

NUA Summer Academy

*Creating the Roadmap to
English Learner Success*



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Francisca Sánchez

Creating the Roadmap to English Learner Success



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Creating the Roadmap to English Learner Success

Today's Content

Common Core State Standards

Highlights, Challenges, and Implications

Creating a Roadmap to English Learner Success

Understanding the Essentials

Designing for Excellence

Engaging Our Community

Embracing Accountability

Resources

The Leadership Imperative



Creating the Roadmap to English Learner Success

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New Standards



I have come to believe over and over again that what is most important to me must be spoken, made verbal and shared, even at the risk of having it bruised or misunderstood.

Audré Lorde



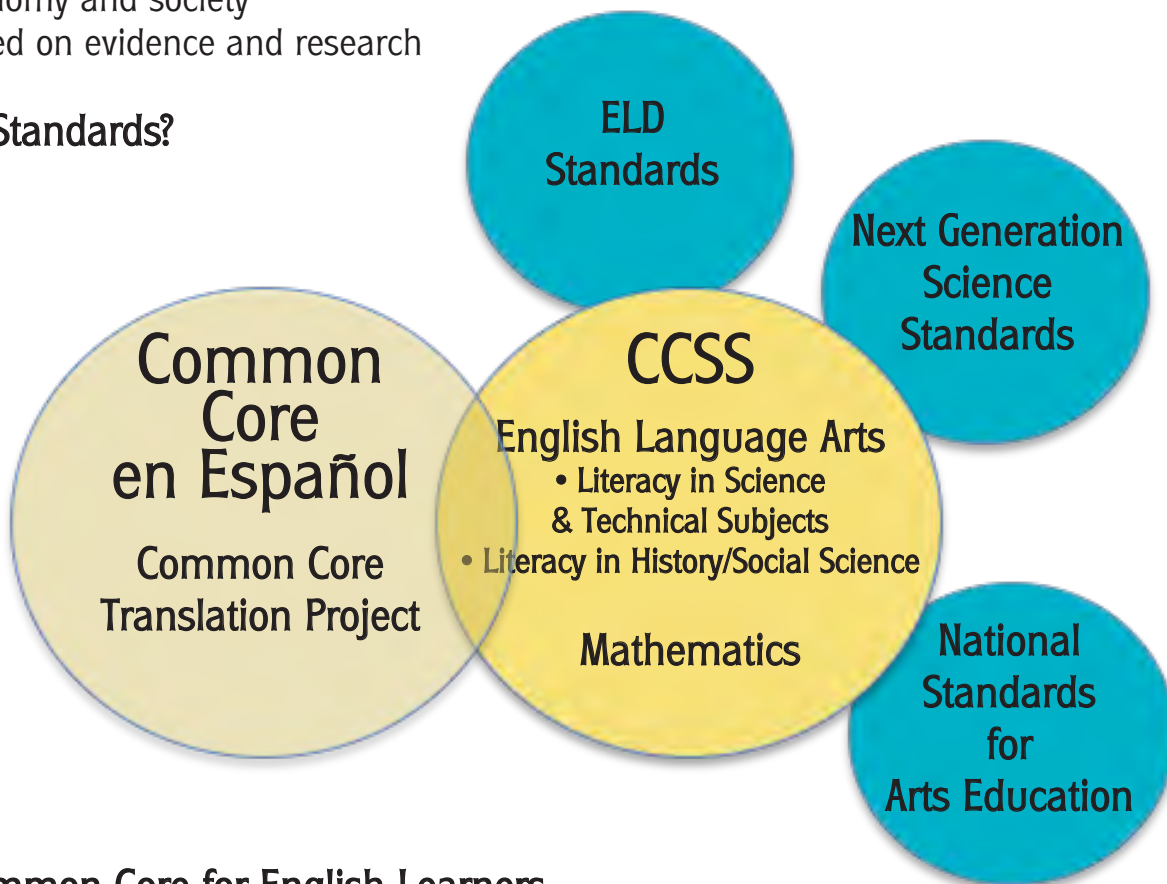
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The Common Core

Key Features of the New Standards

- Fewer, clearer, and higher
- Aligned with college and work expectations
- Include rigorous content and application of knowledge through higher-order skills
- Build upon strengths and lessons of current state standards
- Internationally benchmarked, so that all students are prepared to succeed in our global economy and society
- Based on evidence and research

Which Standards?



The Common Core for English Learners

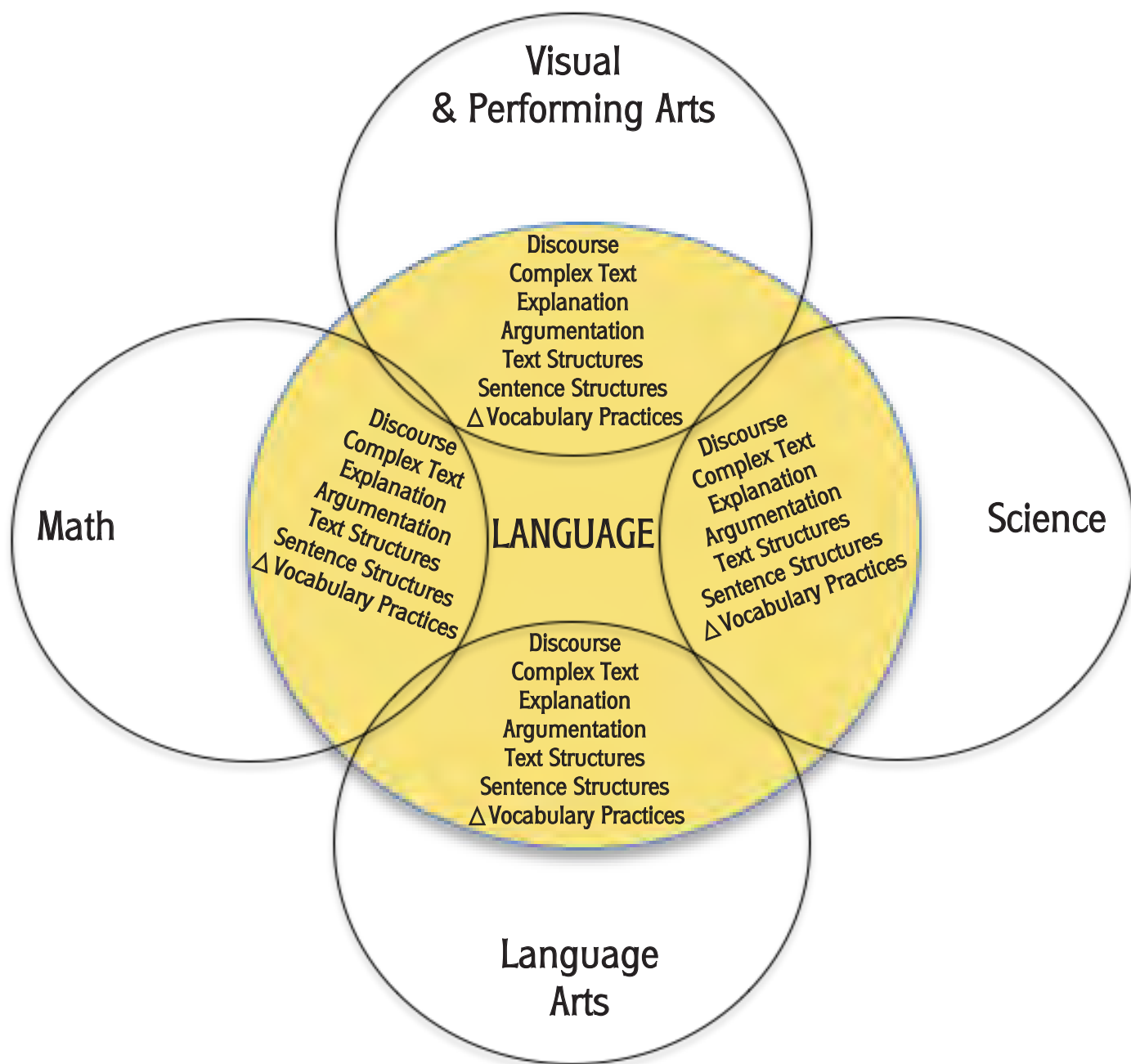
from The National Governors Association Center for Best Practices and the Council of Chief State School Officers

- Same High Expectations of CCSS
- Additional time
- Appropriate instructional support
 - Diagnose each student instructionally
 - Adjust instruction accordingly
 - Closely monitor student progress
- Aligned assessments



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Interrelationship of Language & Academic Content



Adapted from Hakuta & Linqunti, 2012



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Language Arts Standards

Advances & Shifts

- An integrated model of literacy with media requirements blended throughout
- Focus on WHAT as well as HOW students read: complexity, quality, and range
 - Staircase of growing text complexity across grades
 - Increasingly sophisticated comprehension skills applied to increasingly complex texts
 - Inclusion of formal and informal talk
 - Engaging in research and writing about sources
- Progression of standards based on evidence and anchored in the college and career readiness (CCR) standards
- Standards for reading and writing in history/social studies, science, and technical subjects
 - Complement rather than replace content standards in those subjects
 - Stress on general academic and domain-specific vocabulary
 - Responsibility of teachers in those subjects

Claims

FOCUS AREA	CLAIM (What students should know and be able to do)
Language Arts/ Literacy	<i>Grades 3-8</i> Demonstrate progress toward college and career readiness in English language arts and literacy.
	<i>High School</i> Demonstrate college and career readiness in English language arts and literacy.
Reading	Read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Writing	Produce effective and well-grounded writing for a range of purposes and audiences.
Speaking & Listening	Employ effective speaking and listening skills for a range of purposes and audiences.
Research/Inquiry	Engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.



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Language Arts Standards

Implications for English Learners

Language

- Command the conventions of standard English grammar and usage when writing or speaking
 - Standard English capitalization, punctuation, and spelling
 - Figurative language, word relationships and nuances in word meanings
- Apply knowledge of language to understand how language functions in different contexts
 - Make effective choices for meaning and style, and to comprehend more fully when reading or listening
- Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language

Speaking & Listening

- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners.
 - Build on other's ideas and express their own clearly and persuasively.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- Ask/answer questions in order to seek help, get information, clarify if something is not understood.

from Diane August, 2010

Common Core en Español

Spanish Language-Specific Standards

- Does the Common Core target a language or literacy concept, principle, or skill that applies or functions only in English?
 - If so, is there a similar concept or principle in Spanish where Spanish examples can illustrate the standard's target knowledge?
- Are there language & literacy concepts, principles, and skills that English does not have that should be added or augmented to address the unique linguistic characteristics of the Spanish language?

from Silvia Dorta Duque de Reyes



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English Language Development Standards

Key Features

- Aligned to Common Core State Standards for English Language Arts
- Address English language and literacy skills ELs need in key content areas
- Three proficiency levels identified
 - Emerging
 - Expanding
 - Bridging
- Three levels of support identified
 - Substantial
 - Moderate
 - Light

ELD Proficiency Level Continuum

	English Language Development: Proficiency Level Continuum						Lifelong Language Learning
Student Capacities	Emerging		Expanding		Bridging		
Native Language	Overall Proficiency Early Stages	Overall Proficiency Exit	Overall Proficiency Early Stages	Overall Proficiency Exit	Overall Proficiency Early Stages	Overall Proficiency Exit	Overall Proficiency
High Level Thinking with Linguistic Support	General Extent of Support: Substantial		General Extent of Support: Moderate		General Extent of Support: Light		General Extent of Support: Occasional
Mode of Communication: Collaboration	Overall Proficiency Early Stages	Overall Proficiency Exit	Overall Proficiency Early Stages	Overall Proficiency Exit	Overall Proficiency Early Stages	Overall Proficiency Exit	
Mode of Communication: Interpretive	Overall Proficiency Early Stages	Overall Proficiency Exit	Overall Proficiency Early Stages	Overall Proficiency Exit	Overall Proficiency Early Stages	Overall Proficiency Exit	
Mode of Communication: Productive	Overall Proficiency Early Stages	Overall Proficiency Exit	Overall Proficiency Early Stages	Overall Proficiency Exit	Overall Proficiency Early Stages	Overall Proficiency Exit	
Knowledge of Language: Metalinguistic Awareness	Overall Proficiency Early Stages	Overall Proficiency Exit	Overall Proficiency Early Stages	Overall Proficiency Exit	Overall Proficiency Early Stages	Overall Proficiency Exit	
Knowledge of Language: Accuracy of Production	Overall Proficiency Early Stages	Overall Proficiency Exit	Overall Proficiency Early Stages	Overall Proficiency Exit	Overall Proficiency Early Stages	Overall Proficiency Exit	



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Mathematics Standards

Design & Organization

Standards for Mathematical Practice

- Carry across all grade levels
- Describe habits of mind of a mathematically expert student

Standards for Mathematical Content

- K-8 standards presented by grade level
- Organized into domains that progress over several grades
- Grade introductions give 2–4 focal points at each grade level
- High school standards presented by conceptual theme (Number & Quantity, Algebra, Functions, Modeling, Geometry, Statistics & Probability)

Advances & Shifts

Focus and Coherence

- Focus on key topics at each grade level.
- Coherent progressions across grade levels
- Focus on core conceptual understandings and procedures starting in the early grades
 - K-5: Gain solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions, and decimals.
 - Middle School: Build on earlier strong foundation through hands on learning in geometry, algebra, probability, and statistics.
 - High School: Practice applying mathematical ways of thinking to real world issues and challenges; emphasis on mathematical modeling.

Balance of Concepts and Skills

- Content standards require both conceptual understanding and procedural fluency.
- Mathematical practices
- Foster reasoning and sense-making in mathematics.

College and Career Readiness

- Level is ambitious but achievable.



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Mathematics Standards

Claims

FOCUS AREA	CLAIM (What students should know and be able to do)
Concepts & Procedures	Explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.
Problem Solving	Frame and solve range of complex problems in pure and applied mathematics.
Communicating Reasoning	Clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.
Data Analysis & Modeling	Analyze complex, real-world scenarios and use mathematical models to interpret and solve problems.

