

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

Presenter Names:

Alba A. Ortiz, Ph.D.

Linda Cavazos, Ph.D.

Leticia Grimaldo, Ph.D.

Julie Esparza Brown, Ed. D.

Amanda Sanford, Ph.D.



MTSS *for* ELS



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/>





<https://www.mtss4els.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, OSEP 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



English Learner Literacy Intervention Programs and Strategies **ENSURING SUCCESS**





Participating District

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

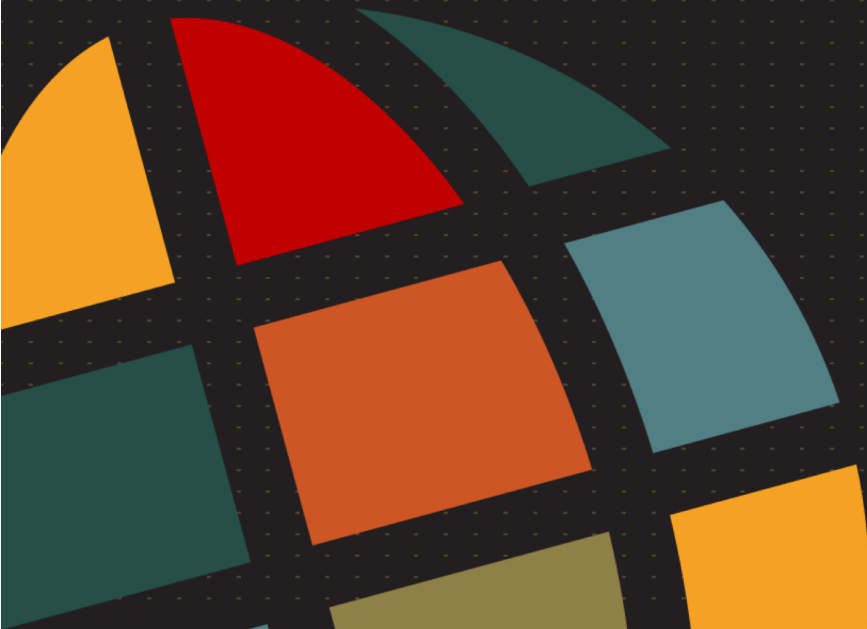
- Located on the Texas-Mexico border
- Early exit transitional bilingual education program
- 85.4% of city members report speaking Spanish at home



Participating School and District Demographics

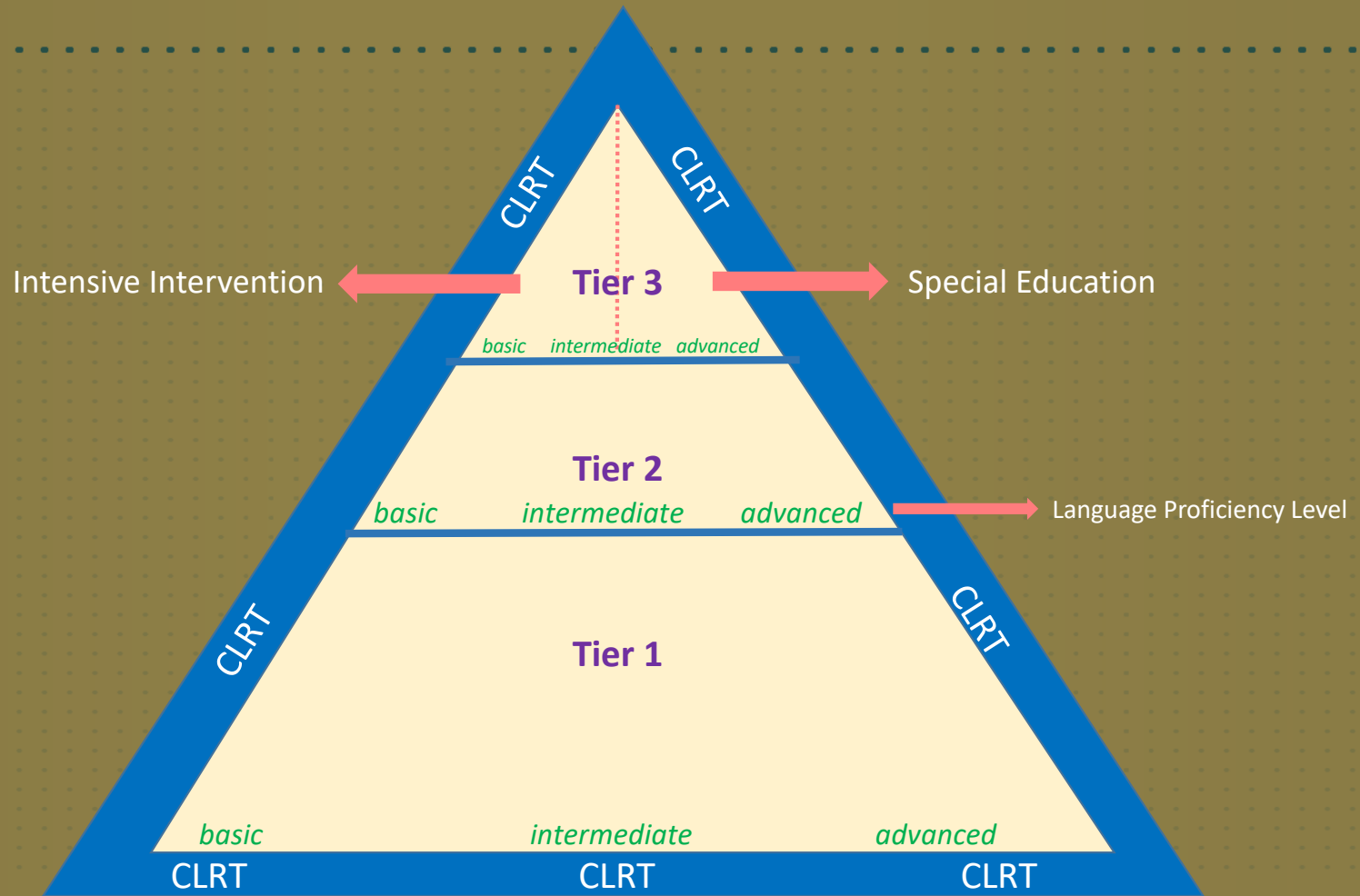
	School A	School B	School C	District
Total Students	718	399	780	46,799
Hispanic Students	98%	99.7%	100%	98%
English Learners	53%	45%	53%	33%
Econ. Disadvantaged	97%	99%	98%	96%
Special Education	10%	16%	11%	11%

