

SCAFFOLDING ACADEMIC LANGUAGE FOR ENGLISH LEARNERS: Focus on Non-Fiction

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What is Academic Language?

Academic Language Proficiency is the ability to construct meaning from oral and written language, relate complex ideas and information, recognize features of different genres, and use various linguistic strategies to communicate.

Dutro and Moran, 2003

What is Scaffolded Instruction?

The concept of scaffolding (Bruner, 1975) is based on the work of Lev Vygotsky, who proposed that with an adult's assistance, children could accomplish tasks that they ordinarily could not perform independently.

What is Scaffolded Instruction?

- Teachers (or other learners) support English learners by enabling them to do what they cannot yet do unsupported. When they achieve independence, the scaffolding is removed, and a higher goal is set.

English Learners' Needs

- **Comprehensible language** - access to new content terms and structures through instruction students UNDERSTAND
- **Social interaction** – talking to peers and the teacher
- **Support (scaffolding)**
 - To develop needed background knowledge
 - To access content vocabulary and structures
 - To developing effective strategies for learning content independently

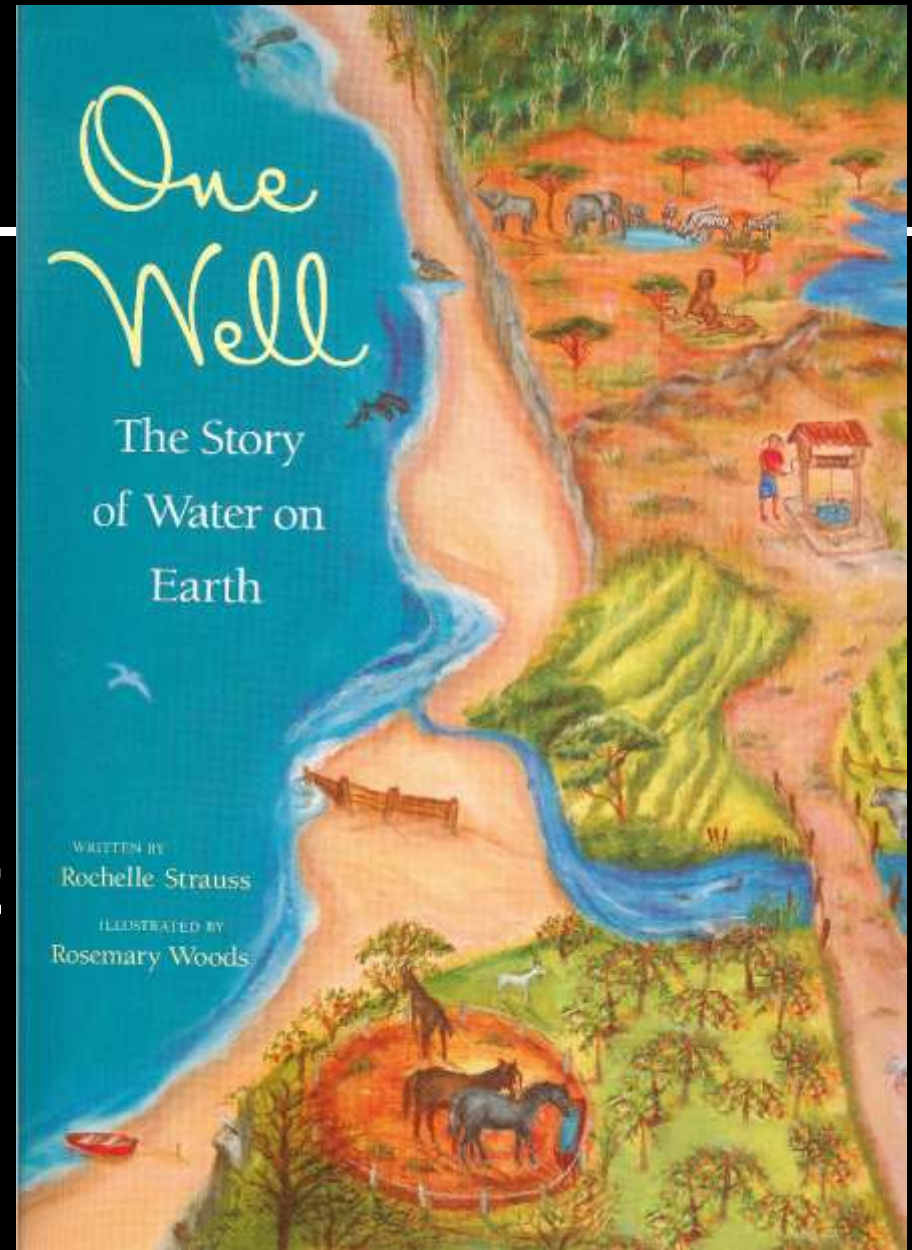
How do we scaffold academic content and language learning?



