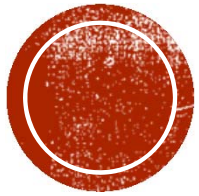


DO NOW: MY WORD



BUILDING BACKGROUND KNOWLEDGE USING CULTURALLY AND LINGUISTICALLY RESPONSIVE TEXTS



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- ✓ To develop an understanding of how to build background knowledge connected to each child's biography
- ✓ To adapt culturally and linguistically responsive strategies to your own classroom
- ✓ To engage in new theories and practices associated with ESL instruction
- ✓ To implement DOTS, Picture This!, & WIDA Can Do Descriptors

INTENDED LEARNING OUTCOMES



3RD GRADES: CAREGIVER



LITERACY (HERRERA ET AL., 2015)

- Literacy is biographical, fundamental, and research based.

Biographical	Socio-cultural, linguistic, academic, and cognitive
Fundamental	Listening, speaking, reading, and writing
Research-based	Phonemic awareness, phonics, vocabulary, comprehension, and fluency



LITERACY IS BIOGRAPHICAL

Sociocultural Dimension	Love, laughter, life	Socialized to literacy based on culture/family background? What type of resources and literacy experiences has the student had within the home? How is reading perceived, defined, and how does this fit the teacher/school definition?
Linguistic Dimension	Comprehension L1 & L2; communication L1 & L2; expression L1 & L2	Native language use as a resource to support ELs literacy What stage of language acquisition is the EL in? How is literacy instruction accommodated to meet EL's language proficiency level?
Academic Dimension	Access, engagement, and hope	What literacy skills does the student bring to the classroom based on her/his prior academic experience? Challenging tasks?
Cognitive Dimension	Know, think, and apply	Building on existing cognitive and language assets to promote literacy development Learning strategies taught to promote the cognitive academic language skills of ELs?



LITERACY IS FUNDAMENTAL

- Listening, speaking, reading, and writing
- **Oracy**, academic oral language (Walqui, 2010): ELs are engaged in multiple complex skills and strategies simultaneously (i.e., word identification, understanding of grammatical structures, and interpretation of the prosodic elements of language such as intonation, stress, and rhythm).



LITERACY IS RESEARCH-BASED

- **Phonics, phonemic awareness, vocabulary, comprehension, fluency**

(National Reading Panel, 2010)



WHO IS SANTIAGO?

LEVEL 2 EMERGING (WIDA) CAN DO DESCRIPTORS



Santiago



Santiago is a 9 year old student in 4th grade. His family is from Ecatepec, Mexico where his parents ran a floral business. He, along with his father, mother, and sister have been in the United States for three years. His father now works at a local soybean farm. When using his first language Santiago reads and writes on a 4th grade level. In Spanish his writing is expressive and shows many elements of creativity. Santiago can understand short conversations in English on simple topics. Santiago does best when presented with concepts that are familiar or when the teacher uses nonverbal cues to help present information. When Santiago speaks he relies on gestures and repetition to express himself. When reading in English, he understands basic narrative text but his reading fluency and comprehensions tests below grade level. He relies on contextual and visual cues to aid in comprehension. Santiago has consistently identified the main idea and supporting details of passages. He can write simple notes in English and make brief journal entries using basic vocabulary and common language structures. His writing frequently contains grammatical errors. Santiago loves to draw and if often doodling on the margins of his papers. Santiago does not speak up in class or in group work but has become close to a girl in the class named Olivia. He often talks to her and plays with her at recess. When they are together they often read comic books or play soccer.

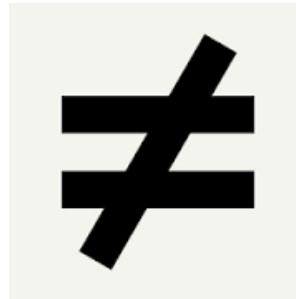


IMPORTANT

Students' **language proficiency** levels

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

Students' **cognitive abilities/multiple proficiencies**



Remembering
Understanding
Applying
Analyzing
Evaluating
Creating





BUILDING BACKGROUND KNOWLEDGE

ECHEVARRÍA ET AL.,(2008)