Response to Intervention





Culturally and Linguistically Responsive RTI Model



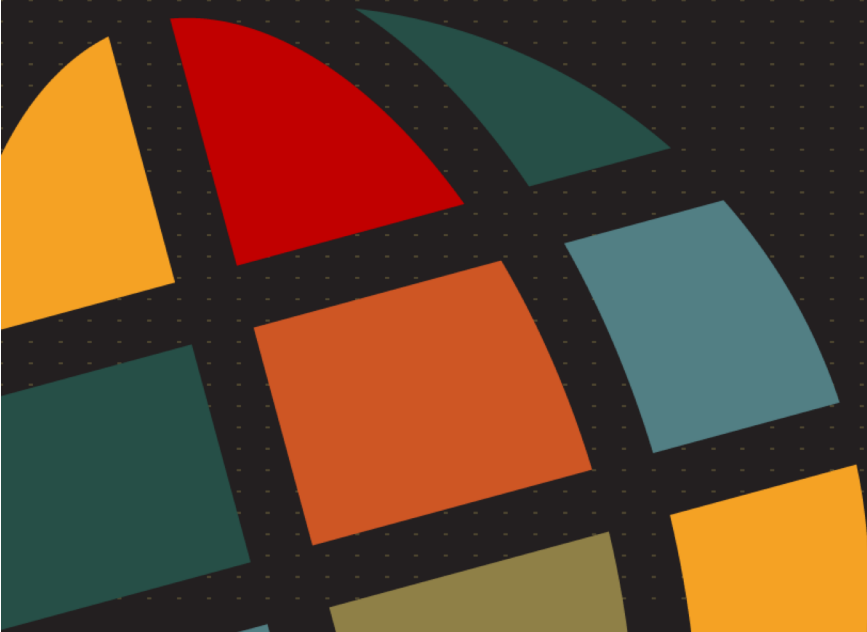


Linguistic Accommodations Across Tiers

- Overarching question at every tier:
- How are we including daily linguistic accommodations and language support in English and native language?

