be used when reviewing previous learning and for students to reference when tapping prior knowledge.</p> <p><b>Steps:</b></p> <ol style="list-style-type: none"> <li>1. Teacher poses an open-ended question to promote reflection on what was learned during a lesson.</li> <li>2. Students explain their understanding of key concepts or ideas.</li> <li>3. Teacher and students negotiate meaning through oral interactions to collaboratively create a statement(s) that encapsulates the key ideas in the students’ own words.</li> <li>4. Statements are recorded on the Concept Chart</li> </ol>	<ul style="list-style-type: none"> <li>• Synthesize key learnings</li> <li>• Clarify Content Knowledge</li> <li>• Prevent Misconceptions</li> </ul>
<b>Double Line-Up (or Inside-Outside Circle)</b>	Students stand in two lines, facing each other. With their partner across from them, the students discuss a question posed by the teacher. Then the teacher moves one of the lines by having 2-3 students come off the end of their line and go the other end, while the line shifts and students move to a new partner. The teacher can move the line numerous times, each time posing a new question.	<ul style="list-style-type: none"> <li>• Students have an opportunity to express their ideas, selecting and applying varied and precise vocabulary to effectively convey ideas.</li> <li>• Students practice both speaking and listening actively.</li> </ul>
<b>4 Corners</b>	Corners of the classroom are designated for focused discussion or group brainstorming work on four aspects of a topic. Students individually think (and write) about the topic for a short time. Students group into one of the corners to discuss or write on charts (each group has a different colored marker). Groups rotate around to the other charts at the teachers signal. When finished, students share out the discussion, or the ideas on the chart.	<ul style="list-style-type: none"> <li>• Promotes focused discussion to develop deeper thoughts about a topic.</li> <li>• Students brainstorm and discuss valid points of view about a topic.</li> </ul>



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<b>Graphic Organizers</b>	<p>Graphic organizers are charts, graphs, or diagrams, which encourage students to see information as a component of systems rather than isolated facts. Students may complete these as they read or view a presentation. There are a variety of ways to use graphic organizers, including the following: semantic word map, story chart, Venn diagram, T-chart, spider map, network tree, word map, “brace maps” and KWL chart. Other examples of graphic organizers are listed below.</p> <p><u>Comparison-Contrast Matrix</u>-Students determine similarities and differences between two people, things, solutions, organisms, stories, ideas, or cultures.</p> <p><u>Branching Diagrams</u> -Organization charts, hierarchical relationships systems, family trees.</p> <p><u>Interval Graphs</u>-Chronological order, bar graphs, parallel events, number value.</p> <p><u>Flowcharts</u> - Sequential events, directions, decision making, writing reports, study skills.</p> <p><u>Matrix Diagram</u>-Schedules, statistics, problem solving, comparisons with multiple criteria.</p> <p><u>Fishbone Diagram</u>-Cause and effect, timeline.</p>	<ul style="list-style-type: none"> <li>• Graphic organizers provide a way to record thoughts, ideas, and experiences and allow students to make connections in their learning.</li> <li>• Organizers scaffold oral language and written tasks.</li> </ul>
<b>Inquiry Chart (GLAD Strategy)</b>	<ol style="list-style-type: none"> <li>1. Teacher prepares a class chart or students are given a two-column graphic organizer. One column is labeled “What do we want to know?” and the other “What do we know?”</li> <li>2. Teacher records students’ comments using their words on the Class chart. Do not correct misinformation or grammar at this point. Students may also record their own information in collaborative groups.</li> <li>3. Record students' names (or initials) after their comments. If done in collaborative groups, students should list their names and initial each of their contributions.</li> <li>4. Revisit the inquiry chart often, using a different color marker each time you revisit. When revisiting, ask students to cite the source of new information used to answer one of the questions under What do we want to know. Also, review the information under What do we know and ask students to confirm whether the information is accurate or not. If the information is inaccurate, correct the information and cite the source.</li> <li>5. During revisiting sessions, students may point out grammatical questions or problems with some of the statements and questions. At this point, ask the original author(s) of the statement what they think about the grammar and encourage them to change the sentence.</li> </ol>	<ul style="list-style-type: none"> <li>• Promotes student’s thinking, making predictions, and hypothesizing.</li> <li>• It allows for assessment and activation of background knowledge. Gives teacher the opportunity to address misconceptions. Teaches revision and learning as a continuous process.</li> </ul>