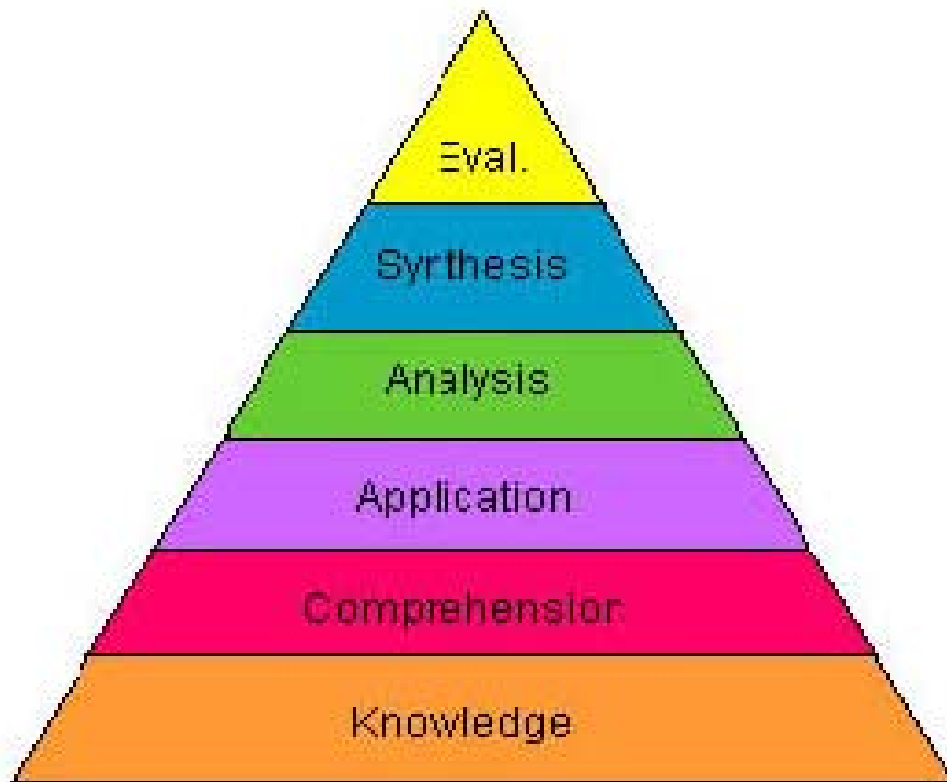
- **Who is your EL student? L1 v. L2**
- *Instruction*: Additive perspectives versus deficit perspectives (Cummins, 1986).
 - What ***can students do*** in the classroom?
- Students feature a specific set of experiences.
- When students' experiences **do not match** teacher's content, instruction becomes challenging.
- Background knowledge-provides a schema students could use to increase understanding.



