Scaffolding the development of academic practices with English Language Learners

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ELL Conference

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Aída Walqui, Ph.D.
Director, Teacher Professional Development Program, WestEd
awalqui@wested.org
www.wested.org/qtel

The exemplar my colleagues and I prepared for the Understanding Language Initiative (ell.stanford.edu) Illustrates how ELA CCSSs can be used to deepen an accelerate the instruction of ELLs in middle schools. Is based on the notion that ELLs develop conceptual and academic understandings as well as the linguistic resources to express them simultaneously, through participation in rigorous activity that is well scaffolded (Walqui & van Lier, 2010) Invites students to participate in processes of apprenticeship that lead them from being novices to developing increasing levels of expertise while they build their agency and autonomy.

Through this exemplar teachers

• Gain an awareness of how practices in their disciplines involve language to explicitly discuss how language works and the characteristics of texts and disciplinary discourse
• Integrate all language modes (oral, written, visual, and graphic) in teaching
• Learn how to scaffold instruction to develop student autonomy and assist their progression from “more spoken” to “more written”-like uses of language
UNIT Persuasion Across Time and Space: Analyzing and Producing Complex Texts

LESSON 1 Advertising in the Contemporary World: An Introduction to Persuasive Texts. Analyzing emotional, sensory, and modalities in multimodal texts.

LESSON 2 Persuasion in Historical Context: The Gettysburg Address. Building background knowledge for reading; Analyzing the development of central ideas at the macro and micro levels.


LESSON 4 Persuasion as Text: Organizational, Grammatical, and Lexical Moves in Barbara Jordan’s “All Together Now.” Comparing and contrasting macro and micro level textual choices in speeches.

LESSON 5 Putting it Together: Analyzing and Producing Persuasive Text. Independent analysis of a speech and writing of a persuasive essay.
<table>
<thead>
<tr>
<th>Package</th>
<th>Brand</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>Amazon</td>
<td>4.5</td>
</tr>
<tr>
<td>Better</td>
<td>eBay</td>
<td>4.7</td>
</tr>
<tr>
<td>Best</td>
<td>Walmart</td>
<td>4.9</td>
</tr>
</tbody>
</table>

![Diagram of a flower with colors representing different aspects of understanding language.](image)
Review the shifts presented during the keynote

Which one was evidenced through this brief practice?

What questions do you have?
## Theoretical and Pedagogical Shifts in the Design and Enactment of Learning

<table>
<thead>
<tr>
<th>From a Conceptualization of</th>
<th>To Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language acquisition as an individual process</td>
<td>Language acquisition as apprenticeship in social contexts</td>
</tr>
<tr>
<td>Language as structures or functions</td>
<td>Language as action, subsuming structure and function (Ellis &amp; Larsen Freeman, 2010; van Lier &amp; Walqui, 2012)</td>
</tr>
<tr>
<td>L2 acquisition as a linear and progressive process aimed at accuracy, fluency, and complexity</td>
<td>Non-linear and complex developmental process aimed at comprehension and communication</td>
</tr>
<tr>
<td>Individual ideas or texts as the center of instruction</td>
<td>Attention to ideas and texts in their interconnectedness</td>
</tr>
</tbody>
</table>

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## Shifts (continued)

<table>
<thead>
<tr>
<th>Shifts</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of simplified texts</td>
<td>Use of complex texts</td>
</tr>
<tr>
<td>Use of activities that pre-teach the content or simply “help students get through texts”</td>
<td>Activities that scaffold students’ development and autonomy</td>
</tr>
<tr>
<td>Identifying discrete structural features of language</td>
<td>Exploration of how language is purposeful and patterned to do its particular rhetorical work</td>
</tr>
<tr>
<td>Traditional grammar as a starting point</td>
<td>Multimodal grammar</td>
</tr>
<tr>
<td>Objectives stated as dichotomies</td>
<td>Practice of communicating, doing, being in the language</td>
</tr>
</tbody>
</table>
### Handout #5: Background Reading Focus Chart

#### #1: Abraham Lincoln Biography
Read the biography on President Lincoln. Jot down a few notes on

- **His Family Life:**

- **His Education:**

- **His contributions to America:**

#### #2: The Civil War
What central issues caused the Civil War?

What was the outcome of the war?

