A Guide to Supporting English Learners

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Introduction

We believe that language proficiency is built in a systematic way through deep content and topic studies and engagement with core texts and materials. Our units are structured with a focus on building content knowledge while also providing a variety of opportunities for listening, reading, writing, and speaking. Therefore, as students progress through a unit, they build background knowledge as well as learn how to use academic language to show understanding and mastery of the content. All of our English and Language Arts units include language focus areas and explicit and implicit vocabulary instruction that help students explore language in the context of discipline-based activities. Our Math units support vocabulary with conceptual understandings and representations and by engaging students in written and verbal explanations of concepts.

We believe that all students, including English learners, can and should be engaging with rigorous, grade-level tasks. Our core content provides a solid foundation for prompting English language development, but English learners need additional scaffolds and supports in order to develop English proficiency, reading comprehension, and content knowledge. In this document we have outlined the process our teachers use to internalize units and lessons to support the needs of English learners, as well as three major strategies that can help support English learners in all classrooms (scaffolds, oral language protocols, and graphic organizers).

We have also included suggestions for how to use these strategies to provide both light and heavy support to English learners. We believe the decision of which supports are needed is best made by teachers, who know their students English proficiency levels best. Since each state uses different scales of measurement to determine students' level of language proficiency, teachers should refer to these scales to determine if a student needs light or heavy support. For example, at Match we use the WIDA ELD levels; students who are levels 3-6 most often benefit from light supports, while students who are levels 1-3 benefit from heavy support.

Internalizing a Unit

We believe that teacher intellectual preparation, specifically internalizing unit plans and core texts, is a key component of student learning and growth. Teachers need a deep understanding of the language and content demands and goals of a unit in order to create a strategic plan for how to support students, especially English learners, over the course of the unit. We encourage all teachers working with English learners to use the following process to prepare to teach each unit. We acknowledge that this work takes time, but we believe it is necessary in order to best meet the diverse needs of students.

1. Unpack the Unit Texts and Tasks

Teachers should analyze the text, materials, vocabulary, unit focus areas, criteria for success, and lessons to determine the language demands of the unit.

- What makes the text and tasks linguistically complex?
- What key productive and receptive vocabulary do students need to know and understand to engage with discipline-specific knowledge?
- What key language use(s) is targeted in the unit? How are students developing their understanding and production of all the key uses of language (recount, explain, argue, discuss, analyze, critique, justify)?
- What language micro functions are students using throughout the unit (cause/effect, classify, compare/contrast etc.)? What language will students need when using these microfunctions? Which of these will be used in the unit? Which of these have students mastered/not mastered? How can I pre-teach these or incorporate a visual?

2. Set a Vision for Mastery

Teachers should articulate the language and content goals of of the unit.

- What are the driving language demands of the unit? What language should you see and hear from students as they engage in meaning-making?
- What are the overall language goals for the unit?
- What are the content goals for the unit? What should students know and understand about reading, writing, and language?
- What should students know and understand about the themes/subjects and standards of the unit?
- What visuals can be made to support ELs in successfully expressing and synthesizing their knowledge over the course of the unit?

3. Plan for Assessment and Mastery

Teachers should create a plan to assess language and content goals throughout the unit.

- Analyze the distribution of tasks that require different domains of language (reading, writing, speaking and listening). Are there enough opportunities across the

entire unit for students to practice unit language goals within all domains of language? (If not, create a plan to add in additional tasks.)
- How is content monitored and assessed over the course of the unit? Which assignments can be used for formative assessments?
- How will language demands be monitored and assessed over the course of the unit? How will students use self-assessments and rubrics to reflect on their own learning?
- What teacher, student-facing or student-created rubrics are available? Are additional rubrics needed?

4. Take Ownership

Teachers should plan how they will incorporate and leverage student assets throughout the unit.

