CCNETWORK Comprehensive Center Network

REGION 17
Idaho
Montana

4. Small-Group Intervention

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

Photo is for illustrative purposes only.
Any person depicted in the photo is a model.

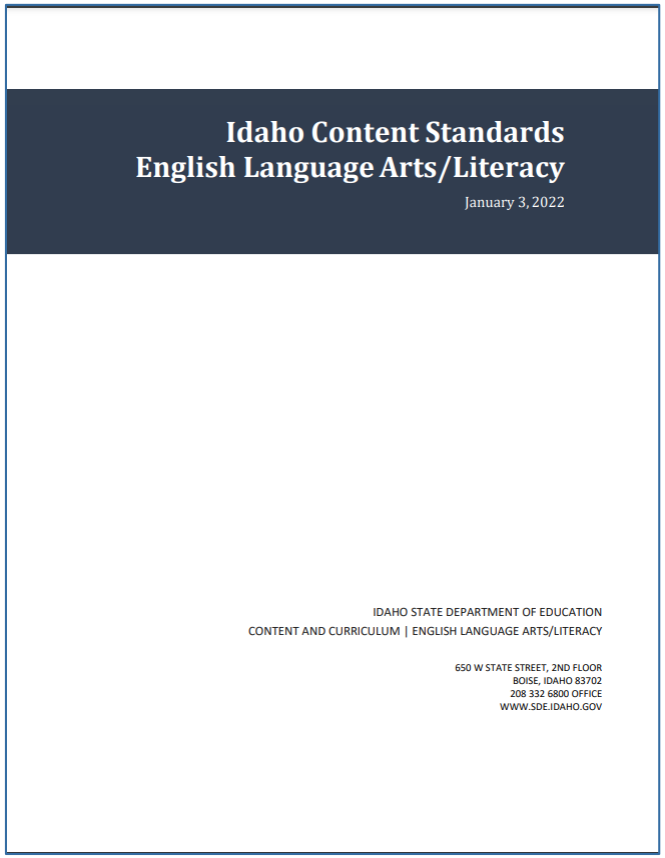
DEPARTMENT OF EDUCATION · STATE OF IDAHO ·

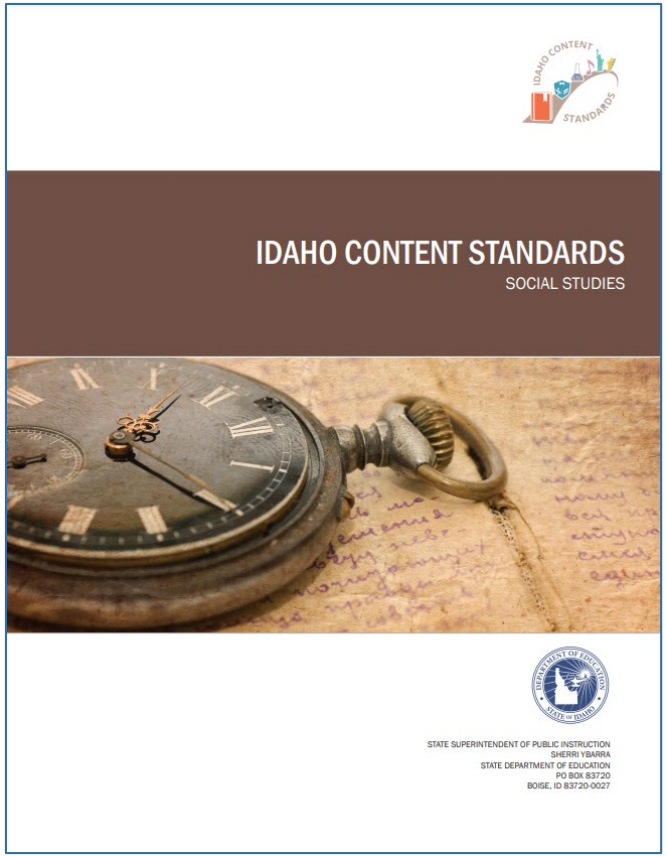
Quote

Words are not just words . . . it is through words that we build, refine, and modify our knowledge. What makes vocabulary valuable and important is not the words themselves so much as the understandings they afford.

The Challenge of Advanced Texts: The Interdependence of Reading and Learning M. J. Adams, 2009, p. 180

Idaho Content Standards





WIDA ELD Standards

Standard 1 – Social & Instructional Language

» English language learners communicate for **Social and Instructional** purposes within the school setting.