Scaffolding a text: Choosing accessible texts

Texts should be:

- Accessible grammar, vocab, structures with support
- Culturally relevant and affirming
- Important
- Well illustrated

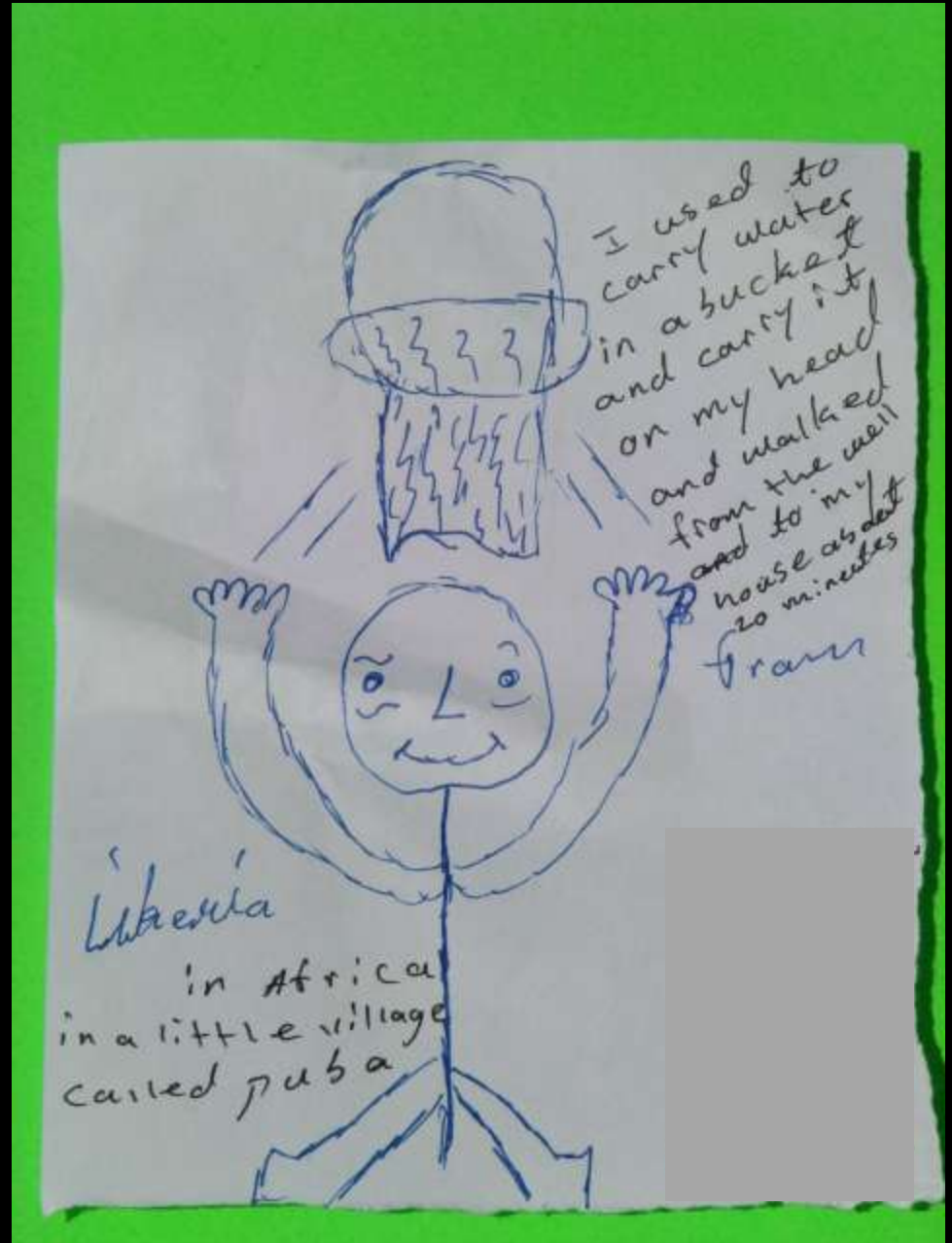


Connect to Previous Experience

Activity: How might you connect the concept of the water cycle to your learners' experience?

