



# ESL 101

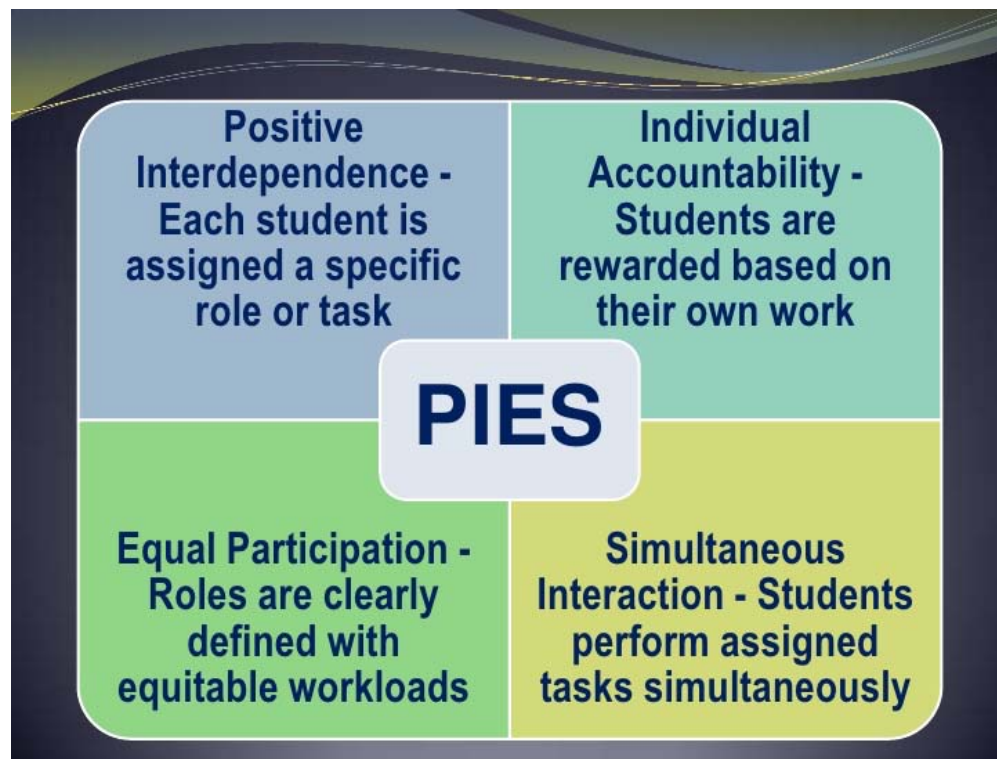
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# PIES-Kagan-Cooperative Learning Strategies

## Increasing Oral Language Production



**de Jong &  
Barko-Alva  
(2016)**

Language Proficiency Stages	Total Physical Response (TPR)	Comprehensible Input
Transfer	Metalinguistic Awareness	Cognates
Cooperative Learning	Language Proficiency	BICS
L2	CALP	L1
Social Language	Academic Language Proficiency	Code-Switching
Language Objectives	Content Objectives	Cross-cultural Communication
SOLs	Academic vocabulary	Oral Language Proficiency

**Word-Sort**



In 2013-2014, public schools in Virginia served **93,995 EL** (English learners) students.

***Not if, but when...***

(IES/NCES, 2014)



In Virginia, **7%** of 4<sup>th</sup> grade **English learners (ELs)** performed at or above proficient in reading.

In Virginia, **41%** of 4<sup>th</sup> grade **non-English learners** performed at or above proficient in reading.

(NAEP, 2011)

# ***Equal and equitable: Not the same***



ELs/ELLs must have:

- Access to grade and content level materials.
- Access to academic language and academic content.
- Access to text complexity (de Oliveira & Schleppegrell, 2014).

# Landmark Supreme Court Cases



## *Lau v. Nichols (1974) (Lau Remedies)*

- (1) Identifying and evaluating national-origin-minority students' English-language skills.
- (2) Determining appropriate instructional treatments.
- (3) Deciding when LEP (Limited English Proficiency) students were ready for mainstream classes.
- (4) Determining the professional standards to be met by teachers of language-minority children.

# Landmark Supreme Court Cases



## *Castañeda v. Pickard (1981)*

- (1) Based on a sound educational theory.
- (2) Implemented effectively with sufficient resources and personnel.
- (3) Evaluated to determine whether they are effective in helping students overcome language barriers.



# Landmark Supreme Court Cases

## *Plyler v. Doe (1982)*

In terms of education, states and localities cannot override the right of every child, no matter his or her immigration status, to attend a U.S. public school from kindergarten through 12th grade.

# What do immigration lawyers say?

<https://www.youtube.com/watch?v=0ZBv88-FKnw&index=1&list=PLoU659hwTdDbTXZZXpl0qIHUGUkkaxBZe>

# **Building Background Knowledge**

# Building Background Knowledge

<https://www.youtube.com/watch?v=ytXeEFCTMbg>

# Accessing students' background knowledge

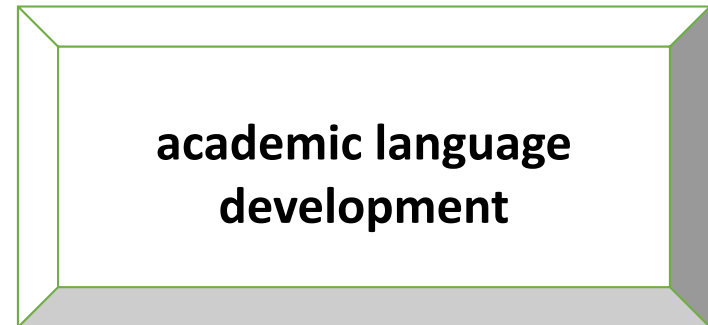
“As you teach content areas to ELs of diverse backgrounds, you may find that they **struggle to grasp the content**, and that they approach the content from very different perspectives. Drawing on your **students' background knowledge** and experiences can be an effective way to bridge those gaps and make content more accessible.”

(Kristina Robertson, *Reading Rockets*)

# Building students' background knowledge

- Structured opportunities for oral language production increases students' academic language development.

(Genesee et al., 2005).



# **Oral Language Production**

# Increasing Oral Language Production

- Increasing opportunities to implement **structured** oral language production in the classroom leads to academic achievement (Genesee et al., 2005).
- Creating opportunities to achieve oral language production **should be purposely structured** within the implementation of the lesson plan (see August 1987 and Johnson, 1983).



