



# Bathroom Briefs

EAL strategies on-the-go as you go

Episode  
# 1

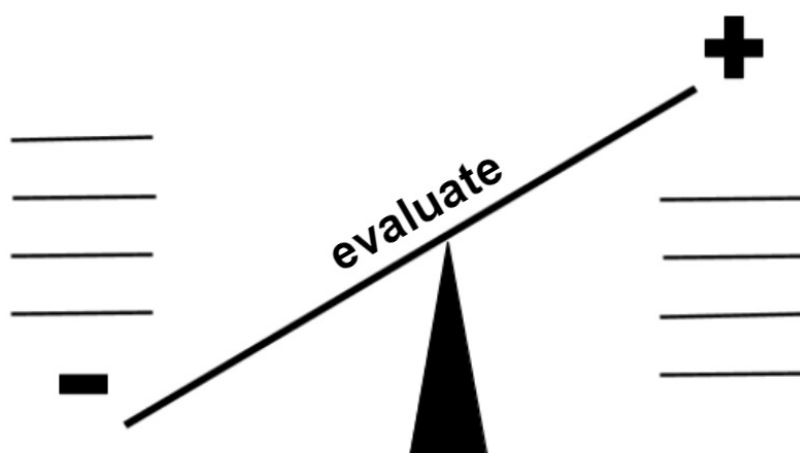
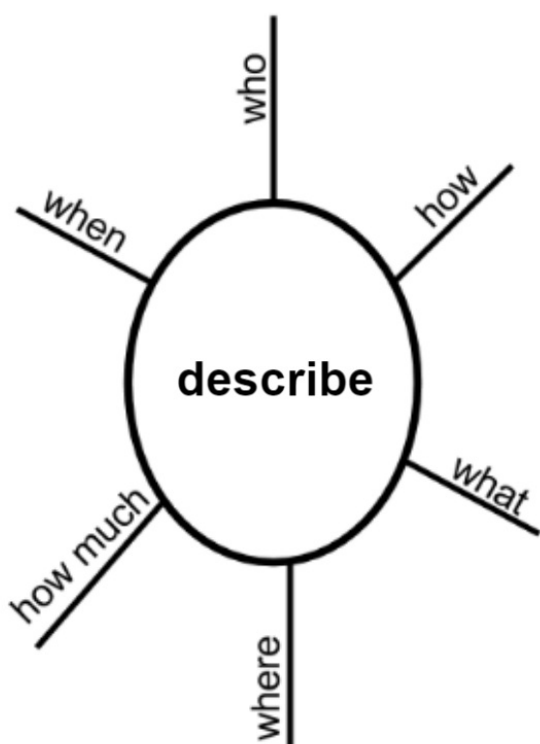
## Research Says

Students will perform better on grade-level tasks when they gain mastery of academic language (Freeman & Freeman, 2008; Zwiers, 2008; Frances, et. al., 2006).



## Strategy

Explicitly teach academic language such as command terms by using diagrams as scaffolds.



**Next Bathroom Brief:**  
same strategy, two new  
command terms

Francis, D. J., Lesaux, N., Kieffer, M., & Rivera, H. (2006). Research-based recommendations for instruction and academic interventions. Houston, TX: Texas Institute for Measurement, Evaluation, and Statistics at the University of Houston for the Center on Instruction.

Freeman, Y. S., & Freeman, D. E. (2008). Academic language for English Language Learners and struggling readers: How to help students succeed across content areas. Portsmouth, NH: Heinemann.

Zwiers, J. (2008). Building academic language: Essential practices for content classrooms, grades 5–12. San Francisco, CA: Jossey-Bass.



# Bathroom Briefs

EAL strategies on-the-go as you go

Episode  
# 2

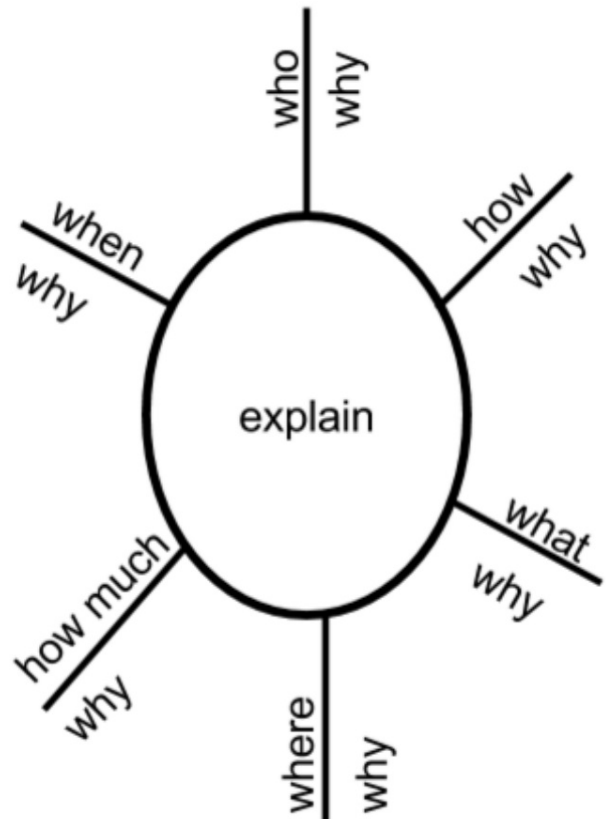
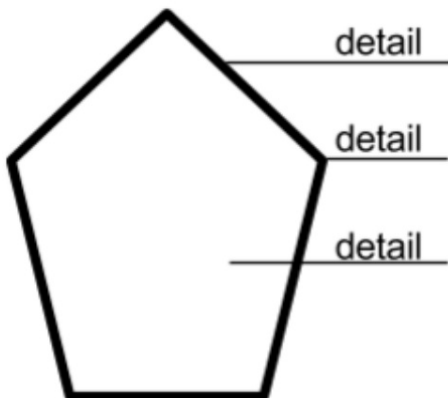
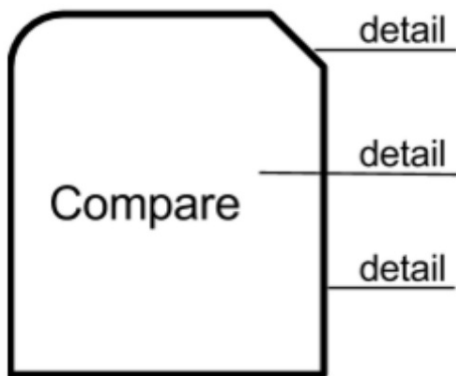
## Research Says

Students will perform better on grade-level tasks when they gain mastery of academic language (Freeman & Freeman, 2008; Zwiers, 2008; Frances, et. al., 2006).



## Strategy

Explicitly teach academic language such as command terms by using diagrams as scaffolds.



**Next Bathroom Brief:**  
same strategy, two new  
command terms

**EmpoweringELLs.com**

Francis, D. J., Lesaux, N., Kieffer, M., & Rivera, H. (2006). Research-based recommendations for instruction and academic interventions. Houston, TX: Texas Institute for Measurement, Evaluation, and Statistics at the University of Houston for the Center on Instruction.

Freeman, Y. S., & Freeman, D. E. (2008). Academic language for English Language Learners and struggling readers: How to help students succeed across content areas. Portsmouth, NH: Heinemann.

Zwiers, J. (2008). Building academic language: Essential practices for content classrooms, grades 5–12. San Francisco, CA: Jossey-Bass.



