Culturally and Linguistically Responsive RTI Literacy Instruction for English Learners with Learning Difficulties

Presenter Names:

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Overview of Model Demo Projects

Three model demonstration projects were funded by the Office of Special Education and Rehabilitative Services, Department of Education in August 2016, to assess how the models can:

- improve literacy outcomes for English Learners with disabilities (ELSWDs) in grades three through five or three through six, within a multi-tier system of supports (MTSS) framework;
- use culturally responsive principles; and
- be implemented by educators and sustained in general and special education settings.
Components of Model Demo Project

- a framework that includes universal screening, progress monitoring, and effective tiered instruction
- culturally responsive principles within each component
- scientifically-based interventions that meet the needs of ELs and ELSWDs
- valid and reliable practices that ensure appropriate identification of ELs who may have learning difficulties or disabilities
- standardized measures of literacy and teacher and systems outcomes
- measures of language proficiency in the child’s first language and English
- measures of the model’s social validity
Project ELITE²
https://www.elitetexas.org/

Project Ellipses
https://mtssclrt.ning.com/

Project LEE
http://projectlee.org/
Multitiered Systems of Support for English Learners

Model Demonstration Research sponsored by the Office of Special Education Programs, U.S. Department of Education

In September of 2016, OESE funded three projects focusing on tiered approaches to improving reading and language outcomes for English Learners (ELs). These projects are developing and implementing culturally and linguistically responsive models for multitiered systems of support for ELs, including those with or at risk of having a disability.

Features of these models include:
- Appropriate research-based reading instruction and intervention for ELs
- Culturally responsive teaching strategies and principles

Watch for updates

https://www.mtss4els.org/
ELLIPSES

English Learner Literacy Intervention
Programs and Strategies
ENSURING SUCCESS
Participating District

Three pilot schools recruited for participation in the MTSS model demonstration project.

• Located on the Texas-Mexico border
• Early exit transitional bilingual education program
• 85.4% of city members report speaking Spanish at home
<table>
<thead>
<tr>
<th></th>
<th>School A</th>
<th>School B</th>
<th>School C</th>
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<tr>
<td>Econ. Disadvantaged</td>
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<td>10%</td>
<td>16%</td>
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Response to Intervention
Culturally and Linguistically Responsive RTI Model

Tier 3
- Basic
- Intermediate
- Advanced

Tier 2
- Basic
- Intermediate
- Advanced

Tier 1
- Basic
- Intermediate
- Advanced

Intensive Intervention

Special Education

Language Proficiency Level
Linguistic Accommodations Across Tiers

• Overarching question at every tier:
  • How are we including daily linguistic accommodations and language support in English and native language?
Job-Embedded Professional Development
JEPD Recursive Cycle

1. Community of Practice
2. Formal Professional Development with Modeling
3. Classroom Observations with Coaching
4. Virtual Supports and Demonstrations
5. Anytime Learning (website)

 JEPA
Selecting JEPD Topics

- Needs Sensing Survey
- Teachers identify PD topics
- Group needs are prioritized
- JEPD
- Evaluations
- Follow-up supports
- Virtual Supports
- Anytime Learning
- Recursive cycle
### Intended Outcomes of JEPD

<table>
<thead>
<tr>
<th>Intended Outcomes</th>
<th>Strategies</th>
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<tbody>
<tr>
<td>Increase Teacher Content Knowledge</td>
<td>Job-Embedded Professional Development</td>
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<tr>
<td></td>
<td>Increase use of evidence-based practices for ELs</td>
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<td></td>
<td>Increase use of explicit instruction</td>
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<tr>
<td></td>
<td>Culturally Responsive Teaching</td>
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<td>Identify areas for improvement</td>
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<tr>
<td>Improve Pedagogy</td>
<td>Modeling Coaching Feedback</td>
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<td>Increase use of high leverage practices</td>
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<td>Differentiated Instruction</td>
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<td></td>
<td>Targeted Interventions</td>
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<tr>
<td></td>
<td>Ensure language supports are provided for ELs with disabilities</td>
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<tr>
<td>Improve Instructional Approach</td>
<td>Anytime Learning</td>
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<tr>
<td></td>
<td>Increase use of high leverage principles for ELs</td>
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<tr>
<td></td>
<td>Guided Reading Small Group Instruction</td>
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<td></td>
<td>Use data to inform instruction</td>
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<tr>
<td>Improve Student Performance</td>
<td>Virtual Support</td>
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<tr>
<td></td>
<td>Reflective Practice</td>
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<td></td>
<td>Flexible Grouping</td>
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<tr>
<td>Improve the Special Education Referral Process</td>
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</table>
JEPD includes Strategies for Increasing English Language Development