# ESL in Practice

- How to get to **KNOW YOUR ELLs**
- How to **BUILD BACKGROUND KNOWLEDGE**
- How to increase **ORAL LANGUAGE PRACTICE**

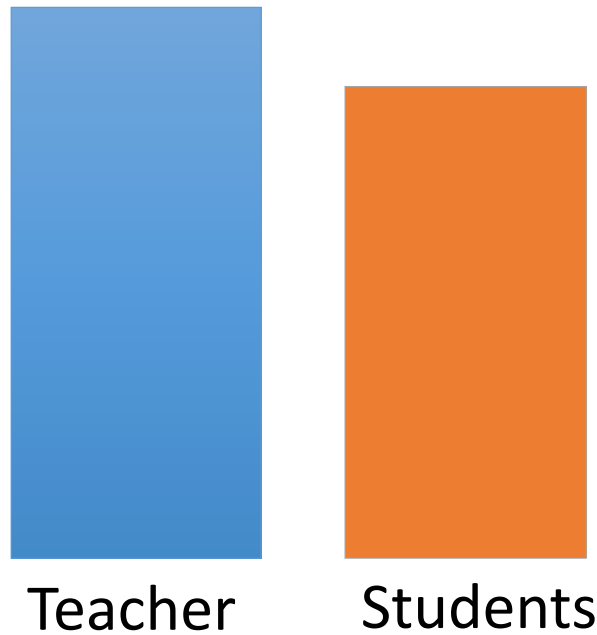
# Who does the talking in your class?



Students

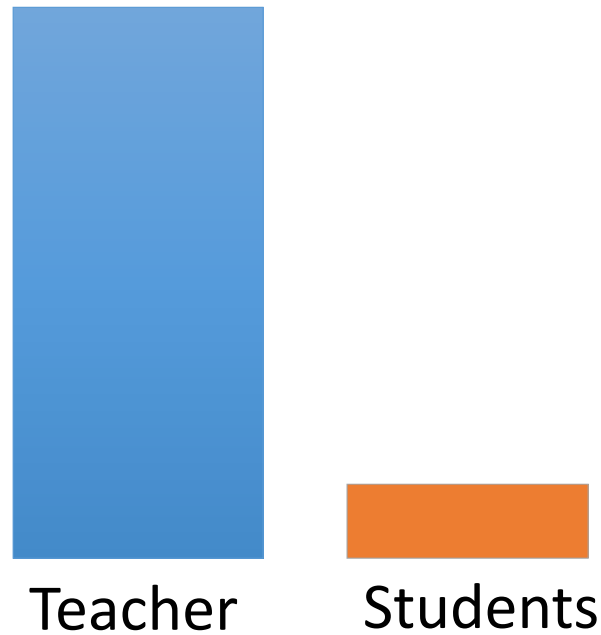
Teacher

# Who does the talking in your class?



What many teachers *THINK* is happening...

# Who does the talking in your class?



What is *OFTEN* actually happening...

# ESL in Practice

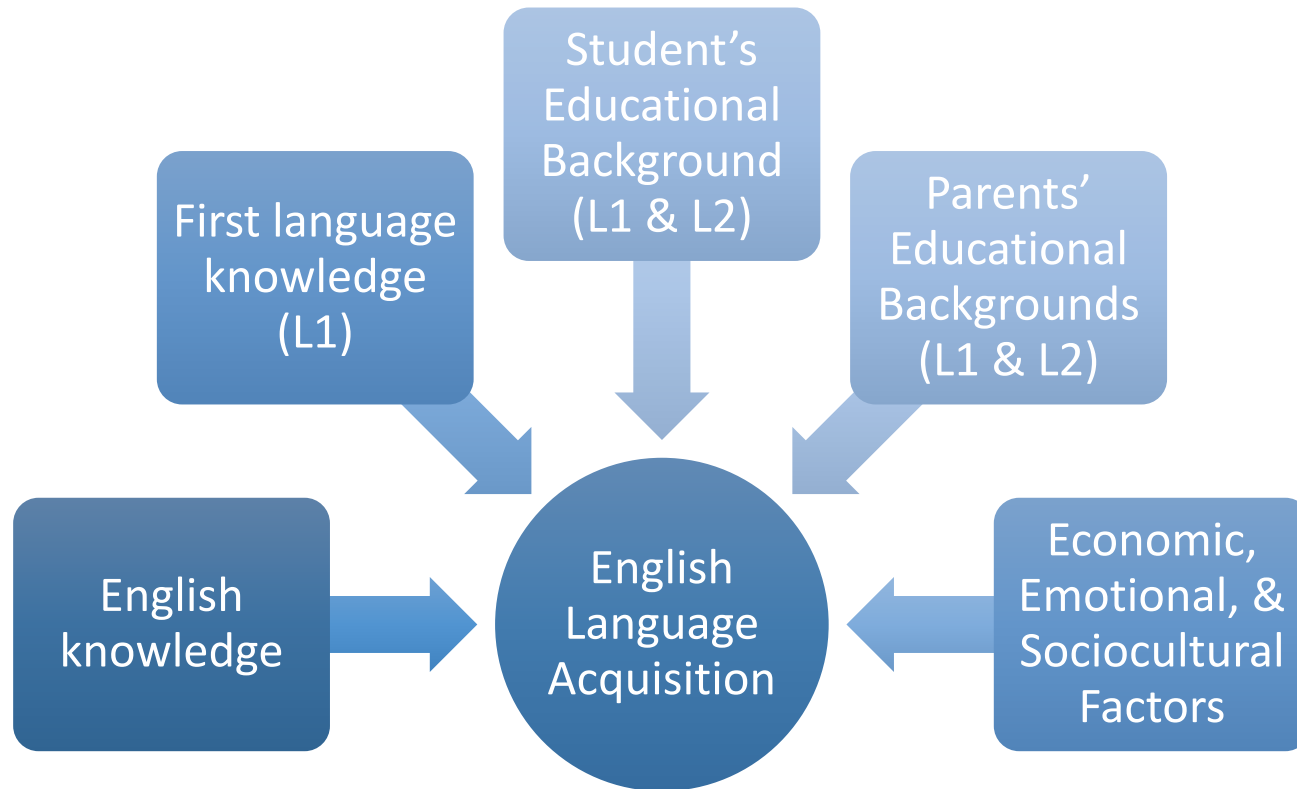
- How to get to KNOW YOUR ELLs
- How to BUILD BACKGROUND KNOWLEDGE
- How to increase ORAL LANGUAGE PRACTICE

# Getting to Know YOUR ELLs

**Think through the answers to these questions individually:**

- To be an effective teacher, what do you need to learn about each student in your class?
- To be an effective teacher to ELLs/ELs, what **ADDITIONAL** things do you need to learn about each ELL/EL?

# What impacts L2 acquisition?



Echevarría, Vogt, & Short (2013)

# Getting to Know YOUR ELLs

## Resource: ELL Background Information

- The Basics
- Parent Questionnaire
- Additional Resources
  - Cumulative Folder: Access for ELL score report & Home Language Survey



# Getting to Know YOUR ELLs

## Resource 2: CLD Student Biography Card

- School-situated information
- Biography-situated information

# Getting to Know YOUR ELLs

Think through the answers to these questions individually:

- To be an effective teacher, what do you need to learn about each student in your class?
- To be an effective teacher to ELLs, what ADDITIONAL things do you need to learn about your ELL?