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<b>Jigsaw</b>	<ol style="list-style-type: none"> <li>1. Assignment or topic is divided into parts with all students from each collaborative group becoming “experts” on one of the parts.</li> <li>2. Expert teams work together to learn their assigned part.</li> <li>3. At the teacher’s signal, all experts return to their home collaborative groups and teach the other group members the information learned in their expert teams.</li> </ol>	<ul style="list-style-type: none"> <li>• Facilitates understanding of content by reducing the amount of material the student need to process, and thus, reducing the cognitive load and affective filter.</li> </ul>
<b>Modified Frayer Model (4-Square Vocabulary)</b>	Students prepare a 4-quadrant figure, and for each word, generate any of the following in each of the 4 squares: word, picture, word in context sentence, my definition, dictionary definition, my sentence.	<ul style="list-style-type: none"> <li>• Students develop word consciousness, expanding their knowledge of the meaning and usage of new words.</li> </ul>
<b>Narrative Input Chart (GLAD Strategy)</b>	<p>A narrative input chart allows the teacher to provide an oral preview of a text using a visual representation such as drawings, copies of book pages, or pictures to highlight key elements of a text. It provides a sequential introduction to the text. The teacher selects the text and accompanying photos ahead of time and identifies key points in the narration where he/she pauses to have students process the content by paraphrasing what they’ve heard using a “partner share” structure. Students can extend learning by recreating the narrative input chart, or writing text to summarize the oral input.</p> <p>The following steps support delivery of this strategy:</p> <ol style="list-style-type: none"> <li>1. Place chart paper on wall with 6 sections (one for each paragraph). Be sure all students can see the chart.</li> <li>2. Read each paragraph while showing key photos for each section.</li> <li>3. As you read the text, place the photos on the respective chart section. Be sure to emphasize key vocabulary as you read the text.</li> <li>4. At key points in the delivery, pause and ask students to paraphrase what they have heard using a “Think –Pair Share” or other partner structure.</li> </ol>	<ul style="list-style-type: none"> <li>• Students receive a pre-view of a text using a format “narrative” format that is familiar to them.</li> <li>• Pictures or visuals allow students to follow the oral input and process text.</li> <li>• Structured pauses in the narrative presentation allow for partner discussion and processing of oral text through paraphrasing.</li> </ul>



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<b>Numbered Heads Together</b>	<ol style="list-style-type: none"> <li>Put students in groups and assign a number from 1-4.</li> <li>Groups are asked to discuss a topic, question or problem.</li> <li>Teacher calls out a number.</li> <li>For each group, all students with the given number stand up and share their group’s ideas or answer.</li> </ol>	<ul style="list-style-type: none"> <li>Promotes discussion and individual and group accountability.</li> <li>Provides opportunities for practice, rehearsal, and discussion of content material.</li> </ul>
<b>Pass the Poster</b>	<ol style="list-style-type: none"> <li>Put students in groups of 4-5.</li> <li>Give each group a “poster” (blank sheet of paper)</li> <li>Each group brainstorms to generate ideas or discuss an answer.</li> <li>Upon teacher’s signal, group “passes the poster” to another group.</li> <li>Procedure is repeated several times, each time ensuring the “poster” goes to a different group</li> </ol>	<ul style="list-style-type: none"> <li>Students are able to generate and share as many ideas as possible about a topic.</li> <li>Oral language production is promoted through collaborative conversations.</li> </ul>
<b>Pictorial Input Chart (GLAD Strategy)</b>	<p>A pictorial input chart allows the teacher to present content through visual representation. Advance preparation includes identifying key concepts around the content, and developing visuals to accompany the “input” about the content. The teacher identifies key points in the narration where he/she pauses to have students process the content by paraphrasing what they’ve heard using a “partner share” structure. The following steps support delivery of this strategy:</p> <p><b>Before the lesson</b> - Draw and label a content picture/diagram onto chart paper in pencil (<i>lightly draw and label key words/phrases</i>).</p> <p><b>Steps:</b></p> <ol style="list-style-type: none"> <li>Be sure all students can view the chart.</li> <li>As you introduce the topic, trace over the drawing with colored markers. Be sure that you have speech to “visual text” connection.</li> <li>Provide “chunks” of information at a time, stopping frequently to allow students to talk to a partner or triad to paraphrase what you have introduced. After each partner share, ask for volunteers to tell what they have learned, and label the picture. Prompt students to provide key words/phrases for conceptual understanding.</li> <li>The chart should remain in the room as a reference.</li> </ol>	<ul style="list-style-type: none"> <li>This strategy gives students access to rigorous content through a pictorial representation (visual text), thus allowing content to be visually imprinted.</li> <li>Oral language production is promoted through collaborative conversations and paraphrasing oral text based on a visual text (pictorial input chart).</li> </ul>



