Digging to the Core: Respectful Tasks and Texts for Secondary English Learners

A Connecticut State Department of Education and

RESC Alliance Initiative

Learning Goals

Content Goals

- Increase capacity to meet the needs of secondary ELs through designing respectful tasks and selecting respectful texts
- Understand how second language acquisition impacts student performance

Language Goals

- Determine the differences in meaning in hard and complex
- Write a set of criteria for providing access to ELs to complex tasks and texts.

Norms

- Promote a balance of inquiry and advocacy
- Stay focused
- Engage fully
- Participate to learn and grow
- Presume positive intentions

What does Effective Pedagogy Look Like?

<u>Turn and Talk:</u> What strategies did you note? What key elements of the lesson design benefitted ELs?

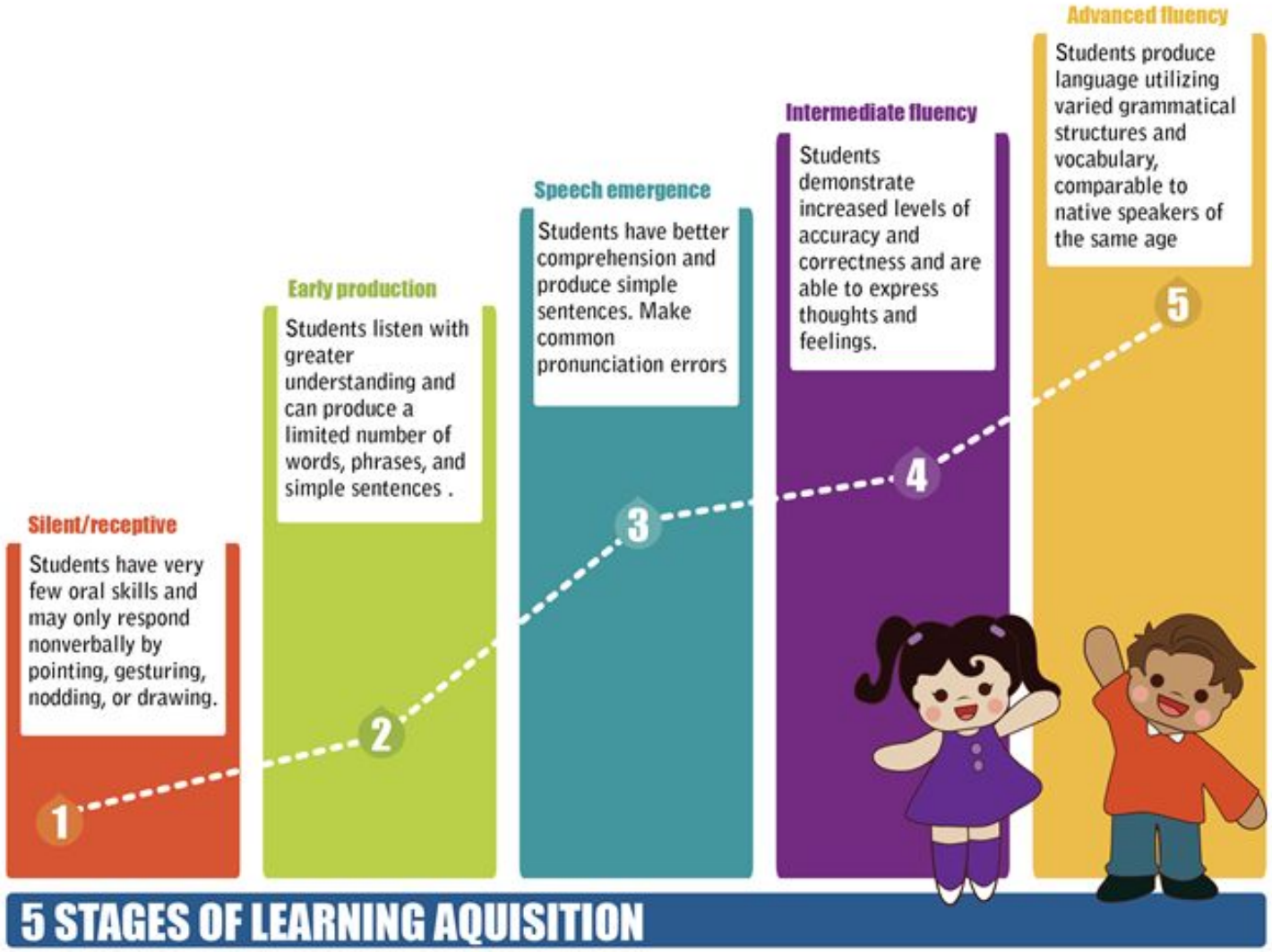
Handout

What does ‘Effective Pedagogy’ for ELs mean?

- Read Effective Pedagogy
- How can we using the language of the principles to reframe our thinking about the video?
  - What’s present?
  - What’s missing?

Stages of Second Language Acquisition

Handout



Research proves that it takes between **5-7 years** to be proficient in a second language.

What might be some of the implications of that research for your EL students?

Handout

Measuring Language with the LAS Links Assessment

Student Proficiency Report

Test Date: 01/05/15

Skill Area	Scale Score	1 Beginning	2 Early Intermediate	3 Intermediate	4 Proficient	5 Above Proficient
Speaking	532	365-450	451-476	477-513	514-559	560-645
Listening	601	360-466	467-497	498-534	535-589	590-680
Reading	545	380-501	502-531	532-560	561-607	608-690
Writing	563	300-447	448-498	499-547	548-592	593-710
Overall*	560	351-466	467-500	501-538	539-586	587-681
Comprehension**	573	370-500	501-518	519-552	553-578	579-685
Oral***	566	362-464	465-491	492-524	525-581	582-662
Literacy****	554	340-474	475-514	515-553	554-599	600-700
Productive*****	547	332-448	449-487	488-530	531-575	576-677