Sample strategies include:

- Provide ample opportunities for ELs to use language and showcase what they have learned
- Structure academic discussions around content
- Allow ELs to talk about content with partners, groups, whole class
- Teach ELs to answer in complete sentences and avoid one word responses, as appropriate (i.e., provide appropriate detail)
- Require accountable talk (i.e., meaningful, respectful, mutually beneficial)
- Provide sentence stems
- Model/paraphrase correct responses
- Provide corrective and affirming feedback
- Let *students* summarize key concepts and vocabulary before closing a lesson
High Leverage Principles for ELs
High-Leverage Principles of Effective Instruction for ELs

1. Understand and address the academic language demands of the lesson
2. Building upon students’ background knowledge
3. Design and scaffold learning opportunities in every lesson that integrate the four domains
4. Provide opportunities for student participation through meaningful discourse and structured collaboration
Evidence Based Practices
Evidence Based Practices for ELs – Academic Instruction

- Develop academic oral language while teaching literacy and other content areas
- Teach vocabulary across content areas
- Provide instruction and support in the primary language
- Provide appropriate interventions for ELs
- Implement culturally responsive instruction

Richards-Tutor, Aceves, Reese, 2016
CLRP Instruction

1. Teachers know their students well and establish strong relationships with them and their families.
2. Teachers have high expectations of all students, providing them with needed supports to reach their potential.
3. Teachers use linguistic scaffolds to ensure access to rigorous curricula and instruction.
4. Curricula and instruction validate literacy practices and funds of knowledge from students’ homes and communities.
Academic Content and Literacy for ELs

- Intensive academic vocabulary instruction
- Oral and written English instruction in content-areas
- Structured opportunities to develop writing skills
- Small-group interventions in literacy and English

Gersten et al., 2014
Principles of Effective Instruction: Self Reflection

• Differentiated Instruction
  • How do I ensure that all English learners are able to access instruction?

• Explicit Instruction with Modeling
  • Do I state the goals and expectations for each lesson?
  • Is my instruction step-by-step?
  • Do I use clear, concise language?
  • Do I tap into students’ prior knowledge and experiences?
  • Do I model and use think-aloud strategies?
  • Do I providing guided practice and appropriate feedback?
ENGLISH LEARNER INSTITUTE FOR TEACHING AND EXCELLENCE
Model Demo Context

- Central Texas school district that serves much of southeast Travis County

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<tr>
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<th>School 1</th>
<th>School 2</th>
<th>School 3</th>
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<td><strong>Total Number</strong></td>
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<td>706</td>
<td>11,238</td>
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<td><strong>African American</strong></td>
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<tr>
<td><strong>Econ. Disadvantaged</strong></td>
<td>93%</td>
<td>94%</td>
<td>97%</td>
<td>87%</td>
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<tr>
<td><strong>English Learners</strong></td>
<td>58%</td>
<td>60%</td>
<td>42%</td>
<td>38%</td>
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<tr>
<td><strong>Special Education</strong></td>
<td>12%</td>
<td>8%</td>
<td>12%</td>
<td>10%</td>
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</tbody>
</table>
Context: Instructional Model for ELs

• Dual Language, 50/50 (K-2)

• English Instruction with Spanish support; Sheltered Instruction (grades 3-5)
Collaboratively Build an MTSS Model that Meets the Learning Needs of ELs

Expertise from School District + Expertise from Project ELITE Staff = Improved outcomes for all students, with an emphasis on ELs

Pilot, Test, and Refine Practices
Target Areas:

- High-quality, culturally and linguistically responsive language and literacy instruction in Core/Tier I
- Systematic structured data meetings and decision-making procedures
- Job-embedded professional development and reflective coaching
Literacy Instruction for ELs
High-Quality Literacy Instruction for English Learners