Practices

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structures.
- Look for and express regularity in repeated reasoning.



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Mathematics Standards

Implications for English Learners

- ELs can participate in mathematical discussions as they learn English.
- Draw on multiple resources and modes: objects, drawings, inscriptions, gestures, home languages, mathematical experiences outside of school.
- Address mathematical discourse and academic language.
 - More than vocabulary lessons
 - Language is a resource for learning mathematics;
 - Tool for communicating, AND for thinking and reasoning mathematically
 - All languages and language varieties provide resources for mathematical thinking, reasoning, and communicating.
- Engage students in active participation in the classroom.
 - Discussing, explaining, writing, representing, presenting
- Ensure students have regular access to teaching practices that yield high intellectual performances.
 - Important mathematical tasks with high cognitive demand
 - Explicit attention to concepts

Mathematics & Language

- Solving L2 word problems requires language proficiency sufficient to understand the text.
 - Instruction should ensure ELs understand the text of word problems before attempting to solve them.
 - Implication: Use L1.
 - Focus on “mathematical discourse” and “academic language.”
 - Not primarily a matter of learning vocabulary
 - Students learn to participate in mathematical reasoning by making conjectures, presenting explanations, and/or constructing arguments.

Mathematics & Vocabulary Learning

- Successful vocabulary learning occurs when instructional environments:
 - Are language-rich and actively involve students in using language
 - Require that students understand spoken or written words AND also express that understanding orally and in writing
 - Require students to use words in multiple ways over extended periods of time
 - Engage students in negotiating meaning for mathematical situations and in mathematical practices that require output from students

*from The National Governors Association Center for Best Practices
and the Council of Chief State School Officers*



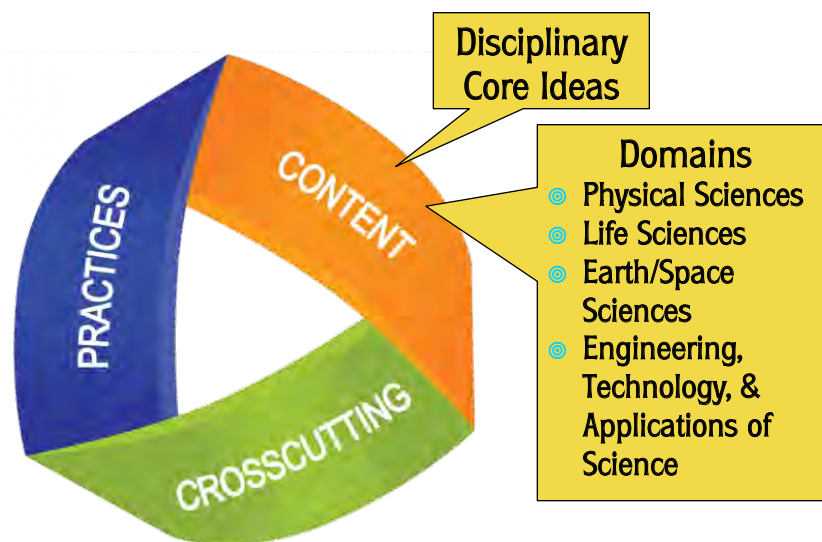
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Next Generation Science Standards

Advances & Shifts

- Reflect interconnected nature of science as practiced and experienced in the real world
- Student performance expectations – NOT curriculum
- Science concepts build coherently K–12
 - Focus and coherence are a priority.
 - Progressions assume previous material has been learned.
- Focus on deeper understanding of content as well as application of content
- Science and engineering are integrated K–12
- Designed to prepare students for college, career, and citizenship
- Aligned with CCSS

Dimensions



Practices

- Asking questions (for science) and defining problems (for engineering)
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations (for science) and developing designs (for engineering)
- Engaging in argument from evidence
- Obtaining, evaluating and communicating information.



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Next Generation Science Standards

Science & Language Learning

- Language Intensive Tasks to Engage in Science and Engineering Practices
- Developing and Using Models
- Developing Explanations (for Science) and Designing Solutions (for Engineering)
- Engaging in Argument from Evidence
- Obtaining, Evaluating and Communicating Information

Features of Science Language

Science Vocabulary

- Science-specific meanings different from their everyday meanings: force, energy, cell, space, fault
- General academic vocabulary used across disciplines: compare, infer, analyze, evaluate
- Discipline specific words invented and defined for science use: gene, biome, proton
- Everyday words can make subtle shifts in meaning as they are used in science.

Science Discourse

- How members of the discipline talk, write, and participate in the knowledge construction

Multiple Modes of Representation

- Texts, pictures, diagrams, graphs, charts, tables, maps, and equations
- Master non-linguistic modes of representation and coordinate information presented through various modes into single coherent understanding.

Science Texts

- Complex science-specific text features and structures

from Quinn, Lee, & Valdés



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Next Generation Science Standards

Implications for English Learners

Literacy Strategies

- Activate prior knowledge.
- Explicitly teach reading strategies for scientific texts.
- Prompt students to use academic/science language functions.
- Require and exemplify scientific genres of writing.

Language Support Strategies

- Engage students in purposeful activities.
- Focus on sense-making talk and activity.
- Encourage non-linguistic modes of representation.
- Focus on key science vocabulary.
- Make time for and use science journals.

Discourse Strategies

- Teachers play a key role in facilitating ELs' participation in classroom discourse.
- Reduce the language barrier for participation while maintaining the rigor of science content and processes.
- Use clearer enunciation or longer periods of wait time.
- Provide multiple redundancies of the same concepts.
- Use multiple modes of representation (gestural, oral, pictorial, graphic, and textual) to communicate meanings.
- Amplify rather than simplify.

Home Language Support

- Build on and use students' home language to support science learning in English.
- Use cognates to facilitate comprehension.

Home Culture Connections

- Understand and use culturally-based communication and interaction patterns.
- Be explicit about norms and expectations for classroom participation and discourse.
- Tap into community funds of knowledge.
- Take advantage of cultural artifacts and community resources.

from Quinn, Lee, & Valdés



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National Standards for the Arts

Expectations

Students should be able to:

- Communicate at a basic level in the four arts disciplines.
- Communicate proficiently in at least one art form.
- Develop and present basic analyses of works of art.
- Have an informed acquaintance with exemplary works of art from a variety of cultures and historical periods.
- Relate various types of arts knowledge and skills within and across the arts disciplines.

Claims

FOCUS AREA	CLAIM (What students should know and be able to do)
Observe, Express	Perceive, analyze, and respond to information through the languages and techniques of the arts.
Develop Craft Engage & Persist	Engage in the creative process through performing and creating in the arts, demonstrating their understanding, creating responses to given artistic problems, and expressing themselves in the art forms.
Understand Professional Community	Understand and analyze the historical and cultural dimensions of the arts by analyzing the role of the art forms in the past and through explorations and direct engagement with contemporary arts practices.
Reflect	Respond to, analyze, critically assess, and make aesthetic judgments and meaning from and about works of arts.
Envision, Reflect, Stretch, & Explore	Apply habits of mind uniquely developed in the arts to learning across the curriculum; apply skills, knowledge, and techniques in the arts to make new meaning and express interdisciplinary and real world ideas.

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College & Career Readiness

Implications for English Learners

- Demonstrate independence.
- Request clarification and ask relevant questions.
- Become self-directed learners, effectively seeking out and using resources to help them.
 - Resources include teachers, peers, print and digital reference materials.
 - Other resources include first language knowledge/skills; strategies to use context to make sense of text.
- Respond to the varying demands of audience, task, purpose, and discipline.
 - Set/adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task.
- Understand other perspectives and cultures.
 - Communicate effectively with people of varied backgrounds.
 - Read classic and contemporary works of literature representative of a variety of cultures/world views.

Diane August 2010



The Roadmap to Success



Transformative teaching is characterized by teachers who transgress the boundaries that would confine each pupil to a rote, assembly-line approach to learning [and an uninspired acquiescence to their lot in life] -- one who believes that there is an aspect of their work that is sacred -- and strives to teach their students not just knowledge of books but knowledge of how to live in the world.

bell hooks

Creating the Roadmap to English Learner Success

The Roadmap

Envisioning Success

- ☀ Success Essentials
- ☀ Defining Success



Designing for Excellence

- ☀ School/District Success Maps
- ☀ 21st Century Learning Environments
- ☀ High Intellectual Performance
- ☀ Essential Pedagogical Practices
- ☀ Professional Development

Engaging Our Community

- ☀ Family/Community Engagement
- ☀ Making Learning Visible
- ☀ Partnerships
- ☀ Advocacy

Accountability for Success

- ☀ Multilingual Excellence
- ☀ Data Dashboard
- ☀ Certification



Creating the Roadmap to English Learner Success

Values That Support EL Success

English Learner policy should begin with values that are formed into a vision of how our schools should be and with principles that explain how our values get enacted. Data and research then inform the action and plans to carry out the policy. That is a key role we can play--- to enact a values-driven principles-based reform agenda for English Learner success.

We can rely on five key values to guide our English Learner reform agenda. These values represent our first Essential in the Roadmap to English Learner Success:

- (1) A SUPPORT AND SERVICE ORIENTATION, where our highest priority is to encourage, support, and enable everyone – staff, members, students, community -- to unfold their full potential and abilities.
- (2) RECIPROCAL ACCOUNTABILITY, that is a covenant between our schools and the organizations, English Learners, and families they serve. It's a promise, and “keeping our promises” (being accountable) means stating our said commitments and following through with those commitments. In this sense, accountability is a shared and reciprocal process.
- (3) ASSETS-BASED APPROACHES THAT ARE CULTURALLY AND LINGUISTICALLY RESPONSIVE and that facilitate and support the achievement of all students. Rather than starting from a base of deficits, we work diligently to uncover and make visible the strengths that students and their families bring into the classroom and the school community.
- (4) EQUITY means having a deep understanding of the communities we serve, so we may better personalize our work for English Learners, families, schools, and districts. Equity also means redistributing resources towards students and schools traditionally underserved by school systems
- (5) LINGUISTIC HUMAN RIGHTS is at the heart of our core values. It integrates a transformative set of commitments regarding language learning, including asserting the legitimacy of students’ native languages and dialects, protecting rights to language, and systemically using students’ languages, cultures, experiences, and skills.

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A Vision for the Future

A second Essential is our vision for the future --- our vision for ourselves as educators, advocates, and leaders and for the success of our English Learners. We can propose a visionary future that says that *we will dramatically increase our capacity to create 21st century learning environments of high intellectual performance for all English Learners and to graduate all English Learners college, career, and 21st century ready and prepared to live their lives to their full potential.*

And as those most involved in the work that impacts the success of our English Learners, we will judge ourselves as successful to the degree that we assist our districts, schools, and communities in achieving this 21st century vision of student success for every group of English Learners they serve.

Our Theory of Action

A good theory of action helps ensure an accurate translation of intentions into actions that yield the desired results so that there is a tight match between our intentions, our actions, and our results. Such a theory of action, our third Essential, might state that:

IF WE COMMIT TO A VISION OF ENGLISH LEARNER SUCCESS that has at its center engaged and achieving English Learners prepared for college, career, and 21st century success . . .

AND IF WE ARE RELENTLESS IN CLARIFYING AND SUPPORTING CLASSROOM LEADERSHIP focused on improving the quality of classroom instruction and interactions for English Learners . . .

AND IF WE BUILD AND SUPPORT SCHOOL LEADERSHIP that provides instructional clarity and coherence for English Learners through effective principals, leaders, and teachers, caring staff, and engaged families and community . . .

AND IF WE ORGANIZE DISTRICT LEADERSHIP around our core values and instructional priorities to most effectively provide the resources, support, and accountability our schools need to do what we are asking them to do for English Learners . . .

THEN WE WILL BECOME A SYSTEM OF HIGHLY EFFECTIVE AND EQUITABLE DISTRICTS AND SCHOOLS that fully engage all English Learners to succeed in school and beyond.



Creating the Roadmap to English Learner Success

Our Principles

Design Principles: Our design or operational principles define how we design and implement our priorities and initiatives, how we make decisions, and how we deal with negative patterns of thinking and doing that surface as barriers and obstacles.

Student-Centric Orientation

Every action we take is driven by our mission to serve English Learners. At every level and in every instance, our decisions are based on the expectation that they will move us closer to our vision of English Learner success.

Transparency

The stakeholders most impacted by decisions (including students and families) are involved from the beginning. We are ultimately accountable to them.

Alignment

Resource allocations (people, time, and money) reflect the goals and priorities of our work.

Service

The boundaries we set liberate rather than suffocate. Our decisions about our systems and structures make it easier rather than harder for people to get work done. Our procedures and protocols use the fewest and most-connected steps necessary to achieve their purpose.

Empowerment

We are empowered to use our own best judgment. We are authorized to act independently in the best interests of our clients, as guided by our theory of action and our district success map.

Risk-Taking

Learning requires taking risks. Mistakes are inevitable, but if we are focused and engaged, we can identify and avoid them in the future. As leaders, we are expected to show up and participate.

Big Picture

This transformational work is about systemic change and alignment, not incremental tweaking.

Continuous Improvement

We must be active learners even as we seek to educate. We will adjust our strategies and tactics as new data become available, constantly learning from our mistakes.



Creating the Roadmap to English Learner Success

Our Principles

Core Programmatic Principles: Distilled from the research on effective approaches for high intellectual performance for English Learner populations, school change and reform, and systems change, we also propose a set of core principles as essential foundations for school reform that results in sustainable English Learner success, as defined in our vision of student success.

Rich & Affirming Learning Environments

Create a safe, affirming, and enriched environment for participatory and inclusive learning for every group of English Learners.

Empowering Pedagogy

Use culturally and linguistically responsive pedagogy that maximizes learning, actively accesses and develops student voice, and provides opportunities for leadership for every group of ELs.

Challenging & Relevant Curriculum

Engage every group of English Learners in well-articulated and age-appropriate curriculum that purposefully builds a full range of language, literacy, and communication skills, including minimally, bilingualism, biliteracy, and multiculturalism. This curriculum is cognitively complex, coherent, relevant, and challenging, and by design, develops technological fluency and the critical/creative capacities in every English Learner.