Standard 2 – Language of Language Arts

» English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts.**

Standard 3 – Language of Mathematics

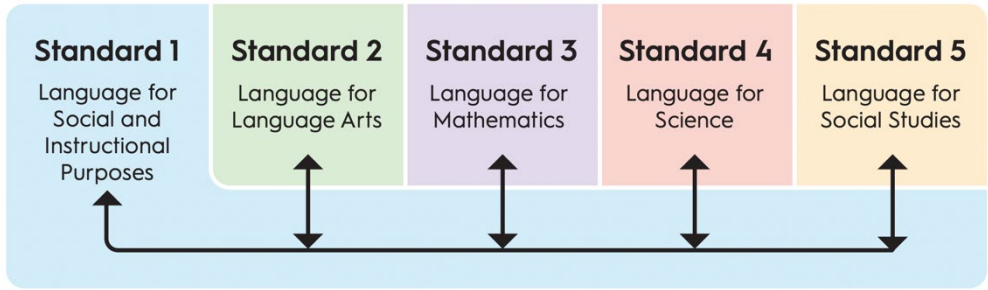
» English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics.**

Standard 4 – Language of Science

» English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science.**

Standard 5 – Language of Social Studies

» English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies.**



WIDA, 2020 p. 9

What Is Academic Language?

Academic language is _____.

To have academic language means that _____.

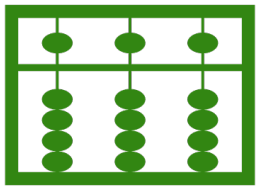
An example of academic language would be _____.

What Is Academic Language?

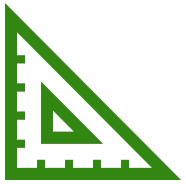
> *Academic language is the set of words, grammar, and organizational strategies used to describe complex ideas, higher-order thinking processes, and abstract concepts.*

Building Academic Language: Essential Practices for Content Classrooms J. Zwiers, 2008, p. 20

Language in Standards for Mathematical Practice



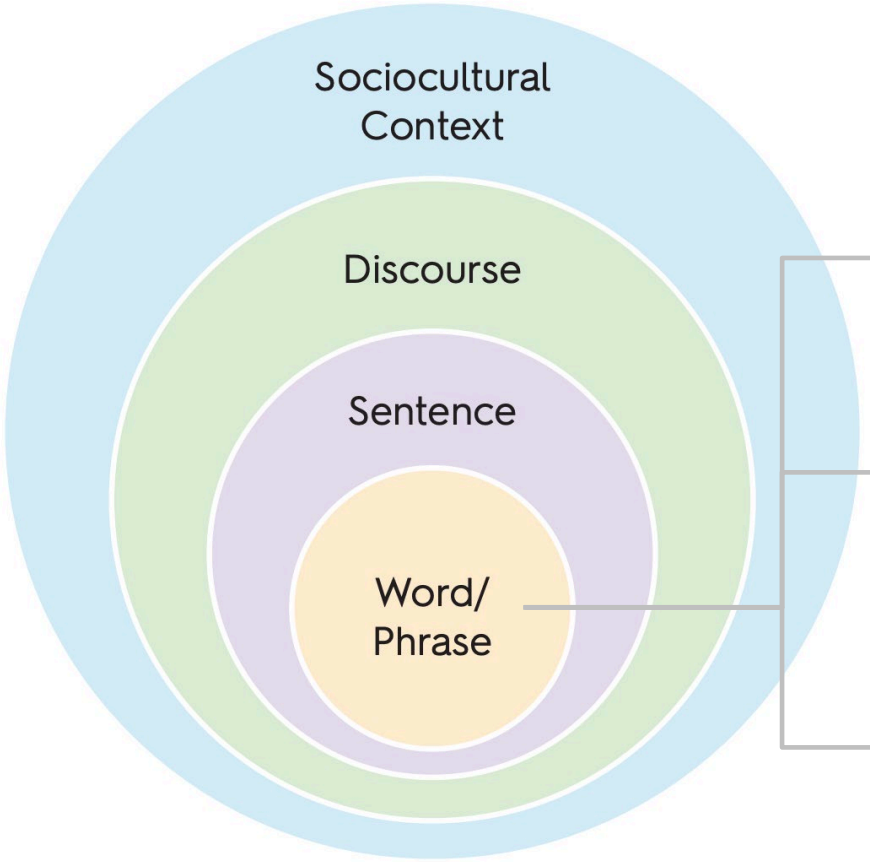
MP.6 Students attend to precision. Describe solution strategies to mathematical tasks using grade-level appropriate vocabulary.



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).