Evidence-based practices designed for and validated with ELs to promote language and literacy development

- High-quality instruction in specific components of English literacy, L1 literacy, or both
- Integration of the four language domains
- Oral language instruction
- Explicit and interactive approaches to literacy teaching
- Flexible language use
High-Quality Literacy Instruction for English Learners

- Build and activate students’ background knowledge.
- Use modeling and think alouds.
- Strategically make connections between students’ L1 and English.
- Use nonlinguistic representations (visuals; nonverbal cues).
- Use manipulatives.
- Create concrete examples and non-examples that connect to students’ experience or knowledge.
- Make connections between social and academic language.
What we can observe

- Stated instructional focus
- Teacher modeling
- Consistent language
- Active participation
- Student talk

- Multiple examples
- Multiple grouping formats
- Manipulatives
- Visual aids/cues
Using Modeling and Thinking Aloud

- Foundational Instruction for All:
  - Makes abstract concepts more concrete; creates multiple pathways to learning.
  - Shows how language (self-talk) mediates cognitive processes.

- For English Learners:
  - Models key social and academic language needed to engage with the task, along with the thought processes.
  - Is adjusted for different levels of language proficiency.
Example: Classroom Discourse

- **Teacher:** Ok, we just read about the water cycle. Who can tell me what it’s called when water leaves the river or ocean and goes into the air?

- **Student:** Evaporation.

- **Teacher:** Yes, that’s right! Evaporation. Evaporation is when the sun heats up water in rivers or lakes and turns it into vapor or steam.
Encourage Extended Discourse

Methods to enhance classroom interactions for ELs include the following:

• Empower students to initiate talk, not just respond to teacher questions.
• Use open-ended prompts that encourage extended discourse.
• Provide and allow peers to provide L1 support to beginning-level ELs.
• Use strategically-selected small groups and pairs for interactive activities (for example, think-turn-talk; “overhead accountability”).
• Promote students’ diverse ideas, asking for evidence to support their ideas.

(Baker et al., 2014; Gersten et al., 2007; Giroir et al., 2015)
Adjusting Speech for ELs

Adjust speech to meet ELs’ levels of English proficiency by doing the following:

• Enunciate clearly.
• **Pause** often, especially when information is new or complex.
• Be aware of **idioms** and explain any your ELs do not know.
• Break down **long, complex sentences** into short, simple sentences.
• Make frequent, clear connections between **pronouns and the nouns** to which they refer.
• Use students’ **L1 to support** or bridge comprehension when possible.
Clear and Consistent Language: Adjusting Speech for ELs

**Advanced English Level**

“To visualize, I imagine the boy and the dog. They are together most of the time and love doing all kinds of activities. I can see that they have a special relationship.”

**Beginning English Level**

“When I read, I visualize—I make a picture or a movie from the words. I close my eyes and think about the story.”

*Teacher points to the book.*

“In my mind...”

*Teacher points to her head with her eyes closed.*

“...I see a boy and his dog. They work and play together. The boy loves his dog, and the dog loves the boy, too.”

(Roit, 2006; VGC, 2015)
Using Visual, Manipulatives, and Nonverbal Cues

• Make language comprehensible
  • “Message abundance” (Gibbons, 2015)
Example: Using Multiple Examples

Types of Conflict

Character vs Character
Character vs Self
Character vs Society
Character vs Nature

conflict (conflicto)
A serious, long-lasting disagreement or argument

Synonyms: disagreement, dispute

The conflict between the Texas settlers and the Mexican government caused several wars.

A conflict between the football coach and the referee led to a fight between the two schools.

Turn and Talk
- What might have caused the conflict between the coach and the referee?
- How is a conflict different from or similar to a revolt?

www.csl.org/create
SCAFFOLDING: Vocabulary Instruction

Explicitly teach the meaning of academic vocabulary concepts using student-friendly definitions and nonlinguistic representations.

Students **identify when they hear or read** the new vocabulary words in the text selected for that lesson.

Students practice using the words in discussions with support of **sentence stems or sentence frames**.

Students **use the words in their writing** on a specified topic (or readers’ response). Students are not given sentence stems and are encouraged to create original sentences.