High Quality Instructional Resources

Provide and utilize a broad array of high quality standards-aligned instructional resources in the home language and in English that provide each group of English Learners with equitable access to core curriculum and academic language in the classroom, school, and community.

Valid & Comprehensive Assessment

Build and implement valid and comprehensive assessment systems designed to promote reflective practice and data-informed planning in order to improve academic, linguistic, and sociocultural outcomes for each specific group of English Learners.

High Quality Professional Preparation & Support

Provide coherent, comprehensive, and ongoing professional preparation and support programs based on well-defined standards of practice for English Learners. These programs are designed to create professional learning communities of administrators, teachers, and other staff to implement a powerful vision of excellent teaching for each group of English Learners.



Creating the Roadmap to English Learner Success

Our Principles

Powerful Family/Community Engagement

Implement strong family and community engagement programs that build leadership capacity and that value and draw upon community funds of knowledge to inform, support, and enhance teaching and learning for each specific group of English Learners.

Advocacy-Oriented Administrative/Leadership Systems

Provide advocacy-oriented administration and leadership that institute system-wide mechanisms to focus all stakeholders on the diverse needs and assets of each specific group of English Learners. These administrative and leadership systems structure, organize, coordinate, and integrate programs and services to respond systemically to the needs and strengths of each group of English Learners.

Our Strategic Goals

Our strategic goals are our fifth Essential:

- Dramatically improve English Learner engagement and achievement.
- Create and sustain 21st century learning environments of high intellectual performance across the curriculum and in all areas needed for 21st century success for English Learners, including the development of high levels of multilingual competency.
- Provide strategic direction and support to district administrators, principals, teachers, and sites focused on improving the quality of classroom instruction and interaction in every classroom in every school, on behalf of English Learners and their families.
- Create and support safe, affirming, and enriched school environments for participatory, restorative, and inclusive learning and interaction for English Learners.
- Engage English Learner families and communities in powerful learning and collaboration.

Creating the Roadmap to English Learner Success

Our Instructional Priorities

Our final Essential, our Instructional Priorities, is reflected in two key questions:

1. How do we create and sustain 21st century learning environments of high intellectual performance for English Learners? This question requires that we understand and operationalize three embedded concepts:
 - What do we mean by “learning environments”?
 - What do we mean by “21st century” learning?
 - What do we mean by “high intellectual performance”?
2. In English Learner contexts, how do we make learning (and the teaching that leads to powerful learning) public and visible to our entire California community? We know that currently teaching and learning are basically private enterprises that happen inside students’ heads and behind the closed doors of the classroom. When we have schools where the closed doors of our classrooms are thrown open and the silenced voices of our English Learners are joyful testimonies of their continuous learning, then we will have started our journey to making learning visible. The end of that journey is a space where English Learners, teachers, administrators, staff, and parents:
 - Know what powerful teaching and learning looks like and see it exhibited regularly in and out of school.
 - Know what to do to produce consistently high quality learning results.
 - Hold each other responsible for high quality teaching and learning.
 - Expect that work is not done until it meets publicly agreed-upon standards of quality.
 - Work together to create environments of high intellectual performance throughout the school and community.

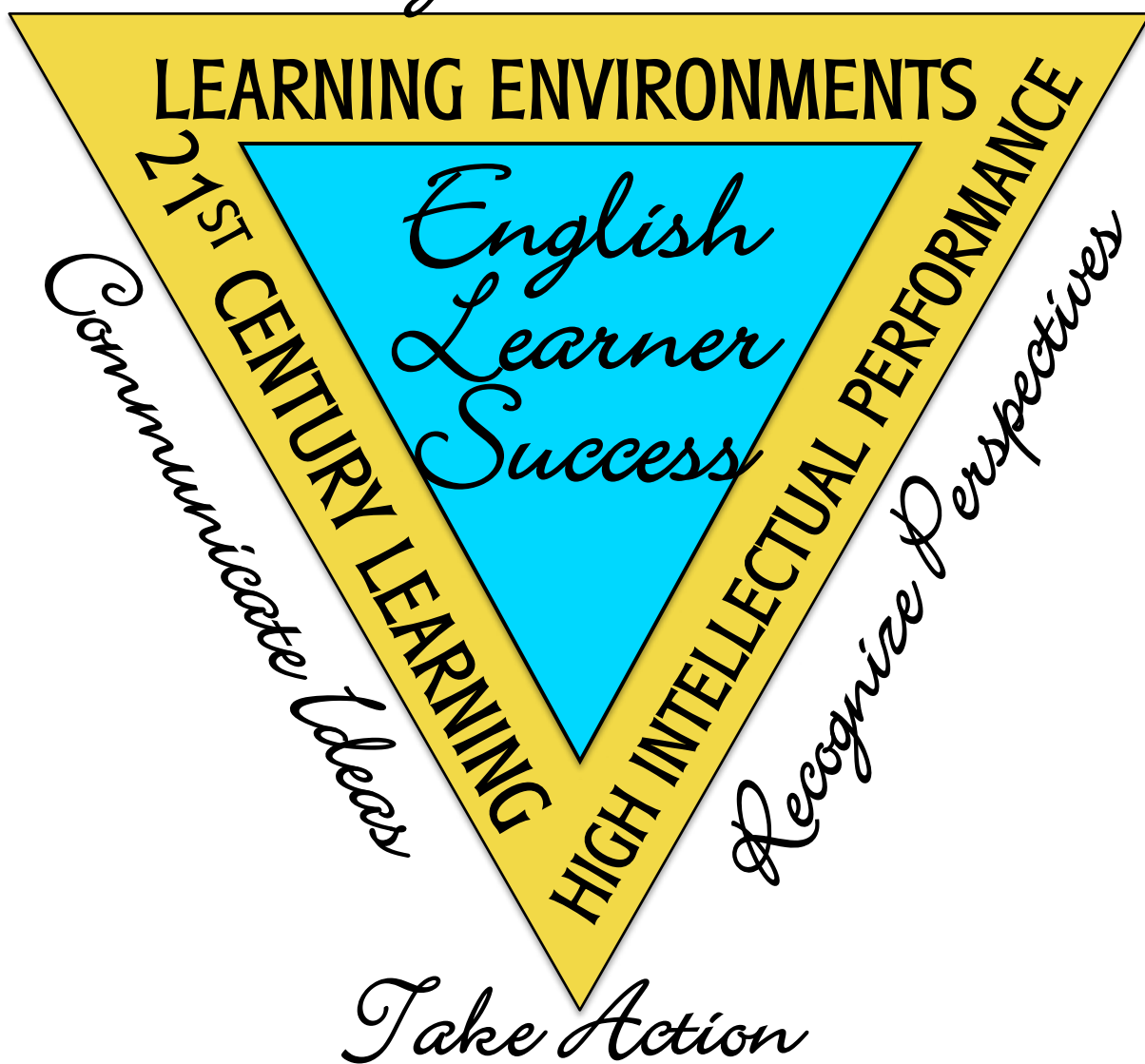


Creating the Roadmap to English Learner Success

Guiding Question

How do we create and sustain 21st century learning environments that promote high intellectual performance for English Learners?

Investigate the World



Creating the Roadmap to English Learner Success

High Status Learning Environments

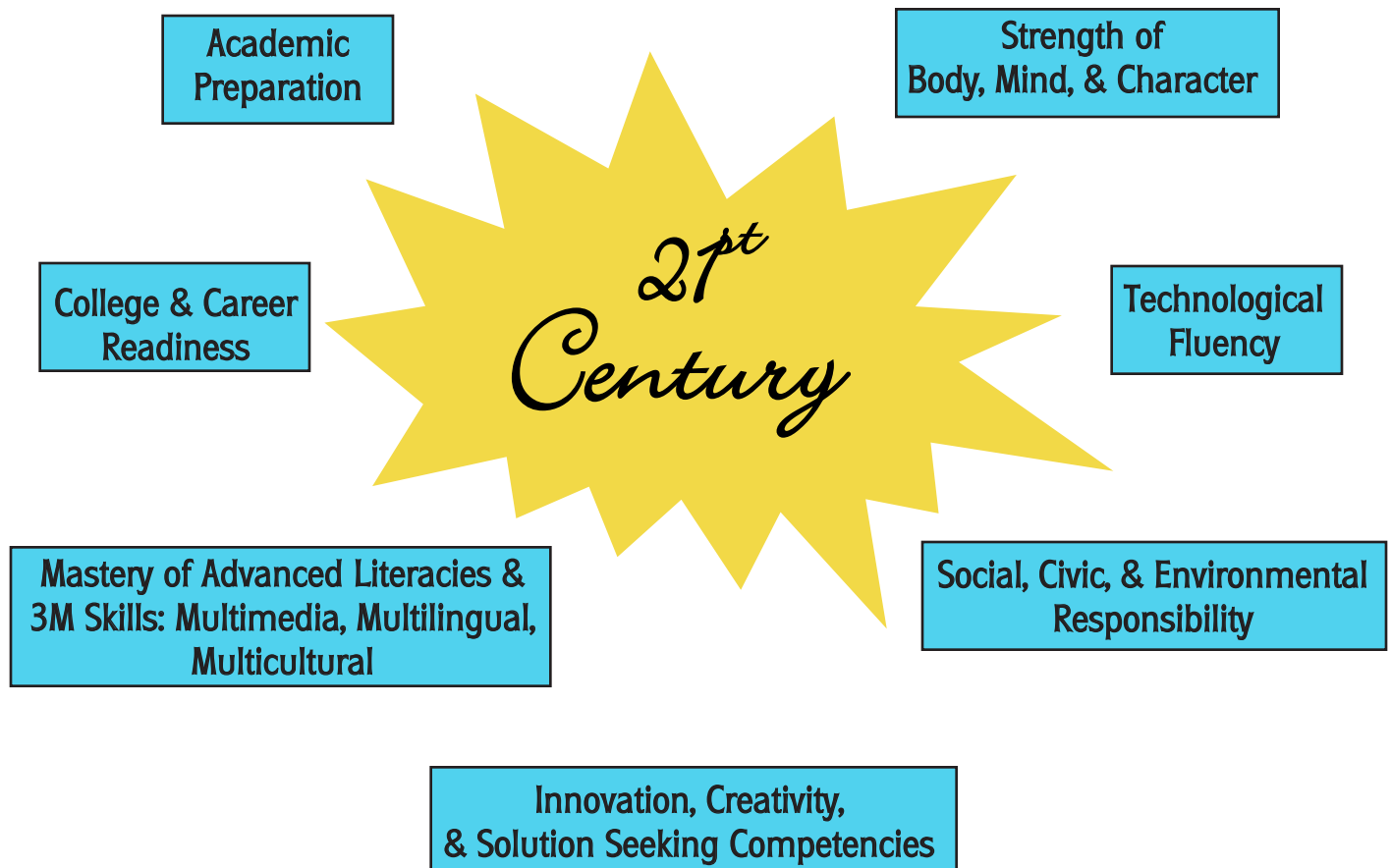
Enriched, Affirming, & Empowering

- Community
- Self-Determination
- Trust
- Democracy

Culturally & Linguistically Responsive (R-full)

- Relationship
- Respect
- Responsibility
- Relevance

21st Century Learning



Creating the Roadmap to English Learner Success

High Intellectual Performance

Identify and build on student strengths.

- Build on prior knowledge, interests, and experiences to connect students to new knowledge and learning.
- Use an assets orientation.
- Show students you believe in them and their intellectual, academic, and linguistic capacity.
- Affirm what students can already do.

Establish powerful relationships that nurture success.

- Know your students.
- Advocate for students.
- Create a community of learners.
- Build trust and mutual support.
- Respect students.
- Celebrate students' successes and accomplishments.

Elicit high intellectual performances.

- Provide well-articulated, relevant, and rich curriculum.
- Engage students in cognitively complex, low threat activities.
- Create an environment that's student-centered and student-friendly.
- Use brain-compatible learning processes.
- Make academic input comprehensible.
- Prime, Process, Retain, Retrieve

Engage students actively in the learning.

- Focus attention on challenging thinking.
- Require students to put thoughts into words.
- Use tangible, real-life experiences and materials connected to students' lives.
- Create authentic products.
- Address personal and group values/norms.
- Engage students in inquiry.



Creating the Roadmap to English Learner Success

High Intellectual Performance

Create environments of enrichment not remediation.

- Have students interact, communicate, and negotiate meaning.
- Utilize students' languages and cultures.
- Engage students in creating and solution seeking.
- Provide access to a broad array of materials and technologies.
- Integrate the arts into every other subject.
- Treat all students as gifted.

Situate learning in the lives of students.

- Use culturally and linguistically responsive strategies.
- Validate students as knowers.
- Use students' lives, experiences, and current knowledge as starting points for learning.
- Connect to students' ways of making meaning.
- Let students know their experiences count.

Address the prerequisites for learning.

- Provide students with high quality instructional resources in the target language(s).
- Provide students with the best-prepared teachers.
- Engage families meaningfully in students' learning.
- Teach students powerful study skills and learning strategies.
- Address knowledge, procedural, and executive function gaps.

Adapted from Yvette Jackson, The Pedagogy of Confidence



Interactive Structures



Each day brings you opportunities to raise important questions, speak to higher values, and surface unresolved conflicts. Every day you have the chance to make a difference in the lives of people around you.

Heifetz & Linsky

Creating the Roadmap to English Learner Success

Structures v. Activities

It's useful to make a distinction between STRUCTURES and ACTIVITIES. Structures are really the framework that allows teachers to give definition to specific activities.

Structures are:

- Content-Generic
- Grade-Generic
- Recyclable
- Learnable
- Strategic

Activities, on the other hand, are:

- Content-Specific
- Grade-Specific
- One-Time
- Short-Term
- Operational

Structures and activities, however, share a close relationship. Structures, for instance, become activities once specific information is poured into them. For example, jigsaw reading is a structure because it doesn't have any inherent content, nor is it inherently better suited to one grade or content area rather than another. Jigsaw reading can **BECOME** an activity, though, if we define the content and the grade. So, if we ask 8th grade students to do a jigsaw reading using an article on the experiences of black soldiers in World War I, jigsaw reading changes from a structure to a specific activity.