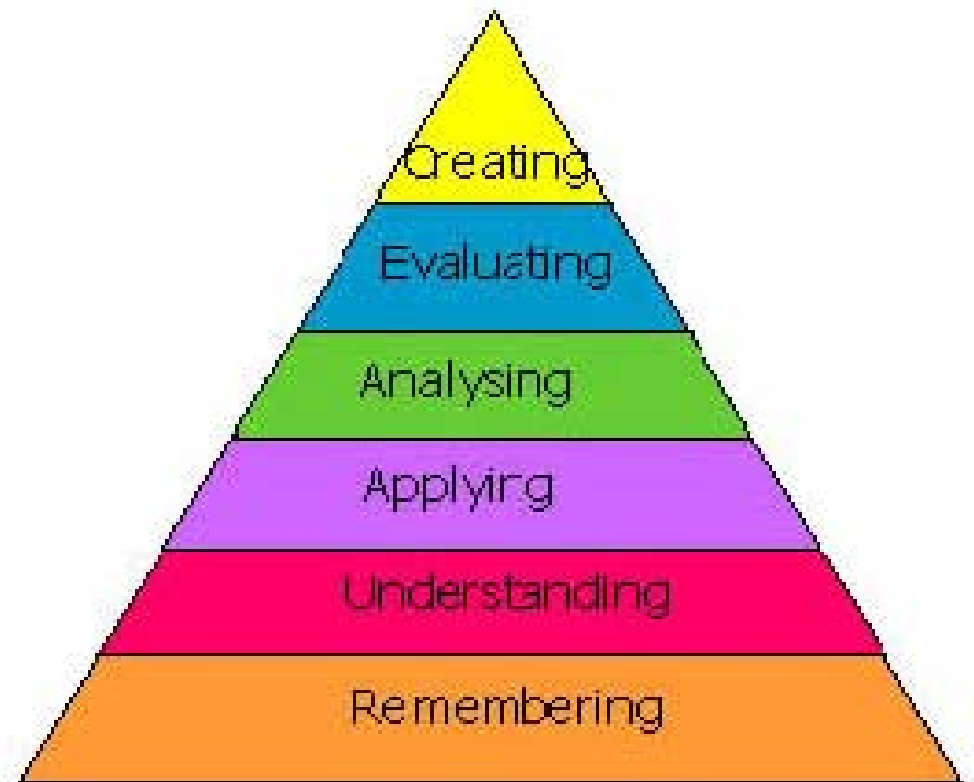
BUILDING BACKGROUND KNOWLEDGE



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.

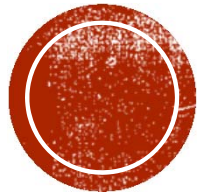
Analyzing: Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing.

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)



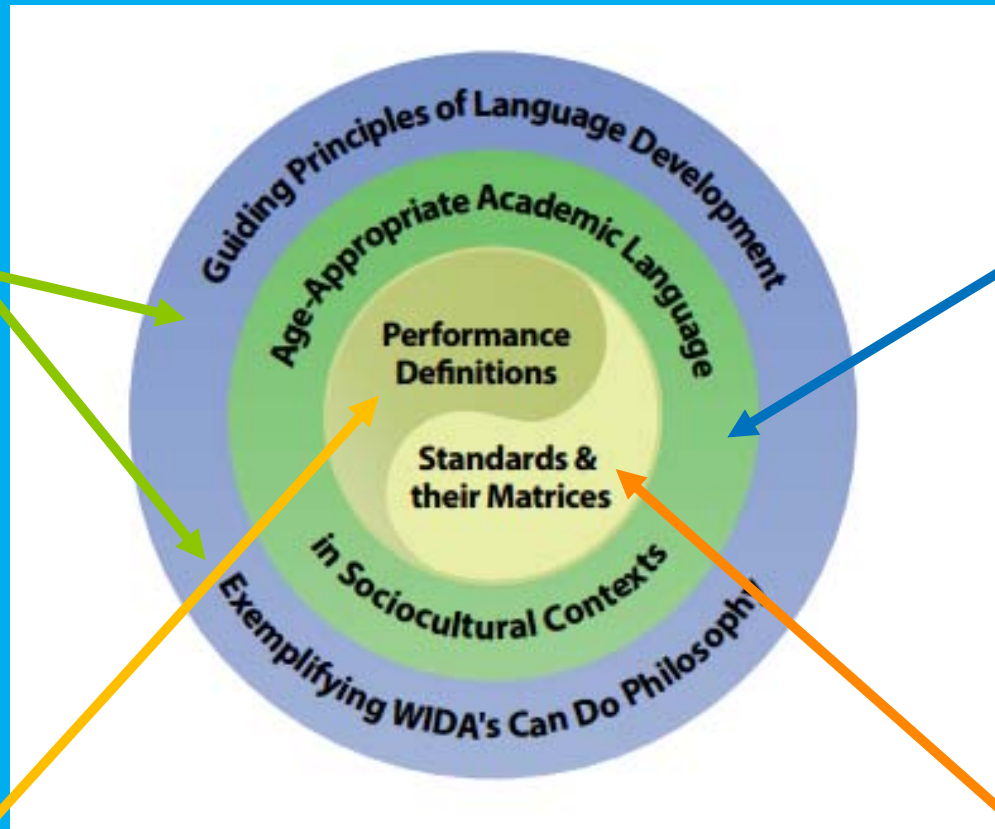


UNDERSTANDING WIDA: MODEL PERFORMANCE INDICATORS (MPIS) & LANGUAGE FEATURES



Core beliefs and philosophy of language development which serve as the foundation for WIDA ELD Standards.