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**RECEPTIVE**

**EXPRESSIVE**
Instructional Support and Scaffolding for ELs

• Front-load key vocabulary needed to understand the text
• Visuals and manipulatives
• Sentence stems and sentence frames
• Advance organizers and other graphic organizers
• Collaborative problem-solving (peer-scaffolding)
Scaffolding Expressive language

Sentence Frames

*My favorite thing for supper is ___.*

*They exchanged their coins for ___.*

*Something that gets delivered is ___.*

Sentence Frames

Segmentos de oración

Los otros nos *comunicamos* cuando ___.

Si tengo una *herida*, debo ___.

Me quede *maravillado* cuando ___.

Sentence Frames

*I would like to *earn* ___.*

*Lilly was *uncooperative* when ___.*
Examples: Prompts, Stems, and frames for Academic Discourse

- What is your opinion?
- I disagree with _ because _.
- Our ideas are similar because _ and different because _. How can we decide who has the stronger idea?

- I see it a different way.
- Why do you disagree?
- On the other hand, you bring a good point but _.
- Let’s combine our ideas.

- Can you give an example from the text?
- What page were you on?
- For example, _
- It said in the text that _.

- What is your idea?
- How can we combine these ideas?
- What are other points of view?
- What did/did you think about _?

- One idea could be _.
- This reminds me of _.
- I noticed that _.
- I think that _.
- My question is _

Do you have a question?
Sentence Starters: Textual Evidence

- On page ______, it said...
- The author wrote...
- The graphic showed...
- An example is...
- In the text it said...
- I know because...

How do you know?

Soto (2014)
Examples: Advance Organizers / Think-pair-share organizers

<table>
<thead>
<tr>
<th>Question (Open-ended)</th>
<th>What I think (Speaking)</th>
<th>What my partner thought (Listening)</th>
<th>What we thought (Consensus / Writing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What would make a person leave their country and never want to return?</td>
<td>It seems to me that...</td>
<td>I hear you saying that...</td>
<td>We both thought that...</td>
</tr>
</tbody>
</table>

(Adapted from Soto, 2012)
Examples: Advance Organizers / Think-pair-share organizers

<table>
<thead>
<tr>
<th>Question (Open-ended)</th>
<th>What I think (Speaking)</th>
<th>What my Partner Thought (Listening)</th>
<th>What we thought (Consensus / Writing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What would make a person leave their country and never want to return?</td>
<td>It seems to me that it would be an extreme situation for someone to leave their country and not want to return. Maybe the person feels unsafe?</td>
<td>I hear you saying that it’s not a little reason that someone would leave and not return, and that maybe it’s because they are unsafe.</td>
<td>We both thought that someone would leave their country and never return due to an extreme situation.</td>
</tr>
</tbody>
</table>

(Adapted from Soto, 2012)
Instructional Grouping

- Teacher-led small groups:
  - More modeling
  - More extensive scaffolding
  - More practice opportunities
  - Immediate feedback

- Heterogeneous, cooperative small groups:
  - Peer-scaffolding
  - Extended practice opportunities
  - Fosters oral language development, especially academic language

- Partners:
  - Opportunities for assessment of mastery
  - Fluency and automaticity

- Independent Practice:
  - Fosters oral language development, especially academic language

TEA, 2017
Project ELITE Read Aloud Routine

Enhancing Teachers’ Read-Aloud Practices

• Text Choice
• Focus on language development with multiple exposures to new language structures (vocabulary)
• Equitable opportunities for meaningful interaction
• Integrate all **four language skills**
• Planning for meaningful connections between content and students’ lived experiences
### Lesson Plan

**Title:** The Story of Ruby Bridges

**Steps:**
- Chunk 1: pages 1-14
- Chunk 2: pages 15-16

**Vocabulary and Sentences**

**Chunk 1 (pages 1-14):**
- Text: 
  - How do Ruby and her family show courage?
  - Why does Ruby's family help her decide to go to the new school?
  - Ruby came from a poor black family that was ordered by a judge to attend a school with white students. Her parents paid for her courage.
  - What will Ruby's story teach your partner about courage?
  - Write a story that teaches about courage.

**Chunk 2 (pages 15-16):**
- Text: 
  - A large group of people who come together for a specific purpose, such as to watch something or participate in something.
  - How would you describe Ruby's character?
  - How is Ruby different from the people outside the school?