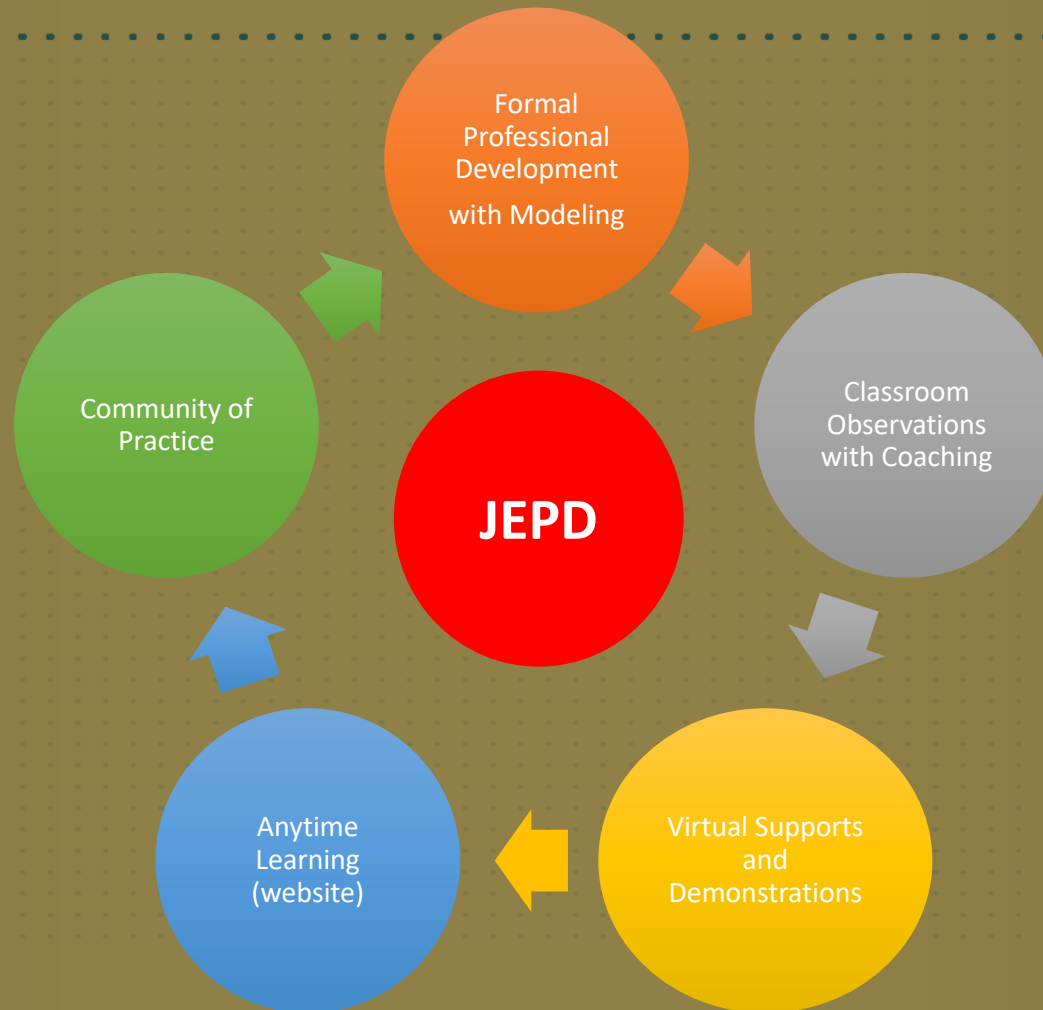
Center on Response to Intervention, 2012

Job-Embedded Professional Development





JEPD Recursive Cycle



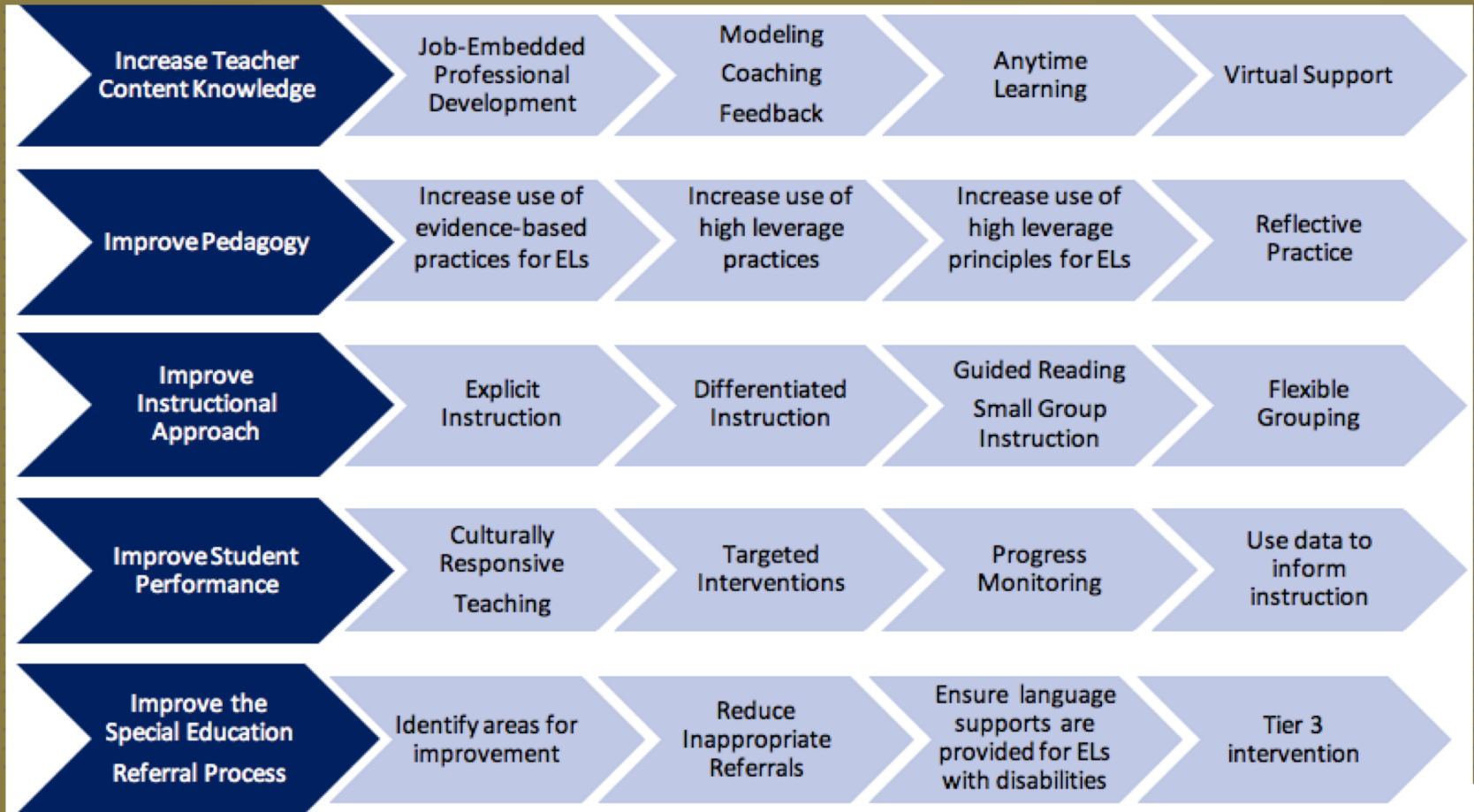


Selecting JEPD Topics

- 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





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



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?

