

# Access to Content Through Scaffolding and Discourse

English Learner Alliance Conference 2015

Justin Johnson  
jmjohnson@pps.net



clap once



clap twice



clap half

# Classroom Discussion Video



Shoulder Partner

# Learning Targets



We will:

- ① **Be introduced** to two instructional strategies to promote structured language practice and discourse.
- ② **Analyze** how these strategies support the development of academic language and student engagement for all learners.
- ③ **Apply** these strategies in a real life situation.

## Math

- M1:** Make sense of problems and persevere in solving them
- M2:** Reason abstractly & quantitatively
- M6:** Attend to precision
- M7:** Look for & make use of structure
- M8:** Look for & make use of regularity in repeated reasoning

- E6:** Use technology & digital media strategically & capably
- M5:** Use appropriate tools strategically

## Science

- M4:** Model with mathematics
- S2:** Develop & use models
- S5:** Use mathematics & computational thinking

- S1:** Ask scientific questions and define engineering problems
- S3:** Plan & carry out investigations
- S4:** Analyze & interpret data
- S6:** Construct explanations & design solutions

- M3 & E4:** Construct viable arguments and critique reasoning of others
- E5:** Value evidence
- S7:** Engage in argument from evidence

- S8:** Obtain, evaluate, & communicate information
- E3:** Obtain, synthesize, and report findings clearly and effectively in response to task and purpose

- E1:** Demonstrate independence in reading complex texts, and writing and speaking about them
- E2:** Build strong content knowledge through text
- E7:** Come to understand other perspectives and cultures through reading, listening, and collaborations

