MASSACHUSETTS
Department of Elementary and Secondary Education

Stand-Alone SEI Endorsement Course Requirements

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Stand-Alone SEI Endorsement Course Requirements

The outline that follows describes the requirements that a course must meet to qualify an educator for the SEI endorsement outside of an approved initial licensure program.

Course duration

The course must consist of at least 45 hours of direct instruction not including the field-based component.

Required Strategies and Topics

The course must include instruction in the following specific content topics and strategies. Items and/or content may be added to the course for cohesion with other courses or programs, but it cannot replace anything from this list, or significantly diminish the time needed to meaningfully cover the required content, including modeling the strategies and allowing participants to practice, reflect, and receive feedback.

Examples of instruction from the state-sponsored SEI Endorsement course related to most topics and strategies can be found in Appendix A under their reference number from the list below. Some topics, such as Explanation of how to use the WIDA standards and assessment framework for planning instruction are self-explanatory and therefore not outlined in Appendix A. In other cases, topics are not explained in detail because the organization is free to design its own content for covering them. There are also optional resources

1. SEI Strategies

The following core strategies must be taught during the course. Instruction must include modeling by the course instructor and participants must be able to practice each strategy during class sessions. Furthermore, participants must be able to practice these strategies with students in a K-12 classroom setting as part of the course. *See Appendix A for a summary of the rationale and procedure for each strategy.*

a. Tiering Vocabulary
b. 7-Steps Vocabulary
c. Think-Aloud
d. Partner Reading
e. Reciprocal Teaching
f. Text-Dependent Questions
g. Write-Around
h. Ratiocination
i. Cut and Grow

2. WIDA English Language Development Standards Framework

The use of the WIDA English Language Development Standards Framework, 2020 Edition and WIDA assessments for planning instruction.

3. SEI Instructional Framework

Explanation of the Sheltered English Immersion (SEI) program model as defined in MA and Sheltered Content Instruction.

4. Foundational Understandings

Basic second language acquisition, an asset-based approach to English Learner Education, culturally and linguistically sustaining practices, and federal/state laws and regulations regarding the education of ELs.

5. English Learners

Definition of “English Learner” and related terms, EL subpopulations, EL data in Massachusetts.

6. English Language Development in Content Classrooms

Using aligned language and content objectives; Developing academic language and vocabulary, literacy and reading comprehension, writing in content classrooms and oral language development; Using scaffolding and supports, and formative assessment techniques for ELs.

Practice

A field-based experience component is required where:

1. Strategies are modeled and practiced in course, then
2. Practiced with students in classroom (preferably ELs), then
3. Reflected upon and shared with course instructor for feedback. Peer feedback is also beneficial but optional.

Candidate should have at least four separate experiences to practice with students in a real classroom.

Required Readings

The following readings must be included in the course. Additional readings may be added but may not replace the readings listed below:

Calderón, M. (2011). *Teaching Reading K-5: Teaching Reading & Comprehension to English Learners, K-5.* Bloomington, IN: Solution Tree Press. Selected chapters: Chapter 6: Teaching Vocabulary; Chapter 7: Teaching Reading.

Calderón, M. and Slakk, S. (2018) *Teaching Reading to English Learners, Grades 6 - 12: A Framework for Improving Achievement in the Content Areas.* Thousand Oaks, CA: Corwin Press. Selected chapters: Chapter 3: Vocabulary Development; Chapter 4: Bridging Vocabulary and Reading; Chapter 5: Content Reading.

Council of Great City Schools. (2023). *A Framework for Foundational Literacy Skills Instruction for English Learners: Instructional Practice and Materials Considerations*.

Gibbons, P. (2014). Learning to Write in a Second Language and Culture. *Scaffolding Language, Scaffolding Learning. 2nd Ed*., Portsmouth, NH: Heineman. P. 96-133

Course Content Guidelines

Each section contains notes on content, readings and resources that must be included in the course.

In addition, the optional resources listed are aligned with SEI Course content and may be used for reference or instruction but are not required.

1. SEI Course Strategies

The following core strategies must be taught during the course:

- Vocabulary: Tiering Vocabulary, 7-Steps Vocabulary
- Reading: Think-Aloud, Partner Reading, Text-Dependent Questions, Reciprocal Teaching
- Writing: Write-Around, Ratiocination, Cut and Grow.

Instruction must include modeling by the course instructor and participants must be able to practice each strategy during class sessions. Furthermore, participants must be able to practice these strategies with students in a K-12 classroom setting as part of the course. *See Appendix B for a summary of the rationale and procedure for each strategy.*

2. WIDA English Language Development Standards Framework, 2020 Edition

The organization may develop its own resources for delivering instruction on the WIDA English Language Development Standards Framework, 2020 edition and assessment framework for planning instruction. This must include the following WIDA tools:

- ACCESS Scores: Student English language proficiency levels
- Can Do Descriptors – Name Charts & Key Uses Edition: Highlight what multilingual learners can do at various ages and stages of language development.
- Proficiency Level Descriptors: A snapshot of what a multilingual learner knows or can do at a particular stage of language development.
- Writing Rubric Grades 1-12: Analyze student writing and plan ways to scaffold language learning.

All WIDA resources available at https://wida.wisc.edu/

3. SEI Instructional Framework

Instruction must cover English Learner instructional requirements in Massachusetts as defined in DESE Guidance. See: *Guidance on English Learner Education Services and Programming* (DESE 2024) and *Guidance for Sheltered English Immersion Programs* (DESE 2019) and at https://www.doe.mass.edu/ele/programs/sei.html.