**Questions**

- How do Ruby and her family show courage?
- Why does Ruby's family support her decision to go to the new school?
- Ruby came from a poor black family that was ordered by a judge to attend a school with white students. Her parents paid for her courage.
- What will Ruby's story teach your partner about courage?
- Write a story that teaches about courage.

**Example Text**

- A large group of people who come together for a specific purpose, such as to watch something or participate in something.
- How would you describe Ruby's character?
- How is Ruby different from the people outside the school?

**Sentence Frames**

- How would you describe Ruby's character?
- How is Ruby different from the people outside the school?

**Lesson Closure**

- What do you predict will happen next in the story?
- Turn to your partner and tell him or her about your prediction.

- Write about it in your reading response journal.
Explicit Vocabulary Instruction: Using Nonlinguistic Representations

courage

irritated

budge
Project LEE: PLUSS Model

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NABE 47th Annual Conference
Albuquerque, NM
March 3, 2018
AGENDA

• Overview of Project LEE
• MTSS for ELs
• PLUSS Framework
National Demographics

• In 2014-15, EL students represented 4.6 million or 9.4% of students (USDOE, 2017).

• 77% of all ELs are born in the U.S. (Zong & Batalova, 2015).

• Although the majority of EL students are born in the U.S., many require federally-mandated language assistance programs to access instruction often provided only in English.

• In 2014-15, 13.8% of ELs were also identified as having a disability (USDOE, 2017).
Currently, the range of ELs in special education in Oregon is 5% - 47%.

The state average is 18%.

What is the percentage in your state?
Overview of Project Lee
What is Project LEE?

• A four-year Model Demonstration Project from the federal Office of Special Education Programs to improve literacy and language outcomes for English Learners (ELs) in grades 3 – 5 with or at-risk for a disability.

• Our research team from Portland State University partners with 3 schools in a Portland area school district

• We will be investigating using a framework for enhancing literacy interventions for ELs using the PLUSS model:
  • P: Pre-teaching language and vocabulary and priming background knowledge
  • L: Language use and modeling
  • U: Using visuals and graphic organizers
  • S: Systematic and explicit instruction
  • S: Strategic use of native language and culture
Project Team

Julie Espinca Brown
EDC, Principal Investigator
Portland State University, Portland Public Schools Board Member
http://www.cbe.org/staff/julie-espincabrown/

Amanda Sanford
PHD, Professional Development
Associate Professor, Department of Special Education, Portland State University

Sylvia Lian-Thompson
PHD, Consultant
Associate Professor, Department of Special Education and Clinical Sciences, University of Oregon

Phyllis Ault
EASI, Evaluator
Practice Expert, Program Evaluation, Education Northwest

Emily Robert
Graduate Research Assistant
MS Student in Clinical Mental Health Counseling, Portland State University

Mary Martinez Ward
Evaluator
Senior Advisor, Senior Researcher, Education Northwest
Support use and interpretation of screening and progress monitoring measures across English and Spanish in Tiers 1, 2 & 3.

Support and implement PD in Culturally and Linguistically Responsive Evidence-based Tier 1 – 3 instruction and interventions in English and Spanish.

Provide information and training to parents to facilitate active involvement in students’ reading and language development in English and Spanish.

Document growth of students’ reading and language skills during the three-tiers of instruction.

Disseminate promising and exemplary practices to improve literacy support for ELs with or at risk for disabilities.
The vision of Project LEE is to transform literacy and language outcomes for English learners (ELs), with a special focus on serving 3rd – 5th graders with or at risk for being identified with a disability. Specifically, the goals of our project are to: (1) improve the literacy outcomes for ELs with or at-risk for being identified with a disability, and (2) create a...
An EL hybrid approach: The best of both worlds!

Start with **Standard Treatment Protocol**: Get students in a research based intervention and embed **oracy** component immediately!

