

Sheltered English Immersion Endorsement



Stand-alone SEI endorsement course requirement descriptions and supplemental information

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.

Specific strategies and topics that must be included

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.

1. 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.
 - a. 7-steps vocabulary
 - b. Think-aloud
 - c. Partner reading
 - d. Ratiocination
 - e. Think-pair-share
 - f. Write around
 - g. Reciprocal teaching
 - h. Text dependent questions
 - i. Tiering vocabulary
 - j. Cut and Grow
2. Explanation of how to use the WIDA standards and assessment framework for planning instruction. This must include using:
 - a. Performance Definitions
 - b. Can-Do Descriptors
 - c. Model Performance Indicators
 - d. ACCESS test results
3. Explanation of the Sheltered English Immersion program model as defined in MA and Sheltered Content Instruction
4. Basic second language acquisition

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5. Culturally responsive education
6. Identifying gifted/talented ELLs
7. Teaching ELLs with limited or interrupted formal education
8. Developing academic vocabulary
9. Developing reading comprehension
10. Developing writing and speaking in the content areas
11. Scaffolding and supports for ELLs in content classes
12. Federal/state laws and regulations regarding the education of ELLs
13. ELL data in Massachusetts (demographics, trends, totals)
14. Developing aligned language and content objectives
15. Formative assessment techniques for ELLs

Practice

A field-based experience component where:

- Strategies are modeled and practiced in course, then
- Practiced with students in classroom (preferably ELLs), then
- Reflect and share with course instructor for feedback (peer feedback good as well).
- Candidate should have at least four separate experiences to practice with students in a real classroom.

Readings

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

Belin, C. and J. Blank. International Center for Gifted Education and Talent Development. (2008). *Identifying gifted and talented English language learners, grades K–12*. Des Moines, IA: Iowa Department of Education. 9-13, 19-27.

Calderón, M. 2011. Teaching reading and comprehension to English learners, K–5: Chapter Six, Teaching Vocabulary, 67-83. Bloomington, IN: Solution Tree Press.

Calderón, M. 2007. Teaching reading to English language learners, grades 6–12: Vocabulary Development, the foundation for reading in the content areas, 29–45. Thousand Oaks, CA: Corwin Press.

Calderón, M. 2011. *Teaching reading and comprehension to English learners, K–5*. Teaching Reading Comprehension and Content, 85-103. Bloomington, IN: Solution Tree Press.

Calderón, M. 2007. *Teaching reading to English language learners, grades 6–12*. Chapter 4: Teaching Reading Comprehension and Content, 47-67. Thousand Oaks, CA: Corwin Press.

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- Calderon, M. 2007. *Teaching reading to English language learners, grades 6-12*. Chapter 5: Reading, Writing & Speaking in Mathematics, 69-82. Thousand Oaks, CA: Corwin Press.
- Calderon, M. 2007. *Teaching reading to English language learners, grades 6-12*. Chapter 6: Reading, Writing & Speaking in Science, 83-92. Thousand Oaks, CA: Corwin Press.
- Calderon, M. 2007. *Teaching reading to English language learners, grades 6-12*. Chapter 7: Teaching the Art in Language Arts, 93-104. Thousand Oaks, CA: Corwin Press.
- Calderon, M. 2007. *Teaching reading to English language learners, grades 6-12*. Chapter 8: A Vignette of Social Studies Teachers Developing and Implementing a Lesson, 105-110. Thousand Oaks, CA: Corwin Press.
- DeCapua, A., & Marshall, H. W. (2011). Reaching ELLs at risk: Instruction for students with limited or interrupted formal education. *Preventing School Failure* 55(1), 35–40.
- Donnelly, W. S. and C. J. Roe. 2010. Using sentence frames to develop academic vocabulary for ELLs. *Reading Teacher*, 64 (2): 131–136.
- Gillespie, A. and S. Graham. 2011. Evidence-based practices for teaching writing. *Better Evidence-based Education*. Baltimore: Johns Hopkins University. 4-5.
- Zwiers, J.A. (November 2012). *Academic language and literacy in every subject*. Paper presented at the Academic Language Institute, Leominster, MA. Retrieved from www.matsol.org

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Appendix A

1. Core strategies

Detailed descriptions of the core strategies listed under *number 1* are contained throughout this appendix under other numbered requirements.