Dimensions of Language Use



Everyday language: Language for representing ideas in nontechnical ways *(general language)*

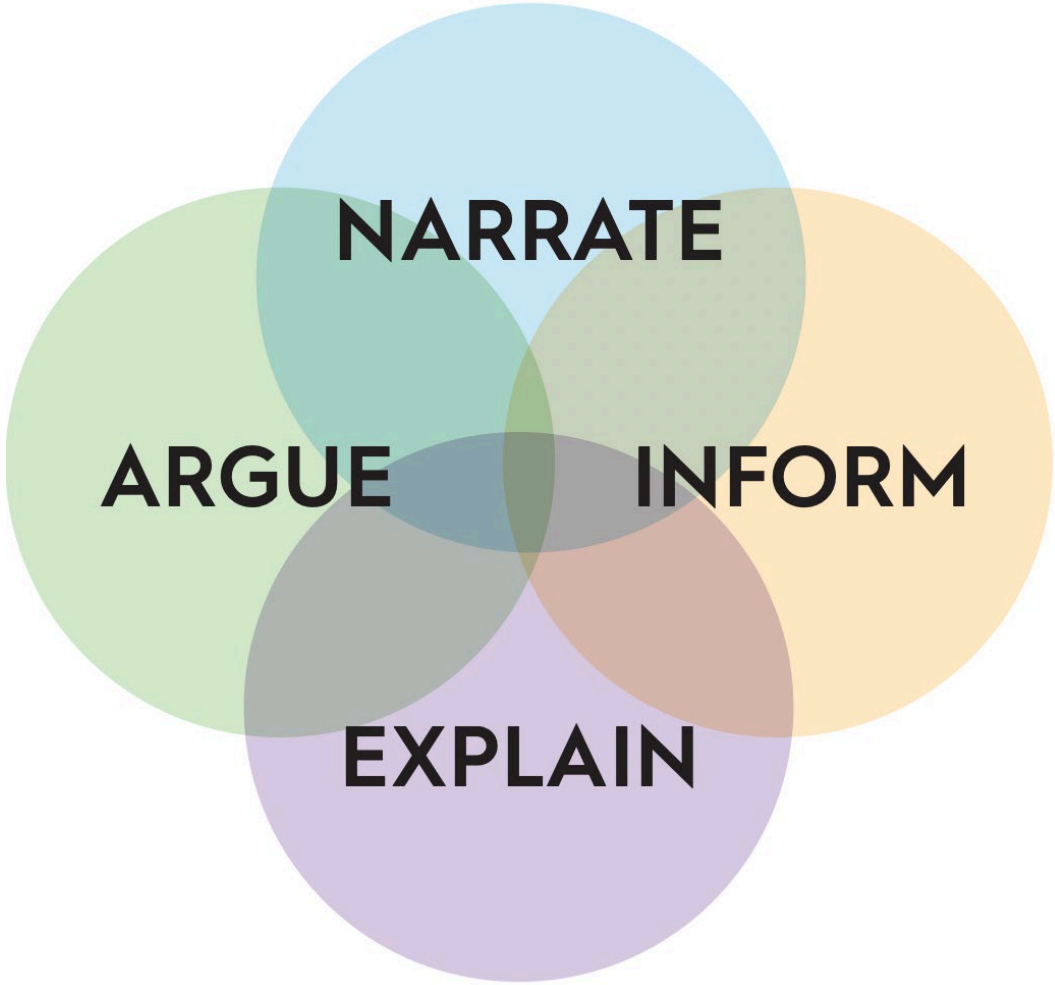
Cross-disciplinary language: Academic language used across content areas (e.g., analyze, evaluate) *(specific language)*

Technical language: Specialized language associated with a content area

WIDA, 2020, p. 32

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

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				

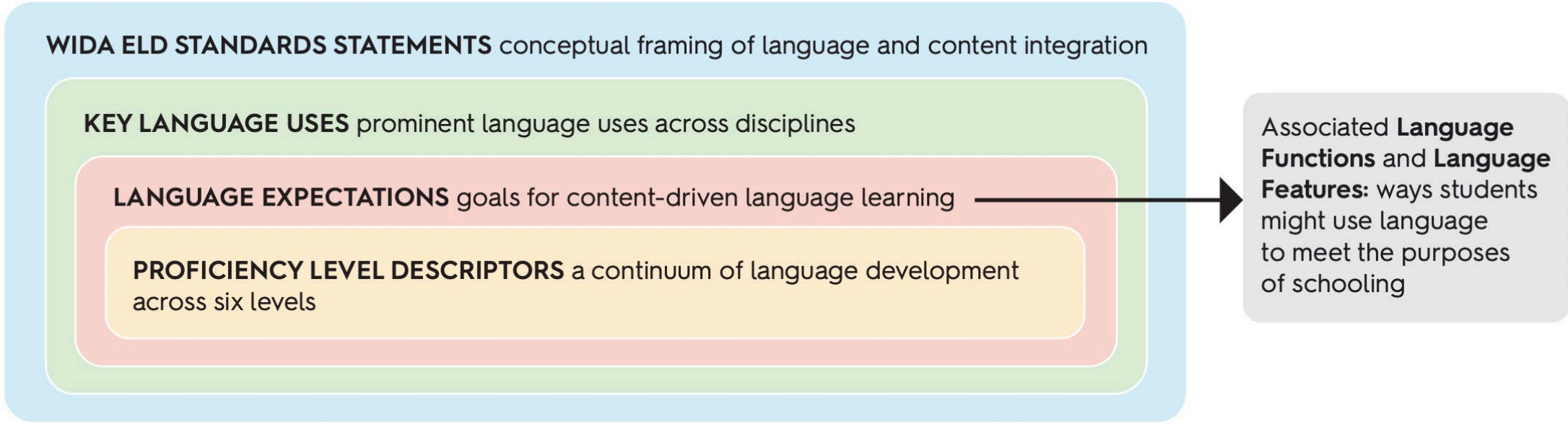
1. Most prominent
2. Prominent
3. Present