Any other interesting facts:

#### #3: The Battle of Gettysburg
What is significant about the Battle of Gettysburg?

Two or three interesting facts about the Battle of Gettysburg:
Handout #1: Abraham Lincoln Biography

Abraham Lincoln was the 16th president of the United States. Born in 1809 in a small log cabin in Kentucky, he grew up helping on his family’s 348 acre farm. His parents were of low social standing and had little education. Still, Lincoln learned to read and write, and ultimately became a lawyer, passing the bar exam in 1837.

Lincoln married Mary Todd in 1842. They had four sons, but three died at a young age. In 1846, Lincoln was elected to U.S. Congress, and moved to Washington to serve out his term, where he spoke out against the Mexican War and unsuccessfully attempted to abolish slavery in the District of Columbia.

A combination of luck, manipulation, and talent won Lincoln the Republican nomination, and he was elected president in 1860. There were four major candidates running for president, and despite the fact that he won less than 40% of the popular vote, Lincoln was elected president. Because some states believed that Lincoln would eventually abolish slavery, which would have a negative impact on farm production, several southern states began to consider the prospect of secession—breaking away from the rest of the country.

An initial wave of secession led by South Carolina brought about the establishment of the “Confederate States of America,” a self-declared independent nation apart from the United States of America. When Confederate forces from the South opened fire on the Union soldiers from the North at Fort Sumter, the Civil War began. After Lincoln called for a sizeable militia to quash the rebellion, several more states, led by Virginia, also seceded.

1 Complete ownership and control by a master; the condition of people being owned and used for difficult work.

2 The withdrawal from the Union of 11 Southern states in the period 1860–61, which brought on the Civil War.

3 A war between people of different regions or areas within the same country or nation.

4 Large

5 To subdue, or to stop completely something from happening.
Although he was heavily criticized by both the Confederate and Union supporters during his first term, Lincoln was able to gather enough votes to win re-election for a second term in 1864. As the war drew to a close, Lincoln made preparations to unify the nation once again.

Less than one week after the Confederate Army surrendered, Lincoln was assassinated\(^6\) by John Wilkes Booth while attending a Washington theater.

Today, many view Lincoln’s most significant action as president to be his Emancipation Proclamation of January 1, 1863, which paved the way for the Thirteenth Amendment and the abolishment of slavery in the United States. He is also remembered for his gifted way with words, giving such memorable speeches as the Gettysburg Address and the Second Inaugural.

\(^6\) Killed suddenly or secretly, often for political reasons
Handout #2: The Civil War

Before the American Civil War began, there was increasing tension between the Southern and Northern states. One reason for the tension was the fact that the North and the South had different economic interests. The South was mostly comprised of plantations that grew crops, such as cotton. A lot of inexpensive manual labor was needed to run the plantations, and slaves were used to do this. The North, on the other hand, had abolished slavery. The Northern States did not have plantations, and instead used raw materials, such as leather, metal, and wood, to create finished goods. As new states were added to the United States, compromises had to be reached as to whether they would be admitted as slave or as free states. Both sides worried that the other side would gain an unequal amount of power.

When Abraham Lincoln was elected president in 1861, the conflict between northern and southern states had grown. Many southern states felt that the government was becoming too strong, and that before long, the north would control the south. One fear of the south was slavery would one day be abolished, as President Lincoln was an Abolitionist. Of course, this was something that the Southern states disagreed with, and feared would cripple their plantation way of life. The month before Lincoln was elected, South Carolina had left from the Union and formed its own country. Ten more states followed with secession; Mississippi, Florida, Alabama, Georgia, Louisiana, Texas, Virginia, Arkansas, Tennessee and North Carolina. One month after Lincoln became president, the Civil War Began, lasting four years.