English Learner Education (ELE) programs in Massachusetts include Sheltered English Immersion (SEI), Dual Language Education (DLE) and Transitional Bilingual Education (TBE).

Two components are required for all ELE Programs: Meaningful access to curriculum AND ESL instruction.

In SEI programs, both ESL and Sheltered Content Instruction (SCI) are required. English Language Development (ELD) takes place throughout a student's day, in an integrated way in an SEI classroom and during dedicated time in ESL.

About ESL:

- ESL is systemic, explicit, sustained focus on English language development and literacy.
- Taught by a licensed ESL teacher (note that job titles vary, but teachers must be licensed in ESL)
- Based on an ESL curriculum.
- Addresses all language domains: listening, speaking, reading, and writing
- Addresses social and academic language, including vocabulary, grammar, and syntax.
- Based on students' English proficiency levels.
- Takes place in an ESL classroom or within the general educational setting; however, within general educational settings, ESL instruction must meet above criteria.

- Terminology note: *English as a Second Language (ESL)* is a legal term in MA law. EL students are entitled to ESL instruction and ESL teachers must have MA ESL License. *English Language Development (ELD*) is a more general term. ELD can happen in ESL classes and content classes.

About Sheltered Content Instruction (SCI):

- SCI is differentiated instruction that includes approaches, strategies, and methodologies to make content comprehensible and promote academic English Language development.
- Taught by a content teacher.
- Based on content curriculum.
- Addresses all language domains: listening, speaking, reading, and writing.
- Differentiated based on students' English proficiency levels.
- Takes place in core content classrooms.
- Terminology note: *Sheltered English Immersion (SEI)* is the instructional model, and *Sheltered Content Instruction (SCI)* is the type of instruction.

4. Foundational Understandings

4a. Basic second language acquisition

The organization may choose the resources for delivering instruction covering this topic.

4B. Asset-based approach to English Learner Education

The organization may choose the resources for delivering instruction covering this topic. Instruction must make reference to the Massachusetts English Learner Education Vision and Blueprint and the WIDA Guiding Principles and Can Do Philosophy.

4c. Culturally and linguistically sustaining practices

The organization may choose the resources for delivering instruction covering this topic. Instruction must cover practices that support students to thrive by creating affirming environments where students feel seen, engage in deeper learning, and are held to high expectations with targeted support.

4d. Federal/state laws and regulations regarding the education of ELs

The organization may choose the resources for delivering instruction covering this topic. Instruction must cover the following topics:

- American language policy changed as a result of the Civil Rights movement. Today there are several laws and regulations to ensure ELs have equal access to high quality education. Both the federal government and the Commonwealth of MA have actively protected the educational rights of ELs.

Federal laws, guidance, and court cases protecting EL rights including:

- Civil Rights Act, 1964 - Title VI of the Civil Rights Act ensures that no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance, which includes almost all schools.
- Equal Educational Opportunity Act (EEOA), 1974 - Mandates that no state shall deny equal education opportunity to any individual, "by the failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by students in an instructional program."
- *Lau v. Nichols*, 1974 - Requires schools to take affirmative steps to rectify language deficiencies in order to open their instructional programs to national-origin minority students who are deficient in English language skills.
- *Castañeda v. Pickard*, 1982 - Fifth Circuit Court of Appeals develops the "three-pronged test"

1. **Theory**: The school must pursue a program based on an educational theory recognized as sound or, at least, as a legitimate experimental strategy.
2. **Practice**: The school must actually implement the program with instructional practices, resources, and personnel necessary to transfer theory into reality.
3. **Results**: The school must not persist in a program that fails to produce results.

- Office of Civil Rights Guidelines – The OCR periodically produces guidance for states and districts that clarifies or elaborates on federal laws regarding the education of ELs. This information is posted to the OCR website at http://www2.ed.gov/about/offices/list/ocr/index.html. Also see U.S. Office of English Language Acquisition English Learner Tool Kit at https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/.

Massachusetts Law on English Learner Education:

- In 2002, Ballot Question #2: English in Public Schools replaced a state law in place since 1971 that provided transitional bilingual education for ELs. The new law mandated Sheltered English Immersion (SEI) as the primary method of English language instruction.
- The LOOK Act of 2017 restored flexibility for school districts to design and implement English Learner Education (ELE) programs to meet the needs of ELs, while maintaining accountability for timely and effective English language acquisition. The law provided districts with flexibility in choosing a language acquisition program that best fits the needs of their English learner population, including Dual Language and Transitional Bilingual Education, while ensuring accountability through Department oversight. It also established English Learner Parent Advisory Councils (ELPACs), English Proficiency Benchmarks, and the State Seal of Biliteracy.

See MA.G.L. 71A (https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71A) and 603 CMR 14.00 (http://www.doe.mass.edu/lawsregs/603cmr14.html)

5. English Learners

The organization may choose the resources for delivering instruction covering this topic. Instruction must cover the following topics:

5a. Definition of "English Learner" and related terms

Definition of English Learner (EL), Multilingual Learner (ML) and other related terms. Include the distinction between EL and ML from DESE guidance:

- Use 'English Learner' or 'EL' for legal compliance, data reporting, and other EL related purposes; Use 'Multilingual Learner' or 'ML' for other purposes; ELs are the group that must be provided English Learner Education services in accordance with state and federal requirements (see pp. 5-6 in DESE *Guidance on English Learner Education Services and Programming*, 2024).