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ENGLISH LEARNER INSTITUTE FOR TEACHING AND EXCELLENCE



MTSS *for* ELS



Model Demo Context

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

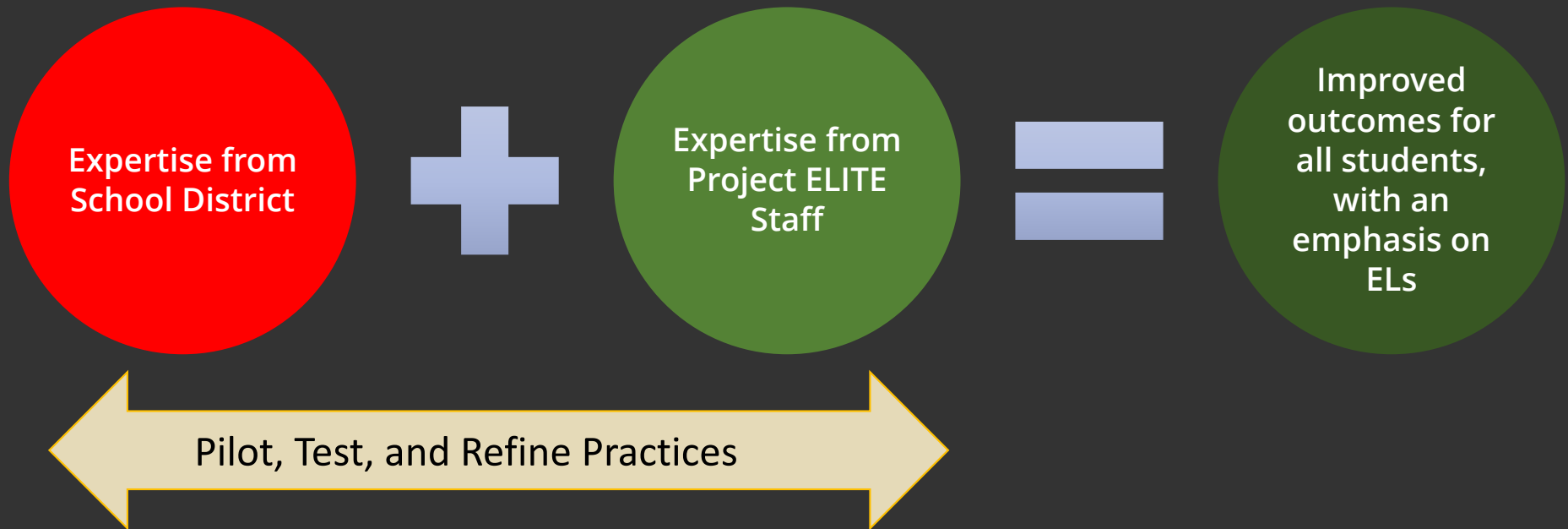
	School 1	School 2	School 3	District
Total Number	610	700	706	11,238
African American	9%	1%	14%	9%
Hispanic	80%	88%	81%	83%
White	8%	10%	2%	6%
Econ. Disadvantaged	93%	94%	97%	87%
English Learners	58%	60%	42%	38%
Special Education	12%	8%	12%	10%



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





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.*



Initiation

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?

Response

- Student: Evaporation.

Evaluation

- 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.



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.