# Bathroom Briefs

EAL strategies on-the-go as you go

Episode  
# 3

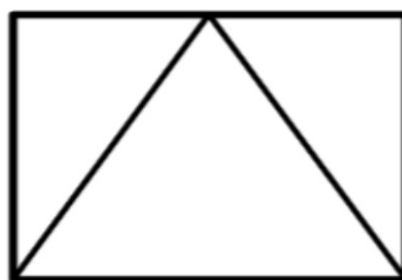
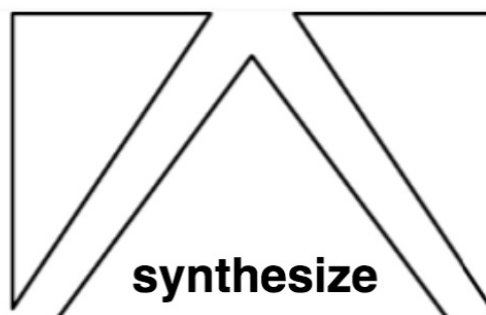
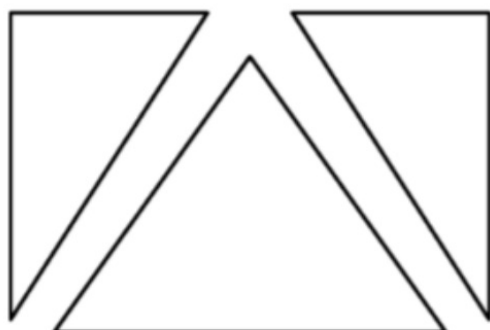
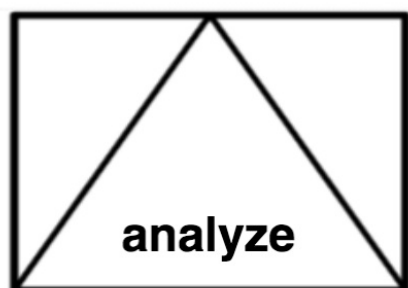
## Research Says

Students will perform better on grade-level tasks when they gain mastery of academic language (Freeman & Freeman, 2008; Zwiers, 2008; Frances, et. al., 2006).



## Strategy

Explicitly teach academic language such as command terms by using diagrams as scaffolds.



**Next Bathroom Brief:**  
same strategy, two new  
command terms

**EmpoweringELLs.com**

Francis, D. J., Lesaux, N., Kieffer, M., & Rivera, H. (2006). Research-based recommendations for instruction and academic interventions. Houston, TX: Texas Institute for Measurement, Evaluation, and Statistics at the University of Houston for the Center on Instruction.

Freeman, Y. S., & Freeman, D. E. (2008). Academic language for English Language Learners and struggling readers: How to help students succeed across content areas. Portsmouth, NH: Heinemann.

Zwiers, J. (2008). Building academic language: Essential practices for content classrooms, grades 5–12. San Francisco, CA: Jossey-



# Bathroom Briefs

EAL strategies on-the-go as you go

Episode  
# 4

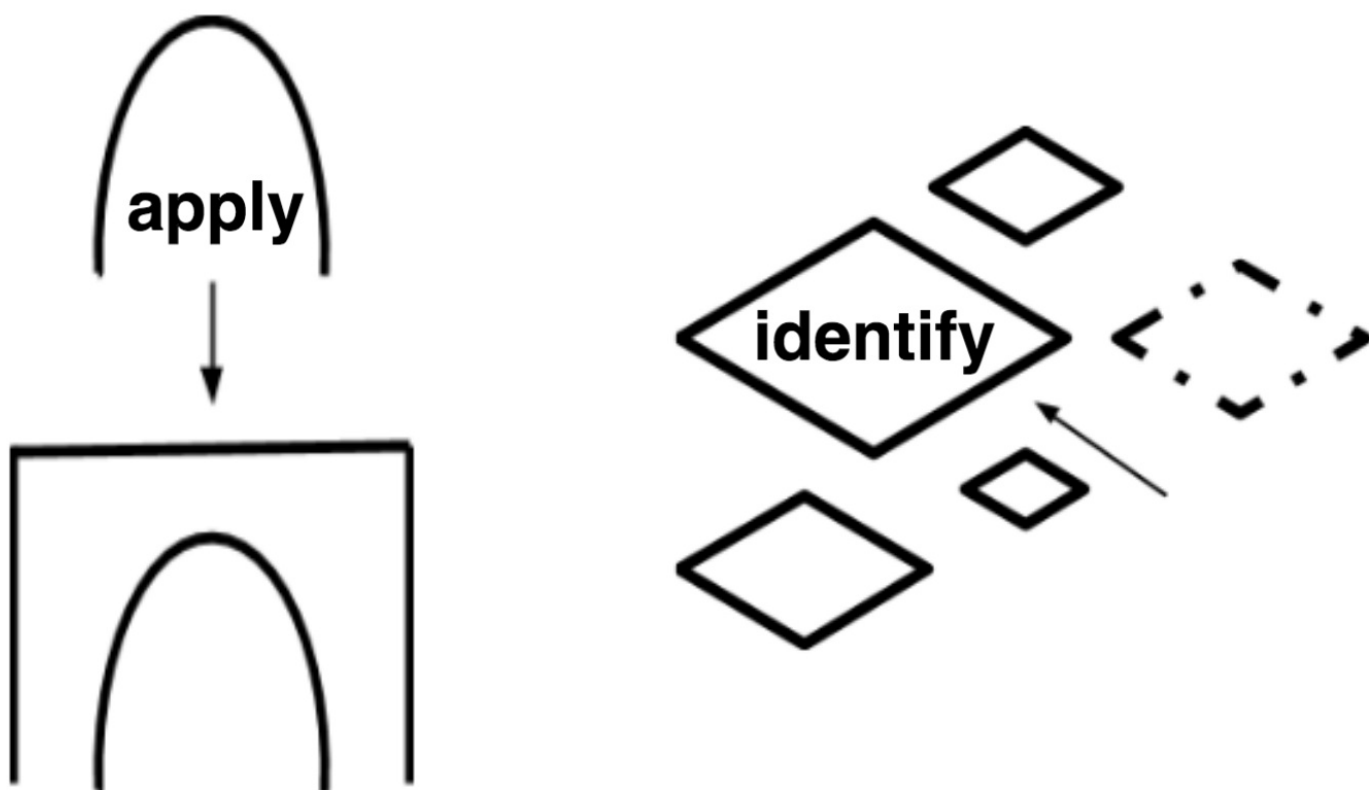
## Research Says

Students will perform better on grade-level tasks when they gain mastery of academic language (Freeman & Freeman, 2008; Zwiers, 2008; Frances, et. al., 2006).



## Strategy

Explicitly teach academic language such as command terms by using diagrams as scaffolds.



**Next Bathroom Brief:**  
same strategy, two new  
command terms

**EmpoweringELLs.com**

Francis, D. J., Lesaux, N., Kieffer, M., & Rivera, H. (2006). Research-based recommendations for instruction and academic interventions. Houston, TX: Texas Institute for Measurement, Evaluation, and Statistics at the University of Houston for the Center on Instruction.

Freeman, Y. S., & Freeman, D. E. (2008). Academic language for English Language Learners and struggling readers: How to help students succeed across content areas. Portsmouth, NH: Heinemann.

Zwiers, J. (2008). Building academic language: Essential practices for content classrooms, grades 5–12. San Francisco, CA: Jossey-





# Bathroom Briefs

EAL strategies on-the-go as you go

Episode  
# 5

## Research Says

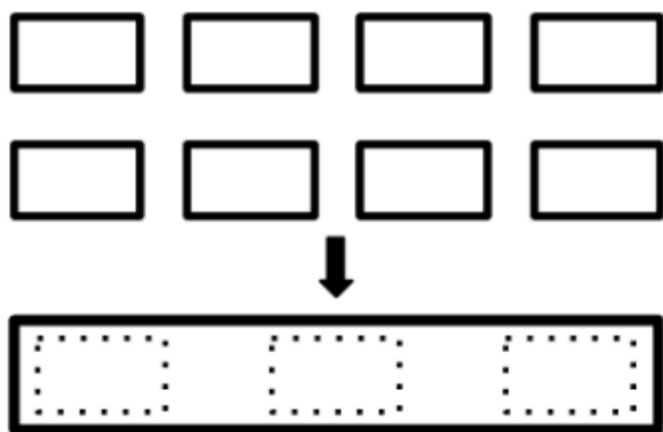
Students will perform better on grade-level tasks when they gain mastery of academic language (Freeman & Freeman, 2008; Zwiers, 2008; Frances, et. al., 2006).