5b. EL Special Populations

Profile and needs of EL special populations, including Newcomers, Students with Limited or Interrupted Formal Education (SLIFE), Long-term ELs, and ELs with Disabilities.

5c. EL Data in Massachusetts

Demographics, trends, and achievement data of ELs in Massachusetts.

6. English Language Development in the Content Areas

6a. Aligned language and content objectives

The organization may choose the resources for delivering instruction covering how to develop aligned lesson-level language and content objectives.

6b. Developing academic language and vocabulary

Instruction must cover the following topics related to the development of academic language and academic vocabulary development for ELs. Instruction must include the following topics and readings:

Required topics:

- Vocabulary strategies: Tiering vocabular for teaching ELs, 7-Steps for vocabulary development, sentence frames (see Appendix A)

Required reading:

- ELEMENTARY: Chapter 7: Teaching Vocabulary in Calderón (2011). *Teaching Reading K-5: Teaching Reading & Comprehension to English Learners, K-5.* Bloomington, IN: Solution Tree Press.
- SECONDARY: Chapter 3: Vocabulary Development in Calderón and Slakk (2018) *Teaching Reading to English Learners, Grades 6 - 12: A Framework for Improving Achievement in the Content Areas.* Thousand Oaks, CA: Corwin Press

6c. Developing reading comprehension

Instruction must cover ways to build literacy and reading comprehension in the content areas for ELs, including reference foundational literacy skills instruction for ELs.

Required topics:

- Literacy Skills Instruction for English Learners
- Reading strategies: Think-Aloud, Partner Reading, Text-Dependent Questions, Reciprocal Teaching (See Appendix A)

Required reading:

- Chapter II: Envisioning a Comprehensive and Connected Approach to Foundational Literacy Skills Instruction for English Learners (pp.23-36) in Council of Great City Schools. (2023). *A Framework for Foundational Literacy Skills Instruction for English Learners: Instructional Practice and Materials Considerations*.
- ELEMENTARY: Chapter 7: Teaching Reading in Calderón (2011). *Teaching Reading K-5: Teaching Reading & Comprehension to English Learners, K-5.* Bloomington, IN: Solution Tree Press.
- SECONDARY: Chapter 4: Bridging Vocabulary and Reading (pp.49-76) in Calderón and Slakk (2018) *Teaching Reading to English Learners, Grades 6 - 12: A Framework for Improving Achievement in the Content Areas.* Thousand Oaks, CA: Corwin Press
- ALL: Chapter 5: Content Reading (pp.77-92) in Calderón and Slakk (2018) *Teaching Reading to English Learners, Grades 6 - 12: A Framework for Improving Achievement in the Content Areas.* Thousand Oaks, CA: Corwin Press

6d. Developing writing in the content areas

Instruction must include ways to promote writing in the content areas for ELs:

- Use of the WIDA Proficiency Level Descriptors and writing rubrics to analyze ELs' writing. Participants must understand the purpose and structure of these tools and be given the opportunity to practice using them in class.
- Methods for engaging ELs at various English proficiency levels in the writing process (pre-writing, drafting, revising, editing, publishing).
- Writing strategies: Write-Around, Ratiocination, Cut and Grow. (See Appendix A)

Required reading:

- Gibbons, P. (2014). Learning to Write in a Second Language and Culture. *Scaffolding Language, Scaffolding Learning. 2nd Ed*., Portsmouth, NH: Heineman. P. 96-133

6e. Developing oral language

The organization may develop its own content for instruction covering ways to support speaking and oral language development in the content areas for ELs. This must include reference to Interactive Learning Activities (WIDA 2021) or Cooperative Learning (Calderon & Slakk 2018). Note that interactive learning and opportunities

for oral language development are incorporated into the SEI strategies through group/pair work and structured oral tasks.

6f. Scaffolding and supports for ELs

The organization may develop the content covering scaffolding and supports for ELs.

6g. Formative assessment techniques for ELs

The organization may develop the content covering formative assessment for ELs.

Suggested Resources

The following resources are optional.

Asset-Based Approach

- MA ELE Vision & Blueprint: https://www.doe.mass.edu/ele/blueprint/default.html
- WIDA Can Do Philosophy: https://wida.wisc.edu/teach/can-do

General

- WIDA. (2021) Interactive Learning with Multilingual Learners in Content-Area Classrooms. https://wida.wisc.edu/resources/interactive-learning-multilingual-learners-content-area-classrooms
- Chang, S., Lozano, M., Neri, R, and Herman, J. (2017). *High-Leverage Principles of Effective Instruction for English Learners*. WestEd, Center on Standards and Assessment Implementation.
- DESE ESL Toolkit: *Best Practices for Student Groups*: https://www.doe.mass.edu/ele/esl-toolkit/guidance/default.html
- DESE *DART Detail: English Learners Online Dashboard* (interactive tool): https://www.doe.mass.edu/dart/

Culturally and Linguistically Responsive Teaching:

- Supporting Culturally and Linguistically Sustaining Practices (DESE webpage): https://www.doe.mass.edu/instruction/culturally-sustaining/default.html
- Krasnoff, B. (2016). Culturally Responsive Teaching: A Guide for Evidence-Based Practices for Teaching All Students Equitably. Region X Equity Assistance Center, Education Northeast.