Question to
refugee
learners:

*“How did you
get water in
your home
country?”*



Eretria

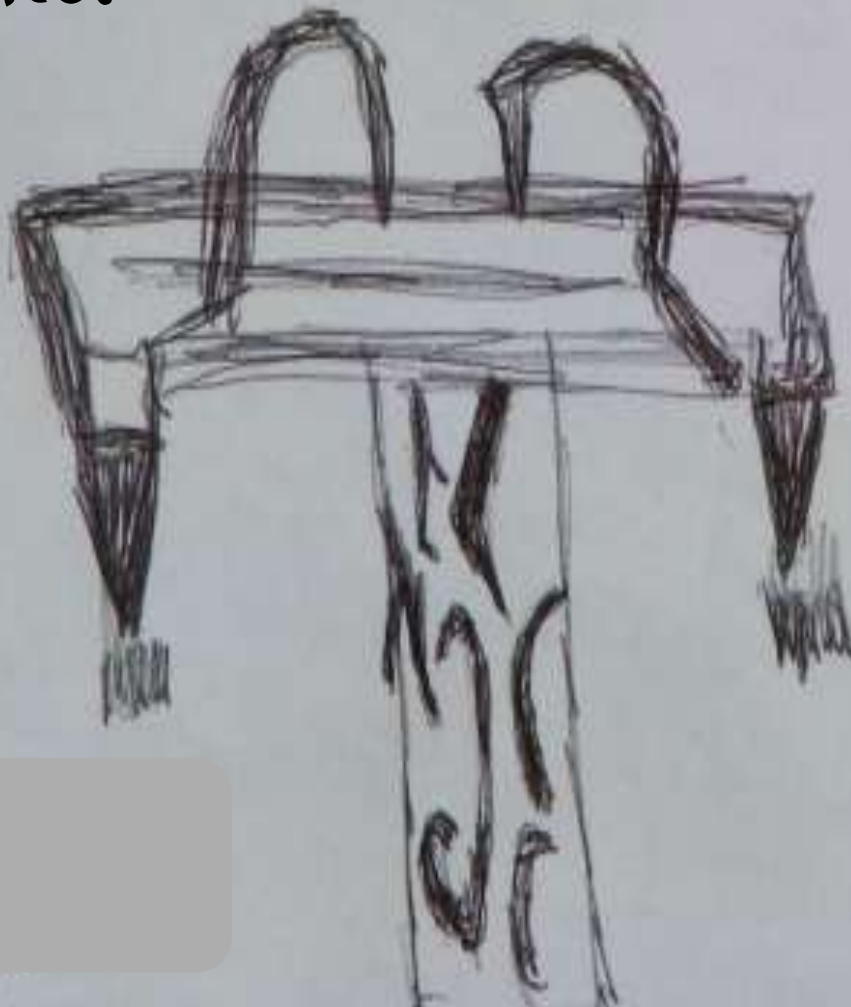


In Eritrea, first we get two buckets and tie them on a stick. We put equal water in the buckets. We put the stick on our shoulder. The water comes from the river.