- What prior experiences might students have with this topic?
- What might be new or unfamiliar to students about this particular genre, text type, or mathematical context?
- What connections can be made to students' cultural traditions, hobbies/interests, life experiences, or home language? How can they be tapped to help develop academic language?
- What sociocultural context is relevant to this particular unit? How can learning be connected to individual students, their families, the community, or the world?
- How will you pre-assess what students know in order to build on their knowledge?

Internalizing a Lesson

We believe that teacher intellectual preparation, specifically internalizing daily lesson plans, is a key component of student learning and growth. Teachers need to deeply know the content and create a plan for how to support students, especially English learners, to ensure mastery. Teachers know the needs of the students in their classroom better than anyone else, therefore, they should also make decisions about where to scaffold or include additional supports for English learners. We encourage all teachers working with English learners to use the following process to prepare to teach a lesson.

1. Determine a Vision for Mastery

Teachers should analyze the text, standards, and lesson components to determine the content and language demands of the lesson.

- Analyze features of text complexity (ELA only)
    - What makes the text complex? What are the language demands of the text?
- Unpack the objective, target task, and criteria for success (Math only)
    - What knowledge and skills are embedded within the target task and objective for the lesson?
- Internalize the mastery response to the target task
    - What does a mastery answer look like?
    - What are the language demands of the particular task?
- Craft a language objective
    - What are the key academic language functions and skills that students need to master to fully participate in the lesson and meet the grade-level content standards of the lesson?

2. Build the Lesson

Teachers should create a lesson that sets students up for success with the content and language objectives of the lesson.

- Build and access schema
    - In what ways does the lesson connect to student backgrounds, experiences, identities, and interests?
    - What background knowledge or language may need to be built before the lesson?
- Decide on class structures
    - Which structures and protocols will best support mastery?
    - Which structures and protocols provide ample time to practice and engage with the language demands of the lesson and text?
    - How will key questions (ELA) and guiding questions (Math) be used?
    - Is there a balance between receptive and productive language opportunities?

- Ensure accessibility
    - What supports will students with higher language proficiency need to access and understand the content? What scaffolds (sensory, graphic, or interactive) are needed?
    - What supports will students with lower language proficiency need to access and understand the content? What scaffolds (sensory, graphic, or interactive) are needed?
- Plan for feedback
    - What language might be hard for students to unpack? How can you check student understanding of difficult language?
    - If students don't understand something, is there a strategy or way you can show them how to break it down?
    - In what ways can students self-monitor/self-assess their progress in relation to the content and language objectives?

Scaffolds

English learners should be interacting with the same complex texts and tasks as the rest of the class. The job of the teacher is to ensure that the proper scaffolds are in place to make sure that English learners can access the complex texts and tasks. Scaffolds should provide additional supports while maintaining the rigor of the core task, not simplify or modify the core task. Scaffolds should be determined by the student's English Language level and the task. We recommend the following types of scaffolds, which can be used across all units and lessons, to help support English learners.

SENSORY SCAFFOLDS	
Scaffold	**How to Use to Support English Learners**
Illustrations, Images and Photos	*For lighter EL support:* ● Add illustrations to literature texts that do not include illustrations. Illustrations could be used to break up long sections of text, or to clarify tricky plot events. ● Add additional images and photos to informational texts and math problems. Images and photos could be used to break up long sections of text, or to clarify key concepts or vocabulary (such as an image of a triangular prism). *For heavier EL support:* ● Strategically engineer the text to include illustrations that align with specific features of text complexity. Multiple illustrations could be added to make the text easier to digest. (For example, when reading the Brer Rabbit folktales about the well, include an illustration of a well.) ● For particularly dense text, engineer the text to be shorter and include more illustrations. (Note: this does not mean simplifying the text, rather, instead of students reading 7 very dense paragraphs, they only read 3.) ● Use images as part of a vocabulary glossary. Providing images gives students a visual reminder of what a particular word means. This is especially useful for Science and Social Studies. ● Use images to activate prior knowledge about a topic. (For example, when discussing the dangers caused by natural disasters, show students images of natural disasters. Or, when referencing a prior math strategy such as a tape diagram, show a visual example of one.) ● Use a pictorial input chart to help students build understanding of the many parts that make up a concept via drawings and labels. (For example, when studying occupations in Kindergarten, a teacher may draw a fireman, and then as he/she draws a helmet, he/she labels the picture "helmet.")