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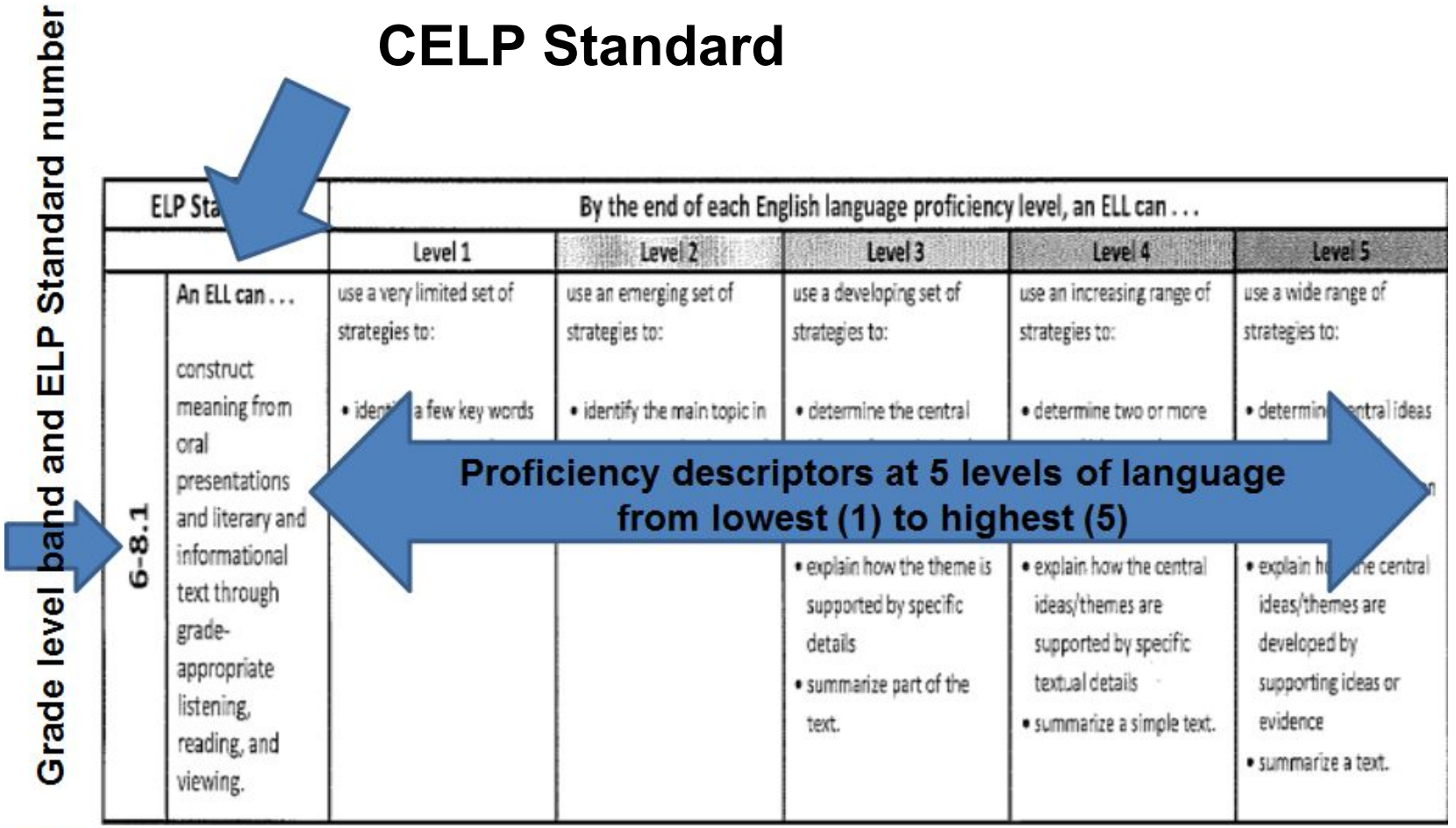
CELP Proficiency Descriptors



ELP Sta		By the end of each English language proficiency level, an ELL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
6-8.1	An ELL can . . . construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.	use a very limited set of strategies to: • ident a few key words	use an emerging set of strategies to: • identify the main topic in	use a developing set of strategies to: • determine the central • explain how the theme is supported by specific details • summarize part of the text.	use an increasing range of strategies to: • determine two or more • explain how the central ideas/themes are supported by specific textual details • summarize a simple text.	use a wide range of strategies to: • determin entral ideas • explain h he central ideas/themes are developed by supporting ideas or evidence • summarize a text.

Pause to Reflect

What are the key pieces of data that are critical to have or collect about English learners when considering how they access to content (i.e., skills, knowledge, and conceptual understanding about the content)?

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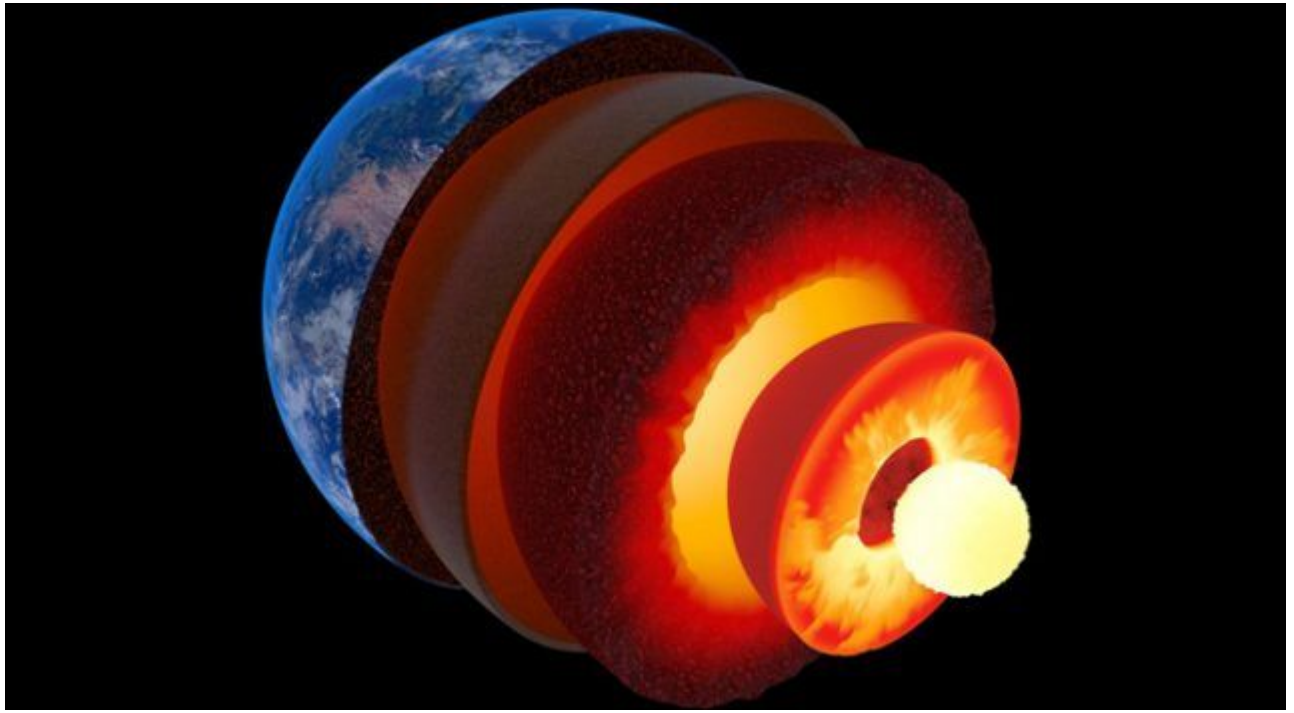
Handout