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

Talking points from RETELL SEI Course that must be covered:

- ESL instruction provides explicit, direct instruction about the English language to promote language development. ESL classes should include content area topics, but the focus is on developing linguistic and cultural competencies that ELLs require beyond what their native English-speaking peers need. This type of instruction is important for ELLs at all levels of language proficiency because language proficiency is necessary to access school curriculum and to achieve positive academic outcomes. These courses are taught by licensed ESL teachers and they have their own curriculum.
ESL is:
 - Taught by a licensed ESL (or ELL) teacher
 - Based on an ESL curriculum
 - Addresses all language domains: listening, speaking, reading, and writing
 - Addresses social and academic vocabulary, grammar, and syntax
 - Based on students' 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
- SCI includes approaches, strategies, and a methodology that makes the content comprehensible to ELLs and promotes language development. ELLs receive SEI instruction in content area classes (Social Studies, science, math, and ELA) delivered by content area licensed teachers.
Sheltered English Instruction is:
 - Taught by a teacher with a content area or grade level license AND holding SEI Endorsement
 - Provides language support and subject matter through differentiated instruction in English
 - Includes language objectives that are aligned to the content objectives and assessment as part of the lesson planning
 - Allows for a minimal amount of native language clarification
 - Takes place in a self-contained (only ELLs) or a general educational setting
 - Requires differentiation of instruction, assessment, and assignments based on student proficiency level
 - Targeted to help ELLs when not in ESL direct service environment.
- These are the two primary components that make up Sheltered English Immersion (SEI) programs.
- There are no regulations regarding how districts structure SEI except that it must include both ESL and SCI. Districts are required to demonstrate that ELLs receive rigorous content area and language instruction in ways appropriate for their levels of English language proficiency. Some districts use pull-out ESL classes while others embed ESL instruction in other classes and some vary these approaches based on ELLs' language proficiency levels.

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- **ESL and SCI are both required for an SEI program.**

4. Basic second language acquisition

The course must include instruction covering basic second language acquisition theory. The organization may develop the content covering this topic, but reference must be made to the WIDA standards framework, guiding principles, and Can-Do Philosophy.

5. Culturally responsive education

The organization may choose its own resources for delivering instruction covering culturally responsive teaching. The instruction must include:

- A definition of culture
- Ways in which a student's culture might affect his/her educational experience and the teacher's experience of him/her
- The difference between surface culture (music, holidays, cuisine, apparel, etc) and deep culture (intangible aspects of identity, beliefs, nature of interpersonal relationships, unconscious/semi-conscious aspects of culture, etc.)
- Strategies for creating a culturally responsive classroom and school

6. Identifying gifted/talented ELLs

The organization may choose/develop its own resources for delivering instruction covering the identification of gifted/talented ELLs. The reading covering this topic from the RETELL SEI course, which must be included in the course, is:

Belin, C. and J. Blank. International Center for Gifted Education and Talent Development. (2008). *Identifying gifted and talented English language learners, grades K–12*. Des Moines, IA: Iowa Department of Education. 9-13, 19-27.

7. Teaching ELLs with limited or interrupted formal education

The course must include references to the definition of SLIFE, SLIFE programming principles, and SLIFE programming considerations contained in the SLIFE guidance document published by the MADESE found at http://www.doe.mass.edu/ell/guidance_laws.html.

Beyond the aforementioned requirement, the organization may choose/develop its own resources for delivering instruction on ELLs who are SLIFE. The reading covering this topic from the RETELL SEI course, which must be included in the course, is:

DeCapua, A., & Marshall, H. W. (2011). Reaching ELLs at risk: Instruction for students with limited or interrupted formal education. *Preventing School Failure* 55(1), 35–40.