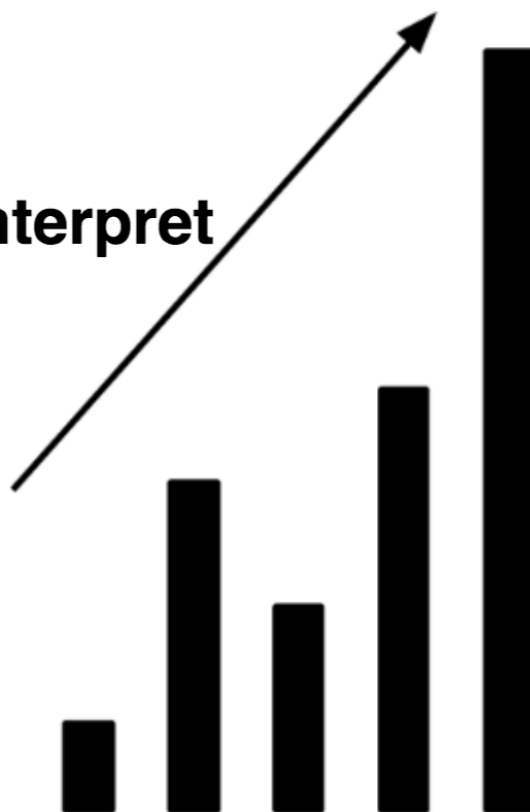
## Strategy

Explicitly teach academic language such as command terms by using diagrams as scaffolds.

**summarize**



**interpret**



**Next Bathroom Brief:**  
using sensory activities to  
support learning

**EmpoweringELLs.com**

Francis, D. J., Lesaux, N., Kieffer, M., & Rivera, H. (2006). Research-based recommendations for instruction and academic interventions. Houston, TX: Texas Institute for Measurement, Evaluation, and Statistics at the University of Houston for the Center on Instruction.

Freeman, Y. S., & Freeman, D. E. (2008). Academic language for English Language Learners and struggling readers: How to help students succeed across content areas. Portsmouth, NH: Heinemann.

Zwiers, J. (2008). Building academic language: Essential practices for content classrooms, grades 5–12. San Francisco, CA: Jossey-



# Bathroom Briefs

EAL strategies on-the-go as you go

Episode  
# 6

## Research Says

Scaffolds can help ELLs process information, and communicate their understanding (Walqui, 2003; Gibbons, 2008).

## Strategy

Sentence stems and frames help language learners articulate the ideas they have. Often they just need help in knowing how to begin their verbal responses.

## Inquiry Stems



Why does \_\_\_\_?  
I wonder why \_\_\_\_?  
How does \_\_\_\_ work?  
I want to find out more about \_\_\_\_  
I would like to understand \_\_\_\_ better because \_\_\_\_  
I would like help with \_\_\_\_ because \_\_\_\_

## Comparison Stems



\_\_\_\_ is similar to \_\_\_\_ because they both \_\_\_\_  
\_\_\_\_ is different than \_\_\_\_ because \_\_\_\_  
\_\_\_\_ is more \_\_\_\_ than \_\_\_\_ because \_\_\_\_

***More sentence frames next week***

**EmpoweringELLs.com in collaboration with Olivia Petraglia**

Dodge, J., & Honigfeld, A. (2014). Core instructional routines: Go-to structures for effective literacy teaching, K-5. Portsmouth, NH: Heinemann.

Gibbons, P. (2008). English learners academic literacy and thinking: Learning in the challenge zone. Portsmouth, NH: Heinemann.

Walqui, A. (2003). Conceptual framework: Scaffolding for English learners. San Francisco: WestEd.



# Bathroom Briefs

EAL strategies on-the-go as you go

Episode  
# 7

## Research Says

Scaffolds can help ELLs process information, and communicate their understanding (Walqui, 2003; Gibbons, 2008).

## Strategy

Sentence stems and frames help language learners articulate the ideas they have. Often, they just need help in knowing how to begin their verbal responses.

## Discussion Stems



What \_\_\_\_\_ said made me think about \_\_\_\_\_  
That perspective is interesting because \_\_\_\_\_  
I made a connection to \_\_\_\_\_ because \_\_\_\_\_  
So what you are saying is \_\_\_\_\_

## Meta-cognitive Stems



Now I understand that \_\_\_\_\_  
I found a solution by \_\_\_\_\_  
Today I learned \_\_\_\_\_. The way I learned it was \_\_\_\_\_  
I used to think that \_\_\_\_\_. Now I think \_\_\_\_\_ because \_\_\_\_\_

***More sentence frames next week***

**EmpoweringELLs.com in collaboration with Olivia Petraglia**

Dodge, J., & Honigsfeld, A. (2014). Core instructional routines: Go-to structures for effective literacy teaching, K-5. Portsmouth, NH: Heinemann.

Gibbons, P. (2008). English learners academic literacy and thinking: Learning in the challenge zone. Portsmouth, NH: Heinemann.

Walqui, A. (2003). Conceptual framework: Scaffolding for English learners. San Francisco: WestEd.



# Bathroom Briefs

EAL strategies on-the-go as you go

Episode  
# 8

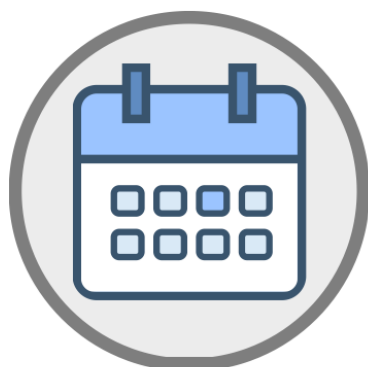
## Research Says

Scaffolds can help ELLs process information, and communicate their understanding (Walqui, 2003; Gibbons, 2008).

## Strategy

Sentence stems and frames help language learners articulate the ideas they have. Often, they just need help in knowing how to begin their verbal responses.

## Sequence Stems



First...  
After that...,  
Finally,...

Then...  
Before that,...  
While....,....

## Opinion Stems



I like \_\_\_\_\_ instead of \_\_\_\_\_ because ...  
I dislike \_\_\_\_\_ because ...  
I agree with \_\_\_\_\_ because ...  
I disagree with \_\_\_\_\_ because...

***More sentence frames next week***

**EmpoweringELLs.com in collaboration with Olivia Petraglia**

Dodge, J., & Honigsfeld, A. (2014). Core instructional routines: Go-to structures for effective literacy teaching, K-5. Portsmouth, NH: Heinemann.

Gibbons, P. (2008). English learners academic literacy and thinking: Learning in the challenge zone. Portsmouth, NH: Heinemann.

Walqui, A. (2003). Conceptual framework: Scaffolding for English learners. San Francisco: WestEd.