Delineate what the various levels of language proficiency look like across academic content areas and grade level bands for productive and receptive language domains.



Identified prominent features of academic language within sociocultural contexts.

Work with Performance Definitions to describe students' academic language development in K-12 classrooms with language scaffolds.

WIDA Standards Framework

ACADEMIC LANGUAGE AND WIDA ELD STANDARDS

“Academic language refers to the abilities to construct meaning from oral and written languages, relate complex ideas and information, recognize features of different genres and use various linguistic strategies to communicate.”

Dutro & Moran, 2003

The WIDA ELD Standards guide the teaching and learning of academic language for English Language Learners.

Why integrate language and content?

- 1) instructional approaches that integrate content and language are more effective than approaches in which language is taught in isolation;
- 2) activity-centered approaches that create opportunities for extended student discourse are beneficial for second language learning; and
- 3) systematically targeted language objectives connected with academic content objectives maximize language learning.

The Five Standards

The WIDA English Language Development (ELD) Standards represent the social, instructional, and academic language that students need to engage with peers, educators, and the curriculum in schools.

Standard		Abbreviation
English Language Development Standard 1	English language learners communicate for Social and Instructional purposes within the school setting	Social and Instructional language
English Language Development Standard 2	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts	The language of Language Arts
English Language Development Standard 3	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics	The language of Mathematics
English Language Development Standard 4	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science	The language of Science
English Language Development Standard 5	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies	The language of Social Studies

WIDA's standards framework addresses four language domains: listening, speaking, reading, and writing.

Figure E: Domain and Levels

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
READING						

WIDA's standards framework distinguishes five levels of language proficiency, defined by specific criteria. Level 6, Reaching, represents the end of the continuum rather than another level of language proficiency. In other words, level 6 represents language performance that meets all the criteria for level 5.

FEATURES OF ACADEMIC LANGUAGE

The Features of Academic Language operate within sociocultural contexts for language use.

	Performance Criteria	Features
Discourse Level	Linguistic Complexity <i>(Quantity and variety of oral and written text)</i>	Amount of speech/written text Structure of speech/written text Density of speech/written text Organization and cohesion of ideas Variety of sentence types
Sentence Level	Language Forms and Conventions <i>(Types, array, and use of language structures)</i>	Types and variety of grammatical structures Conventions, mechanics, and fluency Match of language forms to purpose/perspective
Word/Phrase Level	Vocabulary Usage <i>(Specificity of word or phrase choice)</i>	General, specific, and technical language Multiple meanings of words and phrases Formulaic and idiomatic expressions Nuances and shades of meaning Collocations

The sociocultural contexts for language use involve the interaction between the student and the language environment, encompassing the...

- Register
- Genre/Text type
- Topic
- Task/Situation
- Participants' identities and social roles