Digging into the Core of Skill and Understanding



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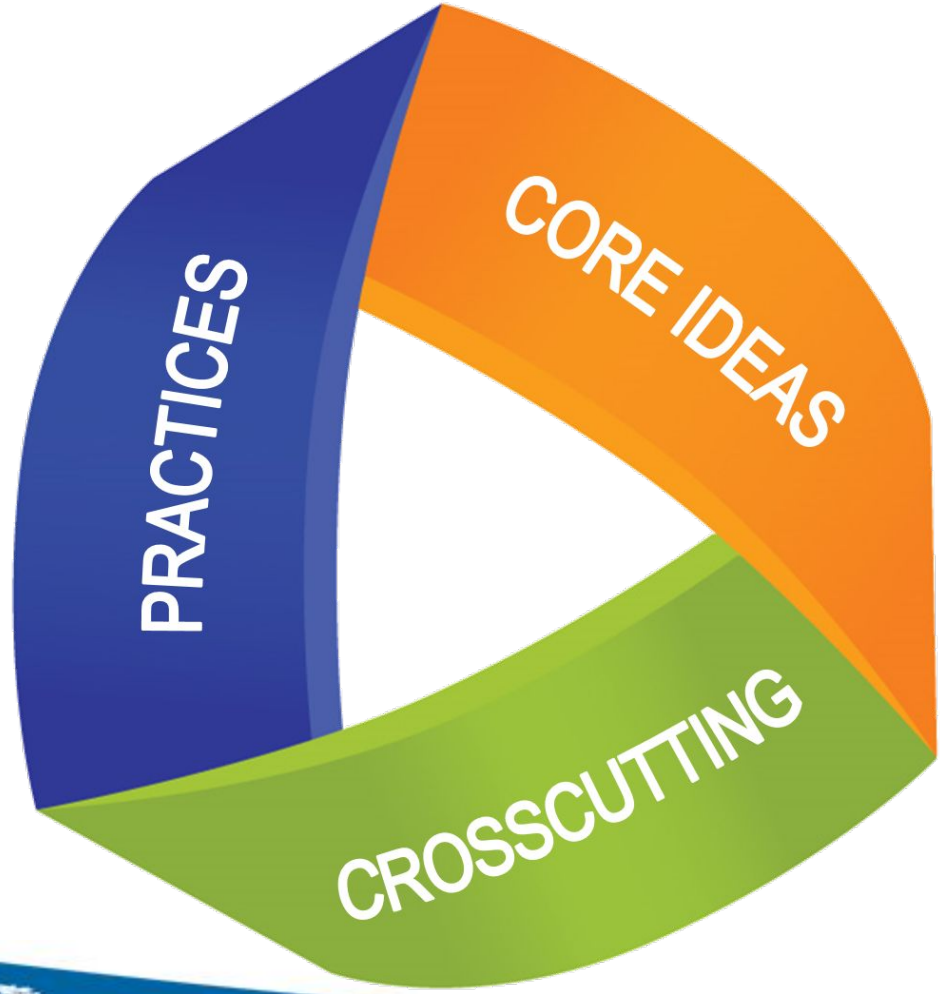
What's the Bottom Line?

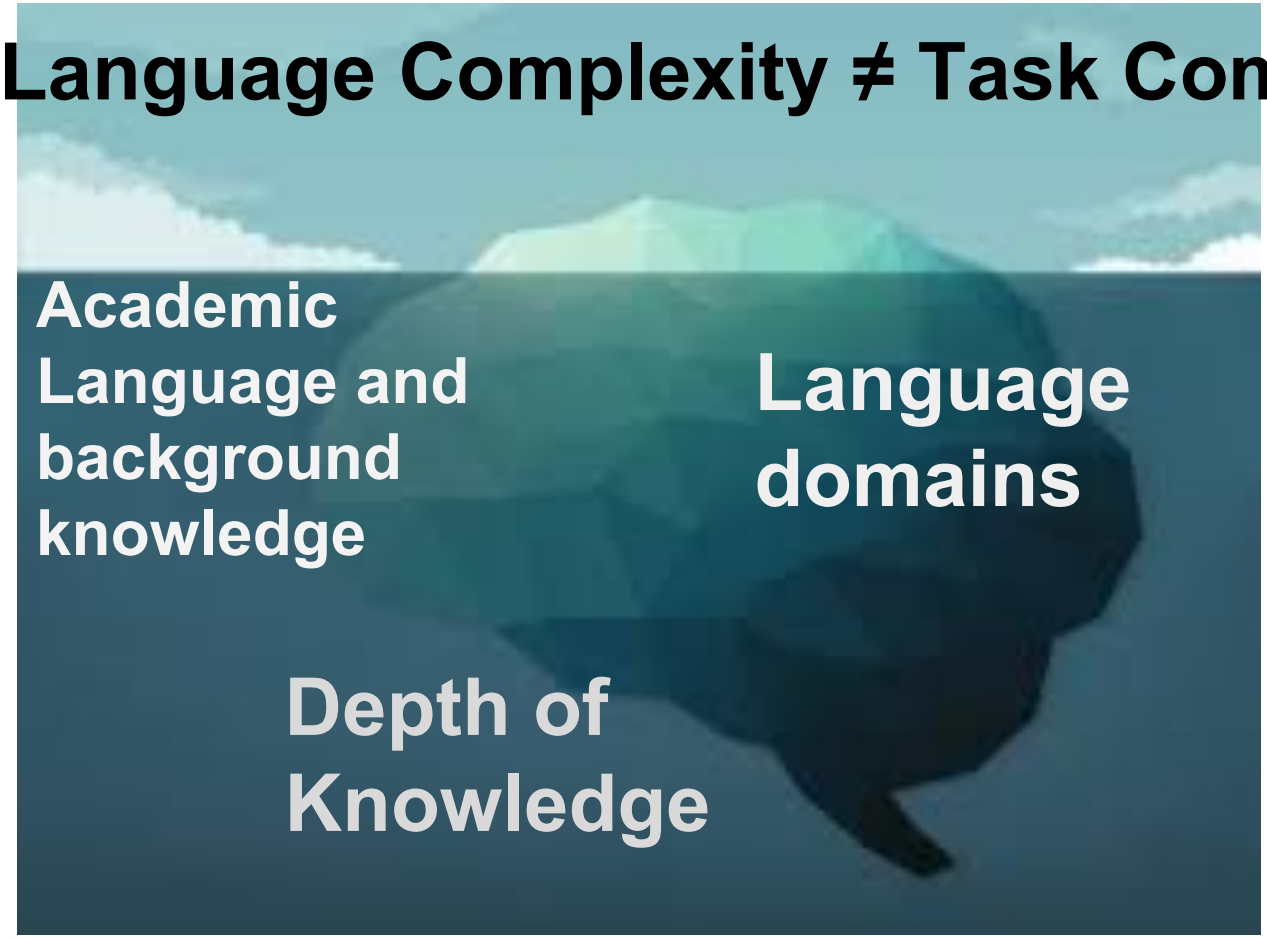


What is it that students are learning that reflect the core ideas, practices, or concepts of the content area? Based on:

- Content Standards
- Content Practices/ Anchor Standards
- Interdisciplinary ideas
- Language needed to be successful (CELP Standards)

Handout

Respectful Tasks: Intersection of Complexity and Language



Depth of Knowledge (DOK)

DOK is about the **intended outcome**, not the difficulty

DOK is a reference to the complexity of mental processing that must occur to answer a question, perform a task, or generate a product.