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

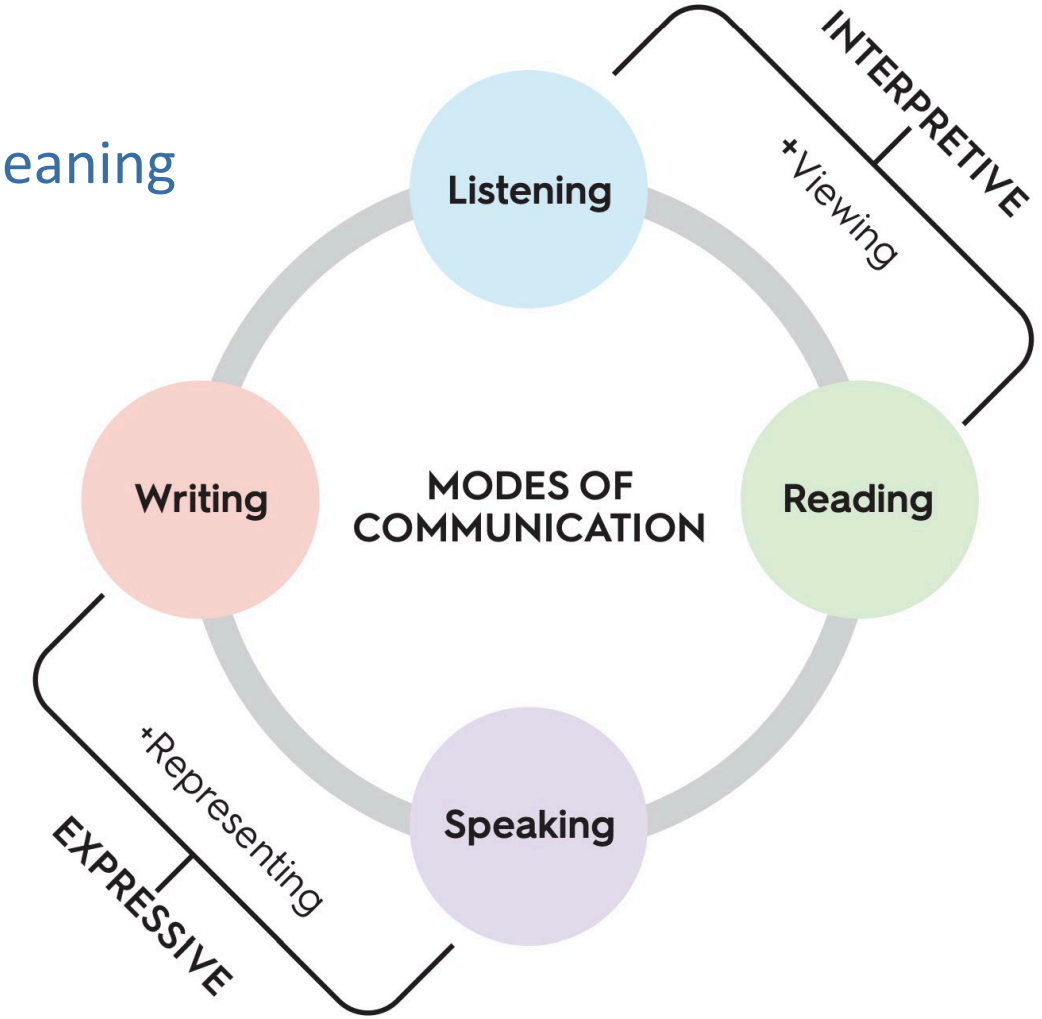
Distribution of Key Language Uses



WIDA, 2020, p. 365

Modes of Communication

- Provide support for developing language
- Essential path for all students to make meaning