8. Developing academic vocabulary



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The course must incorporate the following readings:

Donnelly, W. S. and C. J. Roe. 2010. Using sentence frames to develop academic vocabulary for ELLs. *Reading Teacher*, 64 (2): 131–136.

For elementary educators

Calderón, M. 2011. Teaching reading and comprehension to English learners, K–5: Chapter Six, Teaching Vocabulary, 67-83. Bloomington, IN: Solution Tree Press.

For secondary educators

Calderón, M. 2007. Teaching reading to English language learners, grades 6–12: Vocabulary Development, the foundation for reading in the content areas, 29–45. Thousand Oaks, CA: Corwin Press.

The course must also include instruction on how to tier vocabulary for teaching ELLs , the 7-step process for vocabulary development, and sentence frames.

Tiering and selecting vocabulary to teach

The emphasis in the RETELL course is placed on identifying and teaching important tier 2 vocabulary to ELLs. The course must include instruction that describes the process through which vocabulary from a target text is broken into tiers and how to select appropriate tier 2 words for direct instruction to ELLs. The 7-steps process described below must be included as a means of direct vocabulary instruction.

7-steps process:

From the RETELL course talking points:

- This process for pre-teaching select vocabulary is composed of 7 very specific steps.
 - Teacher introduces the word by lifting it from the text in the sentence in which it appears.
 - Students are asked to repeat the word three times for pronunciation and oral recognition.
 - Teacher provides the dictionary definition appropriate for the context.
 - Teacher then gives a student-friendly definition to further clarify the meaning/context.
 - Teacher tells students something about the word that is relevant to the context in which it is used. Is it polysemous, present tense, past tense, a cognate, etc.?
 - Teacher engages students in *structured* oral interaction to develop word/concept knowledge.
 - Teacher reminds and explains to students how new words will be used. There is NO writing by students at this time.
- This pre-reading vocabulary process is JUST the first step in exposing students to the vocabulary – students need an average of 7–20 exposures to a word to know the word/concept. The number of exposures differs depending on students’ L1 development, whether the word is a cognate to their own language, whether it is abstract versus a concrete concept/word, etc. The purpose of this strategy is so that ELLs will recognize the vocabulary when they begin to read.
- This is actually a very quick, manageable process for pre-teaching vocabulary prior to beginning a lesson or a text

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being read. It involves very little time from a class.

Instruction must include modeling of the strategy for the participants and opportunities for the participants to practice the strategy in class before practicing it with students in a K-12 setting.

Sentence Frames

Sentence frames are a cloze activity. The course must include instruction how to effectively use sentence frames with ELLs at various English proficiency levels for building academic vocabulary.

The following are notes from the RETELL facilitator's manual:

Developing Sentence Frames

- A. Use 7 Steps to pre-teach key vocabulary from mentor text (3-5 key words)
- B. Determine language function for expressing the core concepts. (cause/effect? compare/contrast? persuasion? description? sequence? etc) [Step 5 of the 7]
- C. Write simple sentences; express key vocab in the related language function
- D. Remove vocab words from sentence & place in word bank
- E. Differentiate: (simple, compound & complex sentences)

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Talking Points:

- These are the words we selected to utilize for these sentence frames: *alarming, to figure out, vanished, spread, decline.*
- Teachers will develop multiple sentence frames for a particular text. The sentence frames can be constructed in a number of ways. Here's one way:
 - Scientists hope to figure out why honeybees are in trouble. The honeybee population is declining.
 - The student is interacting with the vocabulary words in appropriate ways, and the expression of the content is evident.
- [10 min] We started with a simple sentence that might be appropriate for students at lower English proficiency levels (WIDA 1–2). Then we created a more complex sentence for students at medium English proficiency levels (WIDA 3). Students at higher English proficiency levels (WIDA 4–5) can engage with even more complex sentence structures.
- As a result of utilizing differentiated sentence frames, students at a wide variety of English proficiency levels can interact with and learn the same vocabulary terms using appropriate structures.
- A key indicator of a WIDA level 5 sentence would often be a sentence starting with a clause.