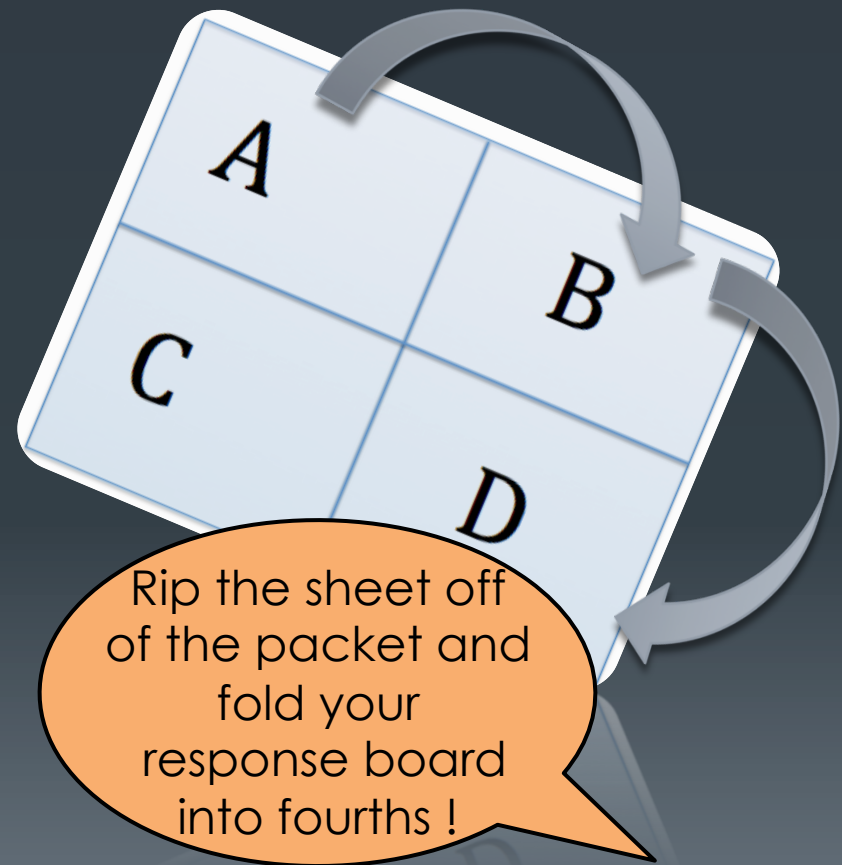
## ELA

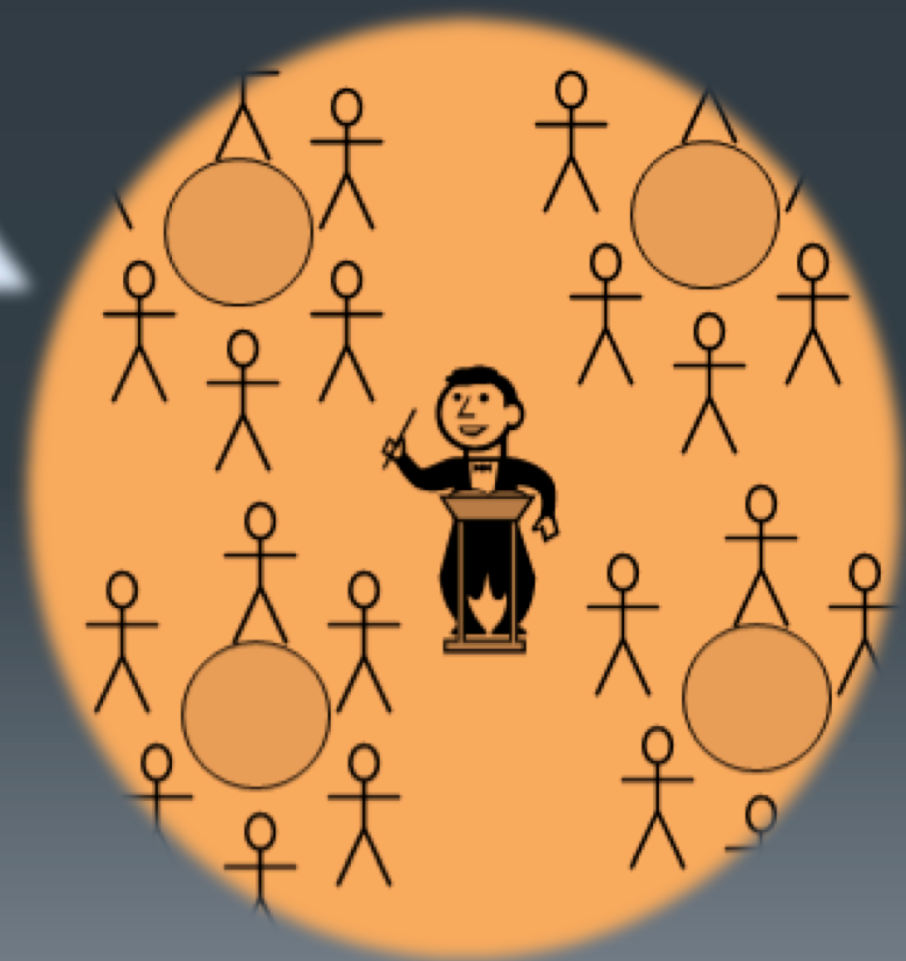


# Quick Check

On average during a period of instruction, I am the one talking:

- A 0- 30% of the time
- B 31- 50% of the time
- C 51- 75% of the time
- D 76-100% of the time





# Strategy #1: Talk Moves



What I heard you say is...



I agree with your thinking because...


Highlighting

# Talk Moves Video

What did the teacher say?

What did the student say?

Talk Move	Teacher Talk	Student Talk
<u>Revoicing</u>		
Say More/Elaborate		
Rephrasing/Restating		
Asking for Evidence or Reasoning		
Adding On/Elaborate		
Applying Your Own Reasoning		
Revising Your Thinking		



★PPS High Leverage Instructional Strategies For All 2014 Talk Moves Video Note Taker



# Discussion / Analyze Video

- ① Share what you noted from the video.
- ② Flip the page over and read through the **Talk Moves Prompts & Responses** sheet to compare examples of teacher and student language for each talk move.