A key difference is that while we probably wouldn't ask the same students to repeat the jigsaw reading activity on the experiences of black soldiers in World War I, we would very likely ask them to participate in the jigsaw reading structure many times over a school year. And once students have learned the form and process of the jigsaw reading structure, they can apply this learning to participation in future jigsaw reading activities.

The following pages contain descriptions of several interactive structures. The structures are placed into one or another of the INTO, THROUGH, or BEYOND organizational phases. However, most of these structures can be used in any phase. You'll need to make the decision about when it would be most appropriate to use a particular structure, given who your English Learners are, their strengths and needs, and the linguistic, academic, and cultural goals and objectives you have planned.

Through the use of structures such as these, we help English Learners develop autonomy as smart and successful language and content learners. We help them develop the sorts of social, cognitive, linguistic, and metacognitive learning strategies to be better learners.



Creating the Roadmap to English Learner Success

Into Tapping & Using Prior Knowledge

Purpose

- Establishes a social context for students to share current understandings and to link them to new material and concepts. (*horizontal relevance*).
- Empowers students to believe that what they bring to school is real, important, and credible.
- Allows students to remember what they already know about the theme, to organize and record this knowledge, and to use it as a bridge to new learnings, thereby making unknown content more comprehensible and understandable.

Possible Structures

- Lingo Line-Up
- Data Hunt
- Silent Mingle
- Proverb Connection
- Talking Lines
- What We Know Charts
- What We Know Books/CDs
- Semantic Mapping
- Think Pair Share
- Guided Conversation
- Totems, Taboos, and Repetitive Interactions
- Imaginization
- Power Brainstorming

Research Findings

- Increasing evidence suggests that prior knowledge overrides many problems related to language proficiency.
- Recent research into the relationship between spoken and written language shows that even students who speak little or very little of the second language are able to negotiate levels of text that go far beyond their oral proficiency.
- Of course, limited language ability can “short-circuit” the psycholinguistic processes in reading, thus placing a ceiling on the reader’s ability to construct meaning.
- However, a deliberate tapping, buildup, and linking of prior knowledge significantly assists students in approaching the communication task and in recalling more aspects of the communication.
- Students must be provided with positive reading experiences linked to their prior knowledge and experience.
- Students who develop reading habits generally associated with “good” reading have had numerous opportunities to interact successfully with print.
- Second language learners in particular benefit from reading material that reinforces concepts and ideas they already know, thus removing one of the barriers to accessing text, e.g., lack of subject matter knowledge or minimal familiarity with a subject.



Creating the Roadmap to English Learner Success

Data Hunt

Objectives

- To maximize community inclusion
- To introduce self to others
- To encourage sharing of information
- To structure learning about specific content

Target Content Standards

Target Language/Culture Standards

Procedures

- Prepare 2 - 4 versions of the data hunt, with each version on a different color of paper.
- Give each student one copy of the data sheet, distributing the different versions randomly.
- Inform students in advance of the time they'll have to complete the activity.
- Explain that students are to circulate around the room to find other students who fit the characteristics listed in column 1 of the data hunt sheet.
- When they find such a person, they should introduce themselves by name and ask him/her to respond to the question listed in column 2.
- Students record the response in column 3 and the person's name in column 4.
- Students should strive to end up with a different name in each row of column 4.
- If the students finish before the allotted time is up, they should return to their seats and read silently or work on homework.
- When the time is up, students should form groups of 4 to 6, making sure that their group includes one of each color of the data hunt sheets.
- In these small groups, students should review the information collected in column 3 and fill in any group gaps.
- This activity can be followed by a semantic mapping one to record the group's data.

Source

Francisca Sánchez

Grade

3 - Adult

Time

40 minutes

Grouping

Whole Class

Materials

Data Hunt Sheets, Pencils

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
 - ✓ I appreciated . . .
 - ✓ Thank you for . . .
 - ✓ I felt good when . . .
- Did you feel that the people in your class:
 - ✓ cooperated?
 - ✓ listened well?
 - ✓ communicated effectively?
 - ✓ included all members?
 - ✓ facilitated growth and learning for all members?
- What helped you/your group/the class succeed at the task? What kept you/your group/the class from being as successful as you would have liked?
- What might you/your group/the class try next time to be more successful in a similar task?

1.	2.	3.	4.

1. Find Someone Who
2. And Ask Him/Her
3. Record the Answer
4. And the Name

List student characteristics here. Vary them from version to version.



Pose questions here to elicit student background knowledge related to the topic to be studied.



Creating the Roadmap to English Learner Success

Talking Lines

Objectives

- To build inclusion
- To structure brainstorming or review
- To use language in meaningful communication activity

Target Content Standards

Target Language/Culture Standards

Procedures

- Teacher prepares a set of theme-related questions or topics that will allow students to explore what they already know about the theme.
- The questions should be open-ended and can take the form of “what if,” “what might,” “what do you imagine.” For example, if the theme to be explored is “immigration,” then one question might be: “Why do you think someone might leave their home and move to a new country?”
- Students form two lines so that each person is facing a partner. One of the lines is named as the “moving line.” (For younger students, two concentric circles might be more manageable.)
- Teacher indicates that students will have two minutes to discuss each of a number of questions/topics. After the time is up for each item, the moving line moves down one person and the person at the end moves to the front so that everyone now has a new partner.
- Students are asked to greet their new partner and to introduce themselves before the topic/question is revealed by the teacher.
- The teacher’s job is to keep time, monitor the interaction, and check for understanding at the end of the activity.
- Once the topics have all been addressed, a content review can be carried out so that misinformation or gaps in information are taken care of.

Source

Francisca Sánchez

Grade

3 - Adult

Time

30 minutes

Grouping

Whole Class

Materials

Questions/Topics

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
 - ✓ I appreciated . . .
 - ✓ Thank you for . . .
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- Did you feel that the people in your class:
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 - ✓ communicated effectively?
 - ✓ included all members?
 - ✓ facilitated growth and learning for all members?
- What helped you/your group/the class succeed at the task? What kept you/your group/the class from being as successful as you would have liked?
- What might you/your group/the class try next time to be more successful in a similar task?

Creating the Roadmap to English Learner Success

What We Know Charts

Objectives

- To establish a social context for students to share current understandings and link them to new material and concepts
- To empower students to believe that what they bring to school is real, important, and credible
- To show students sentence structure, rhetorical patterns, aspects of spelling and punctuation
- To mediate students' current language abilities and encourage them to tend to more advanced aspects of language
- To put students' conceptual and background knowledge into conventional English
- To tap and record students' prior knowledge

Target Content Standards

Target Language/Culture Standards

Procedures

- Teacher solicits students' knowledge about the topic and writes it as students watch and assist.
- The teacher asks students to think about one or two things they know about the theme topic.
- The teacher calls on a student s/he feels confident will be able to provide an appropriate response and asks him/her to contribute a sentence about what he/she knows.
- The teacher records the student's sentence. Depending on the age and English proficiency of the students, the teacher can ask students to help with specific features -- beginning letters, spelling, punctuation, capitalization -- as she writes the sentence. In this way, the teacher mediates the recording of the information as students see and hear their knowledge expressed through speaking, writing, and reading.
- After each sentence, the teacher records the contributor's initials in parentheses and calls this to the students' attention.
- The first student calls on the next student to contribute a sentence, and so on.
- Where possible, the teacher assists students in linking their prior knowledge with additional schematic relationships that may have been overlooked, or minimized (scaffolding).

Source

Kevin Clark

Grade

K - Adult

Time

30 minutes

Grouping

Whole Class

Materials

Chart Paper, Markers

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
 - ✓ I appreciated . . .
 - ✓ Thank you for . . .
 - ✓ I felt good when . . .
- Did you feel that the people in your class:
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 - ✓ listened well?
 - ✓ communicated effectively?
 - ✓ included all members?
 - ✓ facilitated growth and learning for all members?
- What helped you/your group/the class succeed at the task? What kept you/your group/the class from being as successful as you would have liked?
- What might you/your group/the class try next time to be more successful in a similar task?



Creating the Roadmap to English Learner Success

What We Know Books/CDs

Objectives

- To use communication and listening skills
- To structure getting acquainted/brainstorming/review
- To bridge oral and written language skills
- To tap students prior knowledge.
- To organize and record students' prior knowledge
- To bridge students' prior knowledge to new learnings

Target Content Standards

Target Language/Culture Standards

Procedures

Make a Book / Younger Students

- Teacher cuts students' written sentences from the What We Know chart.
- Each student is given his/her sentence and asked to write it neatly on smaller paper.
- The student then illustrates what his/her text represents on another piece of paper.
- The student-written text is glued to the illustration, page number is attached, all pages are collated, bound, and the book is published.

Make a Book / Older Students

- Students get their sentences from the What We Know chart and must prove the veracity of their written statements by using a variety of print resources, i.e., textbooks, magazines, newspapers.
- Small groups publish their finished work using the format "I used to think XYZ was true, but now I know it's a fact that XYZ because . . ."
- Students record their book, or ask another adult to help record the book.

Make a CD for Listening

- Students practice reading their own or another's page until they are confident enough to read it for recording.
- The recorded book is placed in the library or listening center for class reading.
- Later, students can prove or disprove things written in the book as their knowledge of the subject expands.

Source

Kevin Clark

Grade

K - Adult

Time

60 minutes

Grouping

Whole Class

Materials

Chart Sentences, Paper, Crayons, Markers, Glue/Paste, Ribbon for Binding, Hole Punch, Recording Resources, Print Resources.

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
 - ✓ I appreciated . . .
 - ✓ Thank you for . . .
 - ✓ I felt good when . . .
- Did you feel that the people in your class:
 - ✓ cooperated?
 - ✓ listened well?
 - ✓ communicated effectively?
 - ✓ included all members?
 - ✓ facilitated growth and learning for all members?
- What helped you/your group/the class succeed at the task? What kept you/your group/the class from being as successful as you would have liked?
- What might you/your group/the class try next time to be more successful in a similar task?

Creating the Roadmap to English Learner Success

Think Pair Share

Objectives

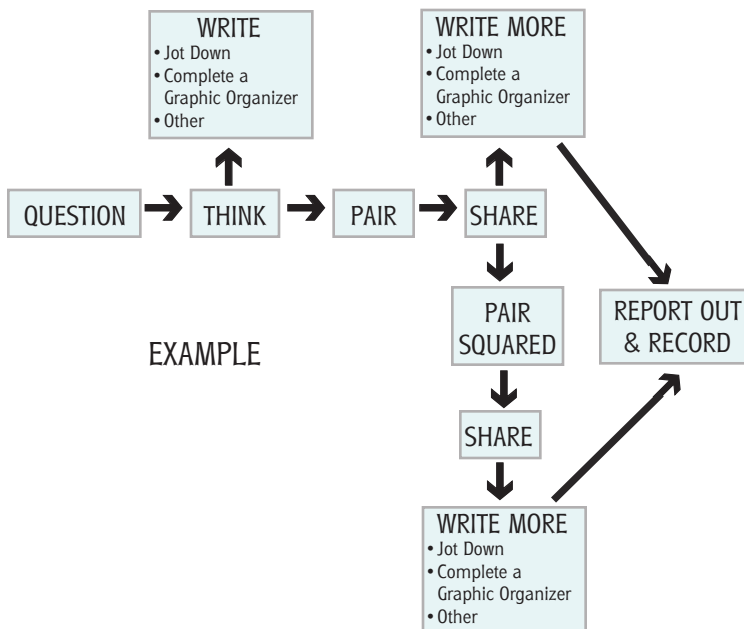
- To develop thinking skills
- To use communication and listening skills
- To develop oral language skills
- To structure reflection about specific topics

Target Content Standards

Target Language/Culture Standards

Procedures

- A question is posed to students.
- Each student THINKS about the question and jots down a few thoughts, completes a graphic organizer, or uses some other way of capturing the thinking in writing.
- Each student PAIRS with a partner.
- Partners SHARE their thinking/reflection/writing.
- Pairs can then partner with another pair to expand the sharing.
- Students can do additional writing after each sharing.
- Pairs/Groups can REPORT OUT and RECORD their ideas to build a whole class record.



Source

Unknown

Grade

K - 12

Time

5 minutes +, Depending on the number of sharing/writing opportunities

Grouping

Pairs

Materials

Reflection Question; Writing Supplies

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
 - ✓ I appreciated . . .
 - ✓ Thank you for . . .
 - ✓ I felt good when . . .
- Did you feel that the people in your class:
 - ✓ cooperated?
 - ✓ listened well?
 - ✓ communicated effectively?
 - ✓ included all members?
 - ✓ facilitated growth and learning for all members?
- What helped you/your group/the class succeed at the task? What kept you/your group/the class from being as successful as you would have liked?
- What might you/your group/the class try next time to be more successful in a similar task?



Creating the Roadmap to English Learner Success

Totems, Taboos, & Repetitive Interactions

Objectives

- To identify priority values for a group or team
- To develop a deeper and shared understanding about the specific behaviors that model those values
- To develop deeper awareness of students' roles as leaders and advocates

Target Content Standards

Target Language/Culture Standards

Procedures

- The teacher or other adult works with a small group or team and helps the team to identify a set of values that express how the team wants to work together and with the rest of the class, with other students/student groups in the school, or with groups in the community.
- The teacher/facilitator then starts with the highest priority item and writes it at the top of a sheet of flip chart paper. Then s/he draws 3 columns and head them as follows from left to right: Totems, Taboos, Repetitive Interactions.
- Starting with the column marked Repetitive Interactions, the teacher/facilitator asks: If we are actually living this value, what behaviors will we be repeatedly engaging in? What behaviors will we see being repeated in the group that manifests this value? The facilitator writes up to ten of these items in the column.
- The teacher/facilitator then moves to the column marked Taboos and asks: What behaviors do we want to stamp out? The teacher/facilitator writes up to ten of these items in the column.
- Now the teacher/facilitator moves to the column marked Totems and asks: What evidence or signs would we expect to see as a result of us 'living the value'? What would be the likely effects? The teacher/facilitator writes up to ten of these items in the column.
- The process is repeated for each of the priority values.
- The team then discusses any insights that emerged about (a) the group's values and any connections between values and behaviors; and (b) their role as student leaders and advocates for (social) justice.