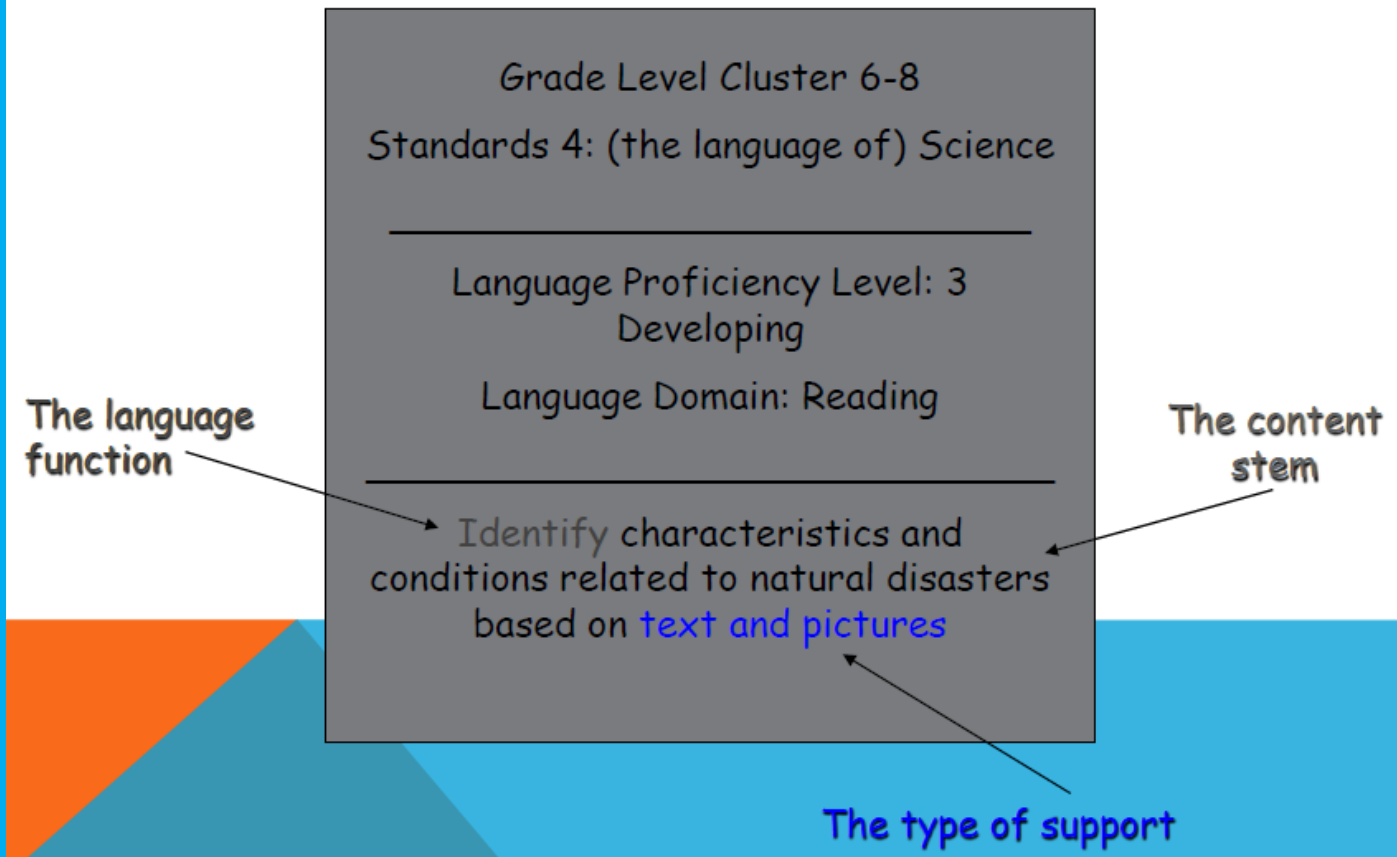
WIDA PERFORMANCE DEFINITIONS FOR LISTENING/READING

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will process...

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
Level 6 – Reaching Language that meets all criteria through Level 5, Bridging			
Level 5 Bridging	<ul style="list-style-type: none"> Rich descriptive discourse with complex sentences Cohesive and organized related ideas 	<ul style="list-style-type: none"> Compound, complex grammatical constructions (e.g., multiple phrases and clauses) A broad range of sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Technical and abstract content-area language Words and expressions with shades of meaning for each content area
Level 4 Expanding	<ul style="list-style-type: none"> Connected discourse with a variety of sentences Expanded related ideas 	<ul style="list-style-type: none"> A variety of complex grammatical constructions Sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Specific and some technical content-area language Words and expressions with multiple meanings or collocations and idioms for each content area
Level 3 Developing	<ul style="list-style-type: none"> Discourse with a series of extended sentences Related ideas 	<ul style="list-style-type: none"> Compound and some complex (e.g., noun phrase, verb phrase, prepositional phrase) grammatical constructions Sentence patterns across content areas 	<ul style="list-style-type: none"> Specific content words and expressions Words or expressions related to content area with common collocations and idioms across content areas
Level 2 Emerging	<ul style="list-style-type: none"> Multiple related simple sentences An idea with details 	<ul style="list-style-type: none"> Compound grammatical constructions Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> General and some specific content words and expressions (including cognates) Social and instructional words and expressions across content areas
Level 1 Entering	<ul style="list-style-type: none"> Single statements or questions An idea within words, phrases, or chunks of language 	<ul style="list-style-type: none"> Simple grammatical constructions (e.g., commands, Wh- questions, declaratives) Common social and instructional forms and patterns 	<ul style="list-style-type: none"> General content-related words Everyday social and instructional words and expressions

...within sociocultural contexts for language use.