	● Use a narrative input chart to preview and gain exposure to key parts of a story and practice important vocabulary words.
Videos, Films and Audio	*For lighter EL support:* ● Show a short clip of an idea or concept to preview background information necessary to access a text. (For example, before reading about how hydroelectric dams work, students watch a video on hydroelectric dams. Or, prior to learning about probability simulations, watch examples of simulations in action.) ● Show a short clip of an idea or concept to reinforce information learned from a text. (For example, after reading about life cycles, watch a short video about life cycles to help students visualize and solidify what they learned before writing or discussing.) *For heavier EL support:* ● Show an excerpt of a movie version of a text (if available) to help students understand the plot. Video could be in English or in students' home language. ● Show a short clip of an idea or concept to pre-teach key vocabulary prior to teaching a lesson. Video could be English or students' home language. ● Have students listen to the audio version of a book in English or their home language. Students should follow along with visual supports (either the text or illustrations).
Real-life Objects	*For lighter EL support:* ● Bring in real-life objects connected to core texts and math concepts to help students visualize key ideas. (For example, when studying the structures of plants, bring plants to class. Or, use 3-D shape manipulatives when studying 3-D geometry.) ● Use realia to have students/teachers dress as a main character. ● Use specific props (i.e a "magic e" wand) to draw attention to key ideas and learning. *For heavier EL support:* ● Have students use real-life objects to build background knowledge or understanding a scientific concept. (For example, when studying forces, have students observe forces around them prior to reading the core text.)
Physical Activities	*For lighter EL support:* ● Include collaborative activities that include movement. (For example, when learning about the different ways plates move, have students act out the movement. Or, when learning to compute with rational numbers on the number line, have students act out the operations on a large number line.) ● Add gestures and movements for each vocabulary word that is taught.

	For heavier EL support: ● Use strategic groupings to pair students during collaborative activities. ● Have students act out particular concepts and explain what happens at each stage. (For example, when studying life cycles, give each student a different life cycle card and then have them work together to act out and retell the life cycle.)
Text Clues	*For lighter EL support:* ● Number the paragraphs in a text or sentences in a math problem to help students locate particular ideas. ● Color code particular text features to draw attention to certain aspects of a text. *For heavier EL support:* ● Guide students to where in a text or problem they may find a particular answer. (For example, if students are describing a character, students may be guided to look for details in paragraph 3 and 7, as opposed to the entire text.) ● Add headings and subheadings to an informational text to help students navigate the text, or bullet information in a math problem. ● Bold or underline key vocabulary words to draw students' attention to the words while reading or answering a problem. ● Provide annotated questions on the side of the text for students to think about while reading or answering a problem.

GRAPHIC SCAFFOLDS	
Scaffold	**How to Use to Support English Learners**
Charts and Tables	*For lighter EL support:* ● Create charts and tables to help students make sense of key information from a text, problem, or unit. (For example, when learning about the roles of each branch of the government, provide students with a table that identifies the different roles. Or, when learning about transformations in the coordinate plane, provide students with a table to complete with information about each transformation.) *For heavier EL support:* ● Create charts and tables with key information from a text, problem, or unit. Charts and tables could be in students' home language. Charts could also include definitions for key vocabulary.