# ESL in Practice

- How to get to KNOW YOUR ELLs
- How to BUILD BACKGROUND KNOWLEDGE
- How to increase ORAL LANGUAGE PRACTICE

# Building Background Knowledge

## 1. Activate prior knowledge.

- Connect learning to students' backgrounds & experiences.
- Connect previous learning to new learning.

## 2. Extend new knowledge.

- Fill in the content gaps.
- Develop key vocabulary.

# Connect learning to students' backgrounds and experiences.

## ✓ OLP: Jigsaw

### 1. Partner (at your table)

- Choose a partner at your table.
- Read the SAME vignette as your partner.
- With partner, decide on 3-4 ideas from the vignette to share with your jigsaw group.

# Connect learning to students' backgrounds and experiences.

## ✓ OLP: Jigsaw

### 2. Jigsaw group of 4 (at your table)

- At your table, form 2 groups of 4.
- Within each group, there will be 1 “expert” for each of the 4 vignettes.
- Speakers: Take turns sharing your 3-4 ideas from the vignette you read.
- Listeners: Ask clarification questions.

# OLP/Cooperative Learning TIPS

*In your classroom*, conclude OLP / cooperative learning strategies with:

- Written product (for longer, more complex tasks)
- Brief group discussion

*Example:* Today's Jigsaw...

- Have groups create a visual to represent ideas learned from vignettes (list, graphic organizer, etc.)
- Have 1-2 groups present to the whole class. Briefly discuss & debrief.

# Note-taking with Graphic Organizer

✓ Take 2-minutes: Connect learning to students' backgrounds & experiences.

- Record 2-3 IDEAS that stood out to you.

OR

- Record 2-3 STRATEGIES you could use in your class.



# Building Background Knowledge

## 1. Activate prior knowledge.

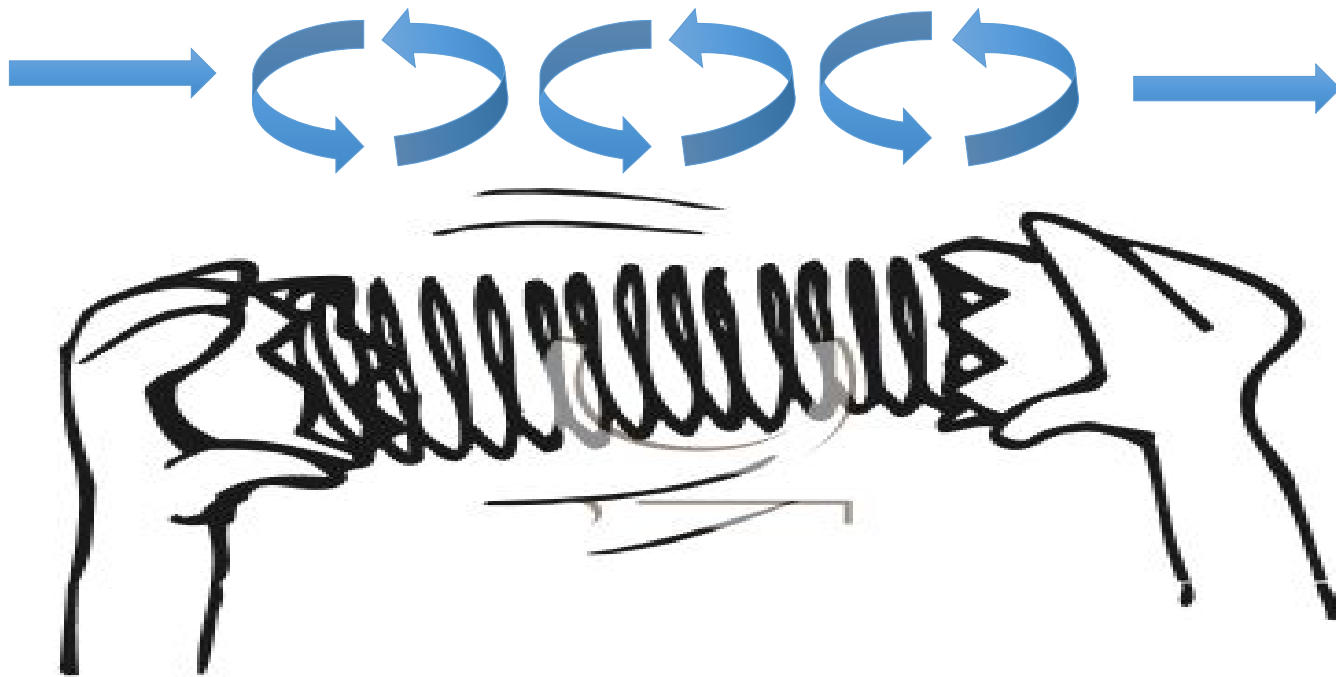
- Connect learning to students' backgrounds & experiences.
- Connect previous learning to new learning.

## 2. Extend new knowledge.

- Fill in the content gaps.
- Develop key vocabulary.

# Connect previous learning with new learning.

- REVIEW and REPETITION



# Connect previous learning with new learning.

When – beginning, middle, & end of lessons

Teachers need to...

- Verbalize connections clearly for students.
- Encourage connections the students make.
- Plan OLP strategies for students to make these connections.

# Connect previous learning with new learning.

## Activities to connect learning:

- Structured questioning
- Structured discussions
- Structured brainstorming



Think OLP strategies!

## Use **previously used** materials:

- Graphic organizers, charts, notes, readings, pictures, etc.

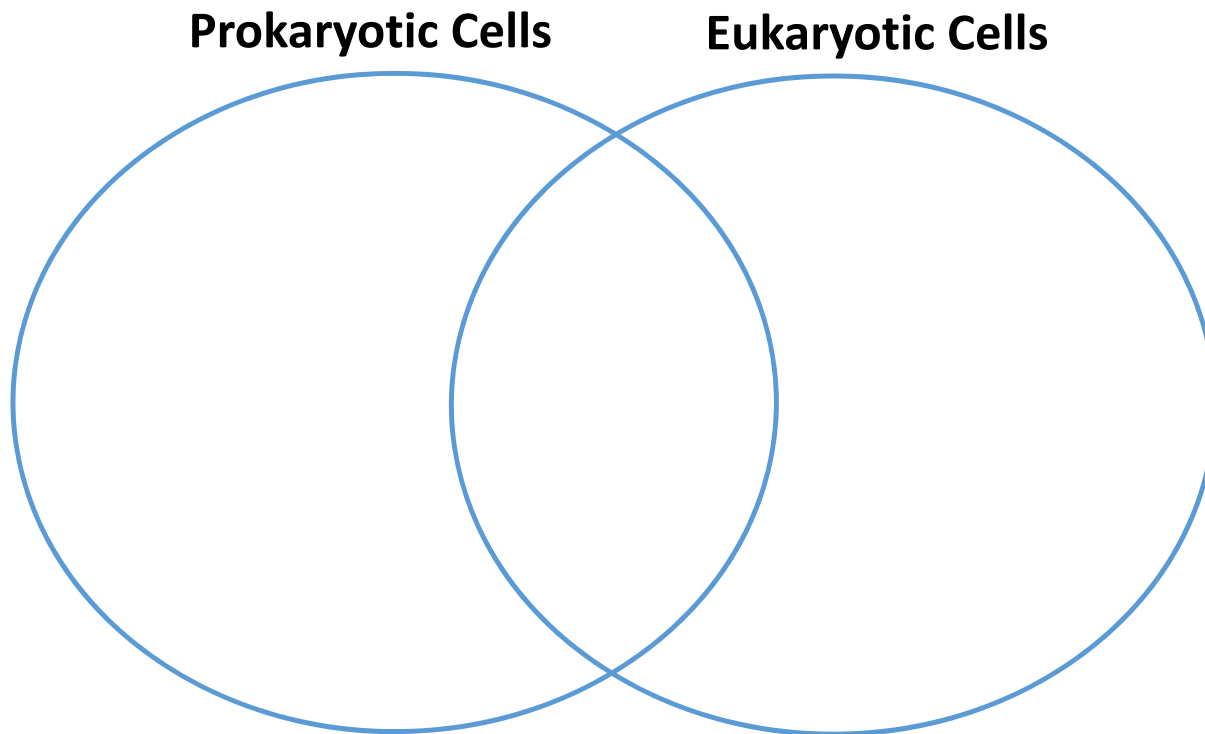
# Example: Structured Questioning / Discussions