Model Performance Indicators



Language Function	Examples of Language Forms
Expressing needs and likes	Indirect/ direct object, subject/ verb agreement, pronouns
Describing people, places, and things	Nouns, pronouns, adjectives
Describing spatial and temporal relations	Prepositional phrases
Describing actions	Present progressive tense, adverbs
Retelling/relating past events	Past tense verbs, perfect aspect (present and past)
Making predictions	Verbs: future tense, conditional mode
Asking Informational Questions	Verbs and verb phrases in questions

Sensory	Graphic	Interactive
Realia	Timelines	Pair
Visuals	Graphic organizers	Small group
Video	Charts	Use of L1
Hands-on		Technology

Can Do Descriptors for English Language Proficiency; PreK-12

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
LISTENING	<ul style="list-style-type: none"> Point to stated pictures, words, phrases Follow one-step oral directions Match oral statements to objects, figures or illustrations 	<ul style="list-style-type: none"> Sort pictures, objects according to oral instructions Follow two-step oral directions Match information from oral descriptions to objects, illustrations 	<ul style="list-style-type: none"> Locate, select, order information from oral descriptions Follow multi-step oral directions Categorize or sequence oral information using pictures, objects 	<ul style="list-style-type: none"> Compare/contrast functions, relationships from oral information Analyze and apply oral information Identify cause and effect from oral discourse 	<ul style="list-style-type: none"> Draw conclusions from oral information Construct models based on oral discourse Make connections from oral discourse 	
SPEAKING	<ul style="list-style-type: none"> Name objects, people, pictures Answer WH- (who, what, when, where, which) questions 	<ul style="list-style-type: none"> Ask WH- questions Describe pictures, events, objects, people Restate facts 	<ul style="list-style-type: none"> Formulate hypotheses, make predictions Describe processes, procedures Retell stories or events 	<ul style="list-style-type: none"> Discuss stories, issues, concepts Give speeches, oral reports Offer creative solutions to issues, problems 	<ul style="list-style-type: none"> Engage in debates Explain phenomena, give examples and justify responses Express and defend points of view 	
READING	<ul style="list-style-type: none"> Match icons and symbols to words, phrases or environmental print Identify concepts about print and text features 	<ul style="list-style-type: none"> Locate and classify information Identify facts and explicit messages Select language patterns associated with facts 	<ul style="list-style-type: none"> Sequence pictures, events, processes Identify main ideas Use context clues to determine meaning of words 	<ul style="list-style-type: none"> Interpret information or data Find details that support main ideas Identify word families, figures of speech 	<ul style="list-style-type: none"> Conduct research to glean information from multiple sources Draw conclusions from explicit and implicit text 	
WRITING	<ul style="list-style-type: none"> Label objects, pictures, diagrams Draw in response to a prompt Produce icons, symbols, words, phrases to convey messages 	<ul style="list-style-type: none"> Make lists Produce drawings, phrases, short sentences, notes Give information requested from oral or written directions 	<ul style="list-style-type: none"> Produce bare-bones expository or narrative texts Compare/contrast information Describe events, people, processes, procedures 	<ul style="list-style-type: none"> Summarize information from graphics or notes Edit and revise writing Create original ideas or detailed responses 	<ul style="list-style-type: none"> Apply information to new contexts React to multiple genres and discourses Author multiple forms/ genres of writing 	

ELD STANDARD 4: The Language of Science

EXAMPLE TOPIC: Dependent & independent variables

CONNECTION: *Next Generation Science Standards, Physical Sciences, Chemical Reactions PS1-5 (High School):* Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students will discuss the design of an experiment (e.g., reaction rate of photosynthesis) to test the effect of modifying a variable. Groups will perform the experiment and discuss their observation on the impact of the specific variable. Finally, they will give a formal presentation on the results.