BOTH LEVEL 1

4 + 4

4,678,895 + 9,578,885

Scaffolding the Text-Dependent Question

Text Dependent Questions are those that:

- Can only be answered by having read the text
- Are relevant to the meaning of the text
- Do not rely on students' background knowledge or information that is extraneous to the text

Achieve the Core. (2014). Guide to creating text dependent questions. Retrieved from https://achievethecore.org/category/1158/ela-literacy-text-dependent-questions

Handout

Multiple Purposes of Text-Dependent Questions

Close Reading	TDQs Focus On	What Students Do
#1	Key ideas and details	Focus on important information that can only be determined through reading the text
#2	Craft and structure	Examine how the text said what it said and how the author organized the information
#3	Integration of knowledge and ideas	Critically evaluate a text and focus on meaning, author's point, comparison of ideas and approach with other texts

Shannahan, T. (2012). Close reading.

Handout

Building Scaffolds

Read Red Cloud's Speech after Wounded Knee

https://tinyurl.com/RedCloudSpeech

On the graphic organizer

1. Determine:
   - *Critical* background knowledge
   - Academic language
   - Figurative language/ colloquial expressions
2. Design Questions for each level of close reading

Alternate Ways to Demonstrate Skill/Understanding

https://offices.depaul.edu/teaching-learning-and-assessment/assessment/assessing-learning/PublishingImages/castle-map.png

Depending the level of proficiency of the ELs, select a new route to the same goal.

- Select alternate language domain (e.g., speaking for writing, etc.)
- Use visual representations
- Provide the language needed (e.g., word banks, models, etc.)

Designing Better Options

1. Go to https://tinyurl.com/ELTaskOptions
2. Make a copy FILE--MAKE A COPY
3. Work with your content group or on your own to create a menu of options for an upcoming task.

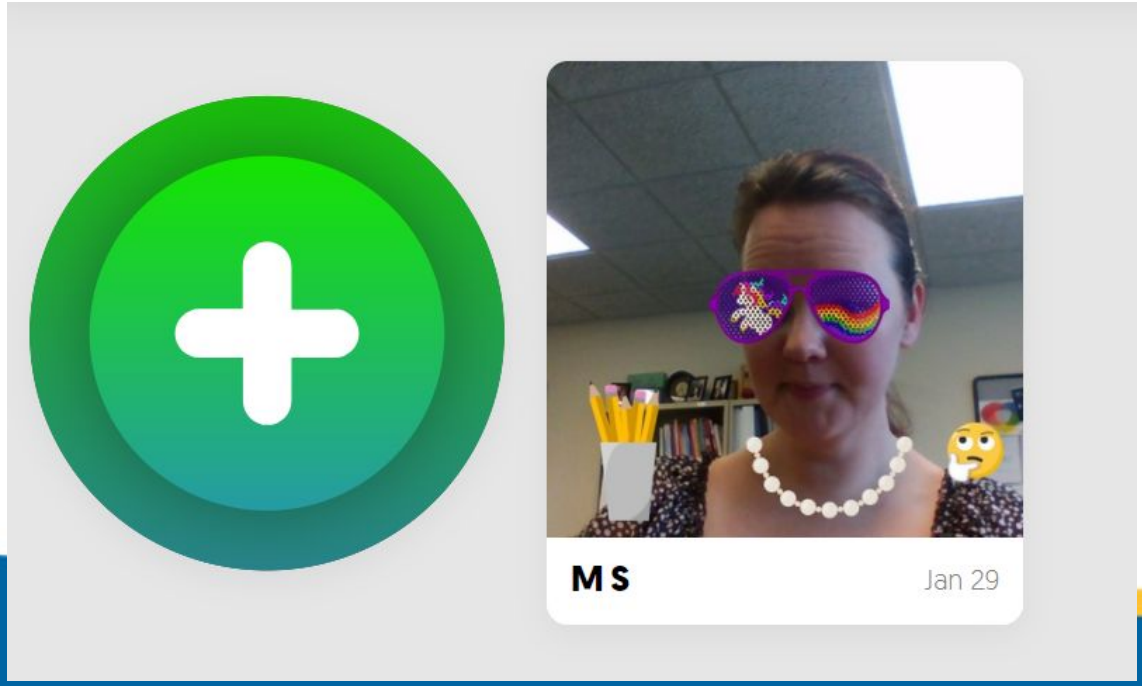
*Remember, only offer options you would let **ANY** student access.*

Digital Tools: Flip Grid

Website Link https://flipgrid.com/7b2f6c

Password **ACCESS**

Click on the Green + to respond to the question with a video response.



Text Complexity

Handout

http://www.corestandards.org/wp-content/plugins/corestandards/assets/text_complexity.jpg

Read the article "*What does Text Complexity Mean*?"

Text Rendering Activity:

Partner A will read ___ Partner B will read ___.

- Round 1: Each person shares a significant sentence from the document
- Round 2: Each person shares a significant phrase
- Round 3: Each person shares a significant word

Group discusses what they heard and what the documents says.

Application: Rate Text Complexity

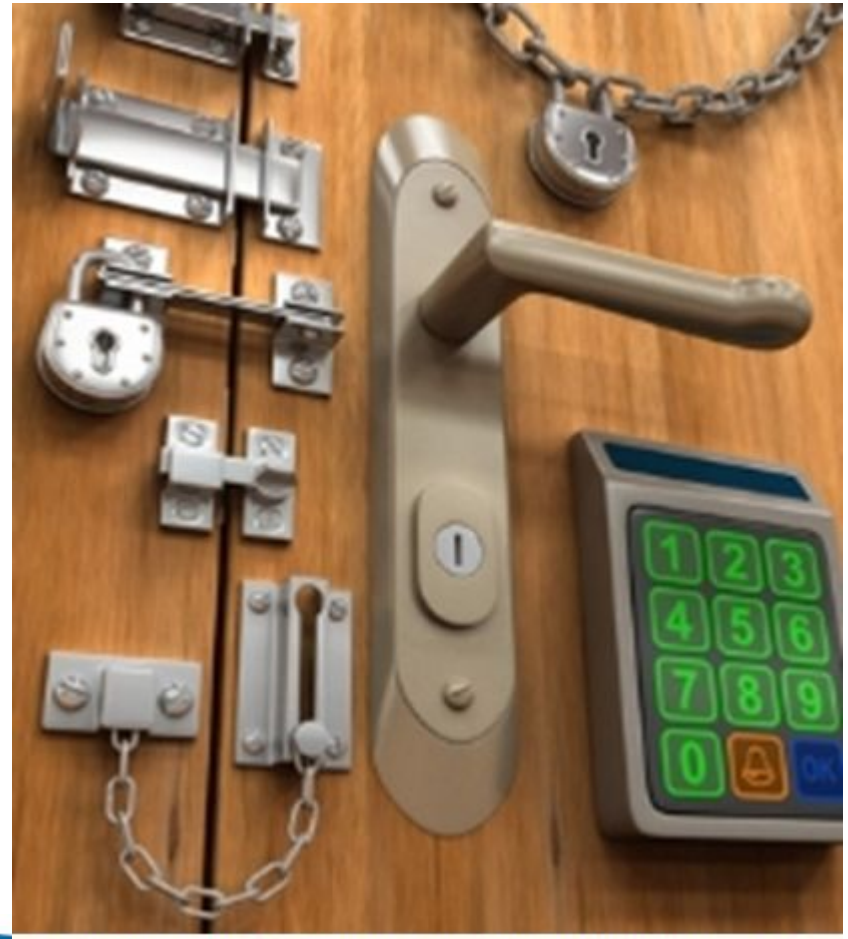
Examine the text you've brought with you (or another sample text)

What makes this text complex for ELs?