Vocabulary, Reading & Writing

- Donnely, W. S. and Roe, C. J. (2010). Using sentence frames to develop academic vocabulary for ELs. *Reading Teacher*, 64 (2): 131-136.
- Chapter 6, "After Initial Reading" in Calderón, M. and Slakk, S. (2018) Teaching Reading to English Learners, Grades 6 - 12: A Framework for Improving Achievement in the Content Areas. Thousand Oaks, CA: Corwin Press
- Chapter 7, "Writing Increases and Consolidates Vocabulary, Reading and Content Learning" in Calderón, M. and Slakk, S. (2018) *Teaching Reading to English Learners, Grades 6 - 12: A Framework for Improving Achievement in the Content Areas.* Thousand Oaks, CA: Corwin Press
- Graham, S. et al. (2012). *Teaching Elementary School Students to Be Effective Writers.* National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.
- Graham, S. et al. (2016). *Teaching Secondary Students to Write Effectively.* National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

Sheltered Instruction and Language Objectives

- Markos, A. & Himmel, J. (2016). *CAL Practitioner Brief: Using Sheltered Instruction to Support English Learners.*
- DESE *English Learner Collaboration Tool*: https://www.doe.mass.edu/ele/instruction/ (regarding Language Objectives, see "Unit-level Focus Language Goals (FLGs)" in the interactive guide "Comprehensive Overview: The Collaboration Tool")

Appendix A: SEI Strategy Procedures

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Vocabulary Strategies

Tiered Vocabulary

Analyze a mentor text to select and tier vocabulary.

Tier 1	Tier 2	Tier 3
Basic Words Most young children know these words in their primary language. Frequently used in oral discourse Often demonstrated easily through visuals, motions, or gestures Common connectors (and, but, so)	**Academic Words/Phrases** Used across content areas Provide precision and specificity Essential to comprehension Information processing words/phrases: *"I notice/observe" vs. "I see"* *"Due to the fact that" vs. "because"* *"When one considers" vs. "I think"* *"From my perspective"* Polysemous words with multiple meaning based on context: *plot, run, trunk, solution, table, arm, right (*students may know some meanings but not others: "turn *right"* vs. "civil *rights"*) Words for specificity and precision that cross multiple content areas: *analysis, examine, describe, justify* Connectors and transition words/phrases: *as a result, although* Complex words and longer phrases: *bookishness*, *all of a sudden* Idioms: *kicked the bucket, gave the green light* Noun phrases: *long time, a man of his word* Prepositional phrases: *on the verge, at the edge, on time*	**Content-Specific Words** Often limited to specific content areas (technical) Often low frequency Often defined or scaffolded in a text with an illustration, glossary, or other textual support

7 Steps with Tiered Vocabulary
Quickly pre-teach key vocabulary, incorporating principles of vocabulary learning:

- Prioritize key vocabulary.
- Provide multiple opportunities for oral practice hearing and saying the word.
- Give formal and informal definitions.
- Make the connection between the oral and written form of the word.
- Ensure students are actively "engaged with the word" through speaking activity with a partner.

When to use
Implement before a reading or lesson to pre-teach a few key vocabulary words.

Preparation
Select Tier 2 words that are key to comprehending a text or lesson. Prepare the definitions and interactive discussion questions for each word.
Choose words that are:

- Necessary to understand the text or the major concepts in the content lesson or unit of study.
- Unfamiliar to most of the students.

AND/OR

- Cross-disciplinary academic words (e.g., analyze, relationship, synthesize).
- Specialized, academic words (e.g., metamorphosis, quadrilateral, oligarchy).
- Confusing phrases, idioms, or figures of speech.
- Have multiple meanings in different contexts.

Procedure
Follow these steps to pre-teach each selected vocabulary word. Note: Each step should move quickly so that ***no more than 2-3 minutes per word*** or ***10-15 minutes for all the words*** are spent in pre-teaching key vocabulary. *Adaptad from Calderón 201), Calderón 2014 & Calderón & Slakk 2018.*

7 Steps		
Step	**Rationale**	**Example**
1. The teacher says and shows the word and asks students to repeat the word three times.	Helps pronunciation and introduces the print version	"**Alarming**. **Alarming**. **Alarming**."
2. The teacher states the word in a sentence (context) from the text.	Helps the students remember the word in context when they begin to read	"Now, a group of scientists and beekeepers has teamed up to try to figure out what's causing the **alarming** collapse of so many colonies."
3. The teacher gives the dictionary or glossary definition(s).	Provides exposure to formal English and what the students will encounter later when they are proficient enough in English to use a dictionary	'**Alarming**' is an adjective that means "causing people to feel danger; to be worried or frightened."
4. The teacher explains the meaning with student-friendly definitions or gives	Scaffolds using simple language, familiar examples, pictures, props, movement, or gestures to help	When something is frightening or upsetting, we say it is '**alarming**.'

an example that students can relate to.	students comprehend the meaning or multiple meanings	
5. The teacher highlights features of the word such as polysemy, cognates, verb tense, and suffixes.	Preview aspects for more in-depth word study later	'**Alarming**' has an -ing ending. It is an adjective like 'boring' or 'exciting.' '**Alarming**' can also be used as a verb. The cognate for **alarming** in Spanish is '**alarmante**.'
6. The teacher engages <u>all students</u> in a 1-minute paired activity to orally use the word multiple times in a meaningful context.	Provides multiple opportunities for oral practice hearing and saying the word	What situations do you think are **alarming**? Discuss with a partner: "It is **alarming** when…" or "An example of something **alarming** is …"
7. Teacher explains to students how new words will be used later in the lesson. (There is NO writing by students at this time.)	Prepares students for using the word at least once during this or future lessons	You will see the word '**alarming**' when we read. Remember to use it during partner reading and homework.