Graphs	*For lighter EL support:* ● Include graphs to help students interpret texts that include a lot of mathematical explanations. (For example, when learning about the Mars Rovers, include graphs to show the different length of each journey to help students compare and contrast.) *For heavier EL support:* ● Create an anchor chart of a sample graph and collaboratively input information onto the graph.
Timelines	*For lighter EL support:* ● Have students create timelines to help keep track of dates in historical texts. (For example, when learning about the Revolutionary War, create timelines to make sense of the order in which events are happening.) *For heavier EL support:* ● Provide students with timelines that have some pre-populated information. (For example, when creating a timeline for the Revolutionary War, have a few key events already on the timeline.)
Graphic Organizers	*For lighter EL support:* ● Provide graphic organizers to help students access and make sense of key information in a text, problem, or unit. See the section on graphic organizers below for more guidance. *For heavier EL support:* ● Fill in a sample graphic organizer together. Display the graphic organizer as an anchor and reference.

INTERACTIVE SCAFFOLDS	
Scaffold	**How to Use to Support English Learners**
Pairs	● Have students discuss questions in pairs. See below for protocols to use to encourage partner work and examples of how to use each as a lighter or heavier supports.
Small Groups	● Have students work through tasks in small groups. See below for protocols for structuring small group work and how to use each as a lighter or heavier support.
Discussion	● Lead a class-wide discussion to help solidify ideas. See our guide on Leading a Rigorous Discussion for more guidance.
Cooperative Structures	● Include cooperative structures to help students interact with key tasks. See below for recommended cooperative learning structures and examples of how to use each as a lighter and heavier support.

Home Language	*For lighter EL support:* ● Have students use translanguaging by using some words and phrases from their home language when discussing or writing about content. *For heavier EL support:* ● Have students have entire conversations in their home language or have students write answers in their home language. ● Provide additional instruction of a particular concept or idea in students' home language. ● Provide students with texts and problems written in their home language. ● Have students write an answer in their home language. Then have students transfer their answers to English.

ADDITIONAL SCAFFOLDS	
Scaffold	**How to Use to Support English Learners**
Supplemental Texts	*For lighter EL support:* ● Provide students with additional texts on the same topic to help build additional knowledge. *For heavier EL support:* ● Before reading the core text of a unit have students read and engage with multiple lower-level texts in order to build content knowledge and vocabulary. (Note: These texts are not a replacement for the core text.) ● Have students read additional texts on the same topic in their home language.
Noticing Cognates	*For lighter EL support:* ● Teach students strategies for identifying cognates and have students self-identify and interpret examples of cognates in texts and tasks. *For heavier EL support:* ● Before reading a text find examples of cognates and have students break them down. Focus on meaning and intonation of the words. ● Teach students Greek and Latin roots that are cognates in English and Spanish. ● Have students create cognate reference guides.

Scaffold categories and scaffolds adapted from "Essential Actions: A Handbook for Implementing WIDA's Framework for English Language Development Standards," by Margo Gottlieb. © 2013 Board of Regents of the University of Wisconsin System, on behalf of the WIDA Consortium, p. 50.

https://wida.wisc.edu/sites/default/files/resource/Essential-Actions-Handbook.pdf.

Oral Language Protocol Overview

Oral language development is a core component of our curriculum, and it is incredibly important for English learners. English learners need opportunities to master and acquire academic language throughout all parts of the day. Structured routines allow students to take risks, learn from their peers, honor and value their own voices and experiences, and build engagement.

When picking a protocol for partner work or small group work, it is important to think through how English learners will be grouped and what role they will play in a particular group. Depending on the demands of the task and situation, students can be grouped with native and proficient English speakers, other ELs, or by home language. English learners should interact with a variety of different speakers in a variety of situations.

In the following section, we have listed protocols we believe will help English learners and students who may need additional support to access the content found in our curriculum, as well as guidance for when we suggest to use each. Oral language protocols should be modeled and reinforced to ensure students are getting the most from the exchange. These protocols can be used flexibly within any lesson, and both teachers and students should be responsible for posing questions. Additionally, each oral language protocol can be adjusted to meet the level of support needed by the English learners in the classroom. Below are suggestions on how to adjust the protocols to provide light or heavy EL support.

