

PCG’s 10 Language and Literacy Practices to Support English Language Learners

Scaffolding instruction is key to the success of English language learners, regardless of their level of English proficiency. To support students throughout the curriculum, *Florida Paths* scaffolds are based on PCG’s 10 Language and Literacy Practices (LLPs) to support English language learners. These 10 practices are strategic approaches teachers can take to supporting students in any content area. This section describes each of the LLPs and how the practice is embedded in scaffolding throughout *Florida Paths to College and Career*.

PCG’s 10 Language and Literacy Practices	How <i>Florida Paths</i> Supports This Practice
<p>Practice 1: Develop oral language</p> <p>Oral language is the foundation of literacy, a predictor of reading and writing, and a main tool for learning and interacting in both academic and social settings. Regularly supporting the development of oral language also supports vocabulary development, text comprehension, and writing. Students benefit from daily meaningful opportunities to engage in teacher-planned structured academic talk and from sentence frames for conversation that support that talk.</p>	<ul style="list-style-type: none">• Additional scaffolds guide teachers to create sentence frames for academic discussions. Example: “One expectation I have for our group is _____, and this will help our group because _____.” (Grade 6)• Activities include instructions to make discussion moves and expectations explicit for all students. Example: “Inform students that today they will participate in an activity in which they build ideas through conversations with their classmates. Ask students to think of something they might say when they are building on someone else’s ideas and to raise their hands when they have something. When most students have their hands raised, call on several to share.” (Grade 7)

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<p>Practice 2: Teach targeted skills and meaning-making strategies</p> <p>Teaching foundational and reading comprehension skills gives English language learners access to reading strategies that will help them meet increasingly complex literacy demands. Building these meaning-making strategies provides students with a toolbox to approach future learning challenges. To become autonomous learners, students need to learn skills in context through authentic text and by learning meaning-making strategies modeled by the teacher.</p>	<ul style="list-style-type: none"> • Instructions guide teachers to model meaning-making strategies for students. Example: "Display one of the photographs using the document camera. Model for students how to make an inference or take clues from the text and use your background knowledge to express something you think is true based on these facts." (Grade 8) • Graphic organizers provide support for students to make meaning independently. Example: "Distribute the Tracing an Argument Graphic Organizer to each student. Inform students that this graphic organizer provides a way to capture the argument, claims, and supporting evidence in an organized way." (Grade 6)
<p>Practice 3: Build academic language</p> <p>Systematic and deliberate development of academic language both improves text comprehension and increases the chances that students will be able to integrate new words effectively into their language use and literacy experiences. Providing students with a variety of texts, vocabulary strategies, and opportunities to engage with other students in multiple ways helps them learn new vocabulary independently.</p>	<ul style="list-style-type: none"> • Lessons regularly include targeted word work to build language. Example: "Invite students to sort the words by copying them down on the Word Connotation T-Chart, placing each word under either the 'positive' or 'negative' column. Explain that <i>connotation</i> means a feeling or association one has with a word." (Grade 8) • Lessons offer additional guidance for teachers to increase their support for academic language development where necessary. Example: "Even though the definitions are in the glossary, you will need to go over them and give students examples so that they understand how these words are used in the rubric to refer to writing." (Grade 7)

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<p>Practice 4: Build and activate prior knowledge</p> <p>Building and activating prior knowledge helps improve student comprehension by allowing the brain to draw on previous experiences and understandings to learn new content. When a lack of historical or cultural context creates a significant barrier to comprehension, English language learners benefit from additional texts, videos, discussions, and targeted vocabulary instruction they can use to build a bridge to new learning.</p>	<ul style="list-style-type: none"> • Lessons include guidance about how and when to provide additional suggestions for English language learners. Example: "Give basic background information without giving too much away. Mention that the video gives more information on the insecticide DDT and its use. John Stossel, an investigative journalist and reporter, and Richard Tren, author of <i>Excellent Powder</i>, detail how the DDT ban was a great victory for environmentalism. However, the ban has led to a multitude of deaths throughout the world." (Grade 6) • The first unit of each module focuses on knowledge building. Example: "Tell students that now they will read a short informational text to build background knowledge about Sudan's civil war. Tell them that having this background knowledge will help them better understand the novel, its characters, and their points of view." (Grade 7)
<p>Practice 5: Develop language through writing</p> <p>Writing is a developmental process for English language learners, and writing itself is a powerful way to help students build language. By combining writing to learn with reading and analysis, English language learners can process their learning and can practice constructing ideas and expressions in English prior to discussion. Both help students master language and content. Students need daily writing opportunities to develop effective written language skills.</p>	<ul style="list-style-type: none"> • The curriculum uses protocols to help students write to learn. Example: "Project or distribute the Entry Task, including the two images of modern garment factories. Invite students to look closely at each image and then write down what they notice and what they wonder." (Grade 7) • The first module for each grade level focuses on writing to learn.