What might you design to make this text accessible for ELs?

http://www.corestandards.org/wp-content/plugins/corestandards/assets/text_complexity.jpg

How do you plan entry into complex texts?



http://www.traveltradeconsultancy.co.uk/perch/resources/locks.jpg

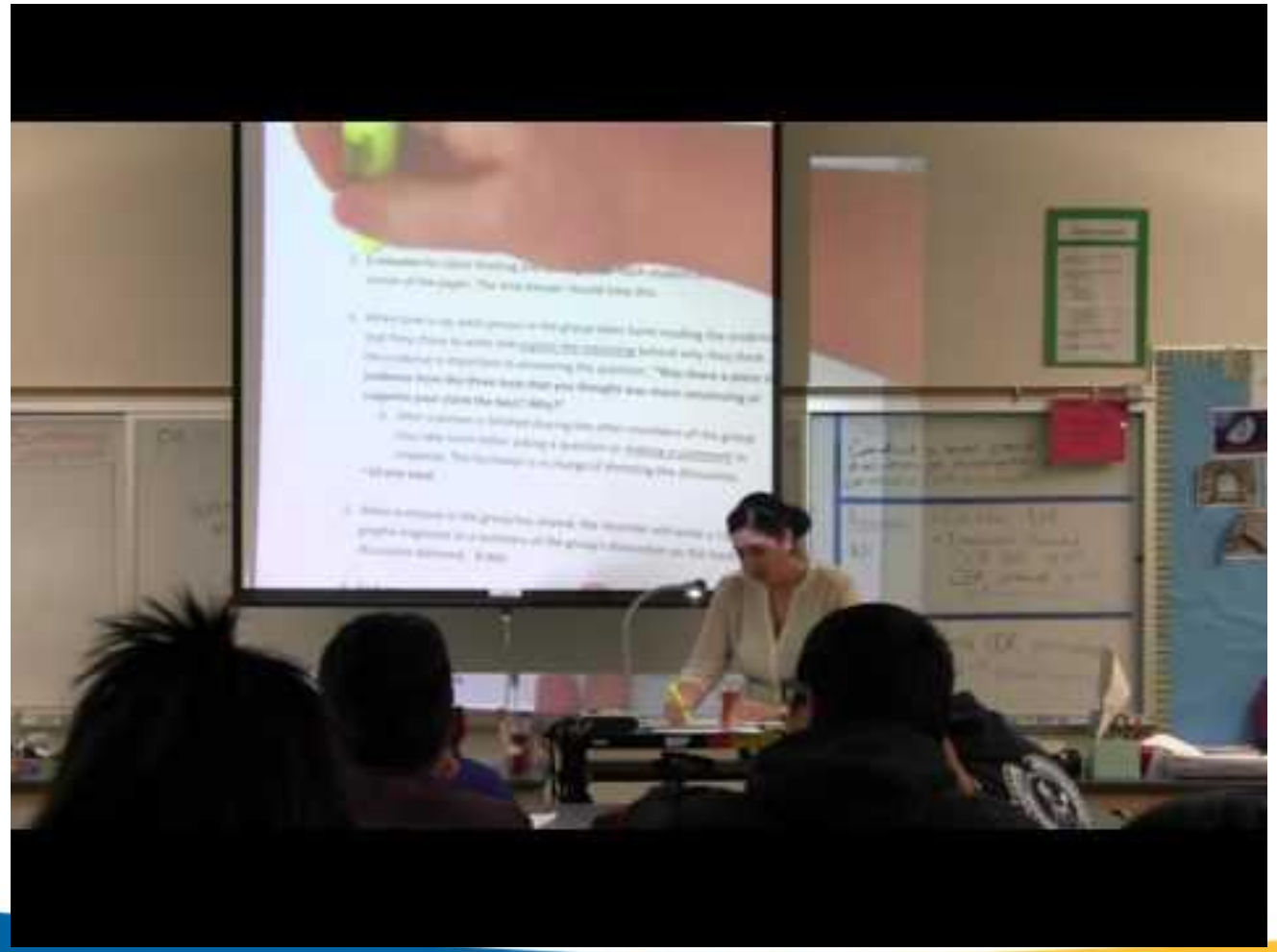
- **Determine the purpose of reading**
- Background knowledge and Vocabulary
- Text selection
- Discourse and Interaction

Background Knowledge

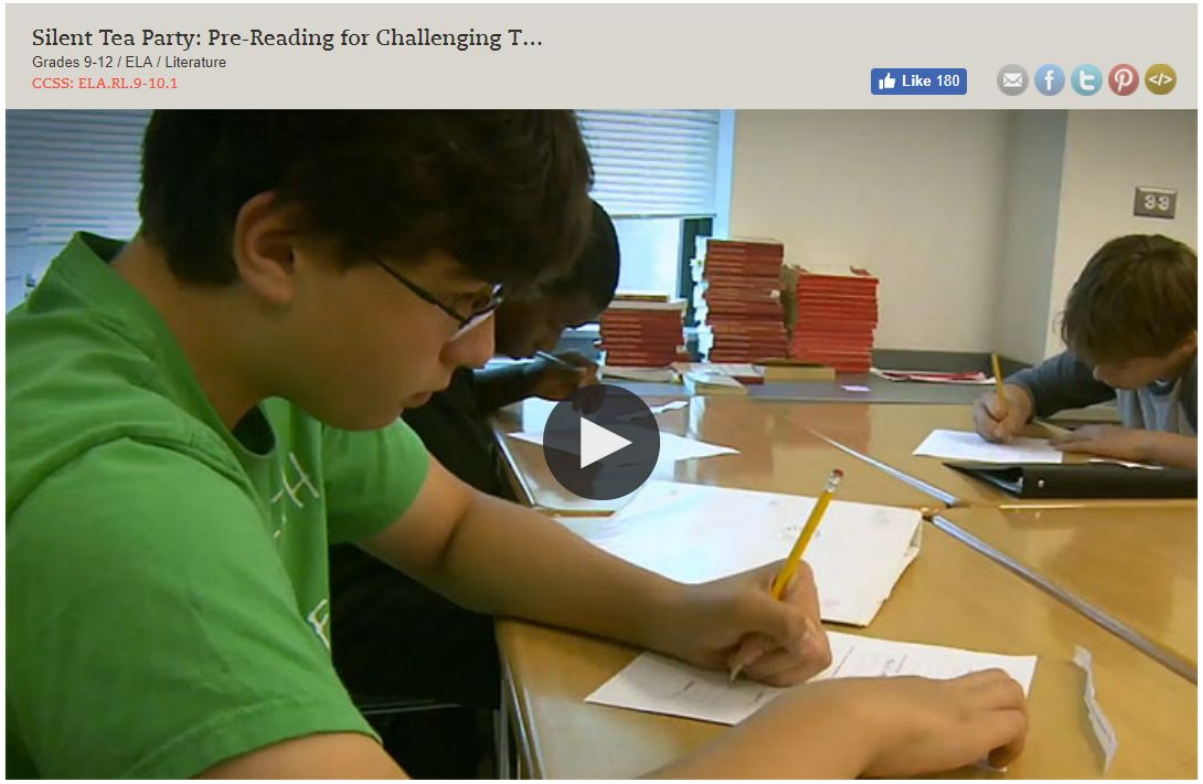
"A person's background knowledge, often called prior knowledge, is a collection of 'abstracted residue' (Schellert, 2002, p.557) that has been formed from all of life's experiences…we use them to connect or glue new information to old" (Lent, 2012).