# Bathroom Briefs

EAL strategies on-the-go, as you go

Episode # 9

## Teacher Actions: Input

Realia      Images      Gestures

Pace Instruction      Model tasks

Total physical response (TPR)

Practice daily routines

Viewing videos about the topic in my home language (HL)

Reading about topics in my HL

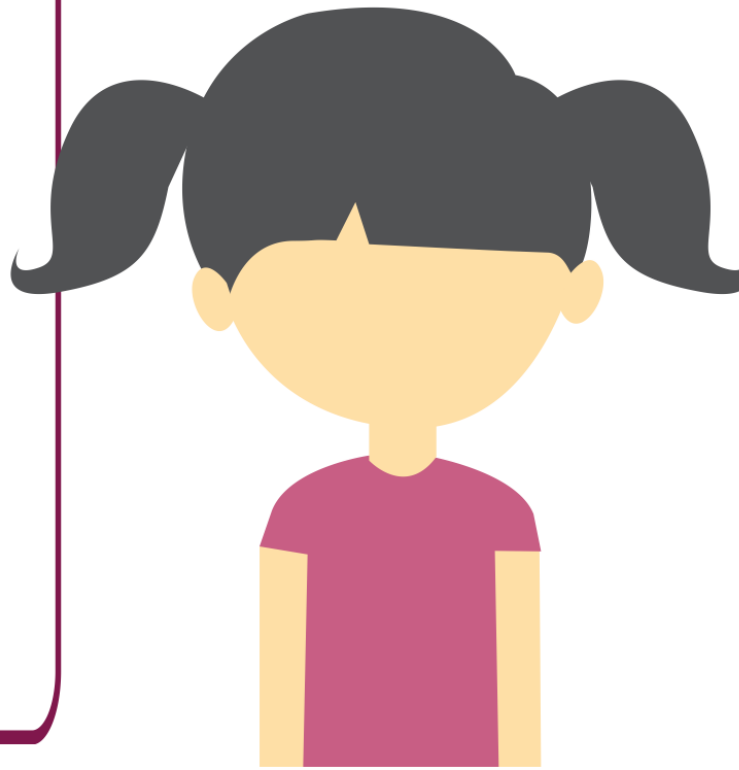
Working 1-on-1 w/ the EL

Provide wait time

Google Translate vocab & phrases into HL

Same language grouping  
The goal is to cultivate understanding to facilitate engagement.

Hi! I'm a  
**Beginning**  
English Learner



## Students' Actions: Output

Draw images      label objects

Point to objects      sort objects

Repeat steps if previously modeled

Perform adjectives, adverbs, & concrete verbs

Answer "either or" type questions

Answer "yes/no" questions

Match images to vocabulary words

Google Translate from HL to English

Sort vocabulary      repeat vocabulary

Identify select details such as who, what, where, how, when

Produce a list of pre-taught words

Follow one-step oral instructions



# Bathroom Briefs

EAL strategies on-the-go, as you go

Episode # 10

Krashen, S. D. (1981). Second language acquisition and second language learning. Oxford: Pergamon Press.

## Teacher Actions: Input

- Provide examples of work in progress or finished work
- Post functional phrases on walls
- Create explicit learning outcomes (in EL-friendly language)
- Work with a group of same home language ELs (English learners)
- Offer prepared summaries
- Teach concepts by comparing & contrasting
- Give modified texts

At this phase of language development, educators can use English texts that are at ELs' reading levels and speak using social language to establish comprehensible input.

Hi! I'm a  
**Developing**  
English Learner



## Students' Actions: Output

.....  
Fill in tables      Annotate images

Make graphs & charts

Create a list, video, or outlines

Categories ideas using highlighting

Complete sentence frames

Collaborate in home-language groups; provide answers in English

Produce short sentences in English (Quick Writes)

Incorporate content vocabulary in writing and in speech

Complete cloze passages w/ vocab in the word bank. If there are 20 blanks, offer 25 words in the word bank.

At this phase of language development, ELs are able to communicate using social language and simple sentences with some content specific vocabulary.

# Bathroom Briefs

EAL strategies on-the-go, as you go

Krashen, S. D. (1981). Second language acquisition and second language learning. Oxford: Pergamon Press.

Episode # 11

## Teacher Actions: Input

Provide guided practice instead of delivery of instructions

Make key language explicit by providing opportunities for rehearsal & application

Examine case studies

Offer analogies

Analyze mentor texts for content and language features

Read & view English resources in home-language groups

At this phase of language development, educators are guiding ELs' interactions with the texts and through steps in a process.

Hi! I'm an  
**Expanding**  
English Learner



## Students' Actions: Output

Construct visuals w/some text (ie: infographic, Powerpoint)

Compose a paragraph w/ various details & using content vocab

Use academic & content-specific vocab in speech & in text

Organize & deliver presentations

Work in mix-language pairs

Create in mixed-language groups

Rank ideas on a scale & explain

Complete complex sentence frames using content-specific vocabulary

Explain & evaluate ideas

Describe cause & effect relationships

Defend opinions

Create a concept map

Complete sentence frames that require explanation



# Bathroom Briefs

EAL strategies on-the-go, as you go

Episode # 12

Krashen, S. D. (1981). Second language acquisition and second language learning. Oxford: Pergamon Press.

## Teachers' Actions: Input

Use collaborative presentation structures such as jigsaw

Design stations to deliver content

Conduct interviews

Provide various resources connected to a single topic

Utilize a combination of multimedia & print texts

Offer graphs, charts, tables

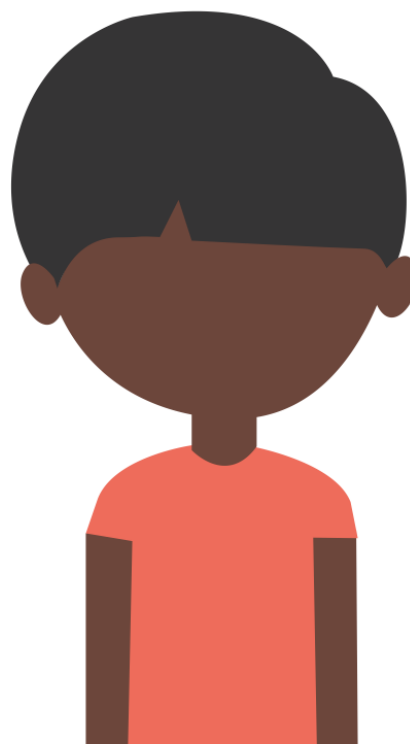
Analyze infographics

Listen to podcasts

Watch videos with English subtitles

At this phase of language development, educators can prompt ELs to use previously taught strategies to access on-grade level texts & resources.

Hi! I'm a  
**Bridging**  
English Learner



## Students' Actions: Output

Serve on a panel Create models

Work independently Teach others

Debate a topic Design a product

Create a process Conduct research

Compose a series of connected paragraphs

Use mostly English w/ assistance from home language

Hypothesize & make justifications

Infer & provide evidence

Connect the topic to another context

Organize an exhibition or event

Use content-specific language & vocabulary in speech & writing

Produce various forms of extended texts in an academic register

Provide a service Conduct surveys



## Research

Carol Dweck suggested that when teachers praise students for their intelligence, it actually makes them fear losing the label of “smart”, so they don’t take academic risks that are likely to push them to higher levels of achievement (2007 as cited by Conley, 2014).

Dweck encouraged educators to praise students' use of effective problem-solving strategies because it cultivates a growth mindset. English learners (ELs) who have growth mindsets see academic challenges as opportunities to grow and learn.

Use some of these ideas to praise ELs' use of problem-solving strategies.



## Listening Skills

**You listened carefully when you...**

took notes

offered an opinion

sought clarification

rephrased what you heard

asked questions to learn more

identified something we missed

connected to what someone said

made eye contact with the speaker

# Bathroom Briefs

...EAL strategies on-the-go, as you go...

Episode # 14

## Research

Carol Dweck suggested that when teachers praise students for their intelligence, it actually makes them fear losing the label of “smart”, so they don’t take academic risks that are likely to push them to higher levels of achievement (2007 as cited by Conley, 2014).

Dweck encouraged educators to praise students' use of effective problem-solving strategies because it cultivates a growth mindset. English learners (ELs) who have growth mindsets see academic challenges as opportunities to grow and learn.

Use some of these ideas to praise ELs' use of problem-solving strategies.