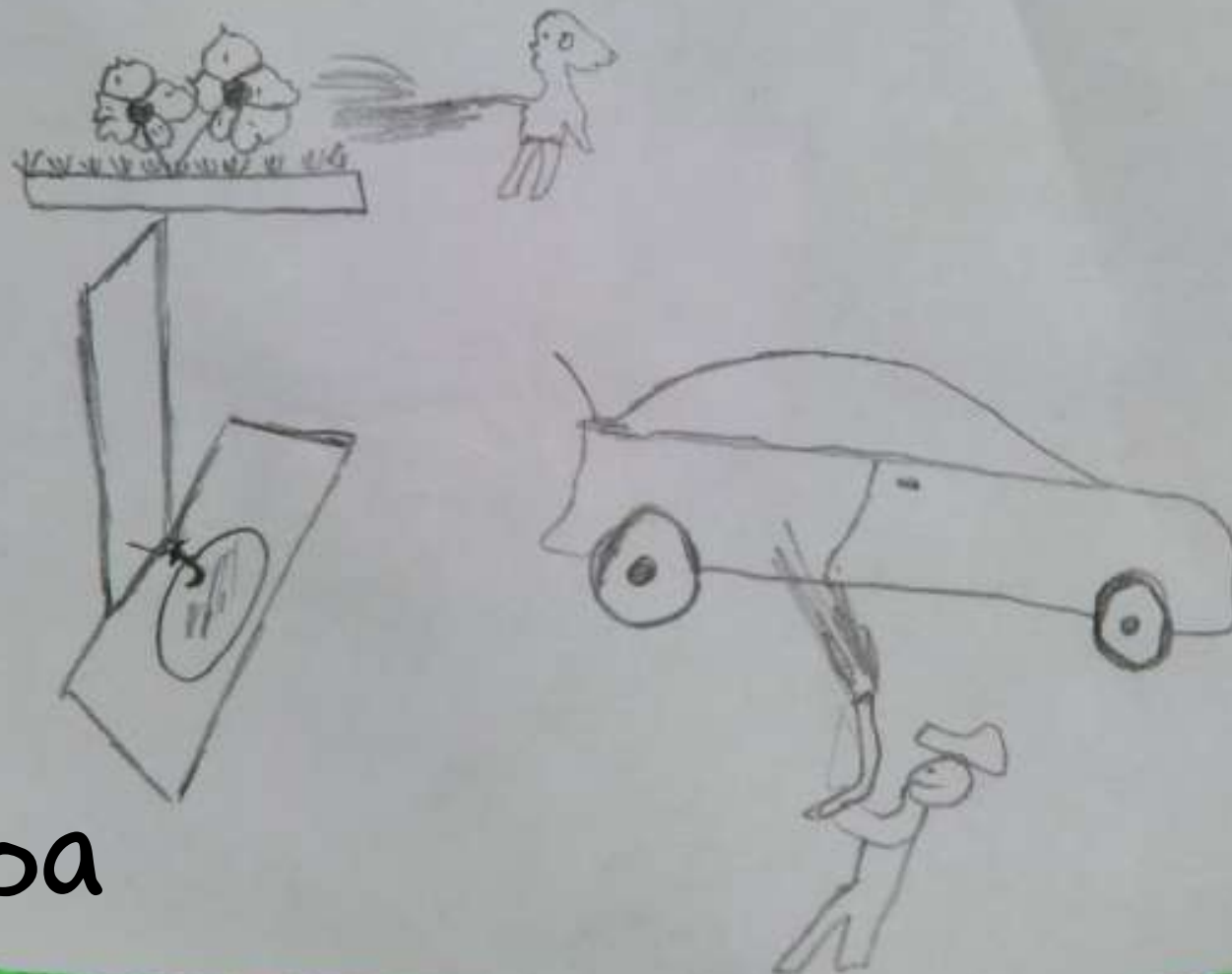
or sometimes we buy it.

