

1. **After reading through Chapter 5, Strategies (p. 125-151) , go through your lesson plans and try to find strategies you already employ. List them and put your strategies in context - why do you use them? Then describe 2 new strategies for teaching MLs you learned from Chapter 5.**

After reading through chapter 5, “Strategies” in the text “Making Content Comprehensible For English Learners: The SIOP Model” by Jana Echevarría, MaryEllen Vogt, and Katie Toppel, I noticed I already used some of the strategies illustrated.

The strategies I already use are:

- **(Cognitive Learning) Previewing a story or chapter before reading** (Echevarría et al., 2017) - I do this before we start a new story or chapter of a text so that students can get an idea of how the characters are and what the text will most likely be about. We go over important vocabulary words as well so that students will be able to read and follow along in the story with deeper comprehension.
- **(Cognitive Learning) Highlighting, underlining, or using sticky notes to identify important information** (Echevarría et al., 2017) - I use this technique with my students to identify the main idea of a text and important information or evidence that helps us support this idea. Usually I use different colored highlighters to mean different parts of a text. For example, yellow for the main idea and green for the evidence. Especially when using sticky notes, I teach students that they can write a short thought on the sticky note to remember why they placed a sticky note at that part of the text in the first place.
- **(Cognitive Learning) Identifying key vocabulary** (Echevarría et al., 2017) - I go over vocabulary before beginning a text to ensure that all of my students understand the purpose of this vocabulary. Some strategies I use to teach vocabulary are shades of meaning, total physical response (TPR), sentence frames, pictures, and audio.
- **(Metacognitive Learning Strategy) Predicting and inferring** (Echevarría et al., 2017) - I use this strategy with my students to encourage them to use context clues to help form predictions about a text. Once my students have formed predictions, I will then ask them what made them form these predictions to get a closer look at their background knowledge of the topic and what clues they see before diving into reading. After reading the text we can confirm or re-evaluate our predictions using evidence from the text.
- **(Language Learning Strategy) Drawing pictures and/or using gestures to communicate when words do not come to mind** (Echevarría et al., 2017) - I use this strategy with my students to picture what is happening in a text and what do these actions mean about the characters or the situation. This is especially helpful for visual learners who need to see the picture to build deeper comprehension. Students also demonstrate their learning by drawing pictures about the text and it's a fun and engaging activity.

As I continued to read the chapter, I was intrigued by a number of strategies I do not typically use in my classroom, some I didn't even know about.

Two new strategies I learned for teaching multilingual learners are:

- **(Metacognitive Learning Strategy) Making mental images (visualizing)** (Echevarría et al., 2017) - I learned how beneficial this strategy can be for learners, especially those who have a developing language proficiency. Making mental images when reading a text can help readers connect to the story by visualizing how that characters feel in certain situations and how the story is progressing over time. Students can also put themselves in that character's shoes when they make mental images which supports what they already know about the text and furthers their learning for what they want to know.
- **(Language Learning Strategy) Substituting a known word when unable to pronounce an unfamiliar word** (Echevarría et al., 2017) - I learned how beneficial this strategy is for students who struggle with advanced vocabulary. Learning new and difficult vocabulary can undermine a student's academic success by hurting their level of reading comprehension when focusing on this text. Sometimes a definition and other differentiation techniques to teach vocabulary is not enough for students to grasp the meaning of a word. Therefore, providing a simpler word (a synonym) in its place gives the student confidence to be able to understand the entirety of the text.

**2. Starting on page 138, read the teaching scenarios and give specific feedback on Mrs. Fletcher, Miss Lee and Mr. Montoya's lessons and reflect on the learning strategy opportunities for students.**

As shown on page 138 of the text, three teachers taught the same lesson in three different scenarios. These teachers were Mrs. Fletcher, Miss Lee, and Mr. Montoya. As I read each scenario, I rated each teacher on their opportunities for students to use multiple learning strategies, their scaffolding techniques, and their variety of questions or tasks that provoke higher order thinking. After reading all three scenarios, it is undoubtedly clear that Mr. Montoya exceeded all ratings, earning the highest score in all three categories and going above and beyond to teach his students to the best of his ability.