WIDA, 2020, p. 29

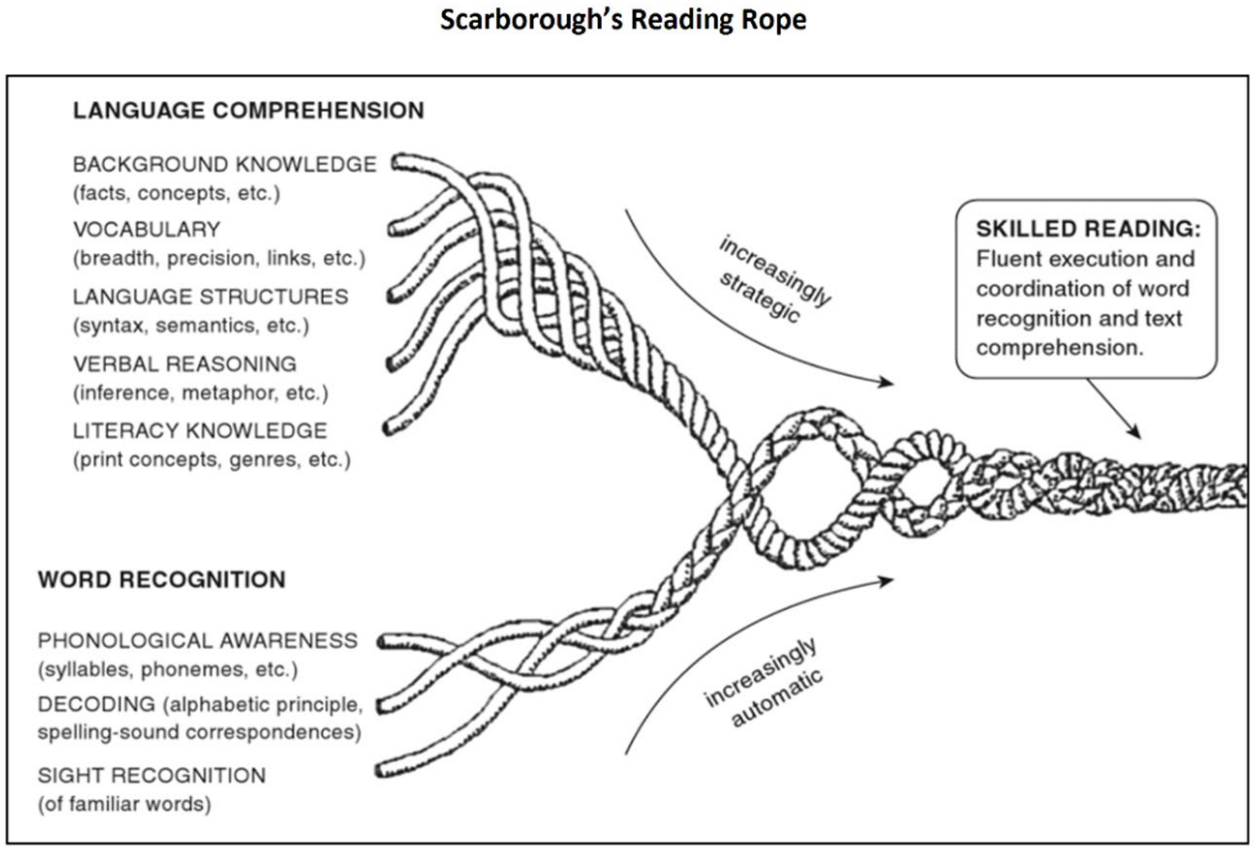
Today's Focus

Provide small-group instructional intervention to students struggling in areas of literacy and English-language development

Skilled Readers

What are some essential components of being a skilled reader?

Scarborough's Reading Rope



Scarborough, H. (2001 Connecting early language and literacy to later reading (dis)abilities: Evidence, theory and practice. In S. Newman & D. Dickinson (Eds.), Handbook of Early Literacy Research. pp. 97-110. New York, Guilford Press. *(used with permission of the author)*

Scarborough, 2002, p. 98

Simple View of Reading (SVR)

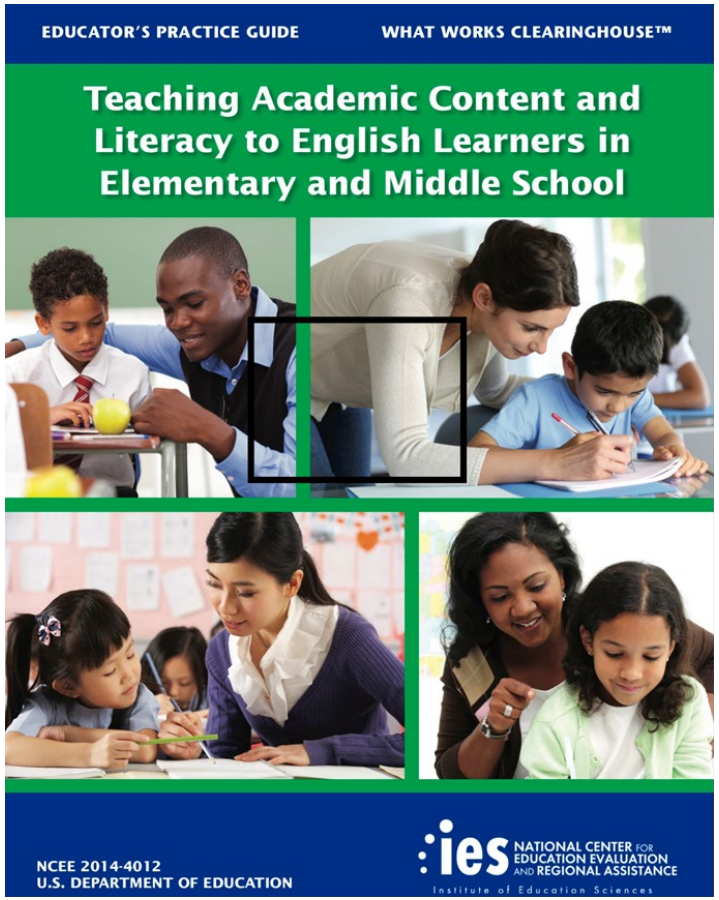
Adequate WR Adequate LC	**Poor WR Adequate LC**
Adequate WR Poor LC	**Poor WR Poor LC**