- **Core curriculum & instruction for ALL students**: school-wide reading, behavior, math and/or writing, includes sheltered and linguistically appropriate instruction and culturally relevant teaching (80% of all students disaggregated by subgroups)
  - **For ELS**: Core includes English language development (oracy) instruction
  - Pre-teach critical vocabulary; PLUSS teaching for transfer

- **Core plus strategic evidence-based intervention**: “double dose”; must include oracy component (15% of all students)
- **Intensive evidence-based intervention, must include oracy component**: (5% of all students)

If students do not make adequate progress, or other indicators show they need added support, begin individualized problem solving: further assessment and instructional planning to identify more individualized support needs.
PLUSS: Framework for Instruction and Interventions

• PLUSS is a conceptual framework based on a synthesis of the research on evidence-based practices effective for instructing ELLs.
Adjustments to Research-based Intervention Programs

• Should be:
  • Simple
  • Made based on students’ CBM data
  • Done while maintaining the fidelity to the programs’ methods for learning targeted skills

Kearns, Lemons, Fuchs & Fuchs (2014)
PLUSS Framework for Evidence-based Instruction for ELLs

1. Pre-teach critical vocabulary & prime background knowledge
2. Language modeling and opportunities for practice
3. Use visuals and graphic organizers
4. Systematic and explicit instruction
5. Strategic use of native language & teaching for transfer

### Content Objective:

**Language Objective:**

<table>
<thead>
<tr>
<th>Strategies</th>
<th>L – Language modeling &amp; opportunities for practice</th>
<th>U – Use visuals and graphic organizers</th>
<th>S – Strategic use of Native language and teaching for transfer</th>
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<td>1</td>
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<td>5</td>
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<td>3</td>
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<td>7</td>
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<td>4</td>
<td>P Pre-teach critical vocabulary</td>
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<td>3</td>
<td>S Systematic &amp; explicit instruction</td>
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Vocabulary Instructional Routine
(from Anita Archer, 2017)

Step 1: Introduce the word’s pronunciation.
(clapping or tapping out syllables)

Step 2: Introduce the word’s meaning.

Step 3: Illustrate the word with examples.
(and non-examples when helpful)

Step 4: Check students’ understanding.

Preteach critical vocabulary and prime background knowledge.
Precision Partnering

1. Intentional partnerships
2. Clear rolls
3. Controlled alternation
4. Explicit tasks for both partners during each exchange
5. **Sentence frames/starters (stems) for responses**
   + adding meticulous modeling (Kinsella, 2017)
1. **What are sentence starters and frames?**

   Temporary *scaffolds* to help students produce academic language that is more sophisticated than what they could produce on their own.

2. **Why do we use them?** ... *to provide students with support* so that they can express their ideas more coherently, using correct sentence structure and vocabulary. The idea is that, after repeated use, students internalize the vocabulary and sentence structures and it becomes part of their linguistic repertoire.

   Jana Echevarria

   [http://www.k5chalkbox.com/how-to-use-sentence-frames.html](http://www.k5chalkbox.com/how-to-use-sentence-frames.html)
Sentence frame “I think Lewis and Clark were_____ because____...”

Student 1: “I think it’s exciting because you could find out new stuff about different things you never knew about...”

-Sentence frames were used and may improve the quality of a response, but aren’t as powerful without meticulously modeling (Kinsella, 2017) a responses and expecting accountability from students.
Starters and Frames

Sentence starters (stem)
• Sentence starters provide a partial frame for students to begin their sentence or idea
• Perfect for EVR because the purpose is for students to practice using the word in a meaningful sentence
• The word can be in the starter

Sentence frames
• Provide a structure for responding to a prompt with a complete, academic sentence
• Usually are more comprehensive than a sentence starter, providing more support to students who are less developed in their language
• They can include transferable academic structures
Equity means every child receives what they need to develop to their full academic and social potential.
Meticulous Modeling  (Kinsella, 2017)

Ways to improve the **meticulous-ness of modeling** of sentence starters: use of many to all of these steps

1. Written prompt
2. Teacher says/reads it
3. Students repeat/read it
4. Model response with an example (or two)
5. Final model of stem & students repeat
6. Paired practice (with monitoring)
7. Individual turns (talking sticks)
8. *Optional written response*
<table>
<thead>
<tr>
<th>Precision Partnering &amp; Meticulous Modeling - observation</th>
<th>Not in place</th>
<th>Partially in place</th>
<th>Fully in place</th>
</tr>
</thead>
<tbody>
<tr>
<td>Note what evidence you see of each feature below:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Precision Partnering</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intentional Partnerships</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Clear roles</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Controlled alternation</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Explicit tasks for both partners during each exchange</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Sentence frames/stems for responses</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Meticulous modeling</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Meticulous Modeling (improving explicitness of language instruction)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prompt and sentence frame written on board</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Teacher reads/says sentence frame</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Students read/say sentence frame</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Teacher models with an example (or two)</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Final model &amp; repeat</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Paired practice</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Individual turns</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
Lesson 15

Vocabulary in Context

Study each Context Card.
Use a dictionary to help you understand the meanings of these words.