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<p>Practice 6: Develop and support home language</p> <p>Developing and supporting students' home language helps them use those critical home language skills to learn English more effectively. English language learners benefit from support from teachers to leverage their home language as a tool to help them learn English.</p>	<ul style="list-style-type: none"> • Lessons encourage teachers to be flexible and strategic when grouping students and provide guidance around when home-language groupings may make sense. Example: "Consider partnering an ELL student with a student who speaks the same home language when discussion of complex content is required. This can allow students to have more meaningful discussions and clarify points in their native language." (Grade 7) • The curriculum provides guidance around when to leverage a student's home language to improve learning, including reminding teachers to provide home-language definitions of key vocabulary. Example: "To further support ELL students, consider providing definitions of challenging vocabulary in students' home languages. Resources such as Google Translate and bilingual translation dictionaries can assist with one-word translation." (Grade 8)
<p>Practice 7: Use ongoing classroom-based assessment</p> <p>Classroom-based assessment of English language learners requires measuring student progress in learning English and academic content. Ongoing assessment tasks should consider the students' level of English language proficiency. English language learners benefit when assessment results are regularly used for planning instruction.</p>	<ul style="list-style-type: none"> • Lessons guide teachers to monitor comprehension during classroom activities to ensure that students comprehend the text and the task. Example: "As you monitor the groups, listen for main ideas of paragraphs . . ." (Grade 6) • Instructions continually remind teachers to look carefully at formative assessment data and to use that data to inform instruction, including providing specific guidance around strategies for reteaching. Example: "Review students' Exit Tickets as useful formative assessment data. Use them to evaluate how well students are able to use details to infer theme. You can then use this information to differentiate subsequent instruction through reteaching and differentiated mini lessons with small groups of students." (Grade 6)

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<p>Practice 8: Establish rituals and routines</p> <p>English language learners benefit from learning in a predictable environment that increases focused learning time. Rituals and routines such as lesson flows and protocols for completing common tasks help teachers and students use time efficiently by establishing processes and procedures for in-class time.</p>	<ul style="list-style-type: none"> • The curriculum is built on replicable lesson flows so that students know what to expect each day. Lessons include several discussion protocols throughout the curriculum to provide support for students around a variety of activities. Examples: World Café Protocol; Fishbowl; Socratic Seminar; Rank, Rank, Trade; Ink, Pair, Share (throughout the curriculum). • Routines such as Quick Writes are used both as formative assessment tools and to provide students with a structure for writing to learn and reflect on learning. Example: "Use specific evidence from the text to write a paragraph in which you discuss one of Ha's personality traits. A complete paragraph includes a focus statement, several pieces of textual evidence, explanations about what each piece of evidence shows us about Ha, and a concluding sentence. Use the notes you collected in your journal to help you write this paragraph." (Grade 8)
<p>Practice 9: Create classrooms with environmental supports</p> <p>Environmental supports can increase the effectiveness of instruction for English language learners and promote independent learning. Students benefit from posted vocabulary, word walls, protocols, co-constructed anchor charts, sentence frames, higher level prompts, and exemplary work. English language learners need many ways to access language and content relevant to what they are learning.</p>	<ul style="list-style-type: none"> • Lessons regularly follow up instruction with guidance to post frames, anchor charts, and other supports for students. Example: "After the final text-dependent question, display the new Taking a Stand Anchor Chart. Tell students that throughout their reading of this novel, they will continue to think about this theme of when and why characters 'take a stand.'" (Grade 8) • Lessons guide teachers to provide nonlinguistic representations of key vocabulary and to post these for use throughout the year. Example: "Consider providing nonlinguistic symbols (for example, two people talking for <i>discuss</i>, a pen for <i>record</i>, a magnifying glass for <i>details</i>, a lightbulb for <i>main idea</i>) to assist ELL students in making connections with vocabulary." (Grade 7)