Source

Adapted from Steve Zuieback

Grade

5 - Adult

Time

45 minutes

Grouping

Small Groups

Materials

Chart Paper, Markers

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
 - ✓ I appreciated . . .
 - ✓ Thank you for . . .
 - ✓ I felt good when . . .
- Did you feel that the people in your class:
 - ✓ cooperated?
 - ✓ listened well?
 - ✓ communicated effectively?
 - ✓ included all members?
 - ✓ facilitated growth and learning for all members?
- What helped you/your group/the class succeed at the task? What kept you/your group/the class from being as successful as you would have liked?
- What might you/your group/the class try next time to be more successful in a similar task?



Creating the Roadmap to English Learner Success

Imaginization

Objectives

- To explore deeper meanings and patterns
- To capture the conscious and subconscious meanings and associations held about a given situation or context
- To develop shared insights and understandings
- To create a visual or other representation of an issue under consideration

Target Content Standards

Target Language/Culture Standards

Procedures

- The teacher and/or the students identify a desired outcome. This could be a content outcome, i.e., the perfect democracy, or a social outcome, i.e., the successful community of students.
- Students form small groups, each group representing a cross section of the classroom.
- In each group, students imagine that it is some specific time in the future, and they have been wildly successful in achieving their outcome. They use all their senses to visualize and experience that success. They capture these images and sensations, and return to the present.
- Now students share these ideas and identify commonalities, themes, and essential elements.
- Based on these, they develop a visual image (or other representation) that captures their story of success.
- At the conclusion of the exercise, each small group will share its imaginization.
- The teacher leads the class in a discussion about the meaning/application of the imaginizations to their work ahead.
- A following activity will be to determine the specific elements and actions the students and teacher will need to implement in order to reach their vision of success.

Source

Adapted from Steve Zuieback

Grade

4 - Adult

Time

45 minutes

Grouping

Small Groups

Materials

Chart Paper, Markers

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
 - ✓ I appreciated . . .
 - ✓ Thank you for . . .
 - ✓ I felt good when . . .
- Did you feel that the people in your class:
 - ✓ cooperated?
 - ✓ listened well?
 - ✓ communicated effectively?
 - ✓ included all members?
 - ✓ facilitated growth and learning for all members?
- What helped you/your group/the class succeed at the task? What kept you/your group/the class from being as successful as you would have liked?
- What might you/your group/the class try next time to be more successful in a similar task?



Creating the Roadmap to English Learner Success

Power Brainstorming

Objectives

- To excite the imagination
- To produce plenty of ideas in preparation for writing
- To provide more in depth word choices for students before they begin to write
- To encourage students to use poetic language in their writing to create texture and layering

Target Content Standards

Target Language/Culture Standards

Procedures

- The teacher draws a large square or rectangle on the board and labels it BRAINSTORM BOX.
- S/he announces to the class that they are going to brainstorm as a group.
- The teacher then asks students for answers to five questions:
 - ✓ What is your favorite animal?
 - ✓ What is your favorite gem?
 - ✓ What is your favorite bird?
 - ✓ What is your favorite item in nature outside of the animal kingdom?
 - ✓ What is your favorite flower?
- Students must limit their responses to one-word answers, and answer only one time per question.
- As the students respond, the teacher writes their responses in the BRAINSTORM BOX, keeping the answers to the different questions in separate columns. Students link words from different columns together to create texture and layering effects in their writing, for example *moonstone mountain*, *emerald pond*, and *sapphire heron*.

Source

Glenis Gale Redmond

Grade

4 - Adult

Time

45 minutes

Grouping

Whole Class

Materials

None

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
 - ✓ I appreciated . . .
 - ✓ Thank you for . . .
 - ✓ I felt good when . . .
- Did you feel that the people in your class:
 - ✓ cooperated?
 - ✓ listened well?
 - ✓ communicated effectively?
 - ✓ included all members?
 - ✓ facilitated growth and learning for all members?
- What helped you/your group/the class succeed at the task? What kept you/your group/the class from being as successful as you would have liked?
- What might you/your group/the class try next time to be more successful in a similar task?

Brainstorm Box

tiger	turquoise	hawk	river	pansy
koala	amethyst	eagle	stars	lily
lion	diamond	heron	mountain	violet
rabbit	ruby	crow	lake	carnation
duck	pearl	woodpecker	fire	orchid
stallion	jade	swan	cliff	sunflower
mouse	sapphire	pigeon	leaves	rose

Creating the Roadmap to English Learner Success

Through

Access to Comprehensible Input/Key Content

Personal Interaction with Text/Topic

Divergent Experiences/Applications

Purpose

- Establishes a social context for students to build on current understandings and use them to explore and learn new material and concepts.
- Empowers students to take responsibility for their own and each others' learning.
- Allows students to construct new knowledge in ways that make sense to them, to organize and record this knowledge, to use it as a bridge to new learnings to come, and to interact with new content in hands-on and highly personal ways, thereby making unknown content more comprehensible and understandable.
- Supports students in applying their new learnings through a variety of experiences.

Possible Structures

- | | | |
|------------------------------|-------------------------------|-------------------------------------|
| ■ Four Corners | ■ What We Want to Know Charts | ■ Snowball |
| ■ Video Quiz | ■ Center Studies | ■ Two-Way Tasks |
| ■ Tag the Gap | ■ Literature Studies | ■ Riddle Me Books |
| ■ SQP2RS | ■ Guided Reading | ■ Summary Ball |
| ■ Pyramid | ■ Interactive Journals | ■ Chapter Tours |
| ■ Big Art | ■ Jigsaw Reading | ■ Curriculum-Based Readers' Theatre |
| ■ Long Sentence Writing | ■ Key Word Notes | ■ IEPC |
| ■ Real Vocabulary | ■ View-Talk-Summarize-Refine | ■ Discussion Method |
| ■ Ticket Champion | ■ Circle Poster | ■ Think About It! |
| ■ Big Words for Big Minds | ■ Minidramas | ■ Mental Models |
| ■ Story Charts | ■ Monuments | ■ Quick Write Reflection |
| ■ T-Charts | ■ Face to Face | ■ In Quotations |
| ■ Fact or Fiction Books | ■ Writing Folders | ■ Fishbowl |
| ■ Literature Selection | ■ Editing Grids | ■ Feedback Friends |
| ■ Pop Culture 101 | ■ Numbered Heads Together | |
| ■ Proverbial Interpretations | ■ Where in the World | |



Creating the Roadmap to English Learner Success

Through (continued)

Research Findings

- Any language is learned most efficiently when it is the medium for gaining knowledge about something else. In a communication-based program, the emphasis is language. (California Foreign Language Framework)
- The role of literature in the theme cycle is one of support. Different from theme units, many of which are based on a literature work, theme cycles incorporate literature as just one of many resources. And naturally, the reading materials selected is always linked to the theme. In this way, there is always a purpose for reading: to find more information to answer questions, disprove old beliefs, etc.
- All students have innate curiosities about things in their life. By asking them what they want to know, teachers give importance to student interests and can plan activities accordingly. Further, by asking students what they want to know, the relevance of the subject will be maintained. The teacher can then direct students to materials and sources where they can find answers and information pertinent to their questions and to school curriculum.



Creating the Roadmap to English Learner Success

Tag the Gap

Objectives

- To develop strategic reading skills
- To be intentional about comprehension

Target Content Standards

Target Language/Culture Standards

Procedures

- Students work individually with their assigned text/reading material.
- After reading their text, students use one color of post-its to mark what they don't understand.
- Students use a second color to mark what they need/would like more information on.
- The teacher can see where the gaps in understanding are and adjust teaching accordingly.
- Students can be strategically paired to help each other with what they don't understand.
- Center activities can be planned to allow students to research areas where they need/would like more information.

Source

Francisca Sánchez

Grade

1 - Adult

Time

Depends on Length/Complexity of Text

Grouping

Individual

Materials

Text Material; Post-Its (Small) (2 Colors)

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
 - ✓ I appreciated . . .
 - ✓ Thank you for . . .
 - ✓ I felt good when . . .
- Did you feel that the people in your class:
 - ✓ cooperated?
 - ✓ listened well?
 - ✓ communicated effectively?
 - ✓ included all members?
 - ✓ facilitated growth and learning for all members?
- What helped you/your group/the class succeed at the task? What kept you/your group/the class from being as successful as you would have liked?
- What might you/your group/the class try next time to be more successful in a similar task?



Creating the Roadmap to English Learner Success

Big Words for Big Minds

Objectives

- To expand and deepen vocabulary knowledge
- To introduce a variety of text resources and reference materials
- To make a personal connection to new vocabulary
- To gain vocabulary while simultaneously linking it to a new concept or idea
- To teach words as tools used to understand or express something else, much like the way young children increase their lexicon

Target Content Standards

Target Language/Culture Standards

Procedures

- Students work in pairs as language detectives to extend their vocabulary learning. Either they identify the vocabulary words to work with, or the teacher provides them. These could also be key words from their content text.
- For each word, students identify:
 - ✓ Meaning
 - ✓ First Language Equivalent
 - ✓ Synonyms
 - ✓ Antonyms
 - ✓ Examples of
 - ✓ Form (Grammatical Category/Comparatives)
 - ✓ Use
- Students add these words and the related information as entries in their individual and/or class dictionaries.

WORD	BIG
Meaning	large in dimensions, quantity, number or amount
Spanish (Or other L1)	grande
Synonyms	large; huge
Antonyms	small
Examples of	the sun; a house
Form	adjective big; bigger; biggest
Uses	Literal: I live in a big house. It has 5 bedrooms. Metaphoric: She has a big heart.

Source

Jim Cummins

Grade

K - Adult

Time

40 minutes

Grouping

Flexible

Materials

Vocabulary Lists; Dictionaries and Other Reference/Resource Materials

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
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Creating the Roadmap to English Learner Success

Interactive Journals

Objectives

- To use and experience literacy in its function and process as real communication for real purposes
- To establish an authentic social context where teachers and students use print to communicate and exchange ideas
- To develop literacy and other language skills (fluency and accuracy)
- To experiment with language in a meaningful context
- To hypothesize about the nature of print by appropriating the strategies students have seen used by proficient language users throughout the theme cycle

Target Content Standards

Target Language/Culture Standards

Procedures

- Students create their own personal journals. Teacher allows students to select the kind of paper they want to use, what they want to write with, and how they want to decorate the journal.
- Teacher establishes the priority of the journals by scheduling a consistent time each day for journal writing, by responding regularly to the students, and by encouraging them to take risks.
- Students are responsible for self-selecting topics. In the beginning, the teacher can assist students in topic selection, but students must know that ultimately it is their responsibility.
- Students write for 15-20 minutes each day, dating each entry. They may respond to experiences in or out of school or explore ideas and curiosities in their journal. Students are encouraged to risk-take in topic selection as well as both mechanics and invented spelling.
- Students write in the journal using whatever form of writing they can. The student then reads what s/he has written to the teacher (or aide or another proficient writer). This person then responds in writing to the student, using authentic and meaningful language.
- Teachers authentically interact with each child for each entry by modeling and/or sharing. The teacher's written response should be an authentic one rather than a "teacher talk" response.

Source

Barbara Flores and Kevin Clark

Grade

Pre K - Adult

Time

15-20 minutes per day

Grouping

Individual

Materials

Journals, Pens, Pencils

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
 - ✓ I appreciated . . .
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- Did you feel that the people in your class:
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 - ✓ facilitated growth and learning for all members?
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Procedures (continued)

- The teacher models conventional usage in his/her written and oral responses. The journal is not for correction and overt lessons on spelling and grammar. It is for authentic written communication.
- Teachers can use the journal for a variety of purposes, including encouragement, discussion of class topics, and for evaluating and assessing students' developing control of written language.



Creating the Roadmap to English Learner Success

More on Interactive Journals

Journals give students an opportunity to:

- Learn that writing is communication.
- Experience ownership of a product that they have written.
- Develop fluency in a meaningful context.
- Use the skills learned in language, literature studies, reading, writing, and spelling lessons.
- Write on a daily basis and receive an individual reply from the teacher.
- Develop a close personal relationship through writing.
- Promote confidence in risk-taking.
- Choose their own topics.
- Experience literacy in its function and process.
- Experiment with different formats, e.g., poetry, letter writing, songs, tongue twisters, riddles.
- Experiment with a second language in a meaningful context.

Journals give teachers an opportunity to:

- Assess use of knowledge and skills that have been taught and learned in other content areas.
- Have a setting where the conventions of writing can be modeled in the context of authentic use.
- Learn about each child's interests and ideas.
- Interact on an individual basis with each child each day, creating a close personal bond.
- Obtain an easy-to-follow daily developmental record of each child's writing.
- Individually intervene in facilitating the child's connection between oral and written language.
- See when the child is transitioning into the second language.