Adjusting oral language protocols for light EL support:

- Provide sentence frames for students to use. Include sentence frames that require students to use a variety of sentence structures.
- Provide lists of key academic vocabulary to use when discussing a particular topic.
- Introduce and preview vocabulary words using the 7-step lesson sequence. Include visuals and gestures with all vocabulary words.
- Assign specific group roles to ensure equitable participation (timekeeper, notetaker, facilitator, etc.).

Adjusting oral language protocols for heavy EL support:

- Provide sentence frames for students to use. Sentence frames may be a variety of sentence structures.
- Strategically group students with others who speak the same home language. Allow students to complete the assignment in either English or in their home language.
- Provide students with answers (either on the back of the task, or in another location in the room) to allow partners to check if their partner has the correct answer.
- Provide more think time to allow students to build an effective argument.
- For oral turn and talk questions, give students a written version of the question to reference.

Oral Language Protocols

Turn and Talk

The purpose of a Turn and Talk is to provide students with a scaffolded and structured opportunity to formulate and share ideas. Turn and Talks are low-risk and allow all students a chance to participate in the lesson at the same time. Turn and Talks can be used at any point within a lesson. There are multiple different versions of Turn and Talks:

- **Think-Pair-Share:** Students are given time to think before pairing up and sharing.
    - Teacher or student poses a question worthy of discussion.
    - Teachers give students time to think about how they will answer.
    - Students pair up.
    - Students take turns sharing their answers.
- **Write-Pair-Share:** Students are given time to write before pairing up and sharing.
    - Teacher or student poses a question worthy of discussion.
    - Teachers give students a chance to write down their answers.
    - Students pair up.
    - Students take turns sharing their answers.
- **Timed-Pair-Share:** Students are given a set amount of time to answer a particular question.
    - Teacher or student poses a question worthy of discussion.
    - Students either think or write down their answers.
    - Students pair up.
    - Students are given a set amount of time to share their answers.
- **Think-Pair-Share-Revise:** Students are given a chance to refine their thinking and ideas based on their partner's ideas and discussion.
    - Teacher or student poses a question worthy of discussion.
    - Teachers give students time to think about how they will answer.
    - Students pair up.
    - Students take turns sharing their answers.
    - Students revise their original theories or ideas.
- **Partner A/Partner B:** Used with any of the above versions of a Turn and Talk to allow for more productive and equitable turn and talks by ensuring that one partner does not always go first or dominate the entire conversation.
    - Each partner is assigned a letter.
    - The teacher or students decide which partner shares first, and which partner then builds on and shares second.

Simultaneous Round Table

In a Simultaneous Round Table, teams of at least 3-4 students work collaboratively to respond to a question. One member of each team writes their own responses on a piece of paper and then students pass their papers clockwise so each teammate can add to the prior responses. Simultaneous Round Tables should be used with questions that allow for extended responses and multiple interpretations and explanations. (For example, in ELA, when describing a character in depth, students should be able to build on and continue a student's writing, especially towards the end of a text when they have a deep understanding of a particular character. In math, this may be used with a multi-step problem where students build on each other's solution pathways.) Or, Simultaneous Round Tables could be used when students are brainstorming ideas about different topics. (For example, in ELA, when reviewing the different branches of government, each team member has a sheet of paper asking to describe a particular branch.)

1) Teacher splits the class into teams of at least 3-4.
2) Teacher or student assigns a topic or question and provides think time.
3) All students respond, simultaneously writing.
4) The teacher signals time, or students signal when done responding.
5) Students pass the papers clockwise to the next student on their team.
6) Students respond on the new paper, adding to what was already completed.
7) Process repeats, starting at step 4.

Suggestions for light EL support:

- Provide students with sentence stems to use when building on to a teammate's writing or ideas.
    - "Another example is _____."
    - "Additionally _____."
    - "I agree with _____, I want to add_____."
    - "In the text it says _____."
    - "Next, I would _____."