Somalia

Somalia

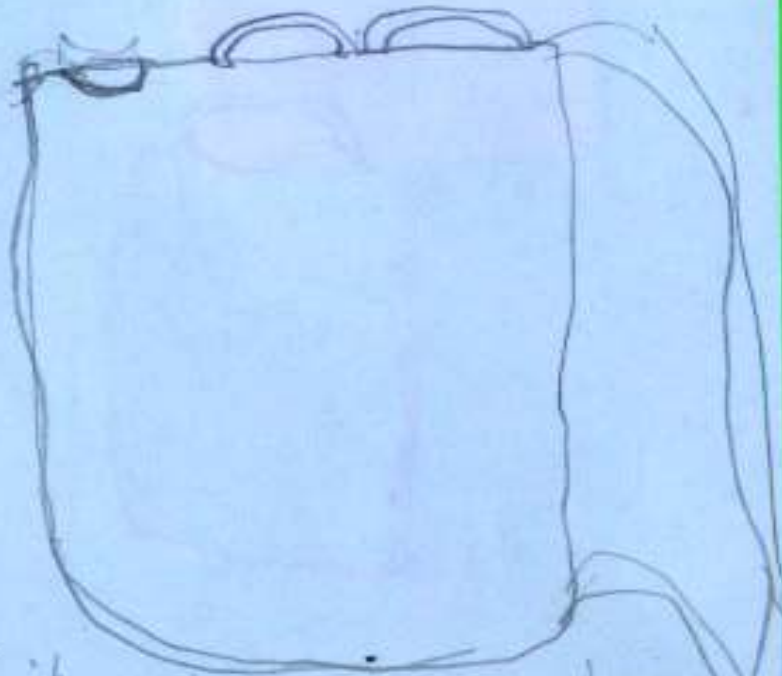


We use
to have
this in my
garden and
is called
water green
I love it
it has



Cuba

Eritrea



In Eritrea, you carry water
on your back. You
walk 20 minutes. You scoop
it from the lake.

Identify prerequisite background information that ELs may not have

Activity: Look at the text. What background information might be needed to understand this text?

Background Prerequisites

Geography –

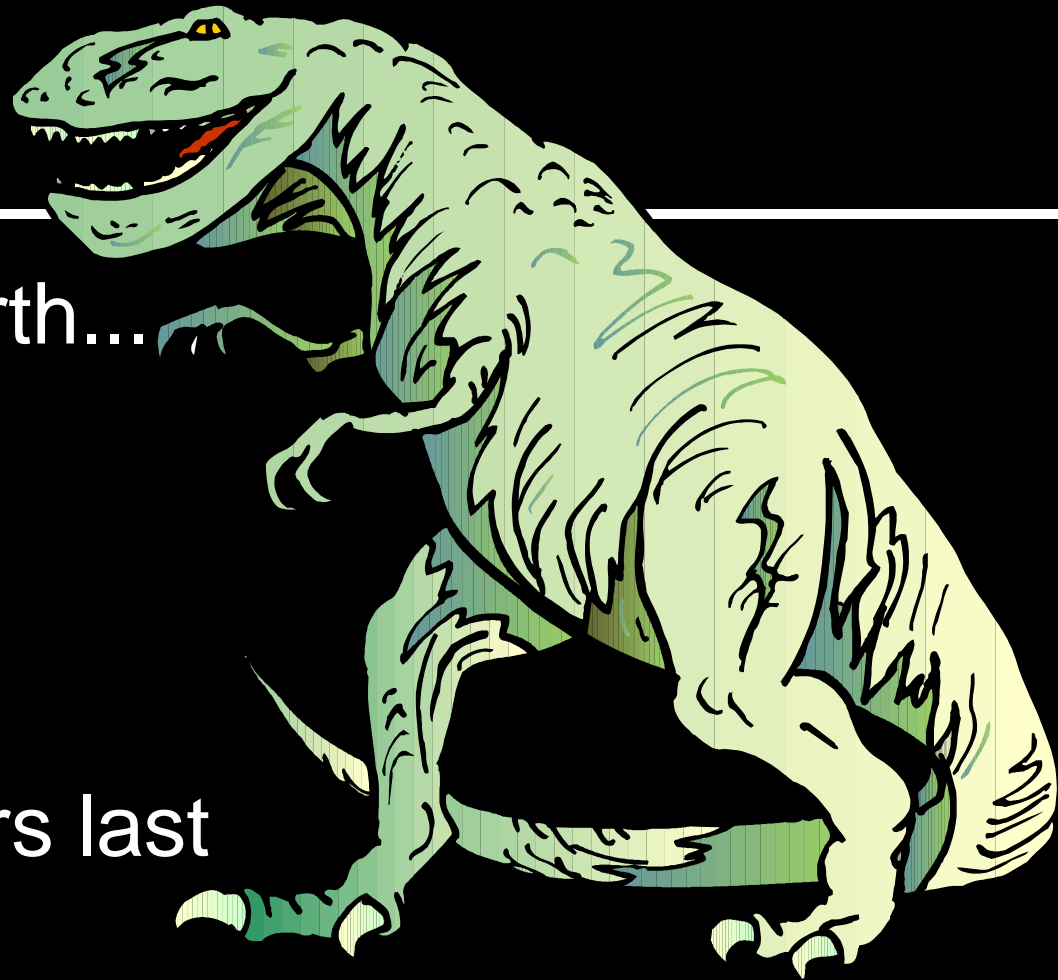
- Where is India?
- Where is the Amazon?
- Where are there glaciers?