Barbara Flores, CSU San Bernardino

Older Students

1. No two teachers do journals exactly the same way. You must approach journal writing in a manner that is convenient to you, keeping the following guidelines in mind.
2. Your introduction of journal writing to your students will often determine the success or failure of this writing venture. Set your expectations high and attainable.
3. In the beginning, brainstorm topics on the chalkboard to write about. Help your students to know what they know!
4. Encourage students to invent spelling so they don't become word bound.
5. **Write with your students.**
6. Don't set a time or page limit.
7. Stress to the students that journals are a form of personal writing. No one reads anyone else's journal without permission.
8. Write daily at a specific time.
9. **Write with your students.**
10. Students turn in journals so that the teacher can respond to the students' content or message. Spelling, grammar, and other mechanical devices should not be corrected in the context of journal writing but in the writing conference setting.
11. **The more you write, the more they write!**
12. Students who have trouble self-selecting topics should sit near the teacher to stimulate the productive thinking process.
13. **Write with your students.**
14. Have volunteers share orally from their journals. The teacher should share also. This helps to establish a sense of residency in the classroom.
15. Discuss openly with students that you expect two behaviors during journal time: writing and thinking.
16. Save completed journals in a stack accessible to students. Use them as ONE means of evaluating students' progress in writing. Utilize several forms of writing to evaluate the overall writing strengths and weaknesses of the students.
17. **Write with your students.**

Kitty Kaczmov • Glendale, AZ



Creating the Roadmap to English Learner Success

View-Talk-Summarize-Refine

Objectives

- To understand a complex text
- To summarize a text
- To move from the explicit content of a text to its implications

Target Content Standards

Target Language/Culture Standards

Procedures

- Teacher selects a reading or text and divides it into four shorter segments.
- Students are asked to VIEW (read) one segment at a time.
- Then they TALK with a partner or table mate about what they read.
- Together, they SUMMARIZE in one sentence the content of their segment.
- After reading all four text segments, they REFINE their understanding of the text by writing one implication for each summary sentence.

1.
2.
3.
4.
Implications: 1.
2.
3.
4.

Source

National Urban Alliance

Grade

3 - Adult

Time

40 minutes

Grouping

Pairs

Materials

Readings/Texts, Paper

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
 - ✓ I appreciated . . .
 - ✓ Thank you for . . .
 - ✓ I felt good when . . .
- Did you feel that the people in your class:
 - ✓ cooperated?
 - ✓ listened well?
 - ✓ communicated effectively?
 - ✓ included all members?
 - ✓ facilitated growth and learning for all members?
- What helped you/your group/the class succeed at the task? What kept you/your group/the class from being as successful as you would have liked?
- What might you/your group/the class try next time to be more successful in a similar task?



Creating the Roadmap to English Learner Success

Circle Poster

Objectives

- To demonstrate understanding of cycles, processes, or components of a particular content topic
- To reinforce content learning

Target Content Standards

Target Language/Culture Standards

Procedures

- Teacher and students collaboratively create a rubric which will be used to assess the students' work. Areas to be addressed can include (1) content objectives, (2) language objectives, (3) other criteria (work habits, punctuality, creativity, etc.).
- Students work individually or in pairs to cut their paper into a circle form (can be any size).
- They then fold the circle in half, then in half again.
- They unfold the paper. It should have four sections. (Note: the paper can be folded into more sections, depending on the number of components in the cycle or process.)
- Students use each panel to illustrate the cycle, process, or component of the topic/content they have been studying.
- Students present their posters to the rest of the class.
- Students and teacher assess student posters in terms of the rubric they have created.

Example of Poster Content

How the Earth's Surface Changes Its Shape

The content of the circle poster will include both slow and immediate processes of change: erosion, deposition, landslide, eruption, and earthquake.

Source

Mike Yamakawa

Grade

3 - Adult

Time

40 minutes

Grouping

Individual or Pairs

Materials

Paper (any size), Scissors, Rubric

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
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Creating the Roadmap to English Learner Success

Minidramas

Objectives

- To develop cooperative and organization skills
- To use communication and listening skills
- To develop oral language as well as cognitive skills
- To structure review/synthesis/application on specific topics

Target Content Standards

Target Language/Culture Standards

Procedures

- Each group is assigned a portion of a text* of a story, historical topic, etc. Each group is responsible for preparing a dramatic presentation of their text/material.
- All group members act in the minidrama. Each group member also takes on a specific role:

Director In charge of coordinating the efforts of all group members. Makes sure the group completes the task on time and includes all the required components in the minidrama. Makes suggestions about actors' interpretation of characters. Gives positive recognition to contributions of group members.

Screenwriter Takes primary responsibility for the script of the minidrama. Makes sure to get ideas and input on the script from all group members. Makes copies of the script for actors.

Special Effects Arranges for any props, costumes, and sound effects to be used in the minidrama. Makes sure to get ideas and input for special effects from all group members.

Stage Manager Responsible for coordinating scene changes as well as actor/actress entries and exits during performance. Works closely with special effects person to integrate effects into production.

Understudy Is familiar with all acting and production parts and can fill in for any absent group members. Is the liaison with the teacher should any unresolvable problem arise.

Source

Adapted from Bert Bower

Grade

3 - Adult

Time

Depends on complexity/length of story/topic

Grouping

Small Group

Materials

Assorted Art/Other Materials for Props, Topic/Story Texts, Roles Description Sheet, Support Photos/Other Visuals

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
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- What might you/your group/the class try next time to be more successful in a similar task?

Procedures (continued)

- Group members brainstorm ideas for the minidrama; decide what the story line should be; and write the script.
- Group members rehearse the minidrama.
- Group members take notes while watching other minidramas and ask questions about the other groups' interpretations of their assigned texts.
- Group members read aloud their primary source text. They examine closely any visual/graphic accompanying materials.

* Instead of written text, groups may receive a slide from a slide presentation, a portion of a video, an illustration, a cartoon, or some other visual text to interpret.



Creating the Roadmap to English Learner Success

Monuments

Objectives

- To develop cooperative and organization skills
- To use communication and listening skills
- To develop oral language as well as cognitive skills
- To structure review/synthesis/application on specific topics

Target Content Standards

Target Language/Culture Standards

Procedures

- Students work in groups of four. Each group is responsible for creating a “monument,” using their bodies, that represents an important aspect of the topic/theme they have been studying.
- All group members participate in the monument. Each group member also takes on a specific role, i.e., sculptor, plaque writer, spokesperson, graphic designer.
- Group members read their handout. Each group gets a different handout. For example, if the topic of study is Constantinople, the handouts might be: government, military, education, the arts. If the topic of study is the life cycle of a butterfly, then the handouts might be: egg, caterpillar, chrysalis, butterfly.
- Group members brainstorm ideas for the monument; decide what the monument’s plaque should say; and use the map/chart to place the monument geographically, historically, biologically, etc.
- Group members “build” their monument, and then “perform” by “freezing” and letting the other students guess the nature of their monument. Then the spokesperson speaks.
- The audience takes notes while watching other monuments and asks questions about the other groups’ interpretations of their assignment.

Source

Bert Bower

Grade

3 - Adult

Time

Depends on complexity of topic

Grouping

Groups of Four

Materials

Topic Handouts; Roles Description Sheet, Support Maps/Charts

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
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- Did you feel that the people in your class:
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- What helped you/your group/the class succeed at the task? What kept you/your group/the class from being as successful as you would have liked?
- What might you/your group/the class try next time to be more successful in a similar task?

Creating the Roadmap to English Learner Success

Face-to-Face

Objectives

- To use communication and listening skills
- To introduce new perspectives on topics/learnings under study
- To make a personal connection to the new learnings

Source

Francisca Sánchez

Grade

3 - Adult

Time

Varies

Grouping

Small & Whole Group

Materials

Excerpt Pages

Target Content Standards

Target Language/Culture Standards

Procedures

- Teacher prepares brief excerpts from the text being studied, so that there is one excerpt per page. Each page has a different excerpt. (Historical or literary speeches are good choices.)
- Each student receives one of the excerpts.
- With the page in hand, each student goes to someone from another table or part of the room and reads the excerpt to him/her. Then, the other student reads his/her excerpt.
- Students repeat this process with 4 or 5 other people, making sure that they approach people with whom they don't usually interact.
- When time is called, students return to their tables/desks.
- With their table group, students have a conversation about the following:
 - a. Who's speech/text is this? Put the speech and the orator in historical (or literary, political, social - depending on the text) context.
 - b. What was your experience as you read your part and as you listened to others' parts?
 - c. Did anything surprise you?
 - d. How did this activity help you connect to others in the class?

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
 - ✓ I appreciated . . .
 - ✓ Thank you for . . .
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- Did you feel that the people in your class:
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- What might you/your group/the class try next time to be more successful in a similar task?



Creating the Roadmap to English Learner Success

Snowball

Objectives

- To review a topic that has been studied
- To employ literacy for real purposes
- To utilize critical thinking, synthesis, research, and problem-solving skills

Target Content Standards

Target Language/Culture Standards

Procedures

- Each student finds a partner.
- In each pair, students pose and answer a question or problem related to the topic they have studied. One person writes the question. The other person writes the answer on a separate sheet of paper.
- The students ball up their papers.
- The “question” students line up on one side of a line, rope, or ribbon.
- The “answer” students line up on the other side. Both lines should be facing each other.
- On the teacher’s signal, the students throw their “snowballs” across the line.
- At the teacher’s stop signal, everyone picks up one snowball and tries to find the partner snowball.
- In their new pairs, students read their question and answer, then use their resources (textbook, other print material available, posters, etc.) to verify the answer and to provide evidence (sources) that the answer is correct. If necessary, the students revise the answer.
- Students can also use their work to create group or class resource books for that topic.

Source

Francisca Sánchez

Grade

3 - Adult

Time

40 minutes (may vary)

Grouping

Pairs & Whole Group

Materials

Paper; Pens/Pencils; Rope/Ribbon

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
 - ✓ I appreciated . . .
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- What might you/your group/the class try next time to be more successful in a similar task?

Note

The initial part of this activity is best used in a large open area, such as a cafeteria or a playground.



Creating the Roadmap to English Learner Success

Two-Way Tasks

Objectives

- To develop cooperative and organizational skills
- To build group inclusion and team cohesiveness
- To use communication and listening skills
- To develop oral language skills
- To structure review about specific topics already taught/learned
- To develop problem-solving approaches
- To explore sequencing and chronology

Target Content Standards

Target Language/Culture Standards

Procedures

CLUE

- Students work in groups of five or six.
- Each group member receives 1 or 2 clues. The clues provide information to be used by the group in completing the chart. The clues are interactive in that generally only by combining two or more clues will students have enough information to complete a chart cell.
- Group members may not show their clues to other group members, nor may they write the clues down for others to read.
- Group members may, however, read their clues to each other and paraphrase and discuss them.
- As the clues are “revealed,” the group pieces the information together until the group can complete all the cells in the chart.
- Each group member must be able to explain how the results were obtained.
- Once the group agrees that the information placed in the chart is correct, the group’s responses can be checked against the key.
- If the group’s results don’t match the key, the group must figure out what went wrong.

TIMELINE

- Students work in pairs or in a small group.
- Each pair or small group receives a set of statements from a story or other sequential process.
- The task is to sequence the statements in the appropriate order.

Source

Based on Michael Long

Grade

3 - Adult

Time

40 minutes (may vary)

Grouping

Small Groups

Materials

Empty Chart, Key, Clues or Statements

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
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- What might you/your group/the class try next time to be more successful in a similar task?



Creating the Roadmap to English Learner Success

Curriculum-Based Readers' Theatre

Objectives

- To present accurate information in creative ways
- To integrate language and literacy with academic content
- To communicate academic learnings to various audiences
- To deepen understanding of academic content
- To focus on the development and use of academic language
- To increase reading fluency

Target Content Standards

Target Language/Culture Standards

Procedures

- The teacher determines the content standards for focus, and students are provided with a source for that information -- a textbook page, a fact sheet, a story or piece of literature, or a set of instructions.
- They are invited to create a context for presenting the facts through the dialogue of a script, with lines assigned to narrators and characters and individual and group voices.
- Students are challenged to present accurate information in a creative way.
- In small groups or pairs, students use prewriting strategies to generate, select, elaborate on, and organize ideas, vocabulary and information. As long as the script contains the necessary accurate information, students can be as imaginative as they wish in creating context, characters, and dialogue.
- After the first draft is compiled, it is read, critiqued, and edited by the whole group or class.
- The edited version becomes the final draft, which is copied and distributed. The completed script is usually just one or two pages long, requiring no more than 5 to 10 minutes of performance time.
- Parts are assigned, and the students highlight their lines. Remember, Readers' Theater is a rehearsed group presentation of a script that is read aloud rather than memorized. No attempt is made to hide the scripts.
- Initial rehearsals focus on reading lines correctly, listening for cues, and unison speaking. Subsequent rehearsals emphasize vocal volume and expression. All performers remain onstage throughout the performance.
- The performance can be enhanced with sound effects, gestures, and possibly music and costumes.

Source

Rosalind Flynn

Grade

3 - Adult

Time

120 minutes (can be spread over several days)

Grouping

Whole Class or Small Group

Materials

Student Information Sources

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
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Creating the Roadmap to English Learner Success

Imagine-Elaborate-Predict-Confirm

Objectives

- To motivate students' interest in reading while enhancing comprehension and descriptive writing
- To focus students on important elements in a story or text
- To increase retention of what students have read

Target Content Standards

Target Language/Culture Standards

Procedures

- The teacher selects material with content appropriate for developing imagery. This includes trade books, literature books, newspaper excerpts, or content area or informational text selections.
- Next, the teacher displays a blank IEPC form on an overhead projector, chart, board, or handout and tells the students they're going to engage in a strategy designed to encourage them to use their imaginations to create pictures they can see in their minds.
- The teacher explains that making pictures or images before, during, and after reading will help students understand and remember what they read.
- The teacher then explains and models the four phases of IEPC, before engaging students in the activity:
PREREADING
Imagining: Close your eyes and imagine the scene, character, and/or events. What do you see, feel, hear, smell? Share your thinking with a partner.
Elaborating: Tell, describe, or give details of what you "see" in your mind.
Predicting: Use these ideas to make some predictions or guesses about the passages to be read.
READING
Making notes: Write down or make a mental note of key information while you are reading to match or refute the original predictions.
POSTREADING
Confirming: Read to confirm or change your predictions about the passage
FOLLOW UP
Writing: Use what you have been imagining, thinking, feeling, and creating to write descriptively.