Word recognition (WR): Phonological awareness, decoding and encoding skills

Language comprehension (LC): Skills related to language comprehension

Gough & Tunmer, 1986

A Collection of the Best Available Evidence



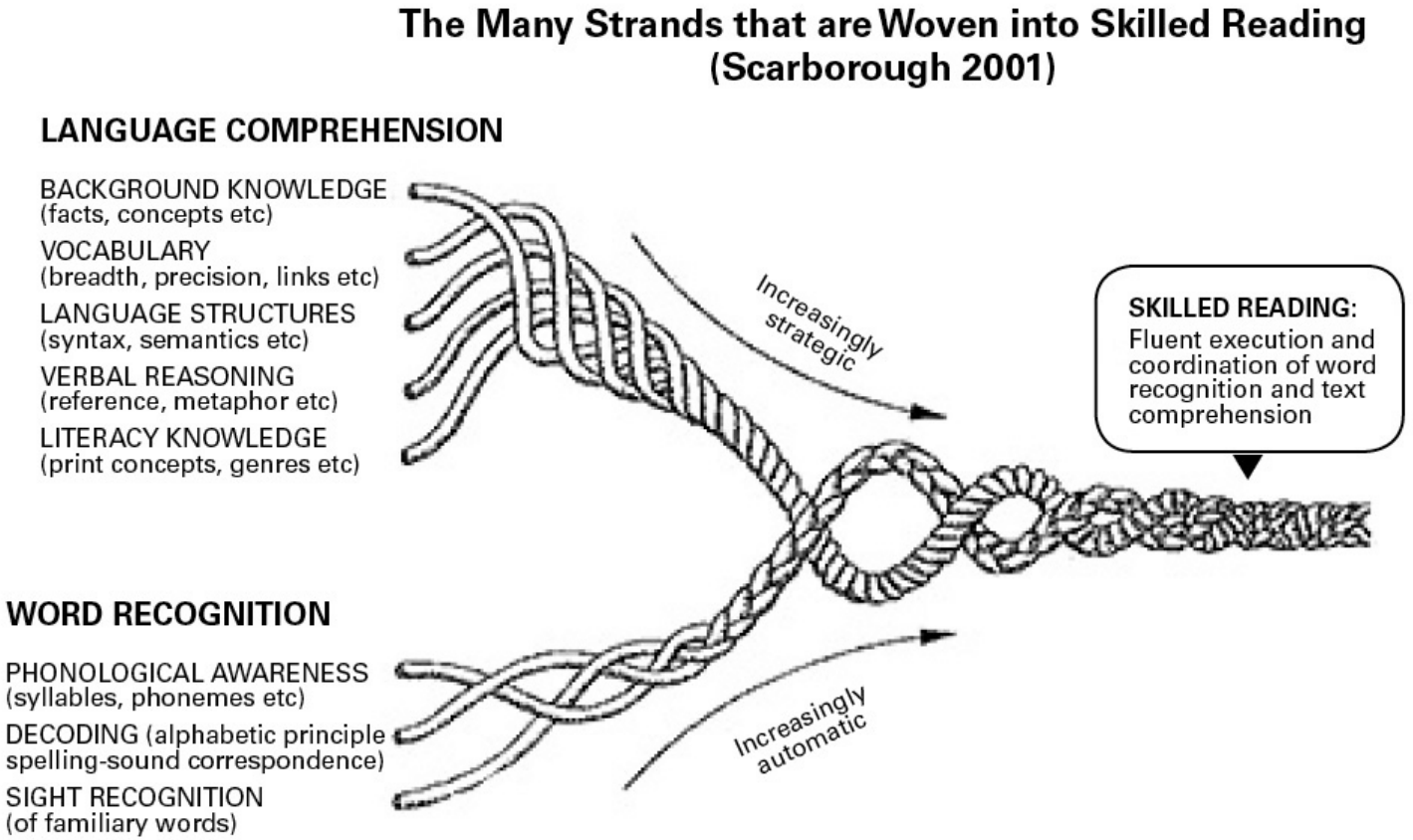
Baker et al., 2014, p. 6

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

Scarborough's Reading Rope



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Baker et al., 2014, p. 6

Steps to Implement Recommendation 4

1. •**Use available assessment information** to identify students who demonstrate persistent struggles with aspects of language and literacy development
2. •Design the content of small-group instruction to **target students' identified needs**
3. •Provide additional instruction in small groups of **3–5 students**
4. •For students who struggle with **basic foundational reading skills,** spend time not only on these skills but also on **vocabulary development** and **comprehension strategies**