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	<p><b>Possible Extensions:</b></p> <ol style="list-style-type: none"> <li>1. Have students draw and label their own chart/diagram.</li> <li>2. Use diagram as a resource to review, process and apply information.</li> <li>3. Have students write a synthesis of key concepts conveyed through the pictorial input chart.</li> </ol>	
<b>Process Grid (GLAD Strategy)</b>	As the name implies, it is a grid with categories across the top and down the side of a “grid”/chart. Students acquire information in a number of ways... prior knowledge, expert groups or teacher input of important concepts to be learned. This allows students to “process” information on a given topic.	<ul style="list-style-type: none"> <li>• Builds confidence and comprehension when students can teach others.</li> <li>• Students can use the developed process grid to support their writing of informational text.</li> </ul>
<b>Round Robin</b>	Students work in groups to share ideas verbally. Students share in order, without interruption, comment, discussion, or question from other members of the group so everyone has an opportunity to share.	<ul style="list-style-type: none"> <li>• Students have an opportunity to express their ideas, selecting and applying varied and precise vocabulary to effectively convey ideas.</li> <li>• Students practice both speaking and listening actively.</li> </ul>
<b>Structured Text Talk</b>	Structured Text Talk is a scaffold that apprentices students to be skillful in the use of academic discourse around text to support the study of complex content. Teachers identify critical points in the lesson where students can work in pairs or small groups to orally process content information. Be sure to consider student linguistic and academic levels when creating groups for structured academic talk.	<ul style="list-style-type: none"> <li>• Provides ample opportunities for oral language development using general academic and domain specific vocabulary.</li> <li>• Allows for use of functional, context-relevant speech.</li> <li>• Provides an opportunity for teachers to give focused feedback and support with regards to student language output.</li> <li>• Allows for support of text comprehension.</li> </ul>
<b>Talking Chips</b>	Students work in groups to share ideas verbally. Each student has a “chip” that when put on the table, gives him/her a turn to talk. When everyone has had an opportunity to share, the chips can be picked up, and the process can continue.	<ul style="list-style-type: none"> <li>• Students have an opportunity to express their ideas, selecting and applying varied and precise vocabulary to effectively convey ideas.</li> <li>• Students practice both speaking and listening actively.</li> </ul>



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<b>Tea Party</b>	Students individually prepare a response, i.e., create a vocabulary study card, on an index card. Students stand and mingle in order to find another student with whom to share their vocabulary study card, and to listen to the other student’s vocabulary study card, then mingle again to find another student to repeat the process. This can repeat 3-5 times.	<ul style="list-style-type: none"> <li>• Students have an opportunity to express their ideas, selecting and applying varied and precise vocabulary to effectively convey ideas.</li> <li>• Students practice both speaking and listening actively.</li> </ul>
<b>10/2 or “Processing Time”, or “Chunk &amp; Chew”</b>	<ol style="list-style-type: none"> <li>1. Students listen and if appropriate, take notes while teacher delivers approximately 10 minutes worth of information (“information chunk”).</li> <li>2. Students are given 2 minutes to process the information (“chew”) by orally sharing with others, or writing individually.</li> <li>3. Teacher debriefs to check for comprehension.</li> </ol>	<ul style="list-style-type: none"> <li>• Limits the amount of input students receive at one time.</li> <li>• Provides students with time to process information.</li> </ul>
<b>Think Aloud</b>	<p>A process whereby teachers/students verbalize “inner speech” as they process content. Explicit instruction in Think Alouds includes teacher modeling where teachers verbalize aloud while completing a task such as reading a selection orally. Include verbalizations such as describing:</p> <ul style="list-style-type: none"> <li>• how to monitor reading comprehension</li> <li>• how to make decisions about word selection when writing</li> </ul>	<ul style="list-style-type: none"> <li>• Helps students learn to monitor their own learning.</li> <li>• Promotes increased understanding of text or content.</li> </ul>
<b>Think-Pair-Share</b>	<p>Students think about a topic or question posed by the teacher. Pairs discuss the topic or question. Students can share out their own ideas, or share (re-tell) their partner’s ideas.</p> <p>A variation of this is “Think-Write-Pair-Share”, where students write their thoughts down after a brief “think” time and prior to sharing.</p> <p><b>2-4 Strategy</b> This is a variation of Think-Pair-Share. After each pair discusses a topic, they join another pair to discuss their ideas before joining a whole class discussion.</p>	<ul style="list-style-type: none"> <li>• Students have an opportunity to formulate their ideas during the think time, then express their ideas in a partner-discussion, which enhances understanding.</li> </ul>
<b>Whip-around</b>	Teacher whips quickly around the room asking all students to give their opinion/input on a topic/issue, or answer a question. Students are allowed to pass if they are not ready or are unsure of their answer.	<ul style="list-style-type: none"> <li>• Helps to quickly assess students’ level of understanding of a topic.</li> <li>• Increases the number of students sharing their ideas.</li> </ul>



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<b>Word Work/Vocabulary Notebook</b>	Each student keeps a “word work” section in his/her interactive notebook where information is recorded about the vocabulary and the discussion around the vocabulary. Students may record sentence frames, graphic organizers, graphics or pictures, etc.	<ul style="list-style-type: none"> <li>• Students have a space to “keep” the robust vocabulary words they are learning.</li> <li>• Notebooks give students multiple exposures to the words as they record their work.</li> </ul>

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