

Introduction

Scaffolding ELA Instruction for ELLs/MLLs Grades 3-9

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Introduction

Scaffolding English Language Arts Instruction for English Language Learners (ELLs/MLLs) in Grades 3-9 includes this introduction and lesson exemplars. This introduction describes the lesson exemplars. The lesson exemplars demonstrate ways to support ELLs/MLLs in mastering the lessons listed in the table below developed by Expeditionary Learning and Public Consulting Group for EngageNY. The introduction also explains conventions used to support the lessons.

Name of Prototype	Module/Component	Lesson	Grade Span
Determining the Main Idea and Key Details: “Tackling the Trash”	4	3	3–5
Launching the Mystery: What’s that Symbol?	1	1	4
The Value of Sports in People’s Lives, Part 1	3A	1	5
Identifying an Author’s Opinions and Evidence: “The Value of Sports in People’s Lives”	3A	2	3–5
Analyzing a Model Position Paper: “Facebook: Not for Kids”	4A	1	6–8
“A Work of Art Is Good if It Has Arisen Out of Necessity”	1	1	9–12
St Lucy’s Home for Girls Raised by Wolves	1	1	9
Wisely and Slow; They Stumble that Run Fast	1	3	9

GR 3-10 Exemplar Lessons Grades

- GR 3 *Tackling the Trash
- Gr 4 Launching the Mystery: What’s that Symbol?
- Gr 5 The Value of Sports
- Gr 7 Facebook: Not for Kids

GR 9-10 Exemplar Lessons Grades

- GR 9-10 *A Work of Art...
- GR 9-10 St Lucy’s
- GR 9-10 *Wisely and Slow (Romeo & Juliet)

*Indicates Spanish Support

Attaining Core Competencies for English Language Learners (ACCELL)

The supports used in the lessons are based on the Attaining Core Competencies for English Language Learners (ACCELL) model. ACCELL is an evidence-based model developed by AIR to support ELLs/MLLs in mastering core grade-level content. The ACCELL routines used in these lessons include: Introducing the Lesson, Developing Background Knowledge, Supporting Vocabulary Development, Enhancing Comprehension, and Strengthening Written Expression. A variety of scaffolds are used in the context of implementing these routines. Scaffolds are defined as temporary instructional supports that help make rigorous grade-level curriculum accessible to all students, including ELLs/MLLs.

Introducing the Lesson

By posting and reviewing standards, teachers make students aware of the knowledge and standards-based skills they are expected to master during a lesson. For English language arts lessons, standards focus on the New York State Learning Standards in English Language Arts, but also focus on standards in other content areas, such as social studies, when texts are informational rather than narrative. For ELLs/MLLs, standards also include language proficiency standards (which differ from state to state). Scaffolds for ELLs/MLLs include comprehensible objectives that mirror the language of the standards and glossaries for challenging vocabulary associated with the standards.

Additionally, to introduce the lesson, students are asked to infer what the text is about from the book, chapter, or section title. Scaffolds include definitions for target words in the title that might be challenging for ELLs/MLLs and using visuals associated with the title if there any.

Building Background Knowledge¹

Before engaging with the text, students may need background information (e.g., U.S. culture and history) to help them understand the text. The background information teachers provide should be applicable to the specific text being studied, rather than general information related to the text. The background information provided should not be a summary of the text, nor eliminate the need for a close reading of the text. There are a variety of methods that can be used to develop background knowledge including auxiliary texts; short video clips; and other types of visuals such as pictures, photos, maps, timelines, tables, and graphic organizers. Scaffolds for ELLs/MLLs include glossaries for challenging words and phrases and sentence frames and starters to help ELLs/MLLs at lower levels of proficiency answer questions about the background materials. Methods for developing background knowledge that use visuals and graphic organizers support ELLs/MLLs' comprehension.

¹ Note that the components of the ACCELL model—Developing Background has been more fully explained and modeled in a companion Resource Guide entitled *Vocabulary and Background Resource Guide*.

Supporting Vocabulary Development

Throughout the lessons there are many opportunities for ELLs/MLLs to learn vocabulary and acquire word learning strategies. Words and phrases are selected for instruction based on three criteria: 1) importance for understanding the text; 2) frequency in texts across content areas; and 3) importance for acquiring the skills indexed by the language standards (e.g., learning about figurative language).

Scaffolds for ELLs/MLLs include comprehensible definitions for target words; examples familiar to students that illustrate word meanings; visuals to make word meanings clear; home language definitions for target words; opportunities for partner talk to give students practice using words; and additional opportunities for reinforcement through engaging activities like dramatization. A word-learning strategy particularly beneficial for ELLs/MLLs whose home language shares cognates with English is to draw on home language knowledge to understand words in English text that are cognates.

Enhancing Text Comprehension

Developing background knowledge, vocabulary, and code-related skills in ELLs/MLLs supports reading comprehension. Scaffolds to enhance comprehension include chunking text into smaller segments and engaging students in multiple readings of each segment of the text, each for a different purpose. During the first reading, teachers might read the text aloud to model fluent reading while students listen and follow and/or read along. During this first reading, teachers can define challenging words and phrases. In a second reading, students might work in pairs to respond to supplementary questions inserted in the text, which are intended to help students uncover the meaning of the text and answer the guiding question(s). ELLs/MLLs with entering and emerging levels of English proficiency can be given word banks, sentence starters, or sentence frames to help them respond to the questions. In a third optional reading, students can be given opportunities to annotate the text, identifying words that they still do not understand and/or parts of the text that they still find challenging. Following this annotation, the teacher can engage students in a discussion so they can help each other figure out word meanings and clarify challenging sections of the text.