Adapted from Caldron & Slakk (2018)

Variation

5 Steps for Grades PK-5	
Step	**Example**
1. Teacher says the word three times and students repeat.	"**Roar**, **roar**, **roar**."
2. Teacher states the word in context from the mentor text.	Our book says, "Some hurricanes **roar** onto land."
3. Teacher explains the meaning using student-friendly definitions.	A **'roar**' is a really loud noise. Some things that **roar** are a jet airplane, a fire engine, and a lion.
4. Teacher highlights features of the word	'**Roar**' is an action word. It has one syllable and starts with the /r/ sound.
5. Teacher engages students in oral activities IN PAIRS to develop word/concept knowledge.	Turn to your partner and say "_____ **roars**."

Sentence Frames

Sentence frames are carefully constructed sentences with fill-in-the-blanks. They are used for structured language practice and to support students in using targeted language functions and/or creating complex sentences.

Example: Based on _____, I infer that _____ because _____.

Sentences frames support the functional language of a task, giving students an academic language scaffold at a complexity they cannot yet construct themselves, and help students transfer skills from oracy to literacy. They can be differentiated by WIDA level.

Sentence frames are a linguistic scaffold that are not needed as students gain proficiency over time, so be cautious about overusing them. Allowing students to engage in productive struggle to produce new language forms aids in language acquisition.

Optionally, sentence frames can be enhanced with a word bank with possible words and phrases to fill in the blanks.

Sentence Types
Simple: 1 Noun, 1 Verb N. V. *The Olympians skied.*
Compound: 2 Nouns, 2 Verbs, 1 Coordinating Conjunction N. V. C.C. N. V. *The Olympians skied, and the spectators cheered.*
Complex: Dependent Clause D.C. N. V. *After many years of training, the Olympians skied to victory.*

FANBOYS
for
and
nor
but
or
yet
so

When to Use

At the beginning of a lesson to informally assess student proficiency with vocabulary, usage, or grammatical pattern, or establish a function-form link to the previous lesson/chapter.

During a lesson: To introduce specific form in relationship to a function of language, give students additional practice and reinforcement on a specific form used with a specific function, take advantage of "teachable moments" that arise, or maintain focus on vocabulary usage.

At the end of a lesson: To informally assess student proficiency regarding a grammatical form to discern mastery before moving on, give students an opportunity to reinforce their new learning, give students the chance to express their learning of the content and academic vocabulary orally, or give students extended practice.

At the end of the chapter/unit: To review grammatical forms and functions or informally assess students at a particular proficiency level

Procedure

1. Determine language function for expressing the core concepts. (Persuasion/opinion? Narration? Information? Explanation? Compare/contrast? etc.)
2. Write a *simple* sentence related to the chosen language function.
3. Create a *simple* sentence frame by removing the vocabulary and including a word bank.

4. Repeat steps 3 and 4 to differentiate for a *compound* or *more complex* sentence and then again for an *even more complex* sentence while trying to maintain the same language function.

5 Steps to Create Sentence Frames		Example
1. Use 7 Steps to **pre-teach** key vocabulary from mentor text.		7 Steps: concern/concerning, decline, alarming, collapse, disorder Show a picture: honeybees, hive
2. Determine **language function** for expressing the core concepts. (Persuasive/opinion? Narration? Information? Explanation? Compare/contrast? Etc.)		Description
Levels 1-2	**3a.** Write a ***simple* sentence** related to the chosen language function.	There is a growing **concern** about this problem.
	3b. Create a ***simple* sentence frame** by removing the vocabulary and including a word bank.	There is a growing _____ about this problem. Word bank: honeybees, decline, concern, alarming, collapse disorder
Level 3	**4a.** Write a ***compound* or *more complex* sentence** related to the chosen language function.	There is a growing **concern** about the problem, **and** scientists are worried about this **alarming** situation. OR There is a growing **concern** about the **decline** of the bee population.
	4b. Create a ***compound* or *more complex*** sentence frame by removing the vocabulary and including a word bank.	There is a growing _____ about the problem, **and** scientists are worried about this _____ situation. OR There is a growing _____ about the _____ of the bee population. Word bank: honeybees, decline, concern, alarming, collapse, disorder
Levels 4-5	**5a.** Write an ***even more complex* sentence** related to the chosen language function.	There is a growing concern related to the decline of the bee population described by etymologists as being colony collapse disorder. OR ***Among the scientific community,*** there is a growing **concern** about the **decline** of the bee population. OR ***Due to the fact that* honeybees** are in **decline**, etymologists are **concerned**.
	5b. Create an ***even more complex* sentence frame** by removing the vocabulary and including a word bank.	There is a growing _____ related to the _____ of the bee population described by etymologists as being _____. OR **Among the scientific community,** there is a growing _____ about the _____ of the bee population. OR **Due to the fact that** _____ are in _____, etymologists are _____. Word bank: honeybees, decline, concern, concerned alarming, alarmed, collapse, disorder

Adapted from Donnely & Roe (2010).

Reading Strategies

Think-Aloud

In a Think-Aloud, the teacher reads a passage from a text aloud and verbalizes their thoughts about it, modeling the thinking process that takes place during reading comprehension.

Research shows that comprehension improves when EL readers are able to consciously monitor and

control their reading. Think-Alouds encourage students to develop metacognitive awareness and ability to evaluate and monitor their reading process as they are engaged. They also encourage engagement with a text, building vocabulary, decoding, comprehension, and fluency skills. (Block, 1986; Block & Israel, 204; Garner & Kraus, 1981–82; Jimenez & Gamez, 1996)

When to Use

Implement at the beginning of a new text or topic, after the text and key vocabulary has been introduced, and before students start reading on their own.