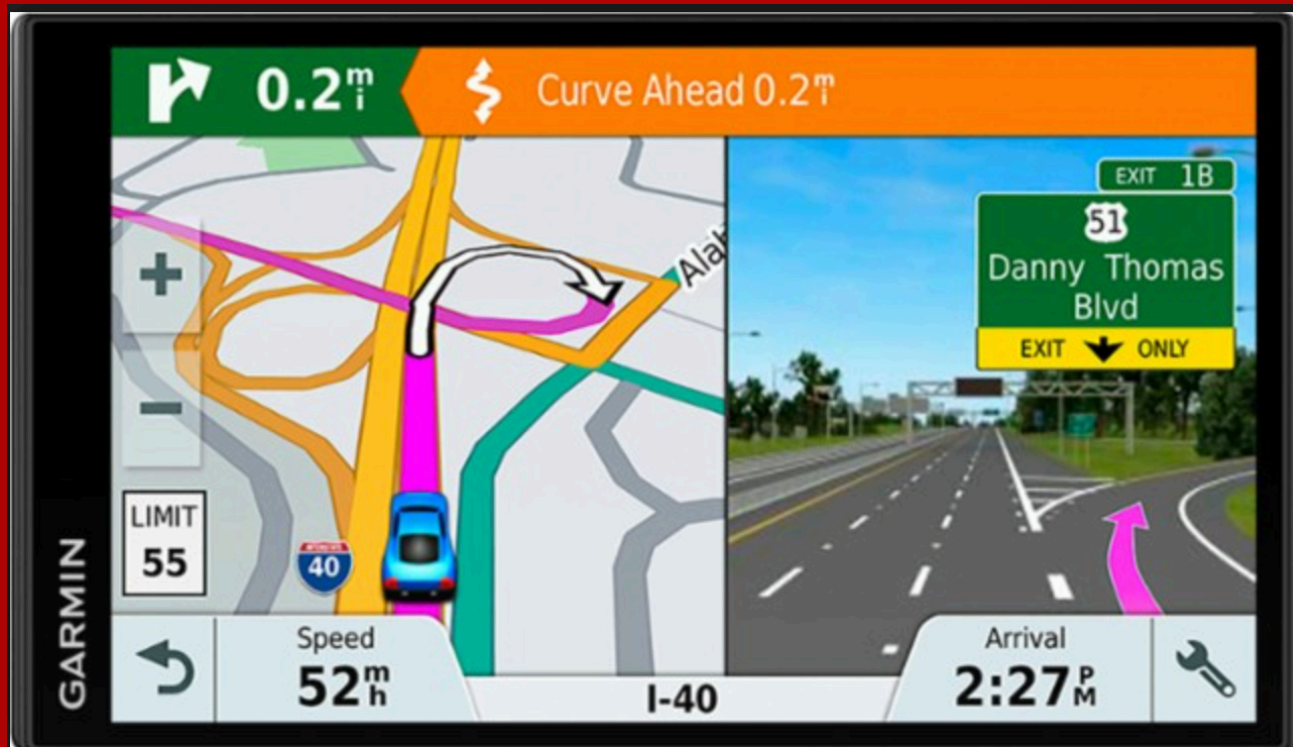
“...I see a boy and his dog. They work and play together. The boy loves his dog, and the dog loves the boy, too.”

(Roit, 2006; VGC, 2015)



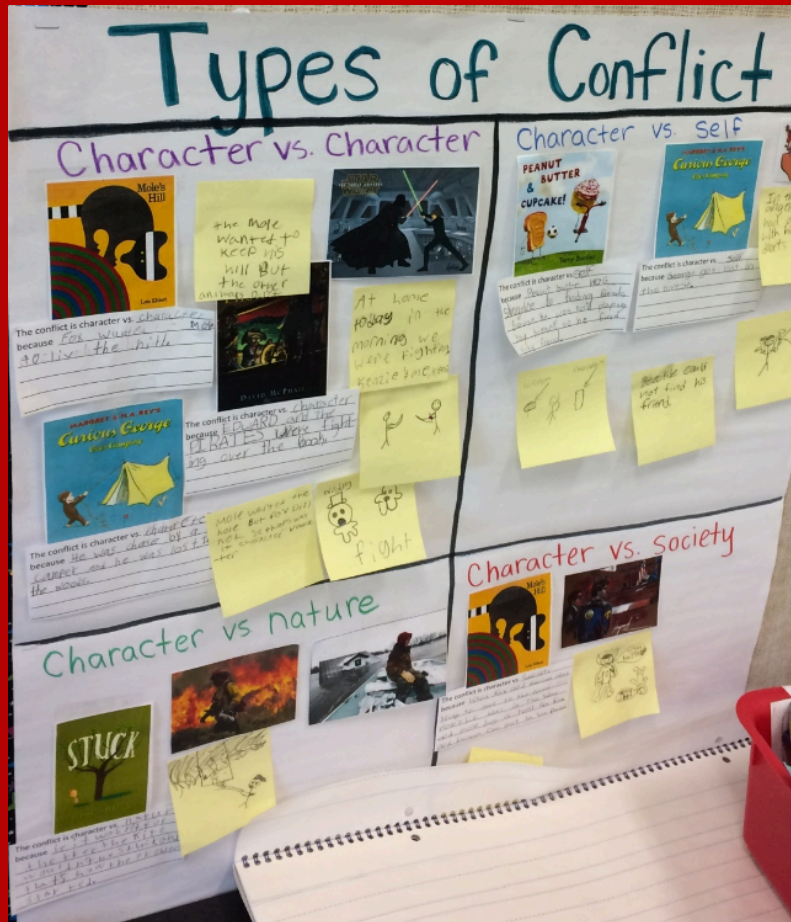
Using Visual, Manipulatives, and Nonverbal Cues

- Make language comprehensible
 - “Message abundance” (Gibbons, 2015)





Example: Using Multiple Examples



conflict (conflict)

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?

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SCAFFOLDING: Vocabulary Instruction

Vocabulary Skills

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.**

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

Segmentos de oración

Sentence Frames

My favorite thing for **supper** is _____.

They **exchanged** their coins for _____.

Something that gets **delivered** is _____.

Losotros nos **comunicamos** _____.

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

NEGOTIATE

□ □
△

- 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 _____ hand _____
- you b _____ good but _____
- Let's _____ ideas _____

FORTIFY

□
XXX

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

CREATE

→ → □

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

Do you have a question?