The Union—or the Northern states—won the civil war, thus abolishing slavery for the nation and requiring the Southern states that had left the union to return. By the time the war was over, more than 600,000 soldiers had died, due to battle and disease. More soldiers died in the Civil War than in the American Revolutionary War, World War I, World War II, and the Vietnam War combined.

notes

1 A war between people of different regions or areas within the same country or nation
2 Large farms that grew cotton, tobacco, coffee, sugar cane, and peanuts
3 Field workers who do not need to be paid, or are paid very little
4 Ended; done away with
5 Something that can be made into something else, such as leather or wood
6 As the United States began to grow and add more and more states, people needed to agree as to whether those new states would allow slaves or not.
7 Someone who worked to get rid of slavery.
8 Hurt
9 The withdrawal from the Union of 11 Southern states in the period 1860-61, which brought on the Civil War.
Handout #3: The Battle of Gettysburg

The Battle of Gettysburg was one of the bloodiest battles\(^1\) of the Civil War\(^2\). Fought in Gettysburg, Pennsylvania, the battle involved 75,000 Confederate (South) soldiers and 90,000 Union (North) soldiers; over 40,000 men were killed and many more injured during the three-day battle.

When the battle was over, the residents of Gettysburg suggested creating a national cemetery\(^3\) on the site, as the bodies of soldiers and horses were rotting\(^4\) in the sun, and needed to be quickly buried beneath the soil. A United States Cemetery Board of Commissioners was placed in charge of creating the national cemetery. For the formal dedication of the cemetery, they chose Edward Everett of Massachusetts to give a speech, as he was one of the best-known speakers in America at the time. They also invited president Lincoln, generals, and government officials. While Everett’s speech was to be the highlight\(^5\), President Lincoln was asked to wrap up\(^6\) the event with concluding\(^7\) comments and remarks.

One of the reasons that the Gettysburg Address remains\(^8\) significant to this day is that while Edward Everett’s speech went on for a total of two hours and four minutes, President Lincoln spoke for only two minutes, and his speech contained only ten sentences. Later, Everett wrote to Lincoln and stated, “I should be glad if I could flatter myself that I came as near to the central idea of the occasion in two hours as you did in two minutes.”

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\(^1\)A battle that had the most wounded and dead soldiers
\(^2\)A war between people of different regions or areas within the same country or nation
\(^3\)Where dead people are buried
\(^4\)Bodies started to decompose and smell
\(^5\)The best part
\(^6\)Lincoln’s speech was supposed to be just something small to end the event
\(^7\)The comments or words that came at the end
\(^8\)Continues to be remembered and quoted
# Handout #4a: Clarifying Bookmark 1

<table>
<thead>
<tr>
<th>What I can do</th>
<th>What I can say</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am going to think about what the selected text may mean.</td>
<td>I’m not sure what this is about, but I think it may mean...</td>
</tr>
<tr>
<td></td>
<td>This part is tricky, but I think it means...</td>
</tr>
<tr>
<td></td>
<td>After rereading this part, I think it may mean...</td>
</tr>
</tbody>
</table>

| I am going to summarize my understanding so far.                             | What I understand about this reading so far is...                             |
|                                                                              | I can summarize this part by saying...                                       |
|                                                                              | The main points of this section are...                                       |
## Handout #4b: Clarifying Bookmark II

<table>
<thead>
<tr>
<th>What I can do</th>
<th>What I can say</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am going to think about what the selected text may mean.</td>
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<tr>
<td>I am going to summarize my understanding so far.</td>
<td>What I understand about this reading so far is...</td>
</tr>
<tr>
<td></td>
<td>I can summarize this part by saying...</td>
</tr>
<tr>
<td></td>
<td>The main points of this section are...</td>
</tr>
<tr>
<td>I am going to use my prior knowledge to help me understand.</td>
<td>I know something about this from...</td>
</tr>
<tr>
<td></td>
<td>I have read or heard about this when...</td>
</tr>
<tr>
<td></td>
<td>I don’t understand the section, but I do recognize...</td>
</tr>
<tr>
<td>I am going to apply related concepts and/or readings.</td>
<td>One reading/idea I have encountered before that relates to this is...</td>
</tr>
<tr>
<td></td>
<td>We learned about this idea/concept when we studied...</td>
</tr>
<tr>
<td></td>
<td>This concept/idea is related to...</td>
</tr>
</tbody>
</table>
### Handout #4c: Clarifying Bookmark III