After modeling the Think-Aloud, follow up by having students do **Partner Reading** in pairs.

Procedure

Read two or three paragraphs out loud to students, stopping at strategic places in the text to orally model the comprehension process while reading a text.

When modeling Think-Alouds for ELs, include thoughts about the following:

- Content
- Language structures
- Reading comprehension strategies
- Vocabulary
- Connections to other texts, the text itself, the reader, the reader's world

This activity does not involve having the teacher using a Think-Aloud for the whole text to students. Limit this activity to no more than 10 minutes.

Variation

Options for a Think-Aloud:

- Discuss purpose and main ideas
- Pay particular attention to details
- Do an overview of the text to highlight any visuals or other text clues
- Activate relevant knowledge
- Visualize/make a picture
- Make predictions about the story
- Connect to the author, or the story
- Continue to ask questions
- Point out patterns or signal terms (sequence, cause and effect, etc.

The focus of a Think-Aloud may vary by content area. For example, a Think-Aloud in social studies might focus on combined or complex sentences, while a Think-Aloud in science might focus on the definitions of vocabulary within sentences.

Adapted from Calderón 2011, Calderón & Slakk 2018.

Partner Reading

Partner Reading gives students the opportunity to practice verbalizing their thoughts about reading in pairs or triads, following the model in the Think-Aloud.

When to Use

Implement after a teacher Think-Aloud, using the same text.

Procedure

There are many ways of structuring partner readings. All presume that students have heard the text read aloud by the teacher at least once.

Variation #1 Newcomer Trio Fluency and early literacy tracking for Newcomers	One lower-level English learner ("newcomer") is grouped together with two higher-level ELs or native English speakers. • English proficient student #1 reads a sentence aloud, finger following each word. Newcomer shadow reads aloud along with student #1. • English proficient student #2 summarizes the first sentence/s then reads the next sentence aloud, finger following each word. • Newcomer shadow reads aloud along with student #2. Cycle continues until the entire text/paragraph has been read.
Variation #2 Partner Reading for Vocabulary Practice	**Note**: This format assumes students were pre-taught key vocabulary. • Partner #1 reads aloud a sentence (e.g., for lower-level students) or an entire paragraph (e.g., for higher level students). • Partner #2, trying to use the pre-taught vocabulary as much as possible, re-states the sentence or summarizes the paragraph while trying not to look at the text. Partners switch.
Variation #3 Partner Reading for Comprehension	• Partner #1 reads one sentence aloud. • Partner #2 summarizes then questions or comments about the content, language structure, or word from the sentence Partner #1 just read. • Partner #1 responds. Partners switch.
Variation #4 Partner Reading for Comprehension	• Partner #1 reads one sentence aloud. • Partner #1 questions or comments (aloud) about the content, language structure, or word from the sentence he/she just read. • Partner #2 summarizes then provides clarification or positive feedback. Partners switch.

Adapted from Calderón 2011, Calderón & Slakk 2018.

Reciprocal Teaching

Reciprocal Teaching allows all students to participate in cooperative learning. Students engage with each other and with the teacher in this activity by interacting with the text in different ways. During the activity, students take turns in each role.

- *Summarizing* provides the opportunity to identify and integrate key information in the text.
- *Generating questions* reinforces the summarizing strategy and carries the learner one more step along in the comprehension activity.
- *Clarifying* helps students to become alert to the effects of impediments to comprehension and to take the necessary measures to restore meaning (e.g., re-read, ask for help).
- *Predicting* occurs when students hypothesize what the author will discuss next. Students learn to test hypotheses during reading.

For students at higher proficiency levels, this is a great activity to promote oral language skills. It may be difficult for newcomers because of the oral language demands. Pair a student with lower reading skills with one who is more advanced to work together.

Procedure

Put students in groups of four.

1. Assign a role to each student: Summarizer, Questioner, Clarifier, and Predictor.
2. Have students read part of the text.
3. At the given stopping point, the *Summarizer* highlights the key ideas up to this point in the text.
4. Then the *Questioner* poses questions (without answering) about the selection regarding unclear concepts, puzzling information, or connections to other concepts. For example:
    - One question I have about what I read was...?
    - What question(s) can you ask about what you read?
    - What were you thinking about as you were reading?
5. The *Clarifier* addresses confusing parts of the text, attempting to answer the questions that were just posed.
6. The *Predictor* offers predictions about what comes up next in the text. If it's a literary selection, the predictor might suggest what the next event will be.

When the next selection is read, the roles in the group then switch one person to the right and students repeat the process using their new roles. This rotation continues until the entire selection has been read.

The Facilitator (teacher) is only there to help the participants (students) fulfill their roles. If the group is doing well, then the Facilitator's role is minimal. The Facilitator's role is lessened as students develop their familiarity and skill with this strategy.

Important notes:

- When introducing this strategy, the steps may seem mechanical and awkward, but over time a more organic flow develops as learners become familiar with the different roles.
- Teachers of very young students may choose to feature and practice only ONE role at a time over a number of lessons before assigning each team member a role.

Adapted from Calderón 2011, Calderón & Slakk 2018.