Talk Move	Teacher Talk	Student Talk
Revoking		
Say More/Elaborate		
Rephrasing/Restating		
Asking for Evidence or Reasoning		
Adding On/Elaborate		
Applying Your Own Reasoning		
Revising Your Thinking		

Talk Move	Teacher Talk	Student Talk
Revoking	So what you're saying is _____. What I hear you saying is _____. Are you saying ____?	Yes, that's what I said. No, I didn't say that. I want to clarify my idea. I said ____.
Say More/Elaborate	Can you say more about that? What do you mean by that?	I mean to say _____. An example is _____.
Rephrasing/Restating	Can you repeat what she/he said in your own words? Who can explain what she/he just said?	She/he said that _____. _____.
Asking for Evidence or Reasoning	Why do you think that? What's your evidence? How does that idea compare to ____'s example?	I think ____ because _____. My evidence is _____.
Adding On/Elaborate	Would somebody like to add on? Does anyone have a connection to the idea?	I would like to add on to what ____ said. I connect to what was said because _____. _____.
Applying Your Own Reasoning	Do you agree/disagree? Why? Do you support/oppose the idea?	I agree because _____. I disagree because _____. _____.
Revising Your Thinking	Would you like to revise your thinking? I wonder if _____. What do you think about what she said? Why?	I want to change my idea because _____. I want to revise my thinking. I think _____. I think it might be false. I'm starting to wonder _____. _____.



## Instructions:

- ① At your table groups, select 1 **teacher to facilitate** the discussion.
- ② Agree on an interesting topic to discuss using your **Scenarios sheet**.
- ③ The facilitator will pose the question to be discussed by the group.
- ④ Both facilitator and participants use their **Talk Moves Prompts & Responses sheet** as a reference to have productive dialogue.

## Team Roles



# Debrief Activity

At your tables, please discuss:

- ① Which talk moves were easiest to use during the activity? For the facilitator? For the participants?
- ② Which ones were harder for the facilitator/teacher?
- ③ When would you use this with students?
- ④ Why are talk moves essential in a CCSS classroom?

After the discussion:

- ① Appoint one member of your table as the spokesperson.
- ② Each team will share out 2-3 of their findings.

## Strategy # 2: Sentence Frames



- What do you know about them?
- What are they?
- What are they good for?

Building Background

# Sentence Frames Video

- ① Take notes while watching the video
- ② Identify the 4 types of sentence frames
- ③ Be prepared to apply what you have learned and create your own example of each type of sentence frame



# Discussion/Analyze Video



- What are some benefits to using frames?
- How do you use them? How would you use them?
- What is the role of this scaffold in a CCSS classroom?



# Applying The Learning



- ① Think about a lesson you taught yesterday or will teach tomorrow. Think about the language you want your students to use.
- ② Using your notes, create 4 original sentence frames that exemplify the 4 types in the video. Work with a partner if necessary.
- ③ Be prepared to share your frames to a partner and then whole group.