9. Developing reading comprehension

The course must incorporate the following readings:

For elementary educators

Calderón, M. 2011. *Teaching reading and comprehension to English learners, K–5*. Teaching Reading Comprehension and Content, 85-103. Bloomington, IN: Solution Tree Press.

For secondary educators

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Calderón, M. 2007. *Teaching reading to English language learners, grades 6–12*. Chapter 4: Teaching Reading Comprehension and Content, 47-67. Thousand Oaks, CA: Corwin Press.

Teachers of ALL grade levels, choose appropriate content area chapter/s from:

Calderon, M. 2007. *Teaching reading to English language learners, grades 6-12*. Chapter 5: Reading, Writing & Speaking in Mathematics, 69-82. Thousand Oaks, CA: Corwin Press.

Calderon, M. 2007. *Teaching reading to English language learners, grades 6-12*. Chapter 6: Reading, Writing & Speaking in Science, 83-92. Thousand Oaks, CA: Corwin Press.

Calderon, M. 2007. *Teaching reading to English language learners, grades 6-12*. Chapter 7: Teaching the Art in Language Arts, 93-104. Thousand Oaks, CA: Corwin Press.

Calderon, M. 2007. *Teaching reading to English language learners, grades 6-12*. Chapter 8: A Vignette of Social Studies Teachers Developing and Implementing a Lesson, 105-110. Thousand Oaks, CA: Corwin Press.

The course must include instruction on the *features of academic language* and the following reading:

Zwiers, J.A. (November 2012). *Academic language and literacy in every subject*. Paper presented at the Academic Language Institute, Leominster, MA. Retrieved from www.matsol.org

The course must also include instruction on the Think-Aloud, Think-Pair-Share, Partner Reading, Text-Dependent-Questions, and Reciprocal Teaching strategies for teaching reading comprehension.

From the RETELL course facilitator’s manual:

Think-Aloud strategy:

The organization may use the material (target text, facilitators notes, etc) from the RETELL course or may choose to develop its own when conducting instruction covering the Think-Aloud strategy. The points from the RETELL course outlined below must be incorporated.

Think-Aloud Text

Where Have All the Bees Gone?

Entomologists—scientists who study insects—have a real mystery on their hands. All across the country, honeybees are leaving their hives and never returning.

Procedure: Use the slide for visual reference; instruct participants to follow along with the script in the *Participant’s Manual*.

Talking Points:

- 1) A Think-Aloud models a reader’s thinking process about some aspect of the content OR the language of a text. It takes into consideration struggles an ELL might have.
- 2) This is just one example of a Think-Aloud where the focus is on the target vocabulary

that was pre-taught and text features.

- 3) It will be very helpful for you to PRACTICE doing the Think-Aloud before sharing with students.

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Script to model Think-Aloud

“Let’s read about the Honeybee situation. The title is, Where Have All the Bees Gone?”

Entomologists—scientists who study insects—have a real mystery on their hands. *Look at how the writer used dashes to offset the definition of the word entomologists. An entomologist must be an expert on bugs.* All across the country, honeybees are leaving their hives and never returning. *Remember that we learned that a hive is a home for honeybees?”*

More on the Think-Aloud Strategy

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

- Content (ideas; vocabulary that should have been pre-taught)
- Language structures
- Reading comprehension strategies
- Connections to other texts, the text itself, the reader, the world

Some things that one might do during a Think-Aloud:

- Verbalize thoughts aloud while reading a selection orally, thus modeling the process of comprehension
- Think about the purpose and main ideas
- Pay particular attention to details
- Do an overview of the text; 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
- Have the ELLs do a Think-Aloud in their native language or practice at home