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

CLARIFY

□ → □

- What do you mean by _____?
- Can you elaborate on _____?
- Why do you think this is important?
- Can you be more specific?
- Can you explain it a different way?
- I'm not sure I understand _____.

- What I was trying to say was _____.
- In other words, _____.
- It is important because _____.
- More specifically, it is _____ because _____.
- What part should I clarify?

NE

- What is your opinion?
- I d _____
- c _____



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

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

(Adapted from Soto, 2012)



Examples: Advance Organizers / Think-pair-share organizers

Question (Open-ended)	What I think (Speaking)	What my Partner Thought (Listening)	What we thought (Consensus / Writing)
What would make a person leave their country and never want to return?	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?	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.	We both thought that someone would leave their country and never return due to an extreme situation.

(Adapted from Soto, 2012)



Instructional Grouping

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

Independent Practice

- Opportunities for assessment of mastery
- Fluency and automaticity

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



Educator Tools

Read-Aloud Routine for Building Vocabulary and Comprehension



Step 1

Step 2

Step 3

Step 4

Lesson Plan

Title: *The Story of Ruby Bridges*

Author: Ruby Bridges

Vocabulary and Stems	Questions	Example Gist	Lesson Plan
Chunk 1: pages 1–13			
crop: a plant such as wheat, rice, or fruit that is grown by farmers and used as food A type of crop is _____.	How do Ruby and her family show courage?	Ruby came from a poor black family that was ordered by a judge to attend a school with white students. Her parents prayed for her courage .	What will happen in the story? Turn to your partner and tell him or her about it.
janitor: someone whose job is to look after a school or other large building A janitor's job is to _____.	Why does Ruby's family support the decision for her to go to the new school?		
courage: the quality of being brave when you are in danger, in pain, or in a difficult situation I would need courage to _____.			
Chunk 2: pages 14–21			
crowd: a large group of people who come together for a specific purpose, such as to watch something or participate in something There are crowds at _____.	How would you describe Ruby's character?	Ruby is approached by a crowd of angry people each day as she goes to school. No other kids come to the school to keep her company . She is relaxed and comfortable with her teacher Mrs. Henry.	After reading the picture, predict what 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.
approach: move toward or nearer to someone or something I approached the _____.	How is Mrs. Henry different from the people outside the school?		
company: when you are with other people and not alone My favorite company is _____.			

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page 1 of 2

The Story of Ruby Bridges—Chunk 1: pages 1–13

Previewing Activity

Make a prediction. What do you think the story will be about based on the title and pictures?
Turn to your partner and tell him or her about it.

Questions

How do Ruby and her family show courage?
Why does Ruby's family support the decision for her to go to the new school?

Vocabulary

crop: a plant such as wheat, rice, or fruit that is grown by farmers and used as food
janitor: someone whose job is to look after a school or other large building
courage: the quality of being brave when you are in danger, in pain, or in a difficult situation

Example Gist

Ruby came from a poor black family that was ordered by a judge to attend a school with white students. Her parents prayed for her **courage**.

Sentence Frames

A type of **crop** is _____.
A **janitor's** job is to _____.
I would need **courage** to _____.

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.

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MTSS for ELs

Explicit Vocabulary Instruction: Using Nonlinguistic Representations

courage

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irritated

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budge

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English Learner Institute for Teaching and Excellence²

[About](#) [Professional Development](#) [Tools & Resources](#) [Stories From the Field](#) [Contact](#)



What is Project ELITE²?

Project ELITE² is a model demonstration project sponsored by the Office of Special Education Programs in the U.S. Department of Education. Our project operates within the Language for Learning Institute of The Meadows Center for Preventing Educational Risk at The University of Texas at Austin.

The goal of the Project ELITE² is to develop, implement, and evaluate a multitiered instructional model for English learners in the elementary grades that focuses on language and literacy development. We are one of three model demonstration sites collaborating to optimize educational outcomes for English learners, specifically those with or at risk for having a learning disability.

Project ELITE² is nearing the end of the model demonstration funding for students in kindergarten to grade 3. Through a newly funded cooperative agreement, again sponsored by the Office of Special Education Programs, we will extend our work to English learners in grades 3 to 5.

What is Project ELITE?

02:29 HD

English Learner Institute for Teaching and Excellence²

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English Learners Through an Interactive Read-Aloud System

Read-Aloud System

Getting started with the Read Aloud Routine

01:14 HD

Getting Started With the Read-Aloud: Prekindergarten and K-3 Materials for Teachers

- [Read-Aloud Flip Book Tool for K-3 Teachers](#)
- [Read-Aloud Flip Book Tool for Prekindergarten Teachers](#)