Handout

Discussion Diamond: Build Background and Language Before Writing

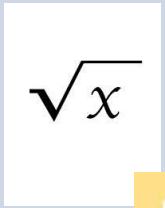


Silent Tea Party: Previewing the Text



For ELs, the teacher may create scaffolded questions or provide translation tools for quotations for students with growing English language proficiency. By strategically grouping students at the end of the silent tea party, students can clarify misconceptions.

Tiered Vocabulary

Tier I	Tier II	Tier III
Basic, everyday words that ELs need for academic conversations and explanations.	Words with different meaning in different contents and contexts, Bloom's taxonomy verbs, **and** academic signal words/transitional words 	Content specific, low-frequency words.

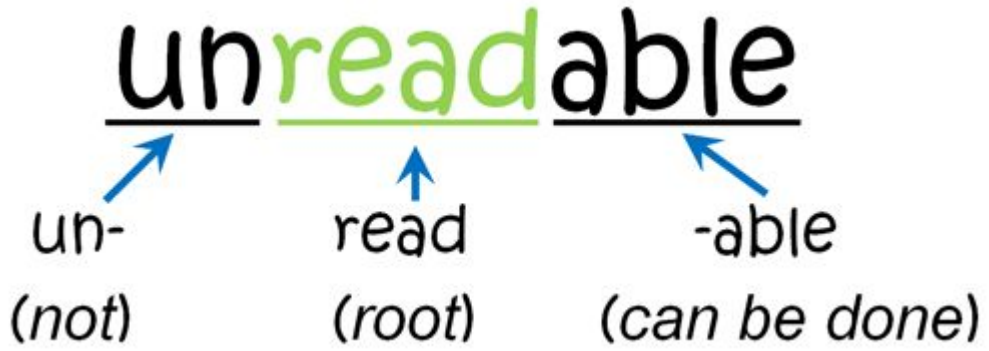
Build Vocabulary Supports

Option 1

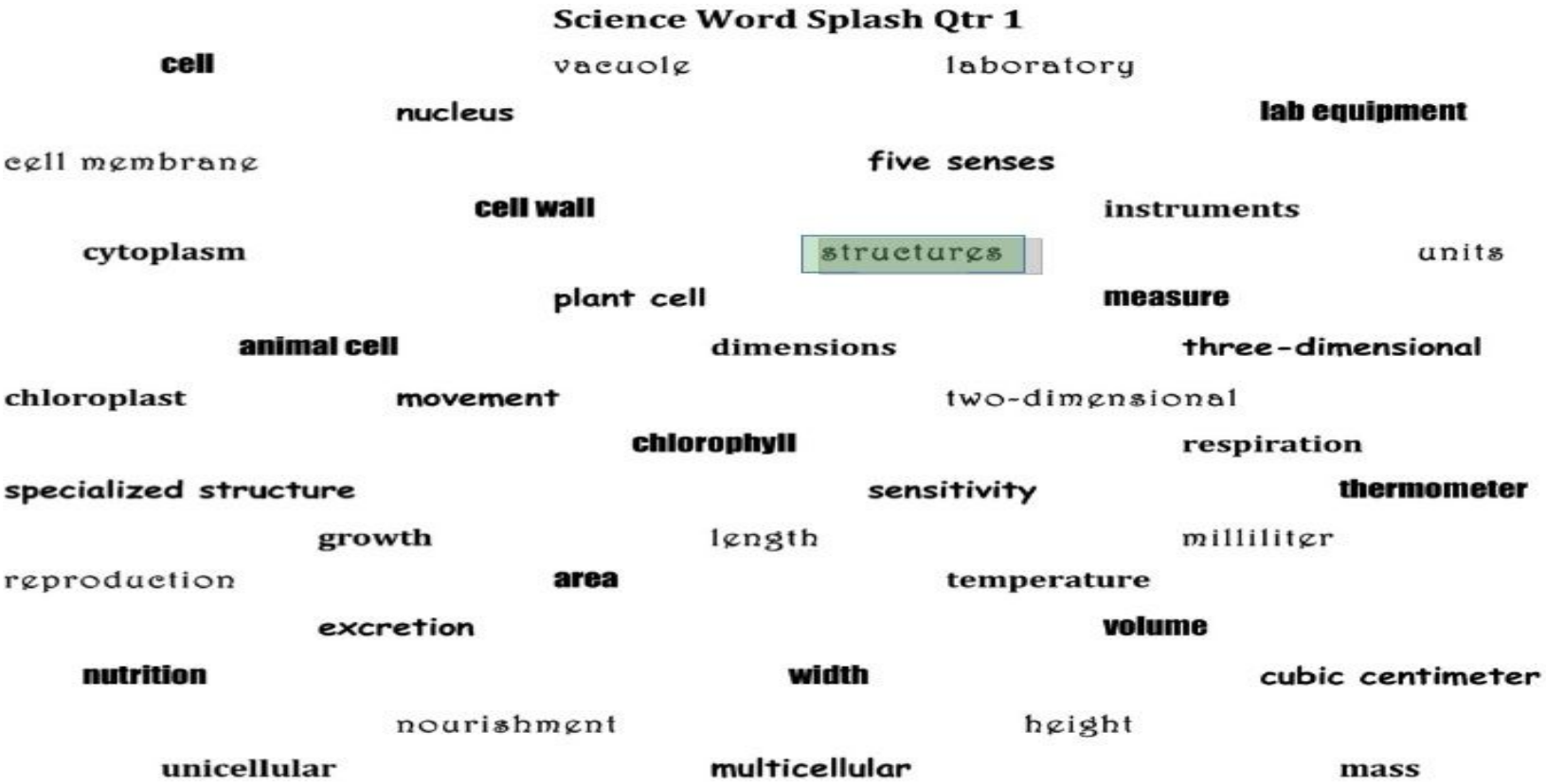
Word Splash

Option 2

Word Parts Word Study



Strategy: Word Splash



https://www.slideshare.net/reinashay/cfakepathwindow-panes-blog

Strategy: Word Study

New Vocabulary Word: RECYCLE

Greek Root: CYCL ⟹ CYCLE

Meaning: _____

Activity: Fill in the word web for other words with the CYCLE root.

Define RECYCLE in your own words. What does CYCLE mean?