## Speaking Skills

### You spoke effectively when you...

used examples

challenged ideas,  
not the speaker

created analogies

used words such as  
“for example”,  
“however”, and “in  
addition to”

provided visuals

spoke at an audible  
volume

referred to the text

spoke slowly

looked at the  
audience & around  
the room

checked the  
audience's  
understanding

interacted with the  
audience by asking  
questions

told a story to  
explain the idea

# Bathroom Briefs

EAL strategies on-the-go, as you go

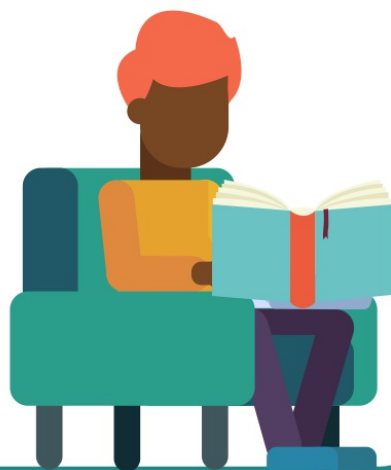
Episode # 15

## Research

Carol Dweck suggested that when teachers praise students for their intelligence, it actually makes them fear losing the label of “smart”, so they don’t take academic risks that are likely to push them to higher levels of achievement (2007 as cited by Conley, 2014).

Dweck encouraged educators to praise students' use of effective problem-solving strategies because it cultivates a growth mindset. English learners (ELs) who have growth mindsets see academic challenges as opportunities to grow and learn.

Use some of these ideas to praise ELs' use of problem-solving strategies.



## Reading Skills

### You read carefully when you...

- |   |  |
|---|--|
| offered opinions                          | worked with others to understand                                 |
| asked questions                           | found who/what the pronoun is talking about                      |
| read the images                           | searched for clues before & after the unfamiliar vocabulary word |
| set a goal for reading                    | read just a small section of text at a time                      |
| connected ideas together                  | checked if you understood the meaning as you were reading        |
| wrote notes in the margins                | drew images to help you understand                               |
| reread a section of the text              | translated, Google Imaged, or looked up unfamiliar words         |
| made predictions using evidence           | restructured the sentence by finding the noun, verb, and detail. |
| connected an idea to another text         | connected the text to your prior knowledge                       |
| connected an idea to another topic        | paid attention to symbols & repeated words/patterns              |
| use textual details to explain your ideas |  |





# Bathroom Briefs

EAL strategies on-the-go, as you go

Episode # 16

## Research

Carol Dweck suggested that when teachers praise students for their intelligence, it actually makes them fear losing the label of “smart”, so they don’t take academic risks that are likely to push them to higher levels of achievement (2007 as cited by Conley, 2014).

Dweck encouraged educators to praise students' use of effective problem-solving strategies because it cultivates a growth mindset. English learners (ELs) who have growth mindsets see academic challenges as opportunities to grow and learn.

Use some of these ideas to praise ELs' use of problem-solving strategies.



## Writing Skills

**You wrote carefully because you...**

revised for clarity

edited for accuracy

asked for feedback

provided a clear thesis

incorporated anecdotes

used analogies to explain

organized your arguments

used evidence from the text

explained one idea at a time

used transitions to connect ideas

planned your ideas before writing

separated ideas using paragraphs

viewed a mentor text to help you write

connected your idea back to the thesis

anticipated arguments against your ideas

used specific vocabulary words intentionally



# Bathroom Briefs

EAL strategies on-the-go, as you go

Episode # 17

## Research

Carol Dweck suggested that when teachers praise students for their intelligence, it actually makes them fear losing the label of “smart”, so they don’t take academic risks that are likely to push them to higher levels of achievement (2007 as cited by Conley, 2014).

Dweck encouraged educators to praise students' use of effective problem-solving strategies because it cultivates a growth mindset. English learners (ELs) who have growth mindsets see academic challenges as opportunities to grow and learn.

Use some of these ideas to praise ELs' use of problem-solving strategies.



## Viewing Skills

**I liked how you ... to comprehend the image/video.**

read the caption

compared your thinking with others

annotated the image

read the title on the graph/chart/table

referred to the legend

adjusted the speed the on Youtube video

frequently paused to think about what you viewed

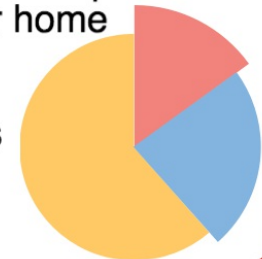
read the x and y axis

found more information related to the topic using your home language

used the CC function on Youtube

watched parts of the video again

took notes



To achieve the highest level of academic performance and to be fully prepared for college and work, English learners (ELs) must master academic language (Short et.al, 2011).

Jennifer Gonzalez (2014), from Cult of Pedagogy, suggested that educators explicitly teach text features - the way a text is organized - to help students comprehend academic, non-fiction texts.

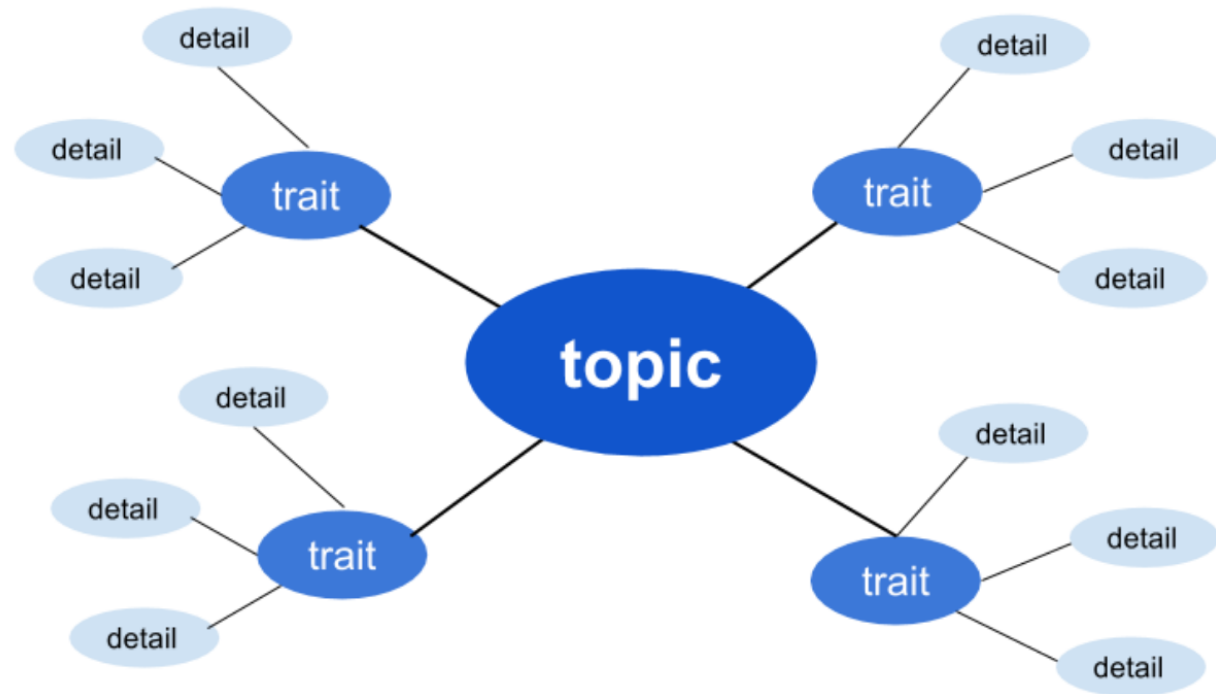
Text structures include description, cause and effect, argument, problem and solution, sequence, and comparison. The steps to teaching text structures are:

1. Briefly introduce the features of one text structure.
2. Read the text to the students.
3. As you read, pause at particular a section of text.
4. Allow ELs to talk about where this section of text goes into the text structure.
5. Have students write the textual details into their graphic organizer.
6. Continue the process until the text is finished.