Other Considerations for Think-Alouds

- It’s important for students to develop their metacognitive awareness and ability to evaluate and monitor their reading process as they are engaged. Research shows that comprehension improves when ELL readers are able to consciously monitor and control their reading. (Garner & Kraus, 1981–82; Jimenez & Gamez, 1996).
- Think-Alouds encourage engagement with text, build vocabulary, decoding, comprehension, and fluency skills. (Block, E. 1986. The comprehension strategies of second language readers. *TESOL Quarterly*, 20(3), 463–494.)
- Think-Alouds enable readers to stop periodically, reflect on the thinking they do to understand a text, and relate these literacy processes orally. (Block, C., S. Israel. 2004. The ABCs of performing highly effective think-alouds. *The Reading Teacher*, 58(2), 154–167.)

A “Think-Aloud” models a reader’s thinking process about the content AND the language of a text and takes into consideration modeling struggles an ELL might have.

Think-Pair-Share:

The following points must be included in the course when conducting instruction covering the Think-Pair-Share strategy.

Think-pair-share is a strategy in which students work together to answer a question about an assigned reading.

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- Decide on the text to be read and develop the set of questions or prompts that target key content concepts.
- Describe the purpose of the strategy and provide guidelines for discussions.
- Model the procedure to ensure that students understand how to use the strategy.
- Monitor and support students as they work through the following:

Think: Teachers begin by asking a specific question about the text. Students "think" about what they know or have learned about the topic.

Pair: Each student should be paired with another student.

Share: Students share their thinking with their partner.

As partners have an opportunity to share with each other, the teachers can open up the sharing as a whole-class activity.

Partner Reading Strategy:

The following information must be included in the course when conducting instruction covering the Partner Reading strategy.

There are many ways of structuring Partner Readings. Below are several examples:

Note: All Partner Reading activities below presume that students have heard the text read aloud by the teacher at least once.

<p>Variation #1</p> <p>“Newcomer Trio” (works well for fluency)</p>	<p>One lower-level English language learner (“newcomer”) is grouped together with two higher-level ELLs 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.</p>
<p>Variation #2</p> <p>Partner Reading for Vocabulary Practice</p>	<p>Note: This format assumes students were pre-taught key vocabulary.</p> <p>Partner #1 reads aloud a sentence (e.g., for lower level students) or an entire paragraph (e.g., for higher level students).</p> <p>Partner #2 then, trying to use the pre-taught vocabulary as much as possible, re-states the sentence or summarizes the paragraph trying not to look at the text. Partners switch.</p>

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<p>Variation #3</p> <p>Partner Reading for Comprehension</p>	<p>Partner #1 reads aloud one sentence.</p> <p>Partner #2 summarizes then questions or comments about the content, language structure, or word from the sentence Partner #1 just read.</p> <p>Partner #1 responds. Partners switch.</p>
<p>Variation #4</p> <p>Partner Reading for Comprehension</p>	<p>Partner #1 reads aloud one sentence.</p> <p>Partner #1 questions or comments (aloud) about the content, language structure, or word from the sentence he/she just read</p> <p>Partner #2 summarizes then provides clarification or positive feedback.</p> <p>Partners switch.</p>

Adapted from: Calderón, M. 2007. *Teaching reading to English language learners, grades 6–12*: Chapter 4: Teaching Reading Comprehension and Content, 54–55. Thousand Oaks, CA: Corwin Press.

Participants must be given the opportunity to practice the Partner Reading strategy during class.

Reciprocal Teaching:

The following information must be included in the course when conducting instruction covering the Reciprocal Teaching strategy.

Roles: Summarizer, Questioner, Clarifier, Predictor (and Facilitator if needed)

Procedure:

Read a sentence or paragraph of the assigned text selection.

At the given stopping point, the **Summarizer** will highlight the key ideas up to this point in text.

Then the **Questioner** will pose questions about the selection, without answering them, such as the following sample questions:

- One question I had about what I read was...?
- What question(s) can you ask about what you read?
- What were you thinking about as you were reading?