Pinnell, G.S. and Fountas, I.C. (1998). *Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom.*

Text Selection

Name _____ Date _____

JOHN F. KENNEDY'S INAUGURAL ADDRESS

We observe today not a victory of party but a celebration of freedom . . . symbolizing an end as well as a beginning . . . signifying renewal as well as change for I have sworn before you and Almighty God the same solemn oath our forbears prescribed nearly a century and three-quarters ago.

The world is very different now, for man holds in his mortal hands the power to abolish all forms of human poverty and all forms of human life. And yet the same revolutionary beliefs for which our forbears fought are still at issue around the globe . . . the belief that the rights of man come not from the generosity of the state but from the hand of God. We dare not forget today that we are the heirs of that first revolution.

Let the word go forth from this time and place . . . to friend and foe alike . . . that the torch has been passed to a new generation of Americans . . . born in this century, tempered by war, disciplined by a hard and bitter peace, proud of our ancient heritage . . . and unwilling to witness or permit the slow undoing of those human rights to which this nation has always been committed, and to which we are committed today . . . at home and around the world.

Let every nation know . . . whether it wishes us well or ill . . . that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe, to assure the survival and the success of liberty. This much we pledge . . . and more.

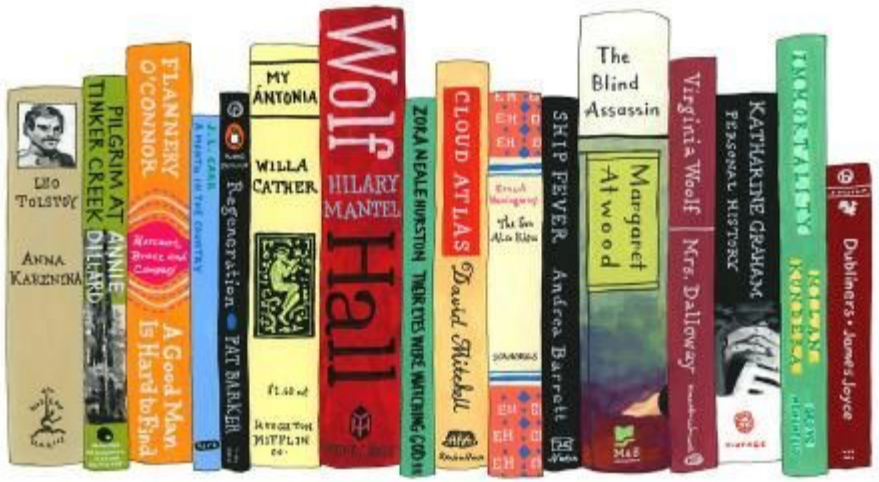
To those old allies whose cultural and spiritual origins we share, we pledge the loyalty of faithful friends. United . . . there is little we cannot do in a host of co-operative ventures. Divided . . . there is little we can do . . . for we dare not meet a powerful challenge, at odds, and split asunder. To those new states whom we welcome to the ranks of the free we pledge our word that one form of colonial control shall not have passed away merely to be replaced by a far more iron tyranny. We shall not always expect to find them supporting our view. But we shall always hope to find them strongly supporting their own freedom . . . and to remember that . . . in the past . . . those who foolishly sought power by riding the back of the tiger ended up inside. To those people in the huts and villages of half the globe struggling to break the bonds of mass misery, we pledge our best efforts to help them help themselves, for whatever period is required . . . not because the Communists may be doing it, not because we seek their votes, but because it is right. If a free society cannot help the many who are poor, it cannot save the few who are rich.

To our sister republics south of our border, we offer a special pledge . . . to convert our good words into good deeds . . . in a new alliance for progress . . . to assist free men and free governments in casting off the chains of poverty. But this peaceful revolution of hope cannot become the prey of hostile powers. Let all our neighbors know that we shall join with them to oppose aggression or subversion anywhere in the Americas . . . and let every other power know that this hemisphere intends to remain the master of its own house.

To that world assembly of sovereign states, the United Nations . . . our last best hope in an age where the instruments of war have far outpaced the instruments of peace, we renew our pledge of support . . . to prevent it from becoming merely a forum for invective . . . to strengthen its shield of the new and the weak . . . and to enlarge the area in which its writ may run.

Finally, to those nations who would make themselves our adversaries, we offer not a pledge but a request: that both sides