*Instead of whole-group Q & A or discussions...*

- Post questions/discussion stems.
  - “Who remembers the four reasons why \_\_\_\_\_ ?”
  - “How do you think these four reasons relate to what we will reading today?”
- Use OLP strategy.
  - Think, pair, share.
  - 1, 2, 3.
- Have 2-3 groups report our answers.

How many students practice language and interact?

# Example: Structured Brainstorming



SOL: BIO.3

1. **Word Wall** - size, genetic material, nuclear membrane.
2. **Sentence stems** – Eukaryotes differ from prokaryotes \_\_\_\_\_.
3. **Cooperative Learning Strategy**

# Note-taking with Graphic Organizer

✓ Take 2-minutes: Connect previous learning to new learning.

- Record 2-3 IDEAS that stood out to you.

OR

- Record 2-3 STRATEGIES you could use in your class.

# Building Background Knowledge

## 1. Activate prior knowledge.

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- Develop key vocabulary.



# Fill in the content gaps.

First, start with **ASSESSMENT**.

Informal:

- Review & repetition activities
- OLP strategies
- Observation

Formal:

- Pre-quiz or pre-test
- Pre-write (IE: graphic organizer)
- Individually or in pairs

# Fill in the content gaps.

## Then, fill in the **CONTENT GAPS**.

- Collaborate with your ESL teacher to pre-teach vocabulary & content.
- Conduct a mini-lesson for your ELLs before your whole group lesson.
- Use supplementary materials – photos, models, videos, demonstrations, graphs, maps, word banks, graphic organizers, readings, etc.
- Use peer tutors.

# Note-taking with Graphic Organizer

✓ Take 2-minutes: Fill in content gaps.

- Record 2-3 IDEAS that stood out to you.

OR

- Record 2-3 STRATEGIES you could use in your class.

# Building Background Knowledge

## 1. Activate prior knowledge.

- Connect learning to students' backgrounds & experiences.
- Connect previous learning to new learning.

## 2. Extend new knowledge.

- Fill in the content gaps.
- Develop key vocabulary.

# Develop key vocabulary

CONTENT VOCABULARY	GENERAL ACADEMIC VOCABULARY	WORD PARTS
<ul style="list-style-type: none"><li>• Subject specific</li><li>• Technical</li></ul> <p><b>Examples:</b> Geometry - triangle, length, measure, sides, angles, congruent, etc.</p>	<ul style="list-style-type: none"><li>• Words used across the curriculum</li></ul> <p><b>Examples:</b> Language functions - discuss, summarize, compare, analyze, etc.</p>	<ul style="list-style-type: none"><li>• Roots &amp; affixes</li><li>• Allow students to learn new words</li></ul> <p><b>Examples:</b> Roots – photo, form, port, rupt, tract, etc.</p>

# Develop key vocabulary

## Resources to use:

- Graphic organizers
- Notes
- Word charts, walls, lists

## Example: Frayer Model

- Teach & model use
- Select key vocabulary
- Use OLP strategies: Think-Pair-Share or Jigsaw
- Post: Use for review & repetition

### TIPS

1. LIMIT vocabulary to 4-6 new words.
1. Have STUDENTS select vocabulary when possible.

# Note-taking with Graphic Organizer

✓ Take 2-minutes: Develop key vocabulary.

- Record 2-3 IDEAS that stood out to you.

OR

- Record 2-3 STRATEGIES you could use in your class.

# Debrief: Building Background Knowledge

## ✓ OLP: Write, pair, share – new partner

### 1. Write:

- Highlight or circle 2-3 strategies that you will use NEXT week in your class.
- Brainstorm how you will use these 2-3 strategies.

### 2. Pair/Share:

- Take turns sharing the strategies you will use and how you will use them.
- After your partner shares, add to your notes.



# ESL in Practice

- How to get to KNOW YOUR ELLs
- How to BUILD BACKGROUND KNOWLEDGE
- How to increase ORAL LANGUAGE PRACTICE  
for all students

# Oral Language Practice

## Use cooperative learning strategies

- 1, 2, 3
- Jigsaw
- Write, Pair, Share
- End this session: 3-2-1
- Afternoon: 1 - 3 - 6

**Google:** Kagan cooperative learning structures or PIES

(A brief summary of different PIES strategies has been placed in your folder.)

# Goals for Today's Workshop

- Connect ESL theory with practice.
- Add to our repertoire of ESL teaching strategies.
- Brainstorm how to apply what we learn in our classrooms NEXT WEEK.

# Morning Debrief

✓ OLP Strategy: 3 – 2 – 1 with a new partner from a different table

1. What are **3 things** you learned this morning?
2. What are **2 things** you found interesting?
3. What is **1 question** you still have? Write question on sticky note.

# **Extra Activities: ESL in Practice**

# Getting to Know YOUR ELL

## ✓ OLP Strategy: Write, Pair, Share

1. **Write** – Individually complete the K, W, L chart.
2. **Pair** – Find a partner & share your answers. Be prepared to share your partner's answers.
3. **Share** – Share your partner's answers whole group.