5. •Provide scaffolded instruction that includes **frequent opportunities for students to practice and review** newly learned skills and concepts in various contexts **over several lessons** to ensure **retention**

Baker, et al., 2014, p. 60–66

Can You Answer These Questions?

Who are your students?

a. What are their home languages?

b. What are their language strengths and needs in each mode of communication (reading, writing, speaking, and listening)?

c. What preparation have they had in your subject in their home language?

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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**

Target Students' Needs

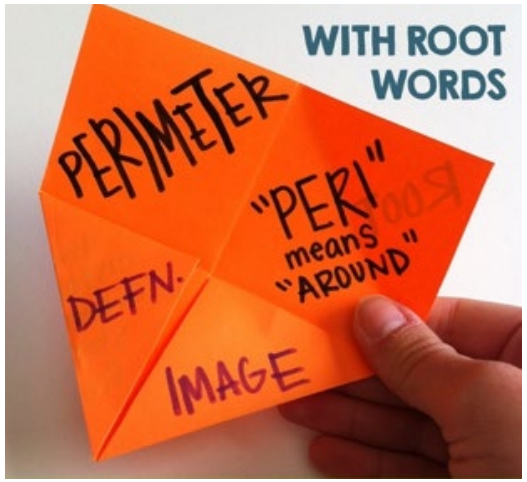
- Mini-lessons
- Scaffolded
- Collaborative discourse

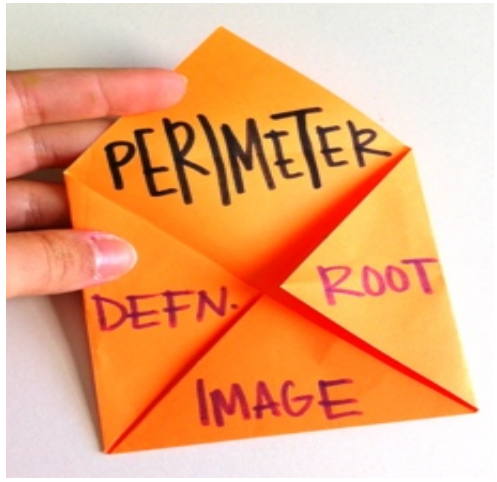
Adequate WR **Adequate LC**	**Poor WR** **Adequate LC**
Adequate WR **Poor LC**	**Poor WR** **Poor LC**