Reciprocal Teaching

Guiding Questions	Sentences Starters/Frames
Summarizer	
• What does the author want us to remember or learn from this passage? • What is the most important information in this passage? • What kind of "teacher" question can you ask about the main idea?	• In my own words, this is about… • The main point was… • The author wanted me to remember… • Another important idea is…
Questioner	
• What question(s) can you ask about what you read? • What were you thinking about as you were reading?	• I wonder… • Who…? What…? When…? How…? Why…? • How are ___ and ___ connected? • What do we know about…?
Clarifier	
• Was this confusing to me? • Do I need to re-read, slow down, look at pictures or graphs, or try to figure out a particular word? • What is another way to describe what I read? • What words or ideas need clarifying for you?	• One of the words I wasn't sure about was… • I think we can find the answer to _____ on page… • What other words do we know that we can use in place of...?
Predictor	
• Look at the text features. What do you think we will be reading about? • What do you think might happen next?	• I think the text will talk about… • I wonder about… • I predict…

Close Reading with Text-Dependent Questions

Text Dependent Questions can be used to guide students in close reading. Using Bloom's Taxonomy, teachers can create questions that target specific cognitive levels and rigor, thus supporting and necessitating close reading. When teachers model question formation for students, the students can then learn to create questions for use in interactive reading activities, such as *Numbered Heads Together*.

- *Remember*: Recall the information presented in the text: What is the main idea? Who? When? Where? How?
- *Understand*: Demonstrate understanding by organizing, comparing, translating, describing or giving main ideas and concepts.
- *Apply*: Solve problems to new situations and find the knowledge needed and facts to support and apply rules in a different way.
- *Analyze*: Examine and break into parts, identify causes, inferences, and find evidence.
- *Evaluate*: Present and defend judgments, validity of ideas, quality based upon criteria.
- *Create*: Combine elements through application into planning and creating something new.

Preparation

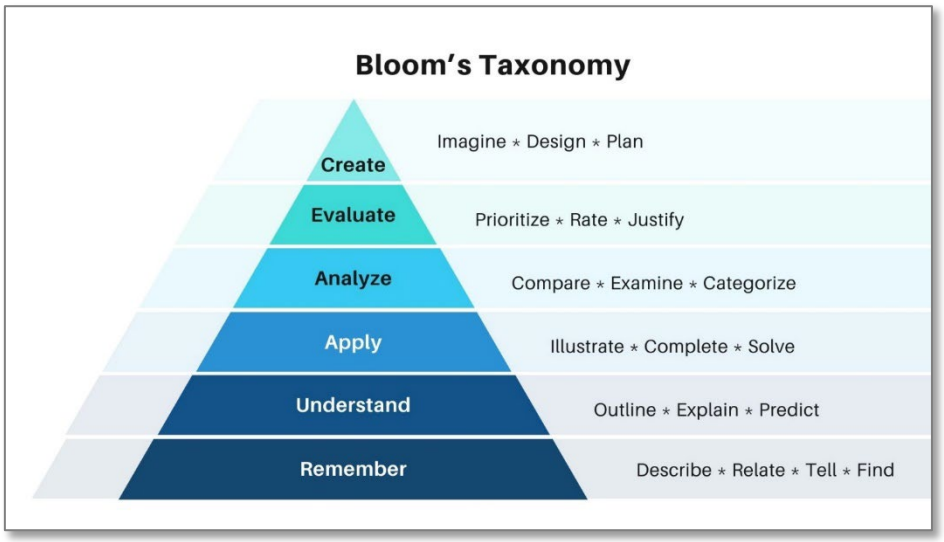
When choosing a text for Close Reading with Text Dependent Questions, keep in mind that ELs need to be matched appropriately with texts in order to do close reading. ELs should be challenged and exposed to complex texts – texts that are just a bit beyond their instructional level – and complex cognitive tasks.

Teachers should provide appropriate scaffolding for this activity for ELs at different English language proficiency levels. If students don't have enough background knowledge about the topic, don't know the vocabulary, or don't understand the sentence structures in the text, they will not be able to comprehend the text, no matter how closely they read.

Procedure

Teacher-created Questions: Select a mentor text and create "Bloom's-like" questions to promoting higher order thinking processes.

Student-created Questions: Have students work together to create questions to encourage the consideration of the items noted above.



Writing Strategies

Write-Around

The **Write-Around** is a strategy for collaboratively creating multiple first drafts based on a common prompt. The teacher gives a writing prompt and students work around in a particular order in small groups to create multiple drafts suitable for revising in another step. It promotes coherence and idea development:

- Focuses on writing fluency and drafting
- Forces students to carefully read prior writing to ensure their contribution makes sense
- Generates multiple versions in response to a prompt

When to use

The Write-Around strategy has many connections to the writing process. It can be used in any content area (Math, Science, ELA, Social Studies, or other areas)
A Write-Around can also be used as a group formative assessment for text type/structure, academic language, content comprehension, or as group summative assessment for revision, editing, feedback.

Preparation

Make sure each student has a pen and piece of paper.

Procedure

Put students in groups of four.
Give these instructions to the students:

1. WRITE 1 sentence (or complete the partial sentence you have been provided) and pass paper to the right
2. READ what is written on the paper you now have.
3. WRITE 1 sentence that goes with what is already on the paper and pass it to the right.
4. READ the 2 sentences on the paper you have now. Continue following steps 2 and 3 until told to stop. This will be about 10 minutes. You should have at least three-quarters of a page of writing.
5. After we finish writing, each student will take turns reading their papers to their team. Each team selects one paper to be revised as a final product.

Adapted from Calderón 2011, Calderón & Slakk 2018.