# Getting to Know Your ELLs

## ✓ OLP Strategy: 1 – 3 – 6

**1 – Individually.** Record the answers to the questions on your chart.

**3 – Groups of 3.** Take turns sharing answers verbally.

**6 – Groups of 6.** Share answers verbally AND add new ideas to your chart.

## Questions:

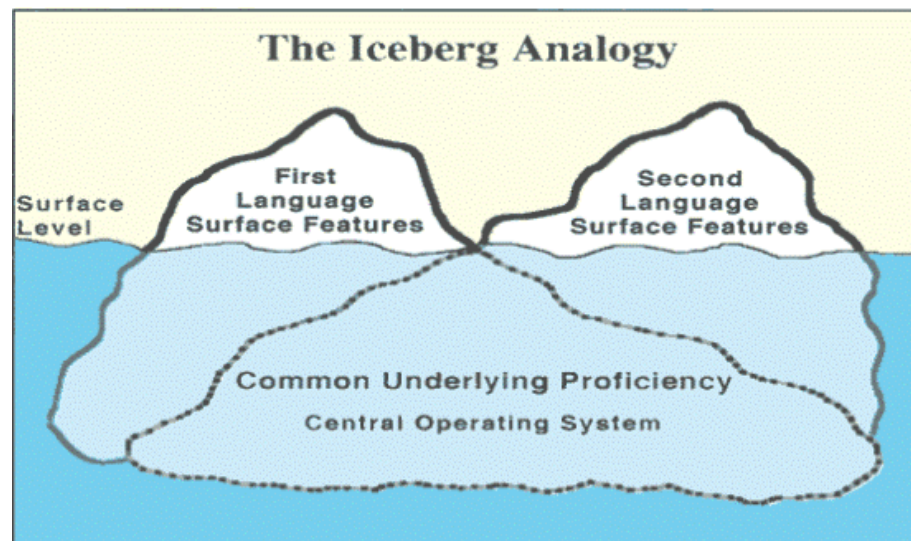
1. To be an effective teacher, what do you need to learn about each student in your class?
2. To be an effective teacher to ELLs, what ADDITIONAL things do you need to learn about each ELL?

# Academic Language

*Hint:* It ***is not just*** vocabulary.



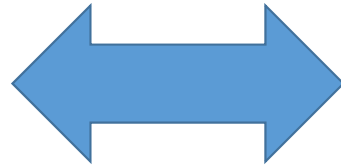
# CUP: Common Underlying Proficiency (Cummins, 1981)



## Interdependence Hypothesis (Cummins, 1981)

**L1**  
**linguistic**  
**and**  
**cognitive**  
**skills**

**TRANSFER**



**L2**  
**linguistic**  
**and**  
**cognitive**  
**skills**

# **BICS: Basic Interpersonal Communicative Skills**

## **CALP: Cognitive Academic Language Proficiency**

### **BICS (2-3 years)**

- Observing speakers' non-verbal behavior (gestures, facial expressions and eye actions)
- Observing others' reactions
- Using voice cues such as phrasing, intonations, and stress
- Observing pictures, concrete objects, and other contextual cues which are present
- Asking for statements to be repeated, and/or clarified

### **CALP (5-10 years)**

- Non-verbal clues are absent
- There is less face-to-face interaction
- Academic language is often abstract
- Literacy demands are high (narrative and expository text and textbooks are written beyond the language proficiency of the students)
- Cultural/linguistic knowledge is often needed to comprehend fully

# Photosynthesis- *To describe (language function)* the process... academic language

The process by which **green plants** and some other **organisms** use sunlight **to synthesize** foods from **carbon dioxide** and water.

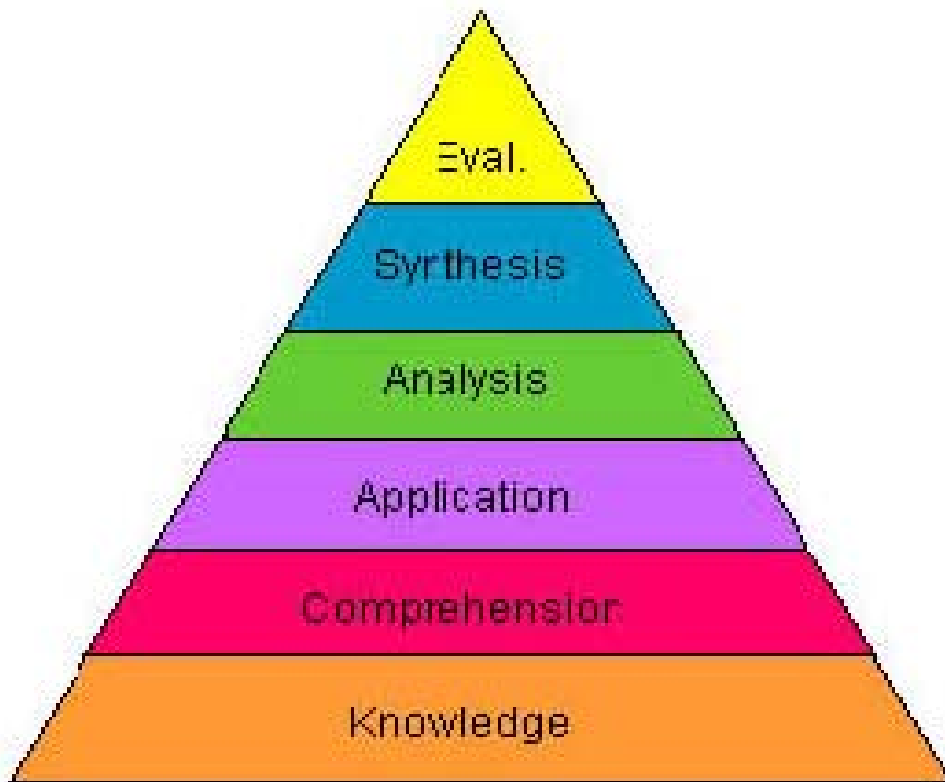
**Photosynthesis** in plants **generally involves** the green pigment **chlorophyll** and **generates oxygen** as a byproduct.

(Oxford English Dictionary)