Background Prerequisites

The history of the earth...

- When were there dinosaurs?
- What is a glacier?
- How long do glaciers last before they melt?



Vocabulary Research

1. Adequate reading comprehension depends on a person already knowing 90-95% of the words in a text (1984).

Nagy & Scott, 2000

Vocabulary Research

2. Children at age 6 are expected to have a spoken vocabulary of 6,000 words (Cairns, 1996). By the 8th grade, students have a reading vocabulary of 25,000 words. By the end of high school students have a reading vocabulary of 50,000 words.

Graves, 2006

Vocabulary Research

3. From 3rd grade on, children need to learn 2,000 to 3,000 words per year (word = word families, basic word, and other forms; also includes all meanings of the word).

Echevarria, Vogt & Short, 2000

Analyze vocabulary and language to determine what is important, what learners need.

Activity: Look at the first two paragraphs of the text. Underline words and phrases that learners need to know to understand this text.

Analyze Vocabulary to determine important terms, and teach them

To analyze:

Vocabulary Profiler (Cobb, 2010).

Current profile	
80.26%	Cumul.
6.14	86.4
2.19	88.6
11.40	100

the water you drank today may have **rained** down on the **amazon** **rainforest** five years ago a hundred years ago it may have been **steam** escaping a **teapot** in **india** ten thousand years ago it may have flowed in an **underground** river a hundred thousand years ago it may have been **frozen solid** in a **glacier** and a hundred million years ago it may have **quenched** the **thirst** of a **dinosaur**

the amount of water on earth does not change there no more water now than when the **dinosaurs** walked the earth the same water just keeps going through a **cycle** over and over again this **constant** movement of water is called the water **cycle** **during** the water **cycle** water **evaporates** from **oceans** lakes rivers **ponds** and **puddles** even from plants and animals it rises into the air as water **vapor**

blue: 1st 1000 words by frequency

red: off- list (not on AWL, >2000)

green: words 1001-2000

yellow: academic words

Learners understand important concepts and words when they see both positive examples and non-examples

-Paul Nation

Vocabulary Strategy for In-depth Learning

Frayer Vocabulary Cards

- Help students understand important concepts and words by showing both examples and non-examples
 - Paul Nation

Water Cycle

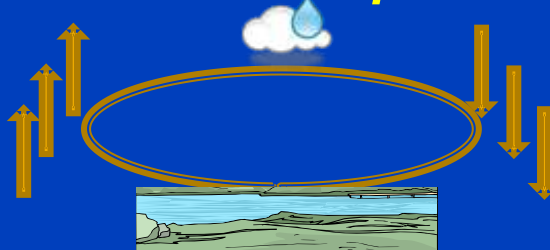
Definition

- Water on earth evaporates into the air and comes down as rain, snow, hail, or sleet

Characteristics

- Water vapor...
- Heavy droplets ...
- Amount of water doesn't change
- Groundwater...

Picture Example



Non-example: the Moon



Frayer Vocabulary Cards

Activity:

Make a Frayer Vocabulary Card for the word
condensation

Condensation	
<u>Definition</u>	<u>Characteristics</u>
<u>Picture Example</u>	<u>Non-example:</u>

Interactive Activities

- Increase motivation
- Provide English learners opportunities to practice language with and to learn from other students
- Allow English learners to discuss and internalize what they read and learn
- Allow English learners to ask and answer questions as they read in a non-threatening context, so they better understand the text

Plan ways for learners to interact with you, with one another, and with the text

- Think, Quickwrite, Pair Share
- Anticipation Guide
- Reciprocal Teaching
- Read and Retell
- Shared Sentences
- 3-2-1 Summary

Before Reading



Activate Background Knowledge:

- Think, Pair, Share **or**
- Think, Quick write, Pair, Share
 - What makes it rain?