Strengthening Written Expression

Scaffolding techniques prior to writing include providing ELLs/MLLs with opportunities to generate ideas and organize their thoughts using graphic organizers aligned with the genre they are writing in. They can be given opportunities to discuss their ideas (in their home language or in English) with a partner before they begin writing. ELLs/MLLs with entering, emerging, and transitioning levels of proficiency can be given access to genre-aligned graphic organizers and sentence starters or sentence frames to help them write. Teachers help ELLs/MLLs edit their writing to improve both craft and structure.

Conventions Used in the Exemplars

The original lessons are posted on the Engage^{NY} website, and AIR provides links to these lessons. The conventions that follow describe how the AIR routines and scaffolds have been superimposed on these lessons. An example follows the description of these conventions.

AIR has added additional supports to almost all existing lesson components. These are labeled *AIR additional supports*. However, in some instances, as demonstrated in the example below, AIR has added new activities as well. *AIR new activity* refers to an activity not in the original lesson that AIR has inserted into the original lesson. For example, Background Knowledge (AIR New Activity 2 for Work Time) is a new activity AIR has added to the Work Time component of the Expeditionary Learning lesson. Because it is the second AIR new activity associated with Work Time, it is labeled activity 2. If there is only one new activity associated with a component of the original lesson, it is not numbered. *AIR instructions for teachers* are instructions AIR has added that describe how a teacher might implement the activity. *AIR instructions for students* are instructions AIR has added for students. In some instances AIR has added student activities that accompany the instructions for students. The following example from the Expeditionary Learning curriculum demonstrates *AIR additional supports*, *AIR instructions for teachers*, *AIR instructions for students*, and *AIR student activity* for an AIR activity that has been inserted into the original lesson.

The *AIR additional supports* and *AIR Instructions for teachers* are highlighted in gray to differentiate them from *AIR instructions for students* and *AIR student activities*. The latter have no highlighting. While this example does not include the text used in the original lesson, information that describes the original lesson or instructions for teachers in the original lesson, other examples in this resource guide include this information. In these instances, this information is highlighted in blue. The lessons are formatted so teachers can create student materials by deleting all the rows except *AIR instructions for students* and the student activities that follow this row.

Example: Background Knowledge (AIR New Activity 2 for Work Time)

AIR Additional Supports

Students look at a map and picture of the Mississippi and read a brief description of the river; they watch a short video clip about the river; they answer questions about both to develop background knowledge. Providing a glossary offers additional support for all students. Sentence frames support ELLs/MLLs at entering (EN) and emerging (EM) levels of proficiency. Sentence frames support ELLs/MLLs at transitioning (TR) levels of proficiency.

AIR Instructions for Teachers

Show students the picture and map of the Mississippi.

Ask students to read the short text using the glossary as needed. Then students should answer the questions provided.

To provide additional background information on flooding, show the short clip. Have students read the questions before watching the video. Show the video once or twice. After watching the video have students answer the questions using the glossary as needed.

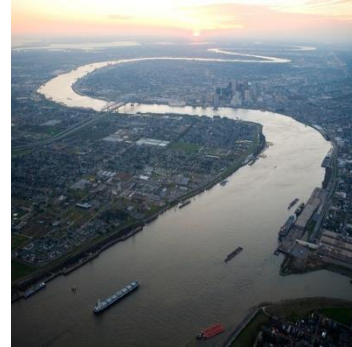
AIR Instructions for Students

Look at the picture and map of the Mississippi.

Read the short text and answer the questions. Use the glossary to look up unfamiliar words.
Watch the short video clip. Before you watch, read the questions about the video. Answer the questions. Use the glossary to look up unfamiliar words that appear in the video.

AIR Student Activity

The Mississippi River



The Mississippi River

The Mississippi River is the largest river in the United States. The part of the Mississippi River from its **headwaters** to St. Louis is called the **Upper Mississippi**. East Moline, Chad's hometown, **is located on** the Upper Mississippi. The Mississippi River has experienced a lot of **pollution**, and there is a lot of trash in the river and along the **shoreline**.

Glossary

headwaters—the beginning of a river
upper—higher in place
is located on—is next to
pollution—poisons, waste, or other things that hurt the environment
shoreline—the place where land and water meet

Questions

1. What is the longest river in the United States? [ALL]

The largest river in the United States is _____ . [TR]

The _____ is the longest river in the United States. [EN, EM]

The Upper Mississippi runs between which two points? [ALL]

The Upper Mississippi runs between _____ [TR].

The Upper Mississippi runs between _____ and _____. [EN, EM]

Where is Chad's hometown? [ALL]

Chad's hometown is _____. [TR]

Chad's hometown is located on the _____. [EN, EM]

What is a problem the Mississippi has experienced? [ALL]

A problem the Mississippi has experienced is _____. [TR]

The river has experienced _____. [EN, EM]

Where is the trash located? [ALL]

The trash is located _____. [TR]

The trash is located in the _____ and along the _____. [EN, EM]



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