Example Lessons and Video Models

Project LEE: PLUSS Model

Julie Esparza Brown, EdD

Portland State University

jebrown@pdx.edu

Amanda Sanford, PhD

Portland State University

asanford@pdx.edu

NABE 47th Annual Conference

Albuquerque, NM

March 3, 2018



AGENDA

- Overview of Project LEE
- MTSS for ELs
- PLUSS Framework

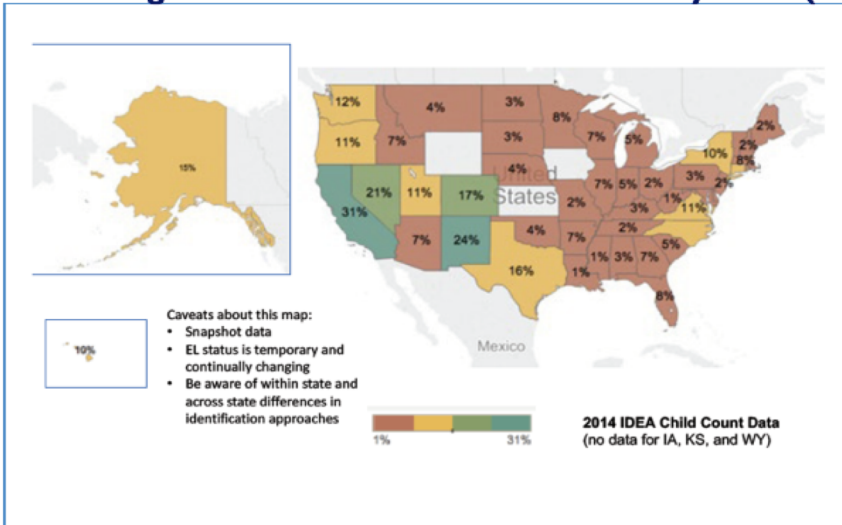


National Demographics

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



Percentage of ELs identified for disabilities by state (2013-14)



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 Esparza Brown
EdD, Principal Investigator

Portland State University, Portland Public
Schools Board Member
psu.ctlee.org/staff/julie-esparzabrown/



Amanda Sanford
PhD, Professional Development

Associate Professor, Department of Special
of Education, Portland State University



Sylvia Linan-Thompson
PhD, Consultant

Associate Professor, Department of Special
Education and Clinical Sciences, University
of Oregon



Phyllis Ault
EdD, Evaluator

Practice Expert, Program Evaluation,
Education Northwest



Emily Rotert
Graduate Research Assistant

MS Student in Clinical Mental Health
Counseling, Portland State University



Mary Martinez-Wenzl
Evaluator
Senior Advisor, Senior Researcher, Education Northwest



Project LEE GOALS

3

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

1

Support use and interpretation of screening and progress monitoring measures across English and Spanish in Tiers 1, 2 & 3

4

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

2

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

5

Disseminate promising and exemplary practices to improve literacy support for ELs with or at risk for disabilities.