1. Organisms
   Biologists study the organisms, or living things, on Earth.

2. Directly
   You can directly help the environment by planting trees. You can see results quickly.

3. Vast
   The vast desert stretched for hundreds of miles in every direction.

4. Habitats
   Forests and oceans are types of habitats that support different plants and animals.

5. Variety
   The rain forest contains a wide variety of animals and plants.

6. Affect
   Smog and smoke negatively affect the air by making it unhealthy to breathe.

7. Traces
   Wash your hands thoroughly, or else traces of dirt and germs may remain.

8. Species
   There are many different species of sharks, such as the hammerhead.

9. Banned
   Littering is banned in many public places. People should dispose of trash responsibly.

10. Radiation
    Invisible rays of energy called radiation are produced by the sun.

Target Vocabulary:
organisms
affect
traces
vast
habitats
variety
species
banned
radiation

Vocabulary Reader
Contact Cards
banned
Littering is **banned** in many public places. People should dispose of trash responsibly.

**banned**

**What Does It Mean?**
If something is **banned**, it is against the rules or against the law.

**Think About It.**
What behaviors or items have been **banned** at your school?

**Talk It Over.**
Fill out the chart below on a sheet of paper.

<table>
<thead>
<tr>
<th>Should It Be Banned?</th>
<th>Why or Why Not?</th>
</tr>
</thead>
<tbody>
<tr>
<td>talking on the phone at the movies</td>
<td></td>
</tr>
<tr>
<td>answering without raising your hand in class</td>
<td></td>
</tr>
<tr>
<td>riding bikes without helmets</td>
<td></td>
</tr>
<tr>
<td>driving a car under the age of 16</td>
<td></td>
</tr>
</tbody>
</table>

Consider using later in week with a sentence starter
If something is banned, it is against the rules or against the law.
Teaching **banned**
(teacher language)

*Teach students pronunciation & part of speech*

This word is **banned**; what word?

Clap the syllables (banned- 1 clap)

banned is a verb, or action word

**Student friendly definition:**

If something is **banned** it means it is against the rules or against the law; not allowed

*(Spanish translation: prohibir)*
Examples & Non-Examples

- banned
- not banned (it is allowed)
examples and non-examples

Cell phones are \textbf{banned} at school because they are personal devices that can take your attention away from learning.

Ipads are \textbf{not banned} at school because they are a school device used for learning only.

Fidget spinners are \textbf{banned} at school because they interrupt others’ learning.

Swimming at a pool without a lifeguard is \textbf{banned} because it wouldn’t be safe. Swimming with a lifeguard is \textbf{not banned}, because it is safer.
“What are some reasons that cell phone use is banned at school?”

Cell phone use is banned at school because…

Examples:
Cell phone use is banned at school because getting a call during class would interrupt our work.
Cell phone use is banned at school because it could get stolen.
What are some reasons that cell phone use is banned at school?

Cell phone use is banned at school because…

(T: - Cell phone use is banned at school is because getting a call during class would interrupt our work.)

(T: - Another reason cell phone use is banned at school is because it could get stolen.)
T: Now I want you to **think** about, “What are some reasons that cell phone use is banned at school?” (give think time)

T: I want you to start your answer with, “**Cell phone use is banned at school because...**” what will you start your answer with? (students respond) B’s go first as A’s listen and note a good response to share out, then A’s will share and B’s will listen and note. Remember to say as many reasons as you can think of in the time or you can repeat mine.”

(6. **Paired practice** [monitoring], 7. **Individual turns** [equity sticks], 8. **Optional written response**)

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**Examples:**
- Cell phone use is banned at school is because getting a call during class would interrupt our work.
- Cell phone use is banned at school is because it could get stolen.
Julie Esparza Brown, EdD
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QUESTIONS