COGNITIVE FUNCTION: Students at all levels of English language proficiency **ANALYZE** the effect of modifying a variable in an experiment.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	LEVEL 6 - REACHING
SPEAKING	Describe the effects of modifying a variable using illustrated word banks in small groups.	Give examples of the effects of modifying a variable using illustrated word banks and sentence frames in small groups.	Explain the effects of modifying a variable using sentence frames and graphic organizers in small groups.	Discuss the effects of modifying a variable using sentence frames and graphic organizers in small groups.	Report on the effects of modifying variable in small groups.	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: dependent and independent variables, control and experimental groups, quantitative and qualitative data.

	Levels 1-3	Levels 2-4	Levels 3-5	Level 6 - Reaching
Linguistic Complexity Discourse Level	Illustrated Word Bank: independent variable dependent variable water CO ₂ Carbon dioxide stayed the same changed	The independent variable was carbon dioxide. We changed the amount of CO ₂ each time. We saw the reaction slow down with less carbon dioxide and it did not occur without carbon dioxide.	In our experiment, varying the amounts of carbon dioxide impacted the reaction. First, we dissolved sodium bicarbonate in water to release CO ₂ , our independent variable. We knew how much CO ₂ to use because we had the chemical equation for photosynthesis. Decreasing the amount of CO ₂ in the experimental groups slowed down the reaction rate. Removing the carbon dioxide resulted in no reaction	
Language Forms & Conventions Sentence Level	stayed <u>ed</u> the same changed <u>ed</u>	We saw... with ... and it ...	vary <u>ing</u> , decreas <u>ing</u> , remov <u>ing</u>	
Vocabulary Usage Word/Phrase Level	stayed the same/changed same/different slow/fast	changed reaction each time without	impacted dissolve release chemical equation photosynthesis resulted in	

Sentence Frames

We saw the _____ slow down with less _____, and it stayed the same without _____.

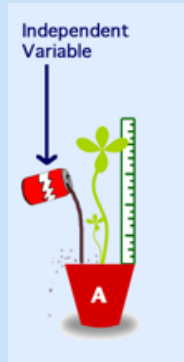
In our experiment, varying the amounts of _____ impacted the reaction.

Decreasing the amount of _____ in the experimental groups _____ the reaction rate.

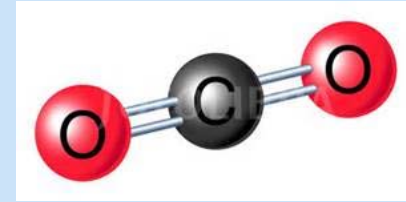
Removing the _____ resulted in no reaction.

Illustrated Word Bank:

independent variable



CO₂ Carbon dioxide



dependent variable



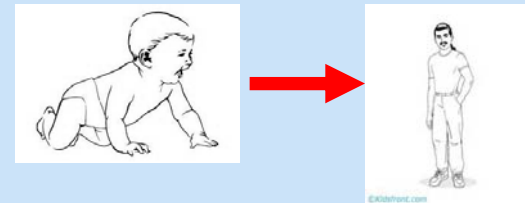
stayed the same

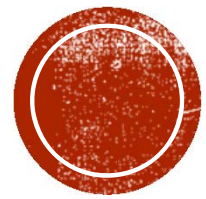


water



changed





DOTS & PICTURE THIS

Herrera et al., (2013)

DOTS (HERRERA ET AL., 2013)

- **Determine** what I know
- **Observe**
- **Talk to** peers as we elaborate
- **Summarize** what we have learned



ACTIVATION: BACKGROUND

- Each student is given a DOTS chart prior to the lesson
- Topic/concept is filled out
- Students have to determine what they already know about the topic by thinking of words and/or pictures (i.e., encourage visual representations).



ACTIVATION: BACKGROUND

- Students should write the words they have been able to identify to link and/or make connections inside each box.
- 3-5 minutes to write (i.e., English and/or native language)
- Teachers should only observe



CONNECTION: NOW THEY ARE READING THE TEXT

- Pair students in groups of two and allow time for them to share their ideas
- Students should be able to borrow words from each other
- **Target vocabulary:** Students should individually write 8-12 key vocabulary words (from the lesson) around the edges.
- Connecting to the curriculum/drawing lines between the words.