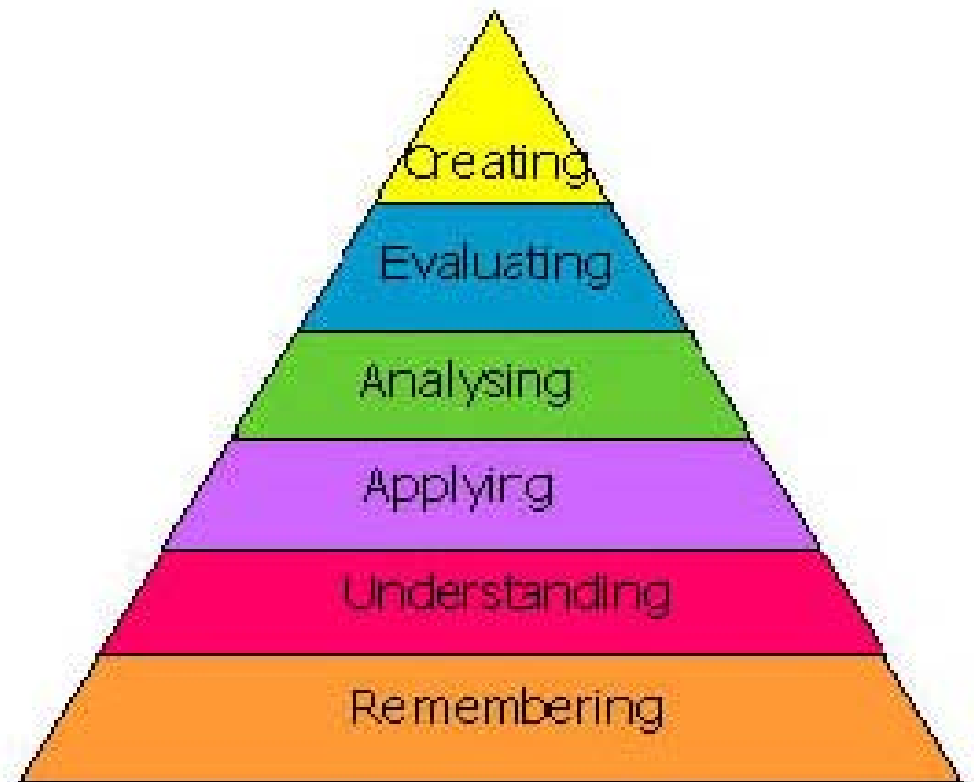
**Content-Specific Vocabulary:** *photosynthesis, carbon dioxide, chlorophyll, oxygen, green plants, organisms.*

**Language Features:** verbs: *present tense including (3<sup>rd</sup> person singular and plural), adverbs, and infinitives.*

# Bloom's Taxonomy



Old Version



New Version

# Bloom's Taxonomy

**Remembering:** Retrieving, recognizing, and recalling relevant knowledge from long-term memory.

**Understanding:** Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.

**Applying:** Carrying out or using a procedure through executing, or implementing.

**Analyzing:** Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing.

**Evaluating:** Making judgments based on criteria and standards through checking and critiquing.

**Creating:** Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.

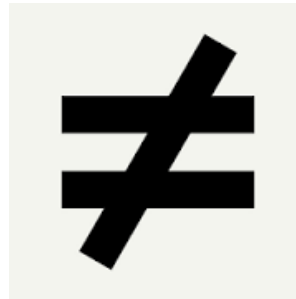
(Anderson & Krathwohl, 2001, pp. 67-68)

# Important

Students' **language proficiency** levels

Language Development Stages	WIDA
Pre-production	Entering
Early-production	Beginning
Speech emergence	Developing
Intermediate Fluency	Expanding
Advance	Bridging

Students' **cognitive** abilities/multiple proficiencies



Remembering  
Understanding  
Applying  
Analyzing  
Evaluating  
Creating

# The language of Language Arts: (WIDA, p.59)

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6
READING Example Topic  <i>Bias</i>	<b>Identify facts</b> (as non-biased information) from visually supported phrases or sentences And share with a partner.	<b>Sort information</b> as biased or not biased using models illustrated criteria and share with a partner.	<b>Identify evidence</b> of bias in various texts using models or criteria and share with a partner.	<b>Critique information</b> in regard to bias from various sources including websites using models or criteria and share with a partner.	<b>Evaluate validity</b> of information in regard to bias from various sources, including websites.	<b>R E A C H I N G</b>



**(Jimenez, Garcia, and Pearson, 1996)**

**Bilingual students (i.e., ELLs/emergent bilinguals) who understand how languages are similar and different achieve higher levels of academic success.**



# ESL in Practice

- **WHY** teach READING to ELLs in secondary settings
- Tips for teaching READING to ELLs
- Cooperative Reading Strategies

# Roles

1. Our roles – facilitators
2. Your role – active participants

## **Why Increase Reading Practice for ELLs/ELs?**

“The foundation of school success is academic language and literacy in English” (SIOP, p. 9).

“The relationship between literacy proficiency and academic achievement grows stronger as grade levels rise” (SIOP, p. 10).

# The challenge for secondary ELLs

SOL CURRICULUM FRAMEWORK	
Essential Understandings	Essential Questions
Essential Knowledge	<b>Essential Skills</b>

Listen  
Speak

**READ**

**Write.... in English**

# Content = Reading

## Essential Skills

### English 9.4

The student will READ, comprehend, and analyze a variety of literary texts...

### Science: BIO.1

Write clear, replicable procedures.