Mrs. Fletcher scored a 3 in providing ample opportunities for students to use different learning strategies. I rated Mrs. Fletcher this because in the beginning of her lesson she asked her students to make predictions from the title and opening photograph of the article. Even though she did this, Mrs. Fletcher did not speak more about the topic of deforestation or what it had to do with our world. To add on, Mrs. Fletcher did support her students' thinking by asking them "What do you think will happen to the plants and animals in this rain forest? What evidence did you hear to support your predictions?" but only asked this after she had read a portion of the text, not before (Echevarría et al., 2017). This helps students confirm or re-evaluate their predictions by taking a

look at the evidence presented to them and seeing how it connects to the topic of deforestation as a whole. However, the fact that Mrs. Fletcher did not ask this before starting her reading shows a missed opportunity on what students already know about deforestation and what clues they picked up from the title and the opening photograph.

To add on, I rated Mrs. Fletcher a 1 in using various scaffolding techniques to support students' understanding. Mrs. Fletcher orally read the entire article to the students which as a result relieves the reading responsibility of the students. This means that students were not expected to read at all in this lesson which hinders their reading skills overall. I believe that some students might have also benefited more from reading with Mrs. Fletcher in a small group since "a few appeared confused about how to start" when writing their letters (Echevarria et al., 2017). Additionally, Mrs. Fletcher did not demonstrate sample letters or even a sentence frame to help students see what their letters should look like or to help them get started. Mrs. Fletcher also did not have students work with a partner that could help check their work or that they could have brainstormed ideas and pulled information from the text together.

Last but not least, I rated Mrs. Fletcher a 1 in providing a variety of questions and tasks that support higher order thinking. After asking students to make predictions and share them, she did not ask them what made them think this till once they already started reading the text. To add on, when a student in the classroom asked "Why do people burn the rain forest if it's so bad?", Mrs. Fletcher could have used that opening to have students think about what a forest provides that is so valuable (Echevarria et al., 2017). Once students answered "wood", Mrs. Fletcher could have gone deeper and asked what valuable things people make out of wood. This could have led students to think about furniture, construction, and more. This would have allowed students to see both perspectives of the article which is why deforestation is bad and why people still do it.

Moving on, after reading Miss Lee's scenario, I rated her a 2 in providing ample opportunities for students to use different learning strategies. I rated Miss Lee this because Miss Lee presented a "15 minute lecture on the rain forest and by showing a variety of photographs of the rain forest ecosystem" (Echevarria et al., 2017). This shows that Miss Lee showed visual support however could have talked about the pictures more in depth. Miss Lee also did not ask students for their predictions about the article or the topic which shows that she did not encourage students to think about the text before they started reading.

Additionally, I rated Miss Lee a 3 for using various scaffolding techniques to support students' understanding. Miss Lee showed a variety of photos of the rain forest ecosystem which helps support visual learners who have little knowledge about rain forests. Miss Lee also had students read the article in small groups, meaning each student got a small chance to read instead of following along with a teacher for that duration of time. Not only this, but Miss Lee allowed students to compare their answers that they wrote independently from the worksheet (Echevarria et al., 2017). This shows students' individual thinking and how students can easily connect with a classmate on similar ideas and thoughts that they shared.

Last but not least, I rated Miss Lee a 1 in providing a variety of questions and tasks that support higher order thinking. Miss Lee did not ask her students verbal questions when discussing the topic. Instead, Miss Lee provided questions on a handout for students to answer and talk amongst themselves (Echevarría et al., 2017). To add on, Miss Lee could have better supported her students who wanted to use the computer to find information by helping them come up with their own questions and helping them to narrow down their search to key words to find the information that they were looking for. In the text it states “She told them to type in ‘rain forest’ on a search engine to begin their search” (Echevarría et al., 2017). This highlights how Miss Lee was very vague in helping her students find accurate information they needed.