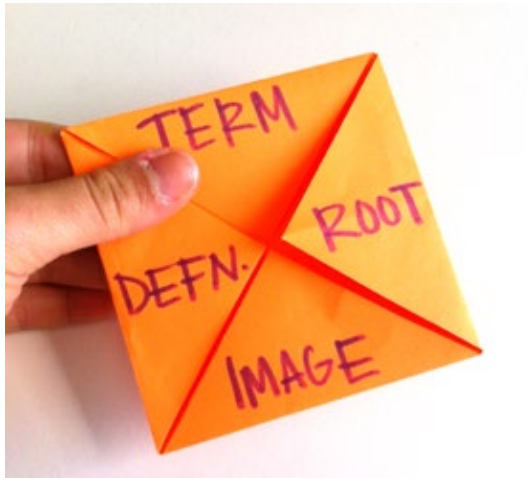
Strategies to Address Word-Level Skills

- Morphemic analysis
- Word part
- Vocabulary—fast mapping

Vocabulary Folding Cards

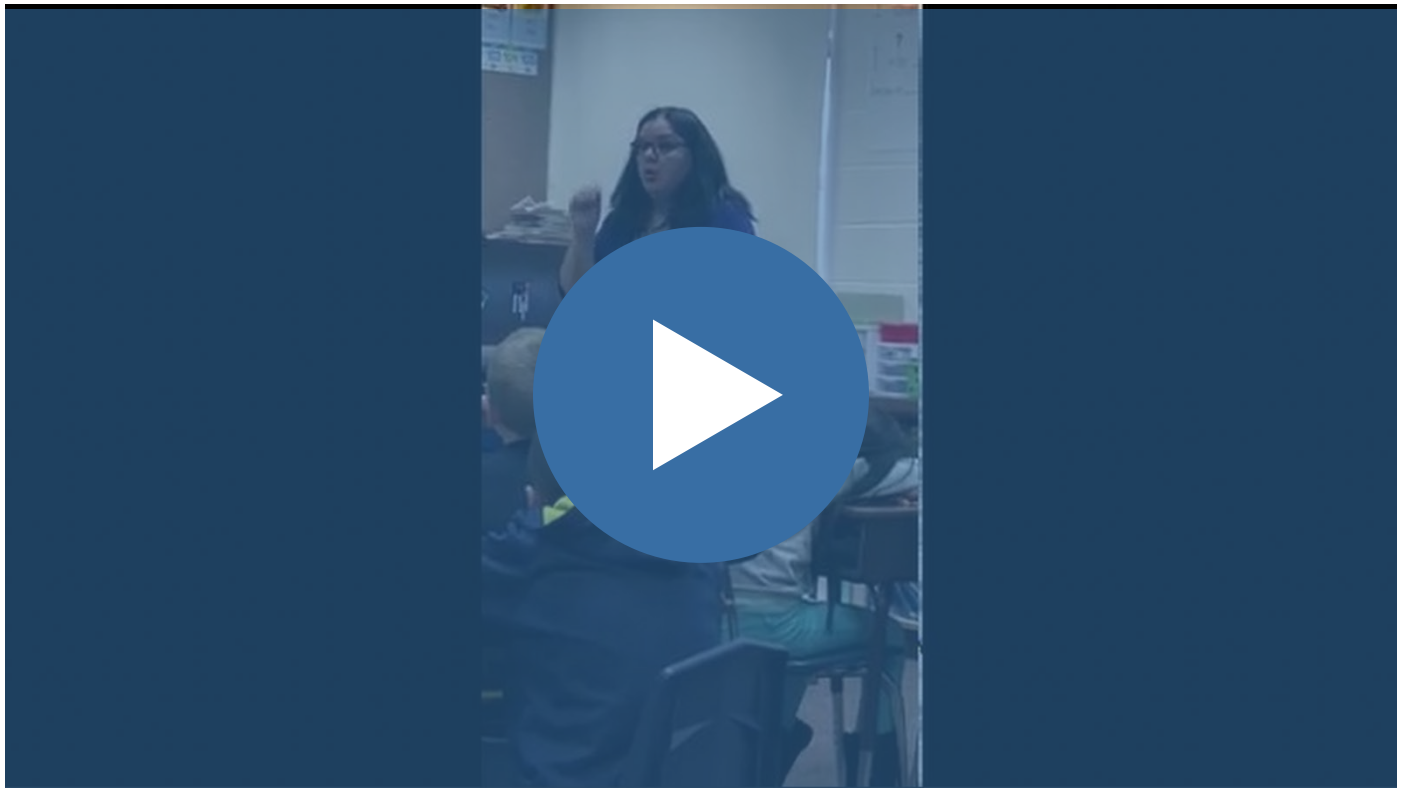






Math Giraffe, 2016

Vocabulary Fast Mapping



Strategies to Address Language Comprehension

- Model think-aloud (metacognition)
- Mini-lessons: 10–15 minutes on aspects of literacy comprehension
- Visuals: Picture walk, videos
- Graphic organizers

Frequent Opportunities for Students to Practice and Review

Provide corrective and actionable feedback during practice, and opportunities for repetition and rehearsal

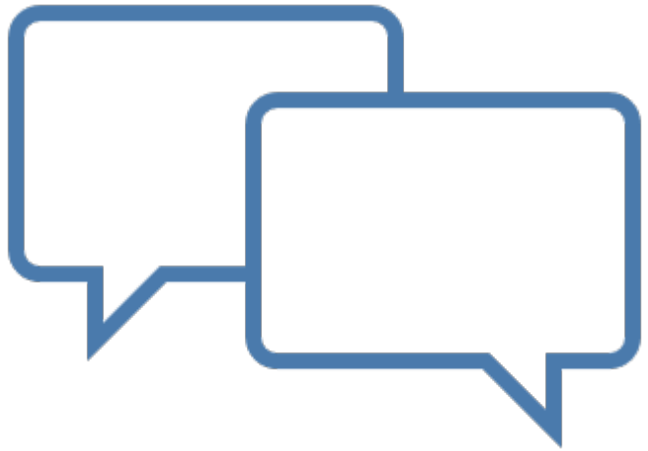
Two Different Times to Provide Feedback

In the moment

After the fact

Feedback

- Does the feedback convey to students where they are in relation to the learning target (the standard)?
- Will students know what to do as a result of the feedback (actionable)?
- When is the feedback given (in the moment, after the fact)?



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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Questions

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