CONNECTION: NOW THEY ARE READING THE TEXT

- Students are reading the text and adding to their charts additional related words.
- **Add page** numbers for target vocabulary and words they found.
- **Adding curriculum definition to the back of the charts (i.e., native language or English) Grades: 3,4,5**
- Reading aloud and stopping to discuss the words acquired (i.e., students could signal as they encounter words in the text).



CONNECTION: NOW THEY ARE READING THE TEXT

- Opportunities to talk about the words in the text (i.e., this is a great place to use native language).
- Throughout the lesson, always go back to the target vocabulary and student-generated words.



AFFIRMATION: UNDERSTANDING

- Before using the DOTS chart, have students discuss the connections between their own words and the academic vocabulary of the text.
- Using DOTS as a tool, students write their own definition of the academic vocabulary.



AFFIRMATION: UNDERSTANDING

- Write sentences using the academic vocabulary as it relates to the text.
- Create sentence stems to work with vocabulary
- Write a paragraph using the vocabulary words
- Have students share their definition
- Return and make **connections** to the CLD student's biography.



PICTURE THIS (HERRERA ET AL., 2013)

- What students see?
- What students think?



ACTIVATION: BACKGROUND

- Select appropriate pictures to support vocabulary acquisition
- You can project pictures for the entire class or select pictures and use them in small groups
- Show students the pictures one at the time



ACTIVATION: BACKGROUND

- Students should use the what I see/ what I think template.
- First column= draw a picture/ Second column= they write down all the words they think of when they see the picture.
- Students could describe what they see on the picture



CONNECTION: NOW THEY ARE READING THE TEXT

- Provide sentence strips with dictionary definitions of the words. Have students match them to the pictures and descriptions they drew on their template.
- Students should discuss in groups how they are matching their definitions.
- Ask students to provide a rationale for their matches.



CONNECTION: NOW THEY ARE READING THE TEXT

- Read the text as a whole group.
- Identify sentences in the text describing/explaining the vocabulary words
- Provide sentence strips with sentences from the text.



CONNECTION: NOW THEY ARE READING THE TEXT

- Students should be able to discuss their matches in pairs or small groups before beginning the whole-group discussion.
- Circulate the room



AFFIRMATION: UNDERSTANDING

- Sentence strips with vocabulary words and have students individually match them to the pictures and descriptions they drew on their template.
- Be sure students are discussing in pairs or small groups how they are matching the vocabulary words before beginning the whole group discussion.
- Rational for their matches and circulate the room



AFFIRMATION: UNDERSTANDING

- Discuss as a whole class what vocabulary words match each picture and why
- Students should individually write on the back of their "What I see, What I think" template a sentence for each vocabulary word.
- Have students share their sentence with their partners



PICTURE THIS: HERD



PICTURE THIS: CITIZEN



PICTURE THIS: MAJORITY

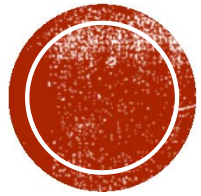


NO CHILD LEFT MONOLINGUAL: KIM POTOWSKI



“I am a Professor of Hispanic linguistics in the Department of Hispanic and Italian Studies (link is external) at the University of Illinois at Chicago. I am also a faculty affiliate in the Latin American and Latino Studies Program (link is external), the Department of Curriculum and Instruction (link is external), and in the Social Justice Initiative (link is external). I am also the founding director of the Language in Context Research Group (link is external).”

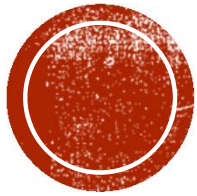




TEACHERS' WORKSHOP IN PRACTICE: YOUR TURN

WIDA, DOTS, and PICTURE THIS!

CLOSING REFLECTION



I LIKE.....

I LEARNED.....

I WISH.....

I WONDER.....

REFERENCES

- Herrera, S., Perez, D., Shabina, K., & Wessels, S. (2013). *Accelerating literacy for diverse learners*. New York: Teachers College Press.