Gonzalez's text structures can also support ELs while they compose writing because the text structures help ELs organize their ideas. Regardless if teachers use text structures to aid reading comprehension or scaffold writing, text structures promote academic achievement because they make academic language visible to ELs.

Gonzalez's graphic organizers can be purchased at [TeacherPayTeachers.com](http://TeacherPayTeachers.com)

## "Description" Text Structure



**EmpoweringELLs.com**

Gonzalez, J. (2014, November 6). When we all teach text structures, everyone wins. Retrieved December 29, 2016, from <http://www.cultofpedagogy.com/text-structures/>

Short, D., Echevarría, J., & Richards-Tutor, C. (2011). Research on academic literacy development in sheltered instruction classrooms. *Language Teaching Research*, 15(3), 363–380.

To achieve the highest level of academic performance and to be fully prepared for college and work, English learners (ELs) must master academic language (Short et.al, 2011).

Jennifer Gonzalez (2014), from Cult of Pedagogy, suggested that educators explicitly teach text features - the way a text is organized - to help students comprehend academic, non-fiction texts.

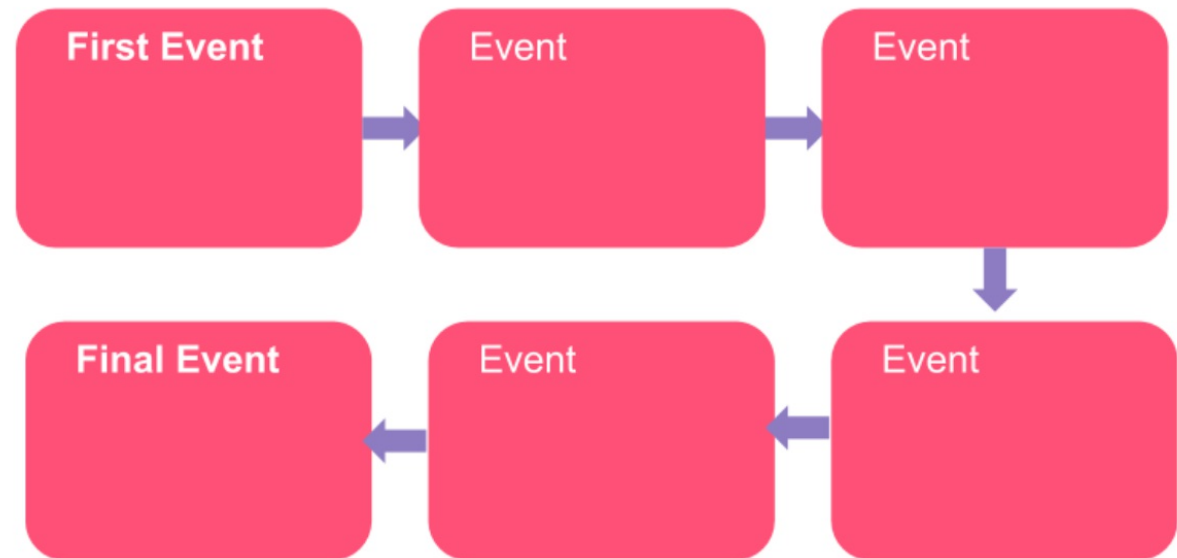
Text structures include description, cause and effect, argument, problem and solution, sequence, and comparison. The steps to teaching text structures are:

1. Briefly introduce the features of one text structure.
2. Read the text to the students.
3. As you read, pause at particular a section of text.
4. Allow the ELs to talk about where this section of text goes into the text structure.
5. Have students write the textual details into their graphic organizer.
6. Continue the process until the text is finished.

Gonzalez's text structures can also support ELs while they compose writing because the text structures helps ELs organize their ideas. Regardless if teachers use text structures to aid reading comprehension or scaffold writing, text structures promote academic achievement because they make academic language visible to ELs.

Gonzalez's graphic organizers can be purchased at [TeacherPayTeachers.com](http://TeacherPayTeachers.com)

## "Sequence" Text Structure



**EmpoweringELLs.com**

Gonzalez, J. (2014, November 6). When we all teach text structures, everyone wins. Retrieved December 29, 2016, from <http://www.cultofpedagogy.com/text-structures/>

Short, D., Echevarría, J., & Richards-Tutor, C. (2011). Research on academic literacy development in sheltered instruction classrooms. *Language Teaching Research*, 15(3), 363–380.



To achieve the highest level of academic performance and to be fully prepared for college and work, English learners (ELs) must master academic language (Short et.al, 2011).

Jennifer Gonzalez (2014), from Cult of Pedagogy, suggested that educators explicitly teach text features - the way a text is organized - to help students comprehend academic, non-fiction texts.

Text structures include description, cause and effect, argument, problem and solution, sequence, and comparison. The steps to teaching text structures are:

1. Briefly introduce the features of one text structure.
2. Read the text to the students.
3. As you read, pause at particular a section of text.
  4. Allow the ELs to talk about where this section of text goes into the text structure.
5. Have students write the textual details into their graphic organizer.
6. Continue the process until the text is finished.

Gonzalez's text structures can also support ELs while they compose writing because the text structures helps ELs organize their ideas. Regardless if teachers use text structures to aid reading comprehension or scaffold writing, text structures promote academic achievement because they make academic language visible to ELs.

Gonzalez's graphic organizers can be purchased at [TeacherPayTeachers.com](http://TeacherPayTeachers.com)

## "Compare" Text Structure

	Object 1	Object 2
<b>Trait</b>	details	details
<b>Trait</b>	details	details
<b>Trait</b>	details	details
<b>Trait</b>	details	details
<b>Commonalities</b> details		

*Adapted from Gonzalez (2014)*

**EmpoweringELLs.com**

Gonzalez, J. (2014, November 6). When we all teach text structures, everyone wins. Retrieved December 29, 2016, from <http://www.cultofpedagogy.com/text-structures/>

Short, D., Echevarría, J., & Richards-Tutor, C. (2011). Research on academic literacy development in sheltered instruction classrooms. *Language Teaching Research*, 15(3), 363–380.



To achieve the highest level of academic performance and to be fully prepared for college and work, English learners (ELs) must master academic language (Short et.al, 2011).

Jennifer Gonzalez (2014), from Cult of Pedagogy, suggested that educators explicitly teach text features - the way a text is organized - to help students comprehend academic, non-fiction texts.

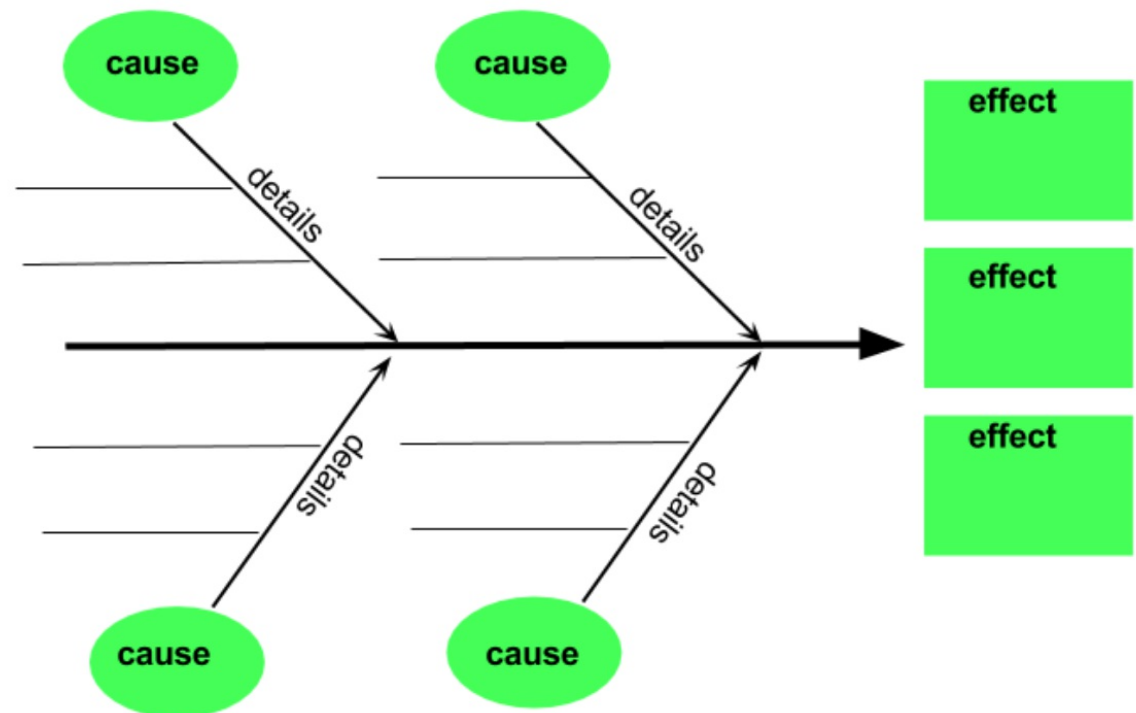
Text structures include description, cause and effect, argument, problem and solution, sequence, and comparison. The steps to teaching text structures are:

1. Briefly introduce the features of one text structure.
2. Read the text to the students.
3. As you read, pause at particular a section of text.
4. Allow the ELs to talk about where this section of text goes into the text structure.
5. Have students write the textual details into their graphic organizer.
6. Continue the process until the text is finished.

Gonzalez's text structures can also support ELs while they compose writing because the text structures helps ELs organize their ideas. Regardless if teachers use text structures to aid reading comprehension or scaffold writing, text structures promote academic achievement because they make academic language visible to ELs.

Gonzalez's graphic organizers can be purchased at [TeacherPayTeachers.com](http://TeacherPayTeachers.com)

## "Cause-Effect" Text Structure



*Adapted from Gonzalez (2014)*

Gonzalez, J. (2014, November 6). When we all teach text structures, everyone wins. Retrieved December 29, 2016, from <http://www.cultofpedagogy.com/text-structures/>

Short, D., Echevarría, J., & Richards-Tutor, C. (2011). Research on academic literacy development in sheltered instruction classrooms. *Language Teaching Research*, 15(3), 363–380.

# Bathroom Briefs

...EAL strategies on-the-go, as you go...

Episode # 22

To achieve the highest level of academic performance and to be fully prepared for college and work, English learners (ELs) must master academic language (Short et.al, 2011).

Jennifer Gonzalez (2014), from Cult of Pedagogy, suggested that educators explicitly teach text features - the way a text is organized - to help students comprehend academic, non-fiction texts.

Text structures include description, cause and effect, argument, problem and solution, sequence, and comparison. The steps to teaching text structures are:

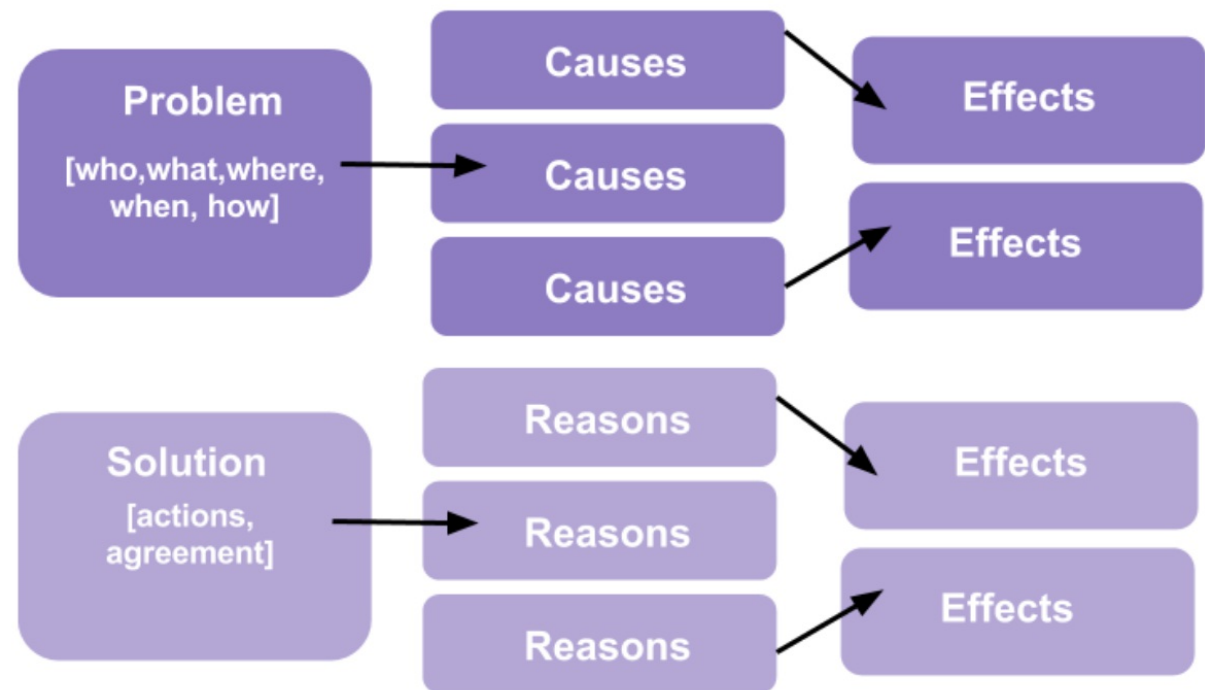
1. Briefly introduce the features of one text structure.
2. Read the text to the students.
3. As you read, pause at particular a section of text.
4. Allow the ELs to talk about where this section of text goes into the text structure.
5. Have students write the textual details into their graphic organizer.
6. Continue the process until the text is finished.

Gonzalez's text structures can also support ELs while they compose writing because the text structures helps ELs organize their ideas. Regardless if teachers use text structures to aid reading comprehension or scaffold writing, text structures promote academic achievement because they make academic language visible to ELs.

Gonzalez's graphic organizers can be purchased at [TeacherPayTeachers.com](http://TeacherPayTeachers.com)

EmpoweringELLs.com

## "Problem-Solution" Text Structure



*Adapted from Gonzalez (2014)*

Gonzalez, J. (2014, November 6). When we all teach text structures, everyone wins. Retrieved December 29, 2016, from <http://www.cultofpedagogy.com/text-structures/>

Short, D., Echevarría, J., & Richards-Tutor, C. (2011). Research on academic literacy development in sheltered instruction classrooms. *Language Teaching Research*, 15(3), 363–380.



# Bathroom Briefs

...EAL strategies on-the-go, as you go...

Episode # 23

To achieve the highest level of academic performance and to be fully prepared for college and work, English learners (ELs) must master academic language (Short et.al, 2011).

Jennifer Gonzalez (2014), from Cult of Pedagogy, suggested that educators explicitly teach text features - the way a text is organized - to help students comprehend academic, non-fiction texts.