Source

Karen Wood/Clare Endres

Grade

2 - Adult

Time

60 minutes +

Grouping

Whole Class

Materials

Reading Selection; IEPC form

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
 - ✓ I appreciated . . .
 - ✓ Thank you for . . .
 - ✓ I felt good when . . .
- Did you feel that the people in your class:
 - ✓ cooperated?
 - ✓ listened well?
 - ✓ communicated effectively?
 - ✓ included all members?
 - ✓ facilitated growth and learning for all members?
- What helped you/your group/the class succeed at the task? What kept you/your group/the class from being as successful as you would have liked?
- What might you/your group/the class try next time to be more successful in a similar task?

I	E	P	C



Creating the Roadmap to English Learner Success

Discussion Method

Objectives

- To reflect on the significance of information that's been shared or explored so far
- To focus directly on the learning so far
- To identify questions, concerns, confusions and think about how to resolve them

Target Content Standards

Target Language/Culture Standards

Procedures

- In a group of three or four, students discuss the following questions in this order:
 - ✓ Objective: What stood out to you from the information you've explored thus far?
 - ✓ Reflective: How does this information match or not match your life experiences?
 - ✓ Interpretive: What is the significance of this information for your work as a learner and leader in this school? In your community?
 - ✓ Decisional: (a) What questions, if any, does your group have about this information? Individually, or as a group, think about how you might go about finding an answer or deeper insight to your questions. (b) What specific next step(s) will you take as a result of your new insights/learnings? What will be your evidence of success?

Source

Adapted from Steve Zuieback

Grade

3 - Adult

Time

20 - 30 minutes

Grouping

Groups of 3 or 4

Materials

Discussion Method Questions

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
 - ✓ I appreciated . . .
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- Did you feel that the people in your class:
 - ✓ cooperated?
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 - ✓ included all members?
 - ✓ facilitated growth and learning for all members?
- What helped you/your group/the class succeed at the task? What kept you/your group/the class from being as successful as you would have liked?
- What might you/your group/the class try next time to be more successful in a similar task?

Creating the Roadmap to English Learner Success

Think About It

Objectives

- To process what has been read or explored thus far
- To identify questions about the learning
- To identify insights and new learnings

Target Content Standards

Target Language/Culture Standards

Procedures

- Students work individually first and consider what they have just been reading, learning, or exploring:
 - ✓ Does it make sense to you thus far?
 - ✓ What questions does it raise for you?
 - ✓ What new understandings, implications, or insights does it generate for you?
- Then students pair up and share their questions, understandings, insights, and comments.
- As pairs, they also discuss what new insights or understandings resulted from their conversations.
- After the paired conversations have been completed, the teacher can have a whole class discussion to share new learnings and insights.
- Students can also be asked to record these new learnings and insights in their individual learning logs or journals.

Source

Francisca Sánchez

Grade

2 - Adult

Time

30 minutes

Grouping

Small Groups

Materials

None

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
 - ✓ I appreciated . . .
 - ✓ Thank you for . . .
 - ✓ I felt good when . . .
- Did you feel that the people in your class:
 - ✓ cooperated?
 - ✓ listened well?
 - ✓ communicated effectively?
 - ✓ included all members?
 - ✓ facilitated growth and learning for all members?
- What helped you/your group/the class succeed at the task? What kept you/your group/the class from being as successful as you would have liked?
- What might you/your group/the class try next time to be more successful in a similar task?



Creating the Roadmap to English Learner Success

Quick Write Reflection

Objectives

- To reflect on what has been learned or accomplished so far
- To record and document thoughts, learnings, ideas in writing
- To clarify thinking

Target Content Standards

Target Language/Culture Standards

Procedures

- Students engage in an inquiry or exploration that includes sharing their thinking on the topic with others.
- Then, students work individually to capture in writing their thoughts, ideas, and feelings at that moment in their learning or exploration. They write for three minutes only.
 - ✓ How did others' thinking about the topic compare to your own?
 - ✓ How did the structure of the learning activity/activities help you remember, articulate, and connect your experiences to the topic at hand?
 - ✓ What effect/impact did hearing others' thinking on the topic have on your own ideas?
- Then students pair up and share their reflections.
- As pairs, they also discuss what new insights or understandings resulted from their conversations.
- After the paired conversations have been completed, the teacher can have a whole class discussion to share new learnings and insights.

Source

Francisca Sánchez

Grade

2 - Adult

Time

3 minutes

Grouping

Individual

Materials

Student Journals or Logs

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
 - ✓ I appreciated . . .
 - ✓ Thank you for . . .
 - ✓ I felt good when . . .
- Did you feel that the people in your class:
 - ✓ cooperated?
 - ✓ listened well?
 - ✓ communicated effectively?
 - ✓ included all members?
 - ✓ facilitated growth and learning for all members?
- What helped you/your group/the class succeed at the task? What kept you/your group/the class from being as successful as you would have liked?
- What might you/your group/the class try next time to be more successful in a similar task?



Creating the Roadmap to English Learner Success

In Quotations

Objectives

- To deepen and extend understanding
- To compare, evaluate, contrast, and draw parallels between ideas
- To synthesize insights and new learnings

Target Content Standards

Target Language/Culture Standards

Procedures

- The teacher provides students with one or more provocative quotes or proverbs.
- Students work individually first and consider how their quote/proverb relates to what they have just been reading, learning, or exploring:
 - ✓ What are the connections?
 - ✓ How does the quote/proverb provide additional insight or perspective on what you have been learning?
 - ✓ In what ways does the quote/proverb reflect your own experiences as a student?
 - ✓ What additional questions does the quote/proverb raise for you about what you have been studying?
- Then students pair up or form small groups and share their questions, understandings, insights, and comments.
- They also discuss what new insights or understandings resulted from their conversations.
- After the group conversations have been completed, the teacher can have a whole class discussion to share new learnings and insights.
- Students can also be asked to record these new learnings and insights in their individual learning logs or journals.

Source

Francisca Sánchez

Grade

3 - Adult

Time

30 minutes

Grouping

Small Groups

Materials

Quote Cards

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
 - ✓ I appreciated . . .
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- Did you feel that the people in your class:
 - ✓ cooperated?
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- What helped you/your group/the class succeed at the task? What kept you/your group/the class from being as successful as you would have liked?
- What might you/your group/the class try next time to be more successful in a similar task?



Creating the Roadmap to English Learner Success

Fishbowl

Objectives

- To deepen and extend understanding
- To engage in conversation from which new learnings emerge
- To identify next steps to engage a whole group in a conversation inside of which new learning can emerge as well as possible next steps

Target Content Standards

Target Language/Culture Standards

Procedures

- A circle of chairs (6-14) is placed in the middle of the room. This is surrounded by all other chairs to form concentric circles. Two additional chairs are included in the center circle (fishbowl) – an “empty chair” and a facilitator chair.
- A recorder and a facilitator are identified. The facilitator’s role is to
 - ✓ Convene the Fishbowl.
 - ✓ Frame the outcomes of the process.
 - ✓ Establish the roles and rules of engagement.
 - ✓ Lead and manage the conversation through a series of questions directed at deepening insight and building new strategies and approaches.
 - ✓ Assure that the recorder is charting key responses by category.
 - ✓ Summarize the work of the group and close the process.
- The facilitator invites students to self-select into the fishbowl by inviting those people to the center who feel that they have significant insights regarding the selected conversation topic. These people form the inside fishbowl. All other people surrounding the inner fishbowl will have an opportunity to contribute by using the “empty chair”.
- The facilitator leads the conversation through a series of areas of focus by asking directed questions. The objective is to keep the energy flowing in the fishbowl and the group as a whole. It is also essential that the facilitator and recorder pre-arrange the areas to be charted and that the recorder visually captures key responses by category. They can enlist a couple of students to assist with the task if necessary.

Source

Adapted from Steve Zuieback

Grade

3 - Adult

Time

45 minutes

Grouping

Whole Group

Materials

Facilitator’s Questions (To be developed by the teacher and/or students)

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
 - ✓ I appreciated . . .
 - ✓ Thank you for . . .
 - ✓ I felt good when . . .
- Did you feel that the people in your class:
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- What helped you/your group/the class succeed at the task? What kept you/your group/the class from being as successful as you would have liked?
- What might you/your group/the class try next time to be more successful in a similar task?



Fishbowl

Rules of Engagement

- Inside the fishbowl, participants are encouraged to build upon the comments of others in response to the facilitator's questions rather than get into a debate.
- Any person can enter into the group by sitting in the "empty chair". The purpose of sitting in the "empty chair" is to identify those things that are not being addressed within the fishbowl that are critical to the full discussion, insert pertinent new ideas, and push the thinking of the fishbowl. For this reason, people are encouraged to allow the fishbowl to talk for at least 15 minutes prior to using the "empty chair".
- Participants surrounding the fishbowl have an essential role of being active listeners in the process.
- When an individual elects to sit in the "empty chair," the person currently talking completes his/her thought, and the floor is yielded to the empty chair.
- The person in the "empty chair" makes a clear and concise comment or asks a provocative question and leaves the fishbowl. S/he does not become part of the fishbowl conversation.
- The fishbowl can elect to comment on the statements or question of the "empty chair" or move on.
- Everyone in the fishbowl is provided equal opportunity to contribute to the discussion.



Creating the Roadmap to English Learner Success

Feedback Friends

Objectives

- To practice providing and receiving useful feedback
- To experience a structure for improving a performance or product
- To learn and use effective questioning strategies

Target Content Standards

Target Language/Culture Standards

Procedures

- The teacher/students identify a piece of student work or a process/behavior that will be the focus of the feedback.
- The teacher/students identify who will receive feedback and who will provide it.
- Teacher reviews the guidelines for effective feedback:
 - ✓ It should be given often.
 - ✓ It should be timely.
 - ✓ It should be simple and clear of interpretation.
- The teacher then reviews the six characteristics of effective questions:
 - ✓ Open-ended: Tell me about your purpose in . . . What do you think . . . ?
 - ✓ Invitational: Would you consider . . . ? Let's examine this . . .
 - ✓ Specific: During the summary section of your report, you asked . . . I observed that during your participation in the fishbowl, you . . .
 - ✓ Evocative: What might this mean . . . ? I am wondering about . . .
 - ✓ Positively or Neutrally Stated: Tell me what you were thinking . . . What might be some other ways of doing this . . . ?
 - ✓ Challenge Assumptions: What evidence do you have that . . . ? How could that be interpreted differently?
- The teacher also reviews the five techniques for providing effective feedback:
 - ✓ Paraphrasing: Restating the speaker's message
 - ✓ Clarifying Questions: Help unpack more information about an issue
 - ✓ Paraphrasing with Interpretation: Restates the speaker's message and adds own interpretation
 - ✓ Mediation Questions: Helps shift/expand the lens speaker is using to look at an issue
 - ✓ Summarizing Statements: Keep the conversation focused and help the speaker organize his/her thinking.

Source

Adapted from Art Costa

Grade

4 - Adult

Time

30 - 45 minutes

Grouping

Pairs or Small Groups

Materials

None

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
 - ✓ I appreciated . . .
 - ✓ Thank you for . . .
 - ✓ I felt good when . . .
- Did you feel that the people in your class:
 - ✓ cooperated?
 - ✓ listened well?
 - ✓ communicated effectively?
 - ✓ included all members?
 - ✓ facilitated growth and learning for all members?
- What helped you/your group/the class succeed at the task? What kept you/your group/the class from being as successful as you would have liked?
- What might you/your group/the class try next time to be more successful in a similar task?

Procedures (continued)

- Using the characteristics of effective questions and the techniques for providing effective feedback, the student pairs or small groups together create a set of questions or comments that will cause the person who will receive them to think more deeply, differently, or critically about the issue at hand.
- Students take turns providing and receiving feedback.



Creating the Roadmap to English Learner Success

Beyond Extended Application & Exploration Synthesis, Evaluation, & Reflection Focus on Process: Debriefing

Purpose

- Establishes a social context for students to extend and amplify their current understandings and use them to begin to build bridges to future material and concepts.
- Empowers students to take responsibility for their own and each others' learning.
- Provides opportunities for students to synthesize, evaluate, process, and strategize.
- Supports students in reflective practices which strengthen their metacognitive development.

Possible Structures

- | | | |
|-------------------------|---------------------------|------------------------|
| ■ PMI | ■ Quilt Story | ■ Appreciative Inquiry |
| ■ C/S | ■ Clippings Poem | ■ After Action Review |
| ■ Integrate It | ■ Three Balloon Synthesis | ■ Last Word |
| ■ Illustrated Poem | ■ Strategy | ■ Tri-Level Debriefing |
| ■ Free Association Poem | ■ Pulitzer | |

Research Findings

- Recent research on metacognition indicates strongly that the more students know about how they learn, the better they learn. Debriefing can serve an important role in helping students enhance their understanding. Further, as James Raths explains, "Opportunities for students to reflect on and explain the meaning of their experiences can help them integrate and retain new learning."
- Debriefing is important when students are engaged in complex operations, experiences, or tasks because they cannot remember all that takes place, they often have impressions that are difficult to articulate, and they may unwittingly distort or forget what they have seen or heard unless their stories are thoroughly reviewed and shared.
- Debriefing can be utilized in school settings in order to accomplish the following purposes:
 - ✓ To help students reflect on their learning experiences;
 - ✓ To help students attach personal meanings to their learning experiences; and
 - ✓ To help students deepen, refine, and extend their understandings and learnings.



Creating the Roadmap to English Learner Success

Free Association Poem

Objectives

- To utilize critical reading skills
- To practice summarizing for real purposes
- To structure evaluation/synthesis/creativity

Target Content Standards

Target Language/Culture Standards

Procedures

- Students can work individually or in pairs.
- They identify 10 words that are key concept words from the text or topic they have been studying and write these words on the left side of their paper. (Students can use their text/reference materials to find these words.)
- Then they create lines based on these words, shaping a poem as they go.
- After their poem is complete, they give it a title and transfer their poem to a sheet of poster board.
- Students can also illustrate their poems using a variety of art techniques.
- When the posters are complete, students share their posters with the class.