The **Clarifier** will address confusing parts of the text, attempting to answer the questions that were just posed.

The **Predictor** can offer predictions about what comes up next in the text. If it's a literary selection, the predictor might suggest what the next events, character thoughts, or actions in the story will be.

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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.

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

Source: adapted from Reading Rockets. Available at: http://www.readingrockets.org/strategies/reciprocal_teaching/

Source: adapted from *Your Literacy Toolbox – Reciprocal Teaching Prompt Cards*. Available at <http://stricklandliteracy.weebly.com/literacy-strategies.html>

Cue and Role Cards can be downloaded at: <http://stricklandliteracy.weebly.com/literacy-strategies.html>

Summarizer	
Guiding Questions <ul style="list-style-type: none"> – 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? 	Sentence Starters <ul style="list-style-type: none"> – In my own words, this is about... – The main point was.... – The author wanted me to remember.... – Another important idea is...
Questioner	
Guiding Questions <ul style="list-style-type: none"> – What question(s) can you ask about what you read? – What were you thinking about as you were reading? 	Sentence Starters/Frames <ul style="list-style-type: none"> – I wonder ... – Who...? What...? When...? How...? Why...? – How are ___ and ___ connected? – What do we know about...?
Clarifier	
Guiding Questions <ul style="list-style-type: none"> – 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? 	Sentence Starters/Frames <ul style="list-style-type: none"> – 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	
Guiding Questions <ul style="list-style-type: none"> – Look at the text features. What do you think we will be reading about? – What do you think might happen next? 	Sentence Starters <ul style="list-style-type: none"> – I think the text will talk about ... – I wonder about ... – I predict...

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Participants must be given an opportunity to practice the reciprocal teaching strategy in class.

Text-Dependent-Questions:

The following information must be include in the course when conducting instruction covering the Text-Dependent-Questions strategy.

Procedure:

Note that we use text dependent questions to guide students into close reading. By using references such as Bloom’s, we can intentionally and purposefully create questions that target specified cognitive levels and rigor, thus supporting and necessitating close reading. Further, when we model this for our students, they can then take the lead in cooperatively creating questions for use with collaborative reading activities or interactive strategy activities.

Talking Points:

- Levels of text-dependent questions:
 - **Knowledge** questions: What is the main idea? Who? When? Where? How? Just the facts.
 - **Comprehension**: Demonstrate understanding by organizing, comparing, translating, describing or giving main ideas and concepts.
 - **Application**: Solve problems to new situations and find the knowledge needed and facts to support and apply rules in a different way.
 - **Analysis**: Examine and break into parts, identify causes and inferences, and find evidence.
 - **Evaluation**: Present and defend, judgments, validity of ideas, quality based upon criteria.
 - **Create**: Compile it in a different way, new pattern, alternate solutions.
- Teachers need to keep in mind that ELLs need to be matched appropriately with texts in order to do close reading. For example, if students don’t have enough background knowledge about the topic or do not know the vocabulary or the sentence structures in the text, then they will not be able to comprehend it, no matter how *CLOSELY* they read the text.
- Teachers can provide appropriate scaffolding for this activity for ELLs at different ELD levels. The point is that ELLs should be challenged and exposed to complex texts—texts that are just a bit beyond their instructional level in the zone of proximal development—and complex cognitive tasks.

10. Developing writing and speaking in the content areas

The course must include instruction covering ways to promote writing and speaking in the content areas for ELLs.

The following reading must be included in the course:

Gillespie, A. and S. Graham. 2011. Evidence-based practices for teaching writing. *Better Evidence-based Education*. Baltimore: Johns Hopkins University. 4-5.

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The component of the course covering writing and speaking must instruct participants in the use of the WIDA Performance Definitions and writing and speaking rubrics to analyze ELLs’ speaking and writing. Participants must understand the purpose and structure of these tools and be given the opportunity to practice using them in class. The Performance Definitions and the rubrics as well as their accompanying documents can be found at www.wida.us.

