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Overview

Specialists at the Center for English Language Learners at the American Institutes for Research (AIR) have developed routines and scaffolds for English Language Learners (ELLs)/ Multilingual Learners (MLLs) who are using English language arts lessons in the 3rd grade. This document is part of the AIR (S)-3.1T13w 39.0tutThism(I)130

short video clips; and other types of visuals such as pictures, photos, maps, timelines, tables, and graphic organizers. Scaffolds for ELLs/MLLs

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. Students are given opportunities to discuss their ideas (in their home language or in English) with a partner before they begin writing. Students are given models to review that illustrate how to write in particular genres. 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.

Instructional Resources

The objectives in the lessons that appear in the instructional resources that follow are aligned with the New York State Next Generation English Language Arts Learning Standards. The techniques used in the lessons are research based (Baker et al., 2014; National Academies of Science, ;

Building Background Knowledge and Supporting Vocabulary Development: Exemplars.

Background exemplars consist of text, visuals, or multimedia to prepare students for close reading of anchor text. Vocabulary exemplars consist of glossaries to support ELLs /MLLs reading of anchor texts and writing about these texts. Words were selected for glossaries based on their importance for understanding the text and/or frequency across texts. For each vocabulary word or phrase in the glossary, there is a Spanish translation, a comprehensible definition for the word or phrase, and a sample sentence. For words that are most frequent in English, there is a number to indicate how frequent the words are. For example, _____ es the word forms are among the 1,000 most frequent word forms in English texts in Grades K-14 (the 100 most frequent words are excluded from this co _____ that are among the next 1,000 most frequent, etc.

Samplers of Scaffolded Lessons across Grade Spans

Samplers of Lesson Exemplars for English Language Learners/Multilingual Learners:

Introduction. The introduction to the samplers describes the content of the two samplers, explains the model used to scaffold the lessons for English Language Learners/Multilingual Language Learners in the samplers, and provides information on the conventions used to scaffold the lessons. The purpose of the samplers is to showcase lesson exemplars across the grade levels.

English Language Arts Lesson Exemplars for English Language Learners/Multilingual

Learners: Sampler 1. This sampler brings together lessons across the grade levels that have been scaffolded for ELLs/MLLs. The lessons add scaffolding to existing Core Knowledge, Expeditionary Learning, and Public Consulting Group lesson components that require them and add new components to the lessons if necessary to provide sufficient support for ELLs/MLLs. The lessons include instructions for teachers and activities for students and differentiated supports for ELLs/MLLs at the emerging, entering, transitional, expanding, and commanding levels of proficiency.

English Language Arts Lesson Exemplars for English Language Learners/Multilingual

Learners: Sampler 2. This is a companion to Sampler 1 and includes four additional scaffolded lessons.

Units

Overview of Units. There are two units developed from the ground up aligned with Expeditionary Learning Units: Grade 7: Module 4a: Unit 1 This Is Your Brain Plugged In and Module 4b: Unit 1 Water is Life. The overview introduces the units and describes the organization and components of the two units.

Expeditionary Learning Unit: Grade 7: Module 4a: Unit 1 This Is Your Brain Plugged In

<https://www.engageny.org/resource/grade-7-ela-module-4a-unit-1-lesson-1>

Expeditionary Learning Unit: Grade 7: Module 4b: Unit 1 Water is Life

<https://www.engageny.org/resource/grade-7-ela-module-4b-unit-1-lesson-1>

PowerPoints

There are three PowerPoints and printable handouts associated with each.

Developing Vocabulary in ELLs/MLLs. It provides information related to the techniques used for supporting vocabulary development in ELLs/MLLs, demonstrates the use of the techniques through examples, and provides participants with opportunities to try out the methods.

Developing Background in ELLs/MLLs. It provides information related to the techniques used for developing background knowledge in ELLs/MLLs, demonstrates the use of the techniques through examples, and provides participants with opportunities to try out the methods.

Scaffolding Instruction for ELLs/MLLs to Support Close Reading. It provides background information related to the scaffolds that have been added to Core Knowledge, Expeditionary Learning, and Public Consulting Group lessons; demonstrates the use of the scaffolds through examples; and gives participants opportunities to create their own scaffolds.

References

- Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J., & Newman-Gonchar, R. (2014). *Teaching academic content and literacy to English learners in elementary and middle school* (NCEE 2014-4012). Washington, DC: U.S. Department of Education, Institute for Education Sciences, National Center for Education Evaluation and Regional Assistance.
- National Academies of Sciences, Engineering, and Medicine. (2017). *Promoting the educational success of children and youth learning English: Promising futures*. Washington, DC: The National Academies Press.