Suggestions for heavy EL support:

- Allow students to ask clarifying questions to the student who passed the paper to them.
    - "What do you mean by _____?"
    - "Tell me more about _____?"
    - "Why did you _____?"
- include photographs and diagrams to help support student writing or ideas.

Rally Coach

Rally Coach gives students a chance to think independently about a question or task and then receive immediate feedback and coaching from a partner. Rally Coach can be used at any point during a lesson, but works best when there is written work for students to complete (for example, a worksheet or stop and jot).

1) Students are paired up and assigned a role, either partner A or partner B.
2) Partner A solves the first problem while Partner B watches and listens, checks, coaches if necessary, and praises.
3) Partner B solves the next problem, while Partner A watches and listens, checks, coaches if necessary, and praises.
4) Partners repeat taking turns solving successive problems.

As a variation, one student could be tasked with orally responding to the prompt while the other demonstrates the response with manipulatives or visuals. (For example, in Math, one student explains how to bundle tens to make hundreds and the other demonstrates it with base ten blocks.)

Suggestions for heavy EL support:

- Include sentence frames for students to use when giving feedback to a partner.
    - "You did a good job with _____."
    - "I am confused by _____."
    - "One suggestion I would make is _____."
    - "One problem I see is _____."
    - "Can you tell me more about _____?"

Talking Chips

Talking Chips ensures that all students contribute equally to a team discussion. Talking Chips can be used with any discussion prompt or problem.

1) Each team member receives a maximum of 2 talking chips.
2) Teacher or student provides a discussion topic/question and provides think time.
3) Any student places their chip in the center of the table and begins the discussion.
4) Any student with a chip can continue the discussion by placing his/her chip in the center of the table.
5) When all the chips are used, teammates each collect their chips and continue the discussion.

Suggestions for light EL support:

- Provide time for students to stop and jot ideas prior to starting the discussion.
- Provide students with sentence frames for participating in a discussion.
    - "I agree with _____, and want to add on _____."
    - "Another example is _____."
    - "I disagree with _____, because _____."

Suggestions for heavy EL support:

- Provide students with sentence frames specific to the prompt or problem.
- Strategically group students so there are a mix of English levels.

Numbered Heads Together

Numbered Heads Together holds all members of a group accountable for participating and clarifying understanding of a particular question or topic. Numbered Heads Together can be used with any discussion prompt, however, questions with multiple answers or nuanced answers lead to a more engaging discussion.

1) Teacher or student prepares questions or problems to asks teams.
2) Students number off (1-4).
3) Teacher or student poses a problem and gives think time. Students privately write their answers.
4) Students "put their heads together": showing their answers, discussing, and teaching each other.
5) Students ensure that everyone agrees and can teach back the answer.
6) Teacher calls a number. Student with that number answers the question.

Take a Stand

Take a Stand gives students a chance to articulate and and reflect on their opinions. Students are posed with a question that requires them to take a side. Students then work together to convince others why they picked a particular side.. Students then present what they have prepared to the opposing side.

1) Teacher or student poses a question where there are two opposing answers or a claim to be confirmed or rejected.
2) Students think and record their answers.
3) Teachers assign a side of the classroom for each side.
4) Students move to the side of the room they most agree with.
5) Students on each side take turns trying to convince the other side they are correct.
6) After a set amount of time, students can switch sides to reflect new thinking.

Protocols adapted from *Kagan Cooperative Learning, Workbook edition* by Spencer Kagan. Kagan Cooperative Learning, 2015.