WEBSITE

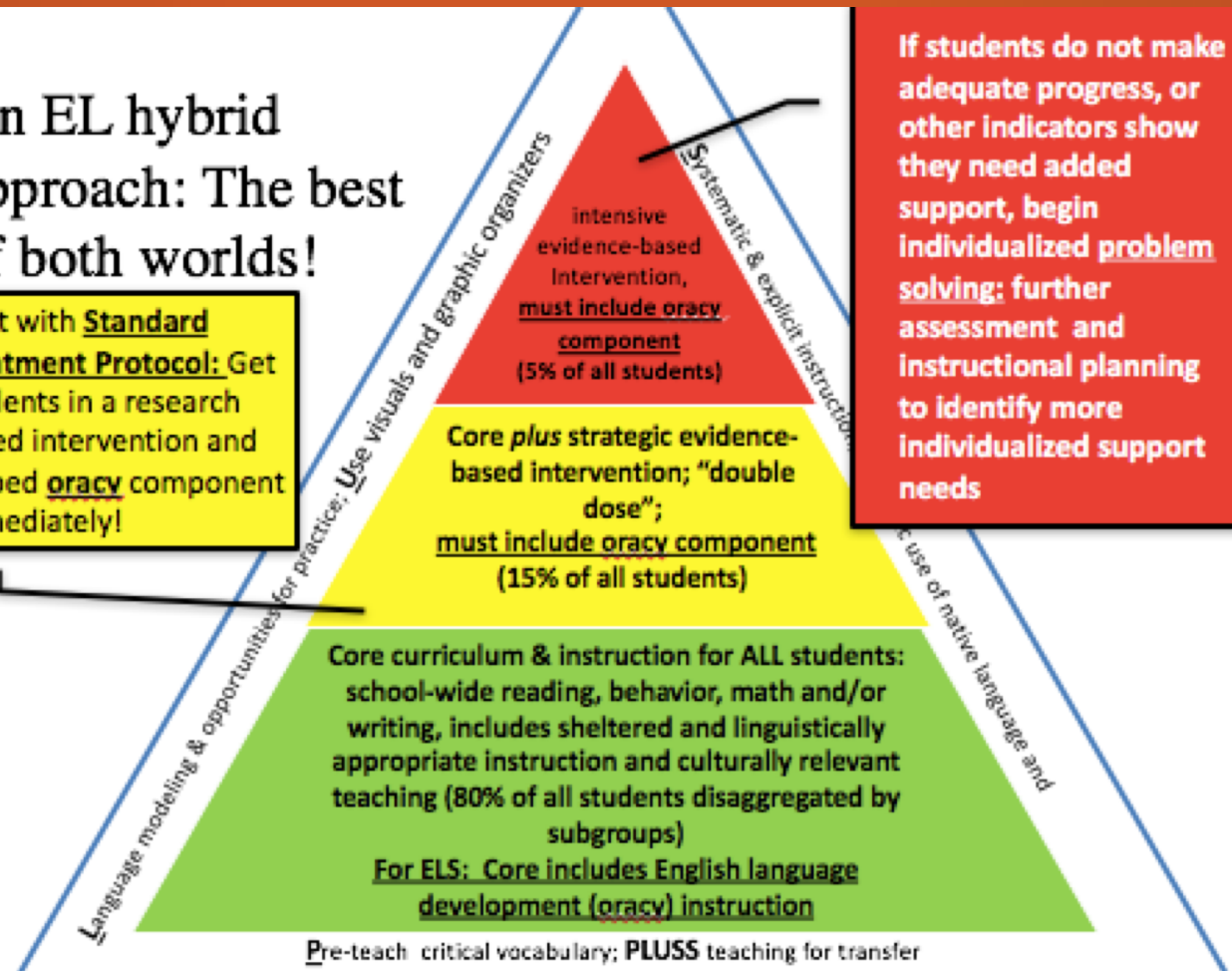
Projectlee.org



MTSS for ELs

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!



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.

Multiple Voices for Ethnically Diverse Exceptional Learners, 13(1), 2012, 56–70
Copyright 2012, Division for Culturally & Linguistically Diverse
Exceptional Learners of the Council for Exceptional Children

Enhancing Instruction for English Learners in Response to Intervention Systems: The PLUSS Model

AMANDA K. SANFORD

JULIE ESPARZA BROWN

Portland State University

MARANDA TURNER

Gresham-Barlow School District, Gresham, OR



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



PLUSS Framework for Evidence-based Instruction for ELLs

PLUSS Framework

Pre-teach critical vocabulary & prime background knowledge

Language modeling and opportunities for practice

Use visuals and graphic organizers

Systematic and explicit instruction

Strategic use of native language & teaching for transfer

Source: Sanford, A., Brown, J.E., & Turner, M. (2012). Enhancing instruction for English learners in Response to Intervention systems: The PLUSS Model. *Multiple Voices for Ethnically Diverse Exceptional Learners*, 13, 56-70



1 **Content Objective:**

2 **Language Objective:**

Strategies: **L** – Language modeling & opportunities for practice
U – Use visuals and graphic organizers
S – Strategic use of Native language and teaching for transfer

5
L

6
U

7
S

4 **P**
Pre-teach
critical
vocabulary

3 **S**
Systematic
& explicit
instruction



Preteach
critical
vocabulary
and prime
background
knowledge

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.



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>



MTSS for ELS



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*



Precision Partnering Checklist

Precision Partnering & Meticulous Modeling - observation

Note what evidence you see of each feature below:	Not in place	Partially in place	Fully in place
Precision Partnering			
Intentional Partnerships	0	1	2
Clear roles	0	1	2
Controlled alternation	0	1	2
Explicit tasks for both partners during each exchange	0	1	2
Sentence frames/stems for responses	0	1	2
Meticulous modeling	0	1	2
Meticulous Modeling (improving explicitness of language instruction)			
Prompt and sentence frame written on board	0	1	2
Teacher reads/says sentence frame	0	1	2
Students read/say sentence frame	0	1	2
Teacher models with an example (or two)	0	1	2
Final model & repeat	0	1	2
Paired practice	0	1	2
Individual turns	0	1	2



Lesson 15



TARGET VOCABULARY

organisms
directly
affect
traces
vast
habitats
variety
species
banned
radiation



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.



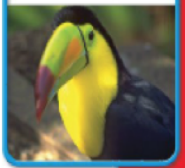
3 vast
The **vast** desert stretched for hundreds of miles in every direction.



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 and other stars.





9

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.

	Should It Be Banned?	Why or Why Not?
talking on the phone at the movies		
answering without raising your hand in class		
riding bikes without helmets		
driving a car under the age of 16		

Consider using later in week with a sentence starter



f **banned**



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)





Teacher language

examples and non-examples



Cell phones are **banned** at school because they are personal devices that can take your attention away from learning.

Ipads are **not banned** at school because they are a school device used for learning only.

Fidget spinners are **banned** at school because they interrupt others' learning.

Swimming at a pool without a lifeguard is **banned** because it wouldn't be safe. Swimming with a lifeguard is **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.



Meticulous modeling Teacher language

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 is because getting a call during class would interrupt our work.

Cell phone use is banned at school is because it could get stolen.

(1. Write)

What are some reasons that cell phone use is banned at school?

(2. Teacher says/reads it; 3. Students repeat/read it)

Cell phone use is banned at school because...

(4. Model with an example or two)

(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.)



Meticulous modeling teacher language

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 is because getting a call during class would interrupt our work.

Cell phone use is banned at school is because it could get stolen.

(5. Final Model and Repeat)

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*)





Julie Esparza Brown, EdD
Associate Professor
Portland State University
Graduate School of Education
Department of Special Education
jebrown@pdx.edu
360-281-8808

Amanda K. Sanford, PhD
Associate Professor
Portland State University
Graduate School of Education
Department of Special Education
asanford@pdx.edu
503-725-4638

QUESTIONS