Vocabulary Considerations:

Anticipation Guide

Anticipation Guide

■ Teacher Preparations

- Read the text
- Make a chart.
- Write T/F statements
 - Include “Big ideas” found in the text
 - Include opinions or predictions about supporting ideas, concepts, or events

Anticipation Guide

One Well, by Rochelle Strauss.

<i>Before reading text</i>	<i>Statement</i>	<i>Line or page numbers</i>	<i>After reading text</i>
	Dinosaurs who lived long ago drank different water than we do.		
	There is the same amount of water on earth now as there always was.		
	When water evaporates, it becomes water vapor.		
	Clouds are so light they hardly weigh anything.		
	Once water gets into a lake or a river, it has to stay that way.		

Anticipation Guide

■ Before Reading

- Ask learners to individually complete the chart by writing in the left column, “T” or “F” if they agree or disagree with the statement. (2-3 min.)
- Learners compare and discuss their answers with a partner or in a small group. (5 min)

Anticipation Guide

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Anticipation Guide Activity

Complete the anticipation guide and compare your answers with a partner.

Anticipation Guide

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Anticipation Guide

- **After Reading**
 - Learners respond to the statements again in the far right column based on information found in the text. (1 min)
 - The line or page numbers in the text where the question is answered can be included. (2 min)
 - Teacher and learners discuss the answers, using the text to support what they decide. (5 min)

As You Read

Reciprocal Teaching

RECIPROCAL TEACHING

Arrange the students into groups of 4 or 5. One student in the group assumes the role of “Leader” and reads the paragraph out loud of the group. The group follows along.

- **Clarification.** The “Leader” asks members of the group if they need clarification on any words or concepts in the text. (e.g., *Are there any words you don’t know?*)
- **Question for detail.** The “Leader” asks one member of the group a question about the text. (e.g. *Does the water on earth increase or decrease over time?*)

RECIPROCAL TEACHING

- **Summarizing.** The “Leader” then asks another member of the group to summarize the text. (e.g. *Summarize the paragraph you just heard me read.*)
- **Prediction.** The “Leader” then asks another member of the group to predict what may happen next. (e.g. *What will happen next?*)

Then another student in the group assumes the role of “Leader” for the next paragraph.

Reciprocal Teaching Questions

- Clarification
- Detail
- Summary
- Prediction

Read, Retell & Summarize

Read, Retell and Summarize

1. Read the passage aloud to the students
2. Select key words in the passage and ask students to underline these words.
3. Ask students to copy the key words onto another piece of paper
4. Using the key words as guides, students retell the reading to a partner
5. Using the key words, students write a summary of the reading or predict what will happen next

Key Words – Paragraph 2

PARAGRAPH 3

- Water vapor
- Droplets
- Condensation
- Clouds
- Weighs
- Twice
- Blue whale

PARAGRAPH 4

- Droplets
- Heavy
- Hail, snow, and rain
- Precipitation
- Ground water
- Circulates
- Water cycle

Shared Sentences

Shared Sentences

Learners...

- Review and analyze what they have read
- Practice asking good questions
- Practice constructing good sentences in response to questions (with scaffolding)
- Have fun



Shared Sentences










- Groups develop questions about a text they read
- One person from each group goes to a line in the front to create sentences
- Give them easy questions to get the idea
- Each person in the line adds one word to the answer.
- Learners ask their questions.
- The line answers them.
- Teacher and class provide support as needed.



Shared Sentences Activity

3-2-1 Summary

3-2-1- Summary

- Introduce the 3-2-1 summary using a chart.
- Remind learners to keep the summary in mind as they read.
- Have learners complete the chart by  or in   referring back to the text if needed.
- Encourage students to share their answers in   or    .
- Elicit sample answers

3-2-1- Presentation Summary

(for learners)

3	things I have learned today	
2	things I found interesting	
1	question I still have about the water cycle	

3-2-1- Presentation Summary

(for us)

3	List 3 things to consider when scaffolding academic language instruction.	
2	Provide 2 reasons explaining why scaffolding academic language is useful for language learners.	
1	Select 1 activity that plan to share with teachers/learners at your school.	

Questions and Discussion

Handouts & resources: www.mlmcc.com

Thank you!

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