Graphic Organizers Overview

Graphic organizers are a powerful scaffold to help meet the needs of all students. Graphic organizers help students keep track of their thoughts and ideas to help them complete or engage with a written or oral task. Graphic organizers should be modeled and reinforced to ensure students are getting the most from the organizer. Teachers should decide when graphic organizers should be used based on students' familiarity with the content, English language levels, IEPs, or other data gathered from formative and summative assessments. Ultimately, students should be able to self-identify which graphic organizer to use in order to support communication. Once students begin to master a particular concept or skill, however, graphic organizers should be removed.

In the following section, we have listed graphic organizers we believe will help English learners and students who may need additional support to access the content found in our curriculum, as well as guidance for when we suggest to use each. We do not, however, assign specific graphic organizers to specific lessons because we believe graphic organizers should primarily be used when additional access to core content is needed.

Additionally, each graphic organizer can be adjusted to meet the level of support English learners in the classroom need. Below are suggestions on how to adjust the organizers to provide light or heavy EL support.

Adjusting graphic organizers to provide light EL support:

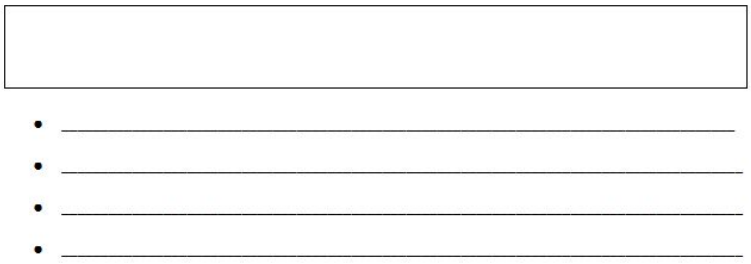
- Provide blank templates for students to use when reading a text, brainstorming, or solving problems.

Adjusting graphic organizers to provide heavy EL support:

- Provide students with partially filled out graphic organizers.
- Provide guidance on where in the text, resources, or problem students can find a particular answer. (For example, if students are looking to describe a character, provide specific paragraph numbers where students can find key evidence.)
- Have students work in partners using an oral language protocol.
- If applicable, allow students to complete the graphic organizer in their home language.

Graphic Organizers

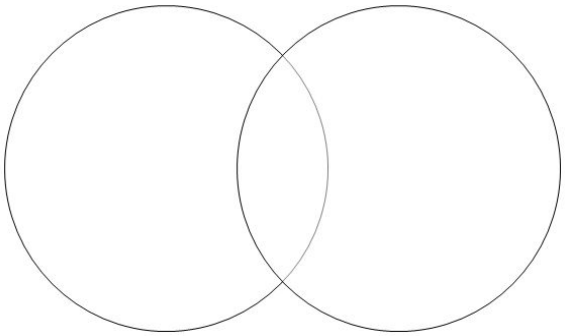
Boxes and Bullets



When to use with ELs:

- In lessons that focus on gathering details about a main topic or idea. Students write the topic or idea in the box, and then write supporting ideas as bullets.
    - *Example:* When describing a character, students write a trait or statement about a character in the box and then provide reasons as bullets.
- As a brainstorming tool for writing descriptive or informational paragraphs.
- To help prepare for an in class discussion. Students state their opinion in the box, and then provide supporting reasons as bullets.
- To engage with new vocabulary words. Students write a vocabulary word (i.e. rock types) in the box and then provide examples of the word as bullets (i.e. igneous, sedimentary). This is especially useful in Science or Social Studies units.

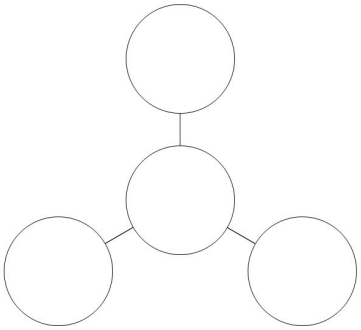
Venn Diagram



When to use with ELs:

- In lessons that focus on comparing and contrasting two ideas or texts.
    - *Example:* Comparing and contrasting two Native American tribes.
    - *Example:* Comparing and contrasting the structure of two texts.
    - *Example:* Comparing and contrasting equations and inequalities.
- As a brainstorming tool for compare and contrast essays.
- To show the connections between two ideas or texts.
- To show the similar and different properties of two math concepts.