<table>
<thead>
<tr>
<th>What I can do</th>
<th>What I can say</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am going to think about what the selected text may mean.</td>
<td>I'm not sure what this is about, but I think it may mean...</td>
</tr>
<tr>
<td></td>
<td>This part is tricky, but I think it means...</td>
</tr>
<tr>
<td></td>
<td>After rereading this part, I think it may mean...</td>
</tr>
<tr>
<td>I am going to summarize my understanding so far.</td>
<td>What I understand about this reading so far is...</td>
</tr>
<tr>
<td></td>
<td>I can summarize this part by saying...</td>
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<td></td>
<td>The main points of this section are...</td>
</tr>
<tr>
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<td></td>
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</tr>
<tr>
<td></td>
<td>We learned about this idea/concept when we studied...</td>
</tr>
<tr>
<td></td>
<td>This concept/idea is related to...</td>
</tr>
<tr>
<td>I am going to ask questions about ideas and phrases I don’t understand.</td>
<td>Two questions I have about this section are...</td>
</tr>
<tr>
<td></td>
<td>I understand this part, but I have a question about...</td>
</tr>
<tr>
<td></td>
<td>I have a question about...</td>
</tr>
<tr>
<td>I am going to use related text, pictures, tables, and graphs to help me understand unclear ideas.</td>
<td>If we look at this graphic, it shows...</td>
</tr>
<tr>
<td></td>
<td>The table gives me more information about...</td>
</tr>
<tr>
<td></td>
<td>When I scanned the earlier part of the chapter, I found...</td>
</tr>
</tbody>
</table>
Directions: Each student chooses one of four fonts (regular font, bold font, underlined font, or italics); when it is your turn to read aloud, you will read your font only.

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we cannot dedicate — we cannot consecrate — we cannot hallow — this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us — that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion — that we here highly resolve that these dead shall not have died in vain — that this nation, under God, shall have a new birth of freedom — and that government of the people, by the people, for the people, shall not perish from the earth.
Gettysburg Address
Vocabulary Review Jigsaw
Card A

1. The word starts with the letter S
2. The word starts with the letter S
3. The word starts with the letter G
4. The word starts with the letter A
5. This phrase has two words.
   The first word starts with the letter F
   The second with the letter S
6. The word starts with the letter L
7. The word starts with the letter P
8. The word starts with the letter C
9. The word starts with the letter E
10. The word starts with the letter C
11. The word starts with the letter H
12. The word starts with the letter D
Gettysburg Address
Vocabulary Review Jigsaw
Card B

1. This word has THREE syllables
2. This word has THREE syllables
3. This word has THREE syllables
4. This word has FOUR syllables
5. Both words have ONE syllable
6. This word has TWO syllables
7. This word has FOUR syllables
8. This word has TWO syllables
9. This word has TWO syllables
10. This word has THREE syllables
11. This word has TWO syllables
12. This word has TWO syllables
Gettysburg Address
Vocabulary Review Jigsaw
Card C

1. The last letter in this word is y
2. The last letter in this word is n
3. The last letter in this word is g
4. The last letter in this word is e
5. The last letter in this phrase is e
6. The last letter in this word is n
7. The last letter in this word is n
8. The last letter in this word is e
9. The last letter in this word is e
10. The last letter in this word is e
11. The last letter in this word is w
12. The last letter in this word is t
Gettysburg Address
Vocabulary Review Jigsaw
Card D

1. It means “a system in which people are the property of more powerful others.”
2. It means, “the act of withdrawing from, or breaking away from.”
3. It means, “the location of a famous battle in the Civil War.”
4. It means, “to kill deliberately, typically a politically prominent person.”
5. It means, “four times twenty; 80.”
6. It is the last name of the president of the U.S. during the Civil War.
7. It means, “something that is suggested for consideration.”
8. It means, “to form an idea; to think or believe.”
9. It means, “to tolerate or to suffer patiently.”
10. It means, “to make or declare sacred.”
11. It means, “to make holy.”
12. It means, “to take away from; diminish.”
Gettysburg Address
Vocabulary Review Jigsaw
Answer Sheet

1. Slavery
2. Seccession
3. Gettysburg
4. Assassinate
5. Four score
6. Lincoln
7. Proposition
8. Conceive
9. Endure
10. Consecrate
11. Hallow
12. Detract