For that last teaching scenario with Mr. Montoya, I rated him a 4 in providing ample opportunities for students to use different learning strategies. I rated Mr. Montoya this because right at the beginning of his lesson, he “orally reviewed his lesson’s content and language objectives” and introduced “the unit theme” (Echevarría et al., 2017). Mr. Montoya then had students “survey a text” by examining all the text and graphic features to determine the meanings behind vocabulary words in the text which “Mr. Montoya had previously taught and modeled how to do it” (Echevarría et al., 2017). This shows how Mr. Montoya connects his new lesson to prior lessons for students to reinforce the strategies they learned and show that these strategies can be used for multiple texts. Mr. Montoya also asked students to “work with a partner to write two to three questions that they thought they would find answers to by reading the article” (Echevarría et al., 2017). Not to mention, Mr. Montoya used a language learning strategy by having students select important vocabulary and asked students to use strategies themselves to find out the meanings of these words.

Furthermore, I would rate Mr. Montoya a 4 for using various scaffolding techniques to support students' understanding. Mr. Montoya grouped students in multiple ways, including the whole class, small groups, and partnerships. Students also had the opportunity to work together and build off of each other’s ideas. To add on, Mr. Montoya modeled strategies before asking students to complete them. Students “were encouraged to underline or circle key content concepts and vocabulary that could be used as supportive evidence” (Echevarría et al., 2017). Students also had the opportunity to confirm or disconfirm their predictions using evidence from the text..

Last but not least, I would rate Mr. Montoya a 4 in providing a variety of questions and tasks that support higher order thinking. Mr. Montoya encouraged students to come up with their own questions during the Squeepers activity when deciding what they would learn from the text and later with discussion questions (Echevarría et al., 2017). To add on, Mr. Montoya provided questions at the end of his lesson with various critical thinking levels. The first question “Why are we dependent on the rain forests for our survival on Earth?” is more literal where students can find and use text evidence whereas the last question, “Pretend you are the president of the United States...” is more inferential and requires a lot of reflection about one’s self character and goals.

**3. Vocabulary (Big 6 #4) Content and Language Objectives Aligned to Structured Literacy**

\*Write two corresponding content and language objectives for a lesson you are planning to teach. Your objectives must reflect Science of Reading principles by explicitly addressing one or more of the following: phonological awareness, phonics and decoding, fluency, vocabulary, or reading comprehension.

\*For each objective pair, include the corresponding standard from your state or professional framework (ELA/literacy standards, WIDA English Language Development Standards, or subject-area standards if your lesson integrates science, social studies, or mathematics content).

○ **Your post should address the following:**

**4. \*Identify the grade level, subject area, and student population (including English language proficiency levels if applicable).**

\*Write one content objective using observable, measurable language (students will be able to...).

\*Write one language objective that targets an academic language function (e.g., students will listen and identify..., students will orally produce..., students will read and decode...).

\*Name the Science of Reading component your objectives address and explain briefly why you prioritized that component for this group of learners.

\*Cite the standard(s) your objectives are aligned to.

**Grade Level, Subject Area, Student Population**

Grade 2, Science. The class includes 27 students. 8 of these students are multilingual learners at WIDA proficiency levels 2 (Emerging) and 3 (Developing). This lesson is a part of the Plants and Animals unit.

**Content Objective**

Students will be able to identify and describe the major parts of a tree and explain how each part helps the tree survive.

Students will compare the parts of a tree to the parts of a human body using evidence from the text “Are Trees Alive?” and class discussion.

**NYS Grade 2 Science Learning Standards**

- **2-LS2-1:** *Plan and conduct an investigation to determine if plants need sunlight and water to grow.*

- **K-2-ETS1-1 (Connections to Science and Engineering Practices):** *Ask questions, make observations, and gather information about a situation people want to change to define a simple problem.*

### **Language Objective**

Students will use academic vocabulary to compare the parts of a tree to parts of a human body. Students will explain orally and in writing how each part helps the plant survive by using sentence frames and evidence from the text “Are Trees Alive?”

### **WIDA ELD Standards**

#### **WIDA ELD Standard 1: Language for Social and Instructional Purposes**

- Students communicate with peers and the teacher during discussions, partner work, and collaborative activities while using academic vocabulary related to plants and trees.

#### **WIDA ELD Standard 4: Language for Science**

- Students communicate scientific ideas by describing the functions of tree parts, comparing trees to the human body, and explaining how plant structures help plants survive.