EXAMPLE

neckton	In the deep, dark ocean neckton
tentacles	tentacles swarm and wave
beak	hiding a powerful beak
prey	that can tear its prey to shreds.
aerodynamic	Aerodynamic and streamlined,
fusiform	its fusiform shape is like a submarine.
countershading	Countershading hides it well,
color	but color flashes communicate secrets
mantle	as it wraps its mantle around its soft body
propulsion	and with jet propulsion quickness, disappears.

SQUID

In the deep, dark ocean neckton
tentacles swarm and wave
hiding a powerful beak
that can tear its prey to shreds.
Aerodynamic and streamlined,
its fusiform shape is like a submarine.
Countershading hides it well,
but color flashes communicate secrets
as it wraps its mantle around its soft body
and with jet propulsion quickness, disappears.

Source

Francisco Alarcón

Grade

K - Adult

Time

45+ minutes

Grouping

Individual/Pairs

Materials

Poster Board; Art Materials; Topic Reference Materials

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
 - ✓ I appreciated . . .
 - ✓ Thank you for . . .
 - ✓ I felt good when . . .
- Did you feel that the people in your class:
 - ✓ cooperated?
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 - ✓ included all members?
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- What helped you/your group/the class succeed at the task? What kept you/your group/the class from being as successful as you would have liked?
- What might you/your group/the class try next time to be more successful in a similar task?



Creating the Roadmap to English Learner Success

Pulitzer

Objectives

- To reflect on writing strategies
- To extend analytical and metacognitive skills
- To structure debriefing

Target Content Standards

Target Language/Culture Standards

Procedures

- Teacher asks students to write a list telling what they know about writing.
- Then, students check two items on their lists.
- Now students elaborate on how they learned these two techniques/strategies or how they currently use them in their writing.
- Students also tell how knowing these two strategies is going to influence the next piece they write.
- Next, students select one piece of their writing.
- They imagine for a moment that they have been recognized as one of the state's outstanding writers and have been asked to write about this piece.
- Students:
 - ✓ Tell how they "got" this piece. They discuss why they wrote it the way they did.
 - ✓ Tell what this piece demonstrates about their ability to write. They use an effective introduction, development of a powerful argument, use of imagery and rhythm, or expansion of character through dialogue.
 - ✓ Note the changes they made during revision. They mark them on their drafts and number their drafts. They number their changes so the teacher and student both can follow what students are writing about. How do these changes reflect new knowledge about writing?
 - ✓ Discuss the role their classmates played in improving their writing.
 - ✓ Write their observations about their writing habits: what they've noticed helps them get started on a piece or helps them revise a piece.
 - ✓ Discuss their observations about what good writing is, by using examples from their work, the work of their peers, or the work of professional writers.

Source

Linda Christensen

Grade

5- Adult

Time

2-3 40-minute periods

Grouping

Individual

Materials

Student Evaluation Portfolios

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
 - ✓ I appreciated . . .
 - ✓ Thank you for . . .
 - ✓ I felt good when . . .
- Did you feel that the people in your class:
 - ✓ cooperated?
 - ✓ listened well?
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 - ✓ included all members?
 - ✓ facilitated growth and learning for all members?
- What helped you/your group/the class succeed at the task? What kept you/your group/the class from being as successful as you would have liked?
- What might you/your group/the class try next time to be more successful in a similar task?



Creating the Roadmap to English Learner Success

Appreciative Inquiry

Objectives

- To identify what's currently working in the learning/teaching process, from the students' perspective
- To envision a future that builds on that success
- To look at structures and procedures that would support such a future
- To develop a way forward to more powerful learning and teaching

Target Content Standards

Target Language/Culture Standards

Procedures

- Students work in small groups.
- Each group selects (a) a facilitator to lead the group through the Appreciative Inquiry questions; (b) a timekeeper to make sure the group addresses all the questions; (c) an encourager to help everyone contribute to the conversation that will provide the group with a way into thinking more clearly about the topic at hand; and (d) a coach to remind group members about what they have learned from their previous study that applies to this topic.
- Students explore the following questions:
 - ✓ Thinking about your experience with what you've learned thus far about this topic, what have been the high points?
 - ✓ What is it you appreciate/value most about the teaching that has contributed to your success? Where's the passion in the classroom experience that we could use to create even more student engagement and motivation?
 - ✓ What is it you want for the future of your academic/language learning? What should be in place? What should exist? (Envision what might be.)
 - ✓ How can we build upon the seeds of what is already working for you to create the future you desire for yourselves as confident and competent learners?
 - ✓ How will you measure your progress and success?
- Students take a few minutes at the end to record in their learning logs or journals some key insights or learnings from the group work.

Source

Adapted from Steve Zuieback

Grade

3 - Adult

Time

30 - 60 minutes

Grouping

Small Groups

Materials

Appreciative Inquiry Questions

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
 - ✓ I appreciated . . .
 - ✓ Thank you for . . .
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- Did you feel that the people in your class:
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- What helped you/your group/the class succeed at the task? What kept you/your group/the class from being as successful as you would have liked?
- What might you/your group/the class try next time to be more successful in a similar task?



Creating the Roadmap to English Learner Success

After Action Review

Objectives

- To reflect on and process what has been learned or implemented thus far
- To identify questions about the learning/work
- To identify insights and new learnings
- To mobilize resources to solve problems
- To align thinking and strategies on a team or in a group
- To engage learners in solving their own problems
- To focus on personal and group transformations

Target Content Standards

Target Language/Culture Standards

Procedures

- Students stand in a circle, and the teacher or facilitator asks three sequential questions to which the students respond:
 - ✓ What happened? (What did we actually do today? What did we cover?)
 - ✓ What did we learn? (What did we learn today that will enhance our future learning and work?)
 - ✓ What are we going to do about it? (What personal boundary will we actually be willing to cross and push based on our learning?)
- Students can also be asked to record these new learnings and insights in their individual learning logs or journals. This can also be done in groups of three or four.

Source

Adapted from Steve Zuieback

Grade

2 - Adult

Time

20 minutes

Grouping

Whole Group

Materials

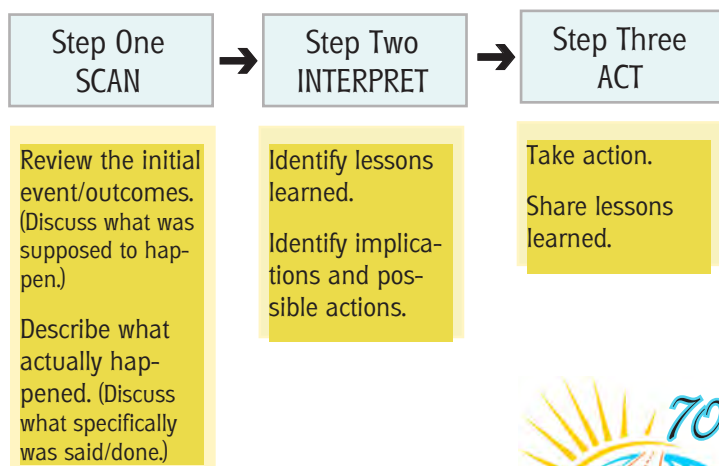
None

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
 - ✓ I appreciated . . .
 - ✓ Thank you for . . .
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- Did you feel that the people in your class:
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- What helped you/your group/the class succeed at the task? What kept you/your group/the class from being as successful as you would have liked?
- What might you/your group/the class try next time to be more successful in a similar task?



Making Meaning



I am not afraid of storms for I am learning to sail my own ship.
aeschylus

Creating the Roadmap to English Learner Success

Making Meaning Activities

Activity #1

Consider what has been shared so far.

- What stands out for you?
- What resonates? Why?

Do a one-minute quick write to jot down your ideas.

Turn to a partner and take turns doing one-minute share-outs of your thinking.

Activity #2

Consider what has been shared so far.

- What implications or insights are emerging with regard to the organization and content of your classroom life?

Do a one-minute quick write to jot down your ideas, then select your top three.

Turn to a DIFFERENT partner and take turns doing one-minute share-outs of your top three implications/insights.

Activity #3

Consider what has been shared so far.

- What two or three things/ideas are new for you?

Do a one-minute quick write to jot down your ideas.

Share your list with 3 or 4 people nearest you.

- Were there any commonalities?



Creating the Roadmap to English Learner Success

Making Meaning Activities

Activity #4

Think of the ROADMAP as a METAPHOR.

- What purpose might a ROADMAP serve? What words come to mind?
- How might a ROADMAP, literally or metaphorically, help connect and strengthen our work on behalf of our students?

Turn to a partner and share your thinking.

Activity #5

Consider what you learned and experienced this afternoon.

Given this, what MUST you do differently now?

Turn to two others and briefly share your commitment to action.



Resources



Cutting the deficit by gutting our investments in innovation and education is like lightening an overloaded airplane by removing its engine. It may make you feel like you're flying high at first, but it won't take long before you feel the impact.

Barack Obama

Creating the Roadmap to English Learner Success

Resources

Colorín Colorado

http://www.colorincolorado.org/educators/common_core/

Colorín Colorado, a free web-based service that provides information, activities, and advice for educators and Spanish-speaking families of English Learners, is an educational initiative of WETA, the flagship public television and radio station in the nation's capital. Major funding comes from the American Federation of Teachers, with additional support from the National Institute for Literacy and the U.S. Department of Education, Office of Special Education Programs. This website has incredible resources on the CCSS and English Learners, which you'll want to review.

California Association for Bilingual Education (CABE)

<http://www.bilingualeducation.org/>

The California Association for Bilingual Education is a non-profit professional development and advocacy organization incorporated in 1976 to promote bilingual education and quality educational experiences for all students in California. CABE has 5,000 members with over 60 chapters/affiliates, all working to promote equity and student achievement for students with diverse cultural, racial, and linguistic backgrounds. CABE recognizes and honors the fact that we live in a rich multicultural, global society and that respect for diversity makes us a stronger state and nation. The CABE website provides access to a range of resources, including links to the CCSS, the Common Core en Español, the new California ELD standards, news and articles related to English Learner issues, and announcements about EL-related professional development, including a series on ELs and the Common Core.

Common Core en Español

<http://www.commoncore-espanol.com/>

sreyes@sdcoe.net

The Common Core Translation Project is sponsored by the Council of Chief State School Officers, the California Department of Education, and the San Diego County Office of Education. Known as the Common Core en Español, this project includes both a translation and linguistic augmentation in Spanish of the CCSS. The website contains a multitude of English Learner/Common Core resources, including presentations and updates on documents and resources under development. You can also email Silvia Reyes, the project lead, directly, for assistance.



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Resources

Californians Together

<http://www.californianstogether.org>

Californians Together is a statewide coalition of parents, teachers, education advocates and civil rights groups committed to securing equal access to quality education for all children, with a special focus on English Learners. You can find the English Learner & Common Core Advocacy Toolkit on their website. Included in the toolkit are:

- Background paper on the opportunities and challenges that the Common Core Standards present for curriculum, instruction, and assessment of English Learners
- Talking points for policy makers, school site, district, and county level educators to insert the needs of English Learners in Common Core Standards dialogues
- A palm card with key issues to be raised that can support the needs of ELs in any Common Core conversation
- PowerPoint presentation to address the needs of English Learners while implementing the Common Core Standards
- A CD containing the PDFs of all the documents in the kit plus two resource articles
- Announcements of EL/Common Core workshops and professional development

California Department of Education

<http://www.cde.ca.gov>

California's Department of Education has as its mission to ensure California provides a world-class education for all its students, from early childhood to adulthood. The Department of Education serves the state by innovating and collaborating with educators, schools, parents, and community partners, who as a team prepare students to live, work, and thrive in a highly connected world. The California Department of Education's website has many Common Core and assessment resources, including the new ELD standards.



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Resources

Understanding Language Initiative/Stanford University

<http://www.understandinglanguage.stanford.edu>

Understanding Language is a Stanford University initiative that aims to heighten educator awareness of the critical role that language plays in the new Common Core State Standards and Next Generation Science Standards. The long-term goal of the initiative is to increase recognition that learning the language of each academic discipline is essential to learning content. The initiative engages in synthesizing knowledge and developing resources that help ensure teachers can meet their students' evolving linguistic needs as the new Standards are implemented.

UL recently issued a set of commissioned papers focusing on the shifts, challenges, and opportunities found in the new Standards. These papers offer strategic analyses of the language demands and opportunities contained in the new Standards. They also offer guidance on implementation in areas such as assessment and teacher professional development.

UL has also commissioned the development of a curriculum unit for English Learners. Entitled *Persuasion Across Time and Space: Analyzing and Producing Complex Texts*, the goal of this unit is to provide exemplars illustrating how English Language Arts Common Core Standards in Reading Informational Text and Writing Arguments can be used to deepen and accelerate the learning and instruction of intermediate-level middle school English Learners.

The five thematically and conceptually linked lessons in the unit provide ELs with opportunities to develop conceptual and academic understandings through participation in rigorous activity that is well scaffolded. Practices focus student attention and activity on key concepts, with invitations for students to engage in higher order thinking throughout. These practices are designed to constitute an apprenticeship for students that over time builds their agency and autonomy. The spiraling, progressively more complex application of the academic content, skills, and understandings described in the standards means that, as conceived and developed, the lessons are linked and are not meant to “stand alone.”



Notes & Reflections



There is a serious crisis in education. Students often do not want to learn and teachers do not want to teach. More than ever before in the recent history of this nation, educators are compelled to confront the biases that have shaped teaching practices in our society and to create new ways of knowing, different strategies for the sharing of knowledge. ... I add my voice to the collective call for renewal and rejuvenation in our teaching practices. Urging all of us to open our mind and hearts so that we can know beyond the boundaries of what is acceptable, so that we can think and rethink, so that we can create new visions, I celebrate teaching that enables transgressions--a movement against and beyond boundaries. It is that movement which makes education the practice of freedom.

bell hooks



Creating the Roadmap to English Learner Success

Notes

Two columns of horizontal blue lines for taking notes.

Education is a human right with immense power to transform. On its foundation rest the cornerstones of freedom, democracy and sustainable human development.

Kofi Annan





Provocative
•Practice•

Francisca Sánchez
info@provocativepractice
www.provocativepractice.com