Text structures include description, cause and effect, argument, problem and solution, sequence, and comparison. The steps to teaching text structures are:

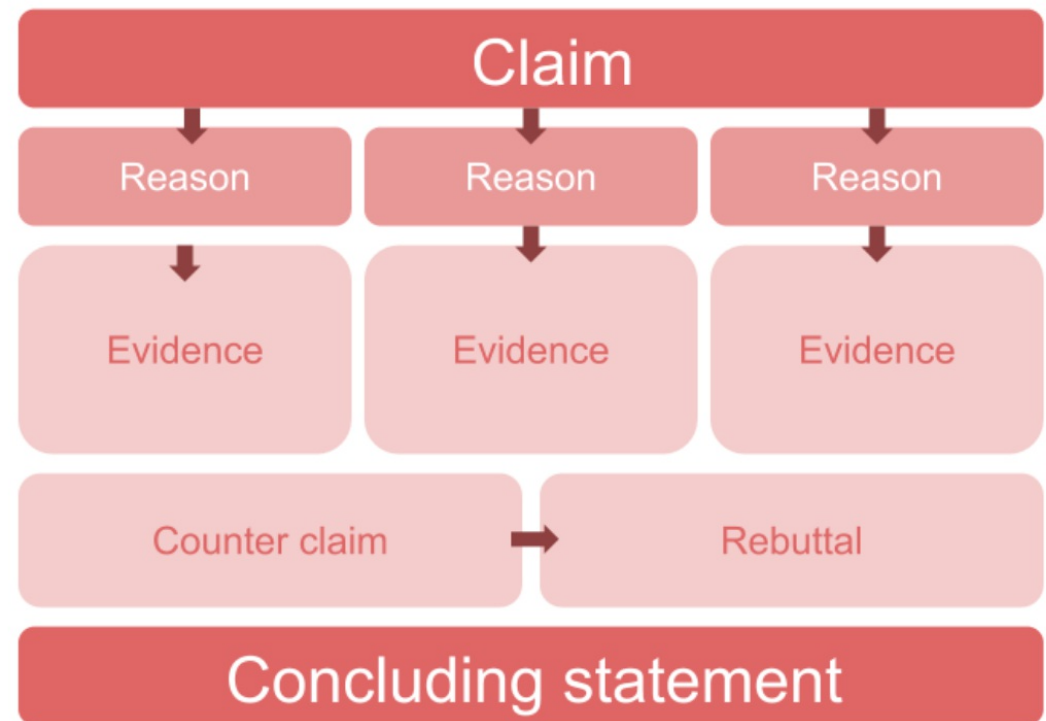
1. Briefly introduce the features of one text structure.
2. Read the text to the students.
3. As you read, pause at particular a section of text.
4. Allow the ELs to talk about where this section of text goes into the text structure.
5. Have students write the textual details into their graphic organizer.
6. Continue the process until the text is finished.

Gonzalez's text structures can also support ELs while they compose writing because the text structures helps ELs organize their ideas. Regardless if teachers use text structures to aid reading comprehension or scaffold writing, text structures promote academic achievement because they make academic language visible to ELs.

Gonzalez's graphic organizers can be purchased at [TeacherPayTeachers.com](http://TeacherPayTeachers.com)

EmpoweringELLs.com

## Argument Text Structure



Gonzalez, J. (2014, November 6). When we all teach text structures, everyone wins. Retrieved December 29, 2016, from <http://www.cultofpedagogy.com/text-structures/>

Short, D., Echevarría, J., & Richards-Tutor, C. (2011). Research on academic literacy development in sheltered instruction classrooms. *Language Teaching Research*, 15(3), 363–380.



## Research

Scaffolding in education is the practice of providing temporary assistance so that students can better access content and demonstrate a skill (Hammond, 2001).

Scaffolds are removed when students demonstrate sufficient independence.

There are different forms of scaffolding: sensory, graphic and interactive.

Each type of scaffolding offers unique approaches to supporting learning and can be intentionally incorporated into a lesson plan.

Scaffolding is particularly important for ELs because it aids both content and language learning

## SENSORY Scaffolds

### Visual & Auditory

Podcasts

Illustrations

Videos & films

Diagrams & drawings

Pictures & photographs

Magazines & newspapers



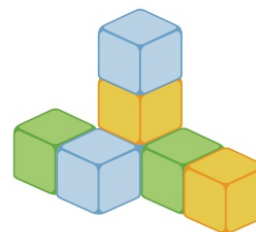
### Physical & Movement

Manipulative

Demonstrations

Real-life objects

Models & figures



### Best for

Visual learners

Entering ELs

Podcast effective for auditory learners

Multiple home languages

The educator doesn't speak the home language

### Purposes

Making connections between ideas

Learning through a narrative

Understanding how a process works

Learning through movements

Contextualizing abstract ideas through objects

Acquiring new knowledge





# Bathroom Briefs

EAL strategies on-the-go, as you go

Episode # 25

## Research

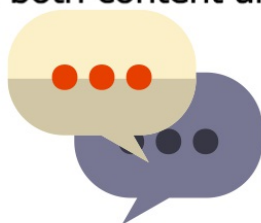
Scaffolding in education is the practice of providing temporary assistance so that students can better access content and demonstrate a skill (Hammond, 2001).

Scaffolds are removed when students demonstrate sufficient independence.

There are different forms of scaffolding: sensory, graphic and interactive.

Each type of scaffolding offers unique approaches to supporting learning and can be intentionally incorporated into a lesson plan.

Scaffolding is particularly important for ELs because it aids both content and language learning



## Interactive Scaffolds

### Examples

Pairs	Jigsaw
Interviews	Whole class
Discussions	Conferences
Small groups	
Using home language	
With coach or mentor	
Using cooperative structures	
With the internet, app, or software program	

### Best for

Ideal for topics with multiple views  
Effective for social learners  
Cultivates empathy & open-mindedness

### Purposes

Planning action	Fostering communication & collaboration skills
Engaging in an on-going process w/ others	Strengthening listening skills
Acquiring knowledge through interaction whether in-person or virtual	



## Research

Scaffolding in education is the practice of providing temporary assistance so that students can better access content and demonstrate a skill (Hammond, 2001).

Scaffolds are removed when students demonstrate sufficient independence.

There are different forms of scaffolding: sensory, graphic and interactive.

Each type of scaffolding offers unique approaches to supporting learning and can be intentionally incorporated into a lesson plan.

Scaffolding is particularly important for ELs because it aids both content and language learning

## GRAPHIC Scaffolds

### Examples

Tables

Graphs

Timeline

Infographics

Number lines

Graphic organizers



### Best for

Cognitively appropriate for older ELs or to challenge high performers

Ideal for understanding a large set of data

Graphs & charts ideal for linear thinking

### Purposes

Producing ideas in graphic organizers & interactive tables

Acquiring knowledge through numerical data

Recognizing trends, patterns, & outliers

Seeing cause-effect relationships

## 6 Culturally Responsive Brain Rules



Attention drives learning.



Positive relationships keep our safety-threat detection system in check.



The brain physically grows through challenge and stretch, expanding its ability to do more complex thinking and learning.



Culture guides how we process information.



All new information must be coupled with existing funds of knowledge in order to be learned.



The brain seeks to minimize social threats and maximize opportunities to connect with others in the community.



We need to create environments for ELLs to feel safe so they can relax, let go of any stress, and turn their attention to learning.

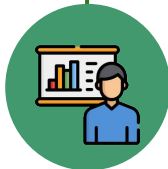
# Working with ELs in *Content Classes*

## *Content Teachers*

## English Language Teachers

### Whole class

- Introduce a new topic, context, or problem
- Model instructions, skills, or processes
- **Frequency:** most effective for short periods of time
- Design authentic assessments that encourage students to create and apply content knowledge



- Teach all students strategies to access texts or write with academic language
- Lead reflection of literacy strategies
- Differentiate assessments based on content, process, or product
- Facilitate student-to-student talk before writing

### Small group

- Reinforce content topics
- Further connections between ideas
- Demonstrate a content-related skill
- **Frequency:** occurs often to access content
- Teach a mini-lesson to a group of students experiencing common challenges



- Assign groupings strategically
- Guide writing about the content
- Teach content-specific vocabulary
- Provide guided reading instruction
- Offer content-related sentence frames and starters

**EmpoweringELs.com**

### Peer-to-Peer

- Allow students to collaboratively construct understanding of content knowledge
- Apply content-specific skills to create a product
- **Frequency:** occurs frequently to spur the most engagement with content



- Assign students to a specific peer
- Allow ELs to collaboratively read texts, process a video, or group write
- Invite ELs to use home languages to construct understanding of content
- Encourage ELs to use language to create rather than only memorize facts