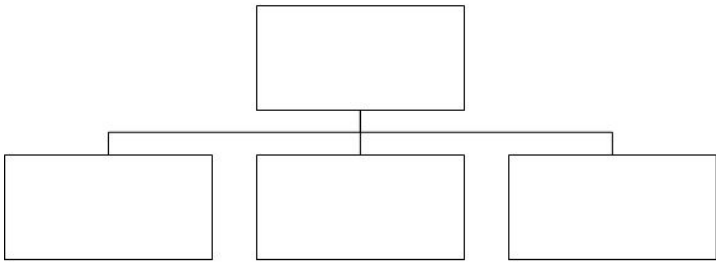
Description or Concept Map



When to use with ELs:

- In lessons that focus on gathering details about a main topic or idea. Students write the topic or idea in the center circle, and then write supporting ideas in the surrounding circles.
    - *Example:* When researching why a particular person is influential, students write the name of the person in the middle and reasons the person is influential in the outside circles.
    - *Example:* When studying proportional relationships, students write the given relationship in the center, and then include other representations and details (such as the constant of proportionality) in the outside circles.
- As a brainstorming tool for writing descriptive or informational paragraphs.
- To engage with new vocabulary words. Students write a domain specific word in the center circle and then gather details in the surrounding circles. This is especially useful in Science or Social Studies units.
    - *Example:* Students write “rotation” in the center circle and then properties of rotations (such as “has a degree of rotation”, “has a direction”, “maps to a congruent shape”, etc.) in the outside circles.
- As a brainstorming strategy for activating prior knowledge before teaching a lesson.
    - *Example:* Before reading *Return to Sender*, teachers may want to activate prior knowledge about migrant farmworkers. Teachers would place the topic, migrant farmworkers, in the center circle and then have students share what they already know in the outside circles.

Main Idea and Details



When to use with ELs:

- When identifying the main idea and supporting details of a nonfiction texts.
- To activate prior knowledge about a topic prior to launching a lesson.
    - *Example:* Before reading a text about Barack Obama and why he is influential, students could brainstorm things they already know about Barack Obama and why he was influential.

Sequence

When to use with ELs:

- In Science lessons that focus on explaining the sequence or connection between a series of steps in a process.
- In Social Studies lessons that focus on retelling particular events in history in chronological order.
- In Literature lessons that focus on retelling or recounting a sequence of events that happen in a story.
- In Math lessons, to outline the steps to take to solve a problem.
- As a brainstorming tool for informational writing or narrative writing.
    - *Example:* Before rewriting a scene from a text from a different character's point of view, students may brainstorm the three key events they will include.
    - *Example:* Before writing about the causes of the Revolutionary War, students jot down three of the major events they will write about.
- To explain the connection between multiple ideas.

Vocabulary

Key Word	What I Think It Means	Dictionary Definition	Use the Word in Context

When to use with ELs:

- As a tool for students to keep track of and infer the meaning of unknown words in a text (words can be pre-selected).
- As a pre-reading activity to highlight and reinforce key vocabulary.
- As a glossary for students to reference when writing or speaking.

Conversation/Discussion

Initial ideas	Notes from discussion	Revised ideas

When to use with ELs:

- With any of the oral language protocols.
- To help students prepare thoughts before a think-pair-share or larger class discussion.
- To help students remember what their partner, or partners, shared during a conversation or discussion.
- To hold students accountable for active listening and participation.

Determining Theme

Potential Pathway	Evidence	Theme
Does the character learn an explicit lesson?		
Did the character overcome a problem and learn something along the way?		
Did a character change or realize something as a result of his/her struggle?		

When to use with ELs:

- In Literature lessons that focus on explaining how a particular theme was developed.

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