OR



http://www.west.stokes.k12.nc.us/uploads/8/2/9/9/8299127/book-club-3_orig.jpeg

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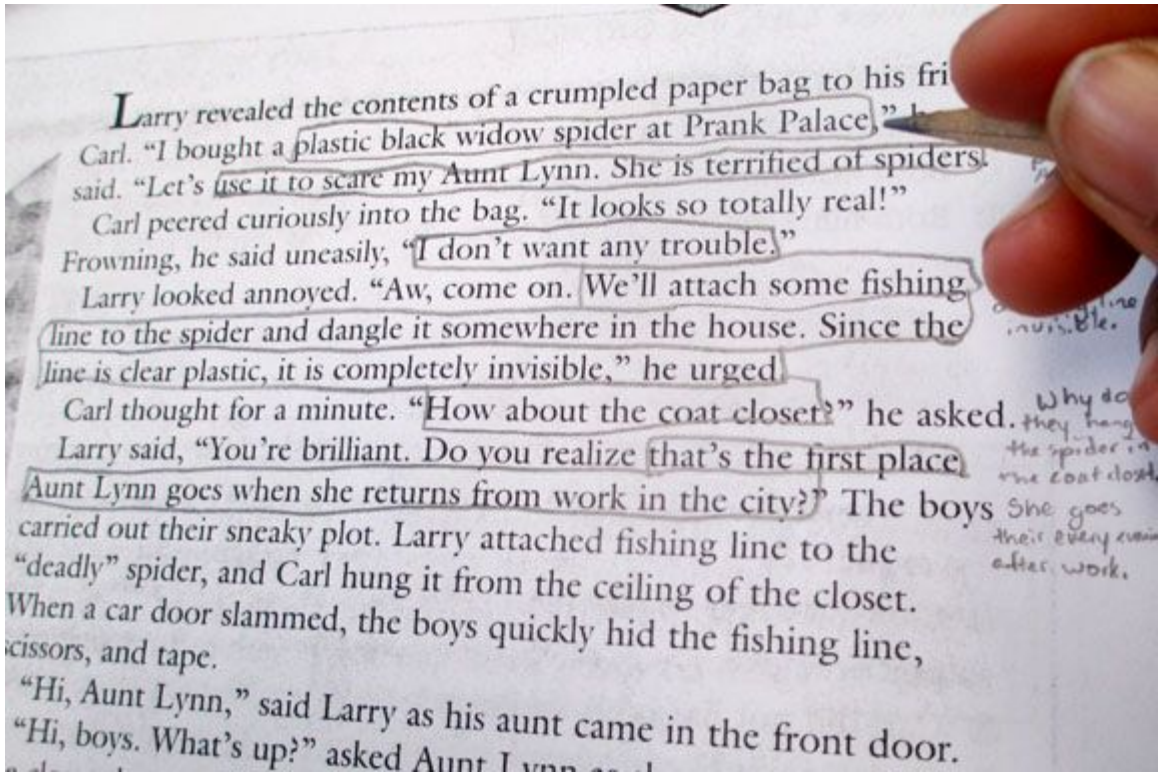
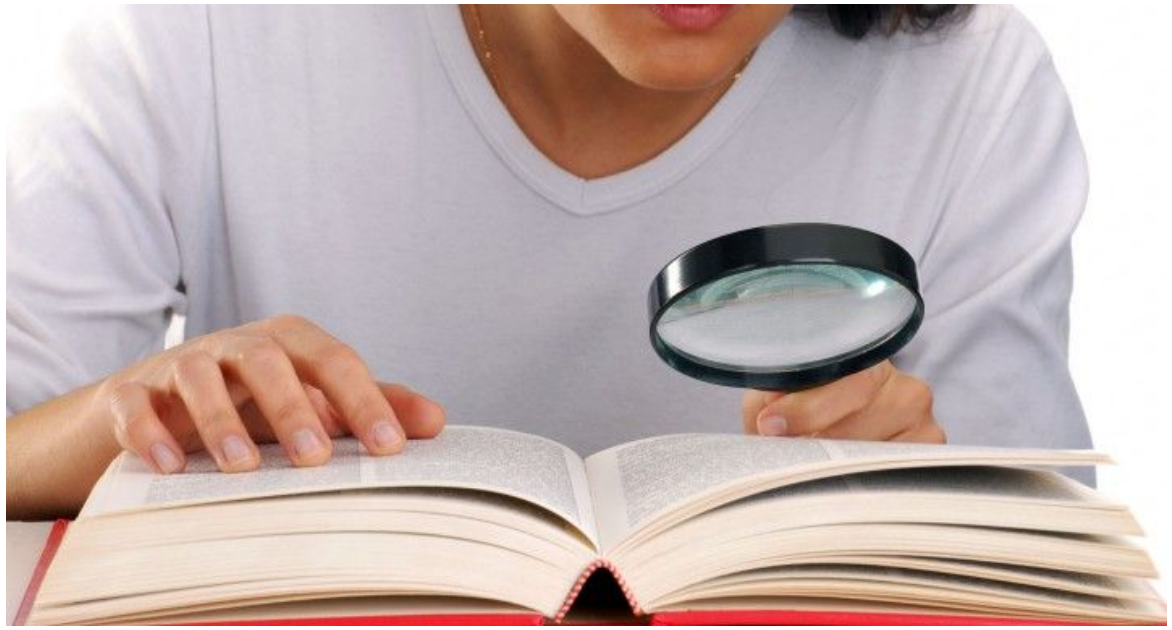
Student Discourse Strategy: Multiple Draft Reading



Larry revealed the contents of a crumpled paper bag to his fri
Carl. "I bought a plastic black widow spider at Prank Palace,"
said. "Let's use it to scare my Aunt Lynn. She is terrified of spiders.
Carl peered curiously into the bag. "It looks so totally real!"
Frowning, he said uneasily, "I don't want any trouble."
Larry looked annoyed. "Aw, come on. We'll attach some fishing
line to the spider and dangle it somewhere in the house. Since the
line is clear plastic, it is completely invisible," he urged.
Carl thought for a minute. "How about the coat closet?" he asked.
Larry said, "You're brilliant. Do you realize that's the first place
Aunt Lynn goes when she returns from work in the city?" The boys
carried out their sneaky plot. Larry attached fishing line to the
"deadly" spider, and Carl hung it from the ceiling of the closet.
When a car door slammed, the boys quickly hid the fishing line,
scissors, and tape.
"Hi, Aunt Lynn," said Larry as his aunt came in the front door.
"Hi, boys. What's up?" asked Aunt Lynn

https://www.scholastic.com/content/dam/teachers/blogs/meghan-everette/migrated-files/elaclose.jpg



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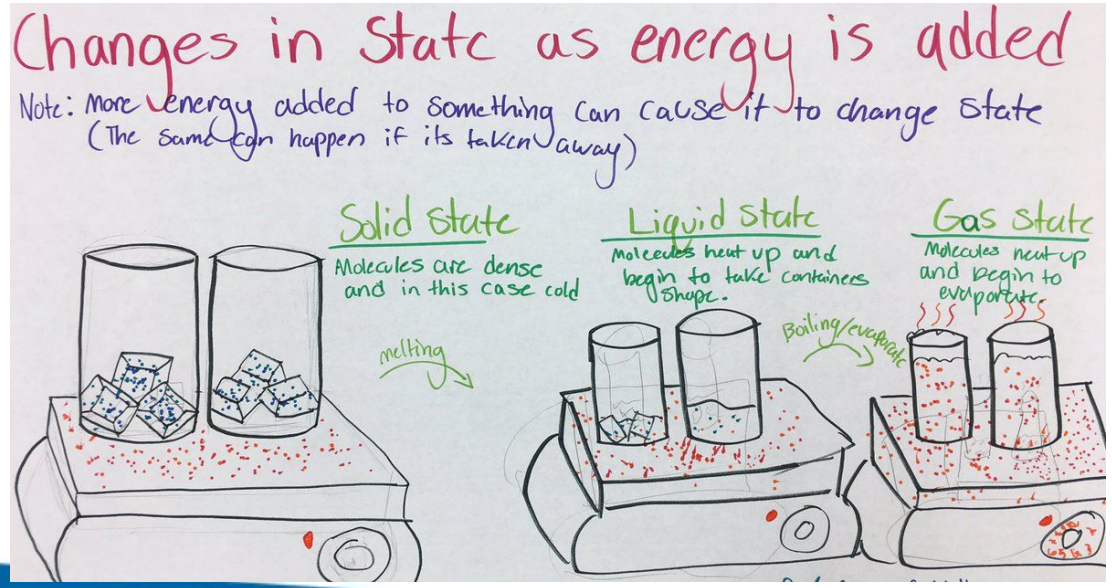
What's Important about Text for ELs?

- At your table, discuss what are the salient points when planning how to provide access to complex text?
- As a table, create a semi-linguistic representation of text entry points.



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Handout

Strategies: Overview

What are strategies and supports that we can do for ELs in the classroom?

- Watch the video of a teacher supporting her ELs
- Fill-in the note-taking handout

Video: Supporting ELs in ELA

Framework for Access to Learning Experiences

- ★ Data collection
- ★ Core Ideas
- ★ Goals and Objectives (CELP, CCSS)
  - ○ Content and Language
- ★ Learning strategies that provide access to Tasks/Texts
- ★ Multiple means of expression

Activity: Create a checklist under each section above on what are the "Gotta-haves" for accessing learning.

Access to Participant Folder

https://tinyurl.com/DiggingFolder

Keep it or Junk it

Each group will present their Gotta-Have Checklist for the section

The presenting group will facilitate the Keep it or Junk protocol

https://ds0vt0n1s74d2.cloudfront.net/video_photos/1/221/large_1380344732.jpg

Please fill out your feedback survey

https://www.surveymonkey.com/r/PathwaysSeries

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