### **Science of Reading Component and Rationale**

The content and language objectives target the Big 6 components, vocabulary and reading comprehension of the text. There are many Tier 2 (brick words) in the text such as trunk, root, and more that describe the different parts of a tree. These are words that many multilingual learners may not know because they are not frequently used outside of this scientific topic. Additionally, Tier 3 (mortar words) such as alive, grow, and protect are words that multilingual learners may have seen in various contexts but still need support in recognizing their meaning in multiple contexts. In order for students to learn and fully understand the meaning of these words, explicit instruction of vocabulary words must be introduced before diving into the text. These vocabulary words can be taught through a variety of techniques to differentiate the lesson such as the use of sentence frames, total physical response (TPR), shades of meaning, picture support, audio support, and partner and class discussions. Once students are able to identify and understand the meanings of these vocabulary words, they are then able to strongly comprehend the text by observing what a tree needs to survive and how this relates to how humans survive.

According to chapter 24 of the textbook “The Sourcebook for Teaching Science” by Norman Herr, there are lots of ways students can show their progress throughout the lesson. They can show their understanding of Tier 2 vocabulary words by drawing pictures and creating graphs, charts or diagrams to show what trees look like and label their “body parts”. Students can also

demonstrate their level of reading comprehension by working in partnerships to create graphic organizers that compare and contrast trees to humans. Each vocabulary word learned can also be a part of our word wall for students to always look back to in the event that they forget for a moment what a specific vocabulary word means. Last but not least, students can engage in a hands-on activity in making and labeling their own trees out of construction paper.

### **SIOP Planning: Key Vocabulary**

#### **Brick Words:**

- Roots
- Trunk
- Branches
- Bark
- Crown
- Leaves
- Sap
- Stomata
- Flowers
- Seeds

#### **Mortar Words:**

- Alive
- Grow
- Anchor
- Support
- Protect
- Instead

### **References**

Echevarría, J., Vogt, M. J., & Short, D. J. (2017). *Making content comprehensible for secondary English learners: The SIOP Model* (5th ed.). Pearson

Herr, N. (n.d.). The Sourcebook for Teaching Science: Strategies for English Language Learners. <http://www.csun.edu/science/ref/language/teaching-ell.html>

New York State Education Department. (2016). *New York State P–12 Science Learning Standards*. <http://www.nysed.gov/sites/default/files/programs/curriculum-instruction/p-12-science-learning-standards.pdf>

WIDA. (2020). *WIDA English Language Development Standards Framework, 2020 Edition: Kindergarten–Grade 12*. Board of Regents of the University of Wisconsin System.

### **Peer Responses:**

Hey A, great job! I love you Science of Reading rationale when you state that you will not begin the reading until all students understand each of the vocabulary words. I believe that that is very important to a student's reading comprehension because if they do not understand the vocabulary word then they will not be fully aware of what is happening in the text. I also thought that it was very cool how you content objective mentions a stations activity. Hands-on activities are so fun and one of the best ways for students to learn while still being engaged in the lesson. I think your activity will also definitely reinforce meanings of vocabulary words and the importance that these vocabulary words stress on the topic.

Hey J, great job! I completely agree with you in the teaching scenarios. Mr. Montoya deserves 4's across the board because he really went above and beyond to teach his students and meet all their needs to the best of his ability. Mr. Montoya effectively demonstrated the SIOP model by stating his content and language objectives clearly and used a variety of techniques to engage students in the lesson. There were ample opportunities for student interaction and discussion as well as being together as a class and breaking down into small groups and partnerships. Not to mention, Mr. Montoya really dove deep in phonics instruction when dividing the vocabulary words into syllables and defining them in parts. All in all, Mr. Montoya taught an amazing lesson that really encouraged his students' academic success.

Hey J, amazing job! I really like the lesson you outlined for question #3 about butterflies and identifying their life cycles for kindergartners. It's so cute! Since it's kindergarten, I think some activities that are really beneficial for student learning are coloring a butterfly and labeling its parts. Also, since this is about a butterfly's life cycle, you can have students make their own story books about how a butterfly is born and grows up. I think students would absolutely love this project because they get to be authors and show their learning through drawings and simple sentences. I also agree when you say using sentence frames would improve your lesson for learning vocabulary. Sentence frames are the best way for students to initiate their thinking, especially at this age.