Ratiocination

Ratiocination (rat-io-se-NA-tion) models and makes explicit thought processes used by skilled writers as they revise their writing to develop specificity and fluidity and to avoid repetition. Students systematically review their writing, making their drafts with colors, underlines, and other symbols to help them see their language use and then analyze their language use and identify possible revisions. Explicit discussion about the rationale for making choices is very helpful for students.
Ratiocination should not be used for final editing and proofreading (such as punctuation, spelling, and other mechanics). Instead, it should be used to identify language choices and model the process of editing.

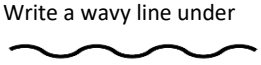
Preparation

Choose text to model the Ratiocination, such as a jointly constructed Write-Around Text, before students use their own texts.

- Put students in groups to work on one student-generated text.
- Provide two different colored pencils or highlighters per student.
- Post a chart showing the codes for marking text.
- Post any previously created charts of tiered vocabulary related to the writing assignment.

Procedure

1. Mark **one** aspect of the text (e.g., circle all "to be" verbs).
2. Look at the text, consider whether the marked feature can or should be revised, and discuss options for revising it.
3. Make changes to the text.
4. Repeat the process making a different aspect of the text.

Code & Directions	Analysis	Options for Editing
Circle "to be" verbs: is, are, are was, were be, being, been	1. Look at the *be* verbs. Effective writers use a variety of precise verbs. Can other verbs be used instead of *be*? Considerations: *Be* verb may show: passive voice, a weak or unclear sentence, or the way characters speak in informal conversation.	• Change *be* to action or descriptive verb (e.g. "He is sick" to "He feels sick"). • Rewrite the sentence with more precise words (e.g. "She is a good piano player." to "She plays the piano beautifully." • Do not change.
Underline sentences in alternating colors.	Look at the length of sentences. Does the writing include a variety of different sentence lengths?	• Revise sentences so there are short, medium, and long sentences: o Combine short sentences. o Divide very long sentences. • Do not change.
[ ] Put brackets around the first word in every sentence.	Look at the first word in each sentence. Are the same words repeated?	• Change some of the first words to add variety. This may require rewriting the sentence. • Do not change.
Write a wavy line under  repeated words.	Look at the repeated words. Is the word repetition necessary or can synonyms be used?	• Replace repeated words with synonyms. • Do not change repetition when it: o Shows continuity between sentences or paragraphs. o Creates a parallel form.
??? Student-specific choice	Choose a focus that is specific to a student's writing and proficiency level. This focus could be selected by the teacher or the student.	

Adapted from Calderón 2011, Calderón & Slakk 2018.

Cut-and-Grow

Rationale

Cut-and-Grow is a collaborative activity to help students revise their drafts and improve writing. As students cut up their text and add elaboration and detail, the Cut-and-Grow activity provides modeling and peer support for the revision process. Students can clearly see how writers can revise and organize their writing to make improvements.

When to Use

This strategy can be used with a text created through a Write-Around, Language Experience Approach, or any other early draft.

Preparation

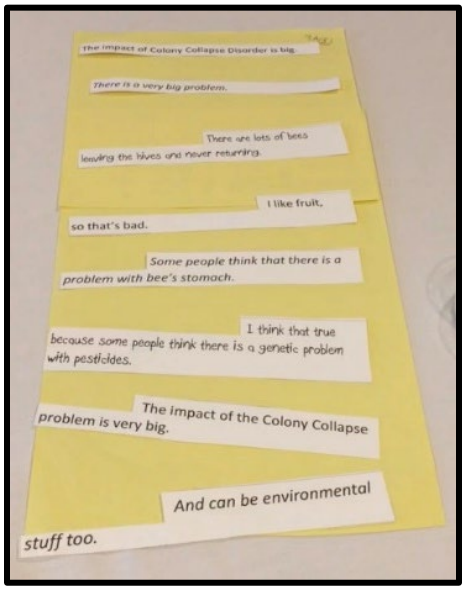
Supplies: Student drafts (written or printed), scissors, large chart on construction paper

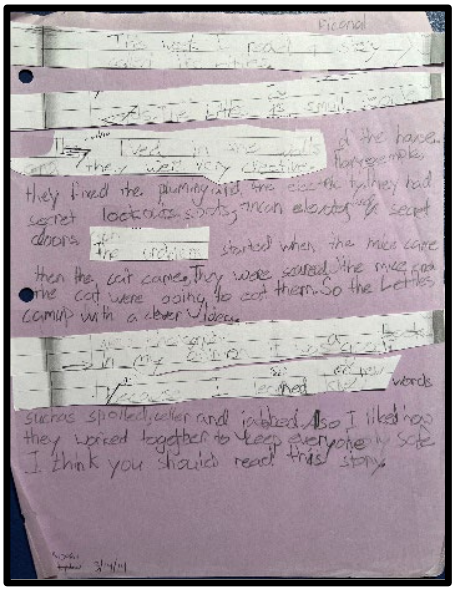
Procedure

1. Select a portion of one written text that can be improved as a starting point, or the entire text.
2. With scissors, cut out sentences or segments of the text.
3. Tape the top segment onto a piece of construction paper.
4. Create an improved segment with academic language specific to content area, text type/structure, and topic. Write the revisions on the background (preferably colored) paper.
5. Repeat with another segment of the text.

Variation

- Ask students to use their write around paper to decide what to do for a cut a Cut-and-Grow.
- Have the writer do the actual cutting and "growing" of the paper as a reporter takes notes on the strategy and process.





Slakk

Adapted from Calderón 2011, Calderón & 2018.

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