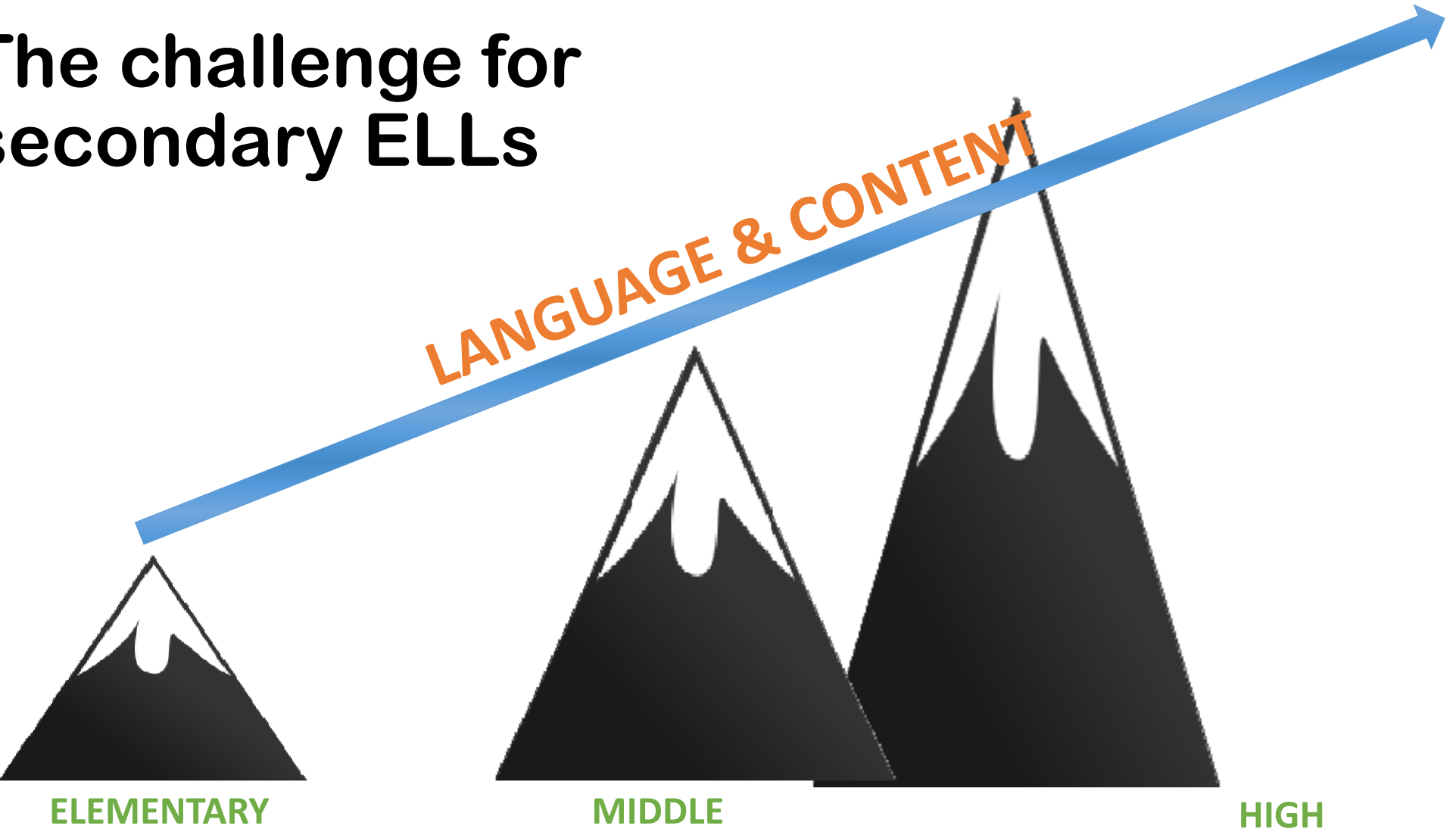
### Math: 8.4

Describe and represent relations and functions, using tables, graphs, words, and rules.

### Social Studies/History: USI.3c

Identify and interpret primary and secondary source...

# The challenge for secondary ELLs



# Key Research Findings: Literacy & ELLs

1. **L1:** L1 literacy facilitates L2 literacy.
2. **5 components of reading:** Teach 5 major components of reading – phonemic awareness, phonics, fluency, vocabulary, & comprehension.
3. **Oral language proficiency:** Must also include instruction for oral language proficiency.

Research Findings from National Literacy Panel on Language-Minority Children and Youth: August & Shanahan, 2006, p. 5-6.



# What this means for US?

1. Teach **READING to ELLs**, no matter what grade level or subjects WE teach.

*Hint: This is a great approach for our native English speakers.*

2. Incorporate **READING PRACTICE** in **all content areas** and throughout entire school day.

If we don't ask native English speakers  
to teach themselves to read...  
WHY are we asking ELLs to do so?

???

# ESL in Practice

- WHY teach READING to ELLs in secondary settings
- Tips for teaching **READING to ELLs**
- Cooperative Reading Strategies

## Note-taking with Graphic Organizer

- ✓ Semantic Map: Choose 6 NEW ideas & record them on your graphic organizer.
- For ELLs: Limit the amount of note-taking OR provide partially completed organizer.

# Tip #1: TEACH each ELL to read at his/her level.

- Collaborate & advocate...
  - ESL teacher, reading specialists, special education teachers, elementary teachers, administrators, etc.
- Think mini-lessons
  - Small groups of ELLs
- Gather resources...
  - ¡Colorín Colorado! <http://www.colorincolorado.org>

## Tip #2: Emphasize VOCABULARY.

<b>BEFORE Reading</b>	<b>DURING Reading</b>	<b>AFTER Reading</b>
Introduce 4-6 words.	Reread pages with new vocabulary 2x or more.	Reread vocabulary words together.
Discuss meanings.	Discuss word meanings in context.	Use words to answer questions.
Create visual. <ul style="list-style-type: none"><li>• Graphic organizer</li><li>• Word chart</li></ul>	Refer to visuals for clarification.	Create sentence strips. (Write, cut, reorder, & reread.)

# Tip #3: Increase ORAL LANGUAGE PRACTICE.

## READ, PAIR, SHARE

- Pair fluent reader with ELL.
- Take turns reading – by sentence, paragraph, or page.
- After 1 reads, the other retells or summarizes.

## SENTENCE STEMS

Example: Phrase Wall

This reminds me of \_\_\_\_\_.

I predict \_\_\_\_\_ because \_\_\_\_\_.

The main idea is \_\_\_\_\_.

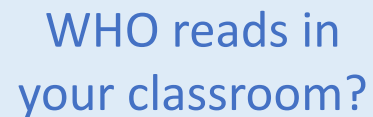
Significant details include \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

# Tip #4: Chunk and limit text.

- Chunk text for ELLs.
  - Read small sections at a time.
  - Between sections -
    - Comprehension checks, emphasize vocabulary, or oral language practice
- Limit amount of reading assigned to ELLs.
  - Select key paragraphs or pages
  - Rewrite – simpler text features, similar academic language

# Tip #5: Practice **READING** every day.

- Seize **every opportunity** for reading practice throughout your day.
  - Directions
  - Presentations
  - Read around the room
  - Read student products & writing.
- Read in the content areas.
  - Math: numbers, equations, word problems
  - Science: tables, charts, graphs
  - Social studies: titles, captions, bold words
- Re-read the same material. Think repetition!



WHO reads in  
your classroom?



# Tips in Action

What to look for:

- Joy's 5 tips in action
- Visuals in room that support reading.

What to do while watching:

- Complete your semantic map.

<http://www.colorincolorado.org/classroom-video/answering-guiding-questions-middle-school-ells>

# Tips for teaching READING to ELLs

✓ OLP Strategy: Write, pair, share – new partner

## 1. Write:

- Circle 2-3 ideas that you will apply NEXT WEEK in your classroom.
- Brainstorm HOW you will apply these ideas.

## 1. Pair/Share:

- Take turns sharing your ideas and how you will use them.
- After your partner shares, add 1-2 NEW ideas to your graphic organizer.

# ESL in Practice

- WHY teach READING to ELLs in secondary settings
- Tips for teaching READING to ELLs
- **Cooperative Reading Strategies**

# Insert Method: Nonfiction texts

- **In partners**, have students read the article.
- **During reading**: students insert codes into text.
  - ✓ - Already known
  - ! - Unusual, surprising
  - ? - Don't understand
  - + - New idea, concept
- **After reading**: Share markings with another pair of students.
  - \* - If misunderstandings cleared up.

(Vogt & Echevarría,2008)

# Reciprocal Teaching Model

- Predicting – purpose & anticipation
- Questioning – comprehension & interaction
- Clarifying – vocabulary & connections
- Summarizing – main idea & key topics

<https://www.youtube.com/watch?v=8oXskcnb4RA>

# Reciprocal Teaching Tasks

## PREDICTOR

- Explain what you think will happen next.
- Say: “I think \_\_\_\_\_ will happen because \_\_\_\_\_.”

## QUESTIONER

- Ask questions that begin with who, what, where, when, why, or how.
- Ask main idea questions.

## CLARIFIER

- Look for words or phrases that are not clear.
- Try a strategy: Read all around it. Make a substitution.

## SUMMARIZER

- Include the main idea, not the details.
- Use 5 key words from the selection.