Participants must be instructed in methods for engaging ELLs at various English proficiency levels in the writing process (pre-writing, drafting, revising, editing, publishing).

The following strategies must be taught during the course and participants must be given an opportunity to practice them during class.

Ratiocination:

The following information must be included in the course when conducting instruction covering ratiocination.

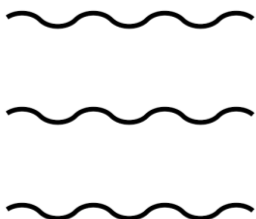
Ratiocination is an editing strategy that uses coding as the basis for making revisions to a piece of writing. It must be explicitly taught to ELLs.

Here is a table outlining some codes that may be used:

Code	Clue	Decoding
	Circle “to be” verbs: is am are was were be being been	Options for editing: <ul style="list-style-type: none"> do not change change to a livelier verb do not change if the “to be” verb is in a quote consider leaving it in dialogue—characters speak this way Circled words could indicate: <ul style="list-style-type: none"> passive voice a knotted, weak sentence
	Underline sentences in alternating colors	Options for editing: <ul style="list-style-type: none"> do not change study the lengths of the sentences if they are all about the same length, shortening or lengthening a few adds variety and provides visual relief if they are choppy, combine some sentences

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[]	Put brackets around the first word in every sentence	Options for editing: <ul style="list-style-type: none"> do not change if sentences begin with the same words, consider changing them may require reconstructing the sentence
	Make a wavy line under repeated words.	Options for editing: <ul style="list-style-type: none"> do not change consider if the repetition is necessary and should remain does the repetition create emphasis, show continuity between sentences or paragraphs, retain parallel form?
???	Student choice	Student's personal choice of focused correction – could be teacher-directed, could be student-generated

Write-Around:

The following information must be included in the course when conducting instruction covering the Write-Around strategy.

The write-around is a strategy to engage students in writing while providing support for ELLs.

1. Everyone has paper & pencil.
2. At signal, write one sentence related to the target text using as many tier 2 and 3 words as possible then pass paper to the right.
3. READ what your classmate wrote on the paper you now have.
4. Add one sentence that goes with what's on the paper in front of you. Pass it to the right.
5. Continue writing until the signal. (10 minutes maximum)
6. At the signal, read the paper you have to your team.
7. Team selects one paper that will be revised as a final product.

Cut and Grow:

The following information must be included in the course when conducting instruction covering the Cut and Grow strategy.

Cut and grow an editing strategy. The procedure is as follows:

1. Select a sentence in your paper that you would like to improve.
2. With scissors, cut the selected sentence out of the paper.

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3. Tape the top half of the paper onto a piece of construction paper.
4. Create an improved sentence with academic language specific to content area, genre, and topic to write on the construction paper.
5. Attach revised sentence to the rest of the paper.

11. Scaffolding and supports for ELLs in content classes

The organization may develop the content of this topic.

12. Federal/state laws and regulations regarding the education of ELLs

The following content must be included in the course:

- American language policy changed as a result of the Civil Rights movement. Today there are several laws and regulations to ensure ELLs have equal access to high quality education. Both the federal government and the Commonwealth of MA have actively protected the educational rights of ELLs.
- Federal laws, guidance, and court cases protecting ELLs' rights include:
 - 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 ELLs. This information is posted to the OCR website at <http://www2.ed.gov/about/offices/list/ocr/index.html>.

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Note: In 2010 the Department of Justice began a review of educational practices in MA and began working with the Commonwealth to remedy potential violations of federal law.

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

13. Developing aligned language and content objectives

The WIDA English Language Development Standards must be referenced when instructing participants on the development of language objectives. The structure of language objectives outlined in the WIDA ELDS framework must be used. This structure is composed of the elements of language function, content connection (or content stem), and support. The course must also explain how language objectives align to content objectives and the nature of the relationship between content and language objectives.