# Sentence Frame Review

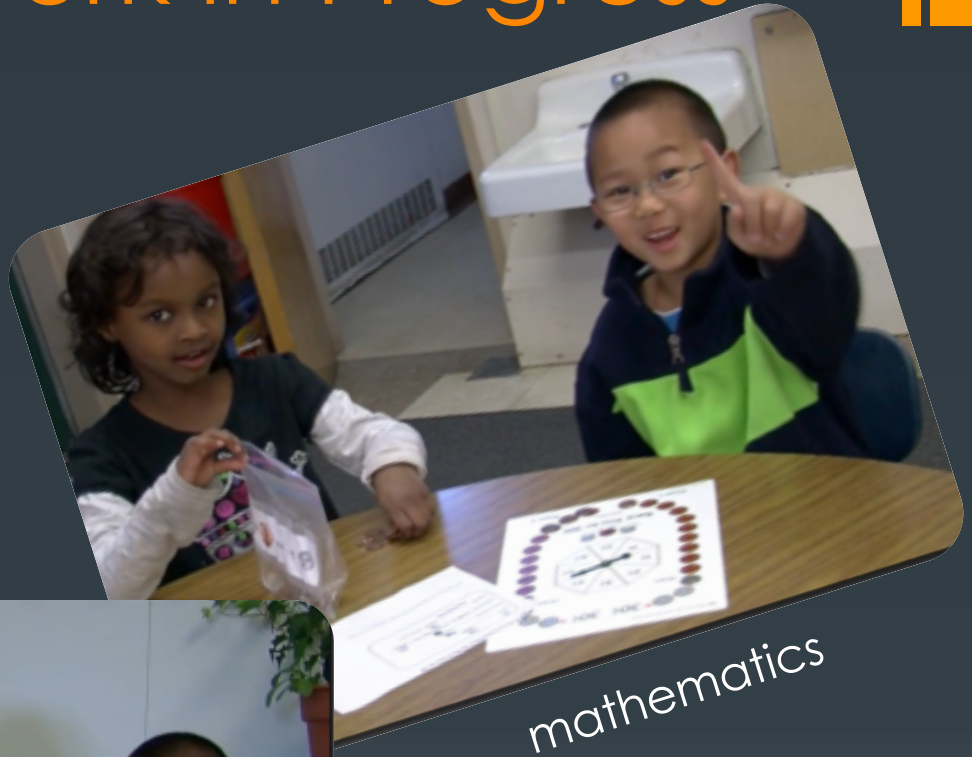


- Supports expression of ideas while lowering language demands.
- Encourages the use of academic language.
- Promotes speaking and writing as well as listening and reading.
- Structures conversations to keep students on task.
- Meant to be a scaffold that should eventually be removed to encourage independence.

# The Work in Progress



science



mathematics



homework



I put a \_\_\_\_\_ on the \_\_\_\_\_ Coloco un \_\_\_\_\_ en el hexágono grande.

我放黑一個

在這個十六角形上

Waxaan dul dhigay \_\_\_\_\_ lix geesoolaha weyn.



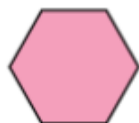
Saddex xagal



qardhaas



koor



lix geesoole



hình lục giác



шестиугольник

# Home Connections



- <https://www.youtube.com/watch?v=sOWMXdyOFjM&list=UUTzmaFNQuwwbX9poGEsMM0Q>



# Pair Read Reflect

**“English Language Learners are the fastest growing group of students across the nation. Most states and districts lack a vision for ELL education that builds on families’ cultural and linguistic assets. They also mostly underfund ELL education and adopt primarily subtractive ELL approaches, in which students lose their first language and identity and are immersed in English-only environments. The role of ELL leaders in most states and districts is marginalized rather than elevated and is focused on compliance rather than asset and capacity building. ...We need to shift the paradigm by increasing the opportunities and choices for students and families to those that support the acquisition of academic English, while simultaneously developing the students’ native language and teach the students content.”**

-Dr. Rosann Tung

(2013) *Innovations in Educational Equity for English Language Learners*

Annenberg Institute for School Reform



= **bold text**



= *italic type*



Why do you think the Rosann Tung wrote this?

I think she wrote it because \_\_\_\_\_.



What part of this statement resonates with you? Why?

The part of the text that states, \_\_\_\_\_  
resonates with me because \_\_\_\_\_.



How do we apply this statement to our experience?

I think it can teach us \_\_\_\_\_.



## Providing Access to Content

1. Structured Discourse and Language Frames Connected to Core Content

2. Visual Directions  
Connected to  
Core Homework

3. Language Frames  
Connected to Core  
Homework

4. Opportunities  
for Parents to  
learn about tools

5. These Resources in  
Multiple Languages



Q & A