# Cooperative Reading Strategies: Teaching Tips

## 1. Teach.

- Clear directions

## 2. Model.

- Non-examples

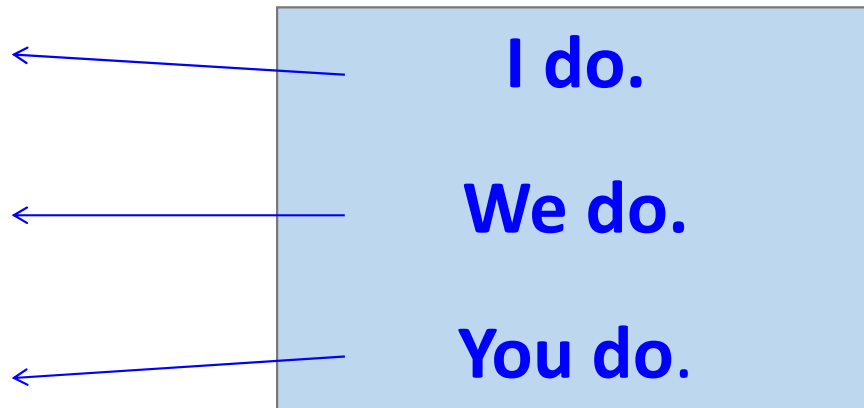
## 3. Practice in steps.

- Reading groups.

## 4. Pairing/groups/roles

- Be strategic.

## 5. Lower level ELLs: Simplify strategies.



# Reading Practice

## ✓ OLP Strategy: 1 – 3 – 6

### **1 – Individually.**

- Read the article. Review your notes from this session.
- Make a list of **5** ideas that you can implement NEXT WEEK to teach reading to ELLs.

### **4 – Groups of 4.**

- Take turns sharing your individual lists.
- As a group, decide on **7** ideas that you can implement NEXT WEEK to teach reading to ELLs.
- Make a group list.



# Reading Practice

✓ OLP Strategy: 1 – 3 – 6

## **8 – Groups of 8.**

- Groups – take turns sharing each list.
- Decide on **10** ideas that you can implement NEXT WEEK to teach reading to ELLs.
- Make one group list.

# Afternoon Debrief

✓ OLP Strategy: 3 – 2 – 1 with a new partner from a different table

1. What are **3 things** you learned this afternoon?
2. What are **2 things** you found interesting?
3. What is **1 question** you still have? Write question on sticky note.

# Goals for Today's Workshop

- Connect ESL theory with practice.
- Add to our repertoire of ESL teaching strategies.
- Brainstorm how to apply what we learn in our classrooms NEXT WEEK.

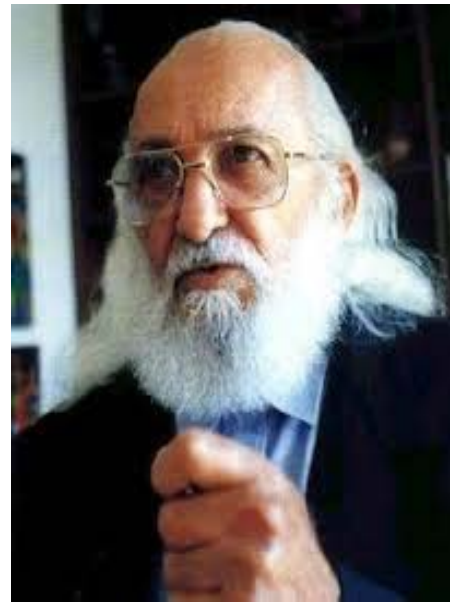
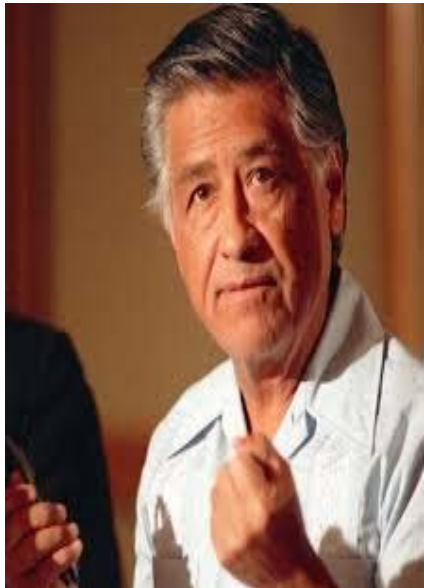
# Teaching ESL **is not just *good* teaching**

(see Harper & de Jong, 2005; de Jong & Barko, 2015; Barko-Alva & Jo, 2016)

ESL educators: *Social justice, knowledge, and compassion*

- ❖ **Advocate**: family, school, district, community.
- ❖ Teach **language** through **grade-level** content.
- ❖ Integrate content and language instruction.
- ❖ Are **content** area experts and **language** experts.
- ❖ Facilitate **academic language** acquisition.
- ❖ Design and develop grade level curriculum according to ELs' language proficiency levels.

We need *you* in the classroom..



ESL  
Teaching  
with  
*compassion*  
and *hope*

## Special thanks to...

- **Dr. Amy Colley, SURN Executive Director**
- (SURN Staff)
  - Zachary McCoy
  - Jessica Zappia
  - Carol Smart
- Graduate Student (***ESL Poster Contributions***)
  - Leah Horrell

**GRACIAS**

# General Resources

- ¡Colorín Colorado!

<http://www.colorincolorado.org>

- California Institute of Applied Linguistics (CAL)

<http://www.cal.org>

# Resources

- **Building Background Knowledge**

Echevarria, J., Vogt, M., & Short, D.J. (2013). *Making content comprehensible for English learners: The SIOP model (4th ed.)*. USA: Pearson Education, Inc.

- **CLD Student Biography Cards**

Herrera, S. (2016). *Biography-Driven Culturally Responsive Teaching (2<sup>nd</sup> ed.)*. New York, NY: Teachers College Press.

- **Cooperative Learning Groups/Oral Language Practice**

Collaborative Group Work Protocols (Masley & Paranto, 2008)

<http://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/System%20for%20Effective%20School%20Instruction/Collaborative%20Group%20Work%20Protocols.pdf>



# Resources

- **Cultural Competencies for Teachers**

*The Diversity Kit: An Introductory Resource for Social Change in Education* (LAB at Brown University)

*Leading with Diversity: Cultural Competencies for Teacher Preparation and Professional Development* (Trumbell & Pacheco, The Education Alliance at Brown University)

- **Framer Models**

West Virginia Department of Education

<https://wvde.state.wv.us/strategybank/FramerModel.html>

- **Reciprocal Teaching – W&M**

<http://education.wm.edu/centers/ttac/resources/articles/teachtechnique/reciprocalteaching/index.php>

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- de Jong, E.J., & Barko-Alva, K. (2015). “Mainstream” teachers in two-way immersion programs: Becoming content and language teachers. In: Freeman & Freeman (Eds.), *Research on Preparing In-service Teachers to Work Effectively with Emergent Bilinguals*. (pp. 107-126). United Kingdom: Emerald Press.
- Kennedy, B. (2014). *TWIOP Strategies for Promoting Academic Achievement in Two Languages*. La Cosecha, Center for Applied Linguistics.