

KWL Chart

Name _____

Date _____

Topic: _____

| Know | Wonder | Learned |
|---|---|---|
| <p>What do you think you already know about this topic?</p> | <p>What do you wonder about this topic? Write your questions below.</p> | <p>After you complete your project, write what you learned.</p> |

The Asset-Based Feedback Protocol

1. Begin with a check-in. Have a few minutes for reconnecting. Ask about the student and what is going on in his life – how is he feeling.
2. State explicitly the purpose of your meeting and affirming your belief in the student's capacity as a learner. Give evidence by citing progress and growth in other areas.
3. Validate the student's ability to master the learning target while acknowledging high demands of the task. Have the student analyze the task with you. Identify the easy parts and the harder parts.
4. Deliver feedback that is specific, actionable, and timely. Restate what the final goal is and what mastery looks like and then show the student where he is in relationship to the goal.
5. Create space for the student to react to what he has heard and how he feels about it.
6. Give the student specific actions to take to improve: new strategies, instructions on what to tweak during the execution of the task. Give feedback and action steps in writing if possible. Provide some way to track progress.
7. Ask the student to paraphrase what he heard you say – what is wrong, what needs to be fixed, and how to go about fixing it.
8. Offer emotional encouragement and restate your belief in him. It is important not to skip this part, even if the student seems uncomfortable. He is taking it in even if he is playing cool.
9. Set up a time to follow up and check progress.

English Sounds That Do Not Exist in Spanish

Initial consonants of g as in “geode,” h as in “happy,” j as in “jump,” r (if untrilled), and v (which is not distinguished from b)

Digraphs of ch as in “character,” dg as in “fudge,” sh as in “wash,” th as in “the,” or “fifth,” and wh as in “who, what, when”

Letter combinations of –ck, -ght, -nd, -ng, -nt, sc-, sch-, scr-, sk-, sm-, sp-, spl-, spr-, sq-, st-, str-, -tch, thr-, tw-

Some long and some short vowel sounds; /a/ as in “ace” or “apple,” /e/ as in “eek,” /i/ as in “ice,” and “in,” /o/ as in “ok” and “on”, /u/ as in “use” or “up”

Diphthongs: au as in “audio,” aw as in “paw,” ew as in “sew,” oi as in “point,” ou as in “you,” ow as in “owl,” oy as in “boy,” ue as in “sue”

R-controlled vowels: /ar/ as in “park,” /er/ as in “perk,” /ir/ as in “quirk,” /or/ as in “cork,” /ur/ as in “turk”

Schwa (the unstressed central vowel) as in “again” or as beginning/ending sound in “around” or “camera,” e as in “stolen” or as second e in “obedience,” o as in “dragon” and u as in “suspect”

Silent letters: gn- as “gnu,” kn- as in “know,” –mb as in “dumb,” wr- as in “write”

Resource: “Interventions for English Language Learners with Learning Difficulties” by Julie Esparza Brown and Samuel O. Ortiz found in [Essentials of Planning, Selecting, and Tailoring Interventions for Unique Learners](#)

Language Modeling

Sentence frames help to relieve students' linguistic load by providing a scaffold for oral and written responses at their proficiency level. For example, determining cause and effect is a common classroom task, but students may not know how to respond appropriately. The following sentence frames can be used:

Levels 1 and 2

The cause of _____ is _____. The effect of _____ is _____.

Level 3

One effect of _____ was _____.

Levels 4 and 5

_____ happens because _____. Because _____ (happens), _____ (happens). Several things cause _____ to happen. They were _____, _____, and _____.

After students complete their sentence frames, instruction should follow allow for "talk time" where they may engage in oral conversation and practice to reinforce the learning.

Use Visuals and Graphic Organizers

A framed outline is a very specific and structured graphic organizer where students place important information from a passage that they have listened to or read in the correct order. Signal words and pictures help students make connections from concrete to abstract concepts. As with all strategies, teachers should differentiate the outlines based on the students' proficiency levels. The following is an example of a framed outline where the focus skill is on -ed.

First, the tomatoes are _____ ed. When they are ripe, the tomatoes are _____ ed. Then the tomatoes are _____ ed. This means they are washed and sorted. Next, the tomatoes are _____ ed. This means they are put on a truck and taken to the store. At the end the tomatoes are _____ ed.

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Vocabulary Tiers for English Language Learners

Tier 1: Basic vocabulary
And conversational words

Tier 2: High-frequency words
found in texts

Tier 3: Specialized content-area
vocabulary

Instructions: Some words cannot be demonstrated but must be taught (i.e., aunt). Direct instruction and demonstration is an effective strategy at all tiers. If students know a word in their L1, providing a simple explanation or quick English translation is also useful. Tier 2 words are the most important to be taught. (Note: Some words are high-frequency words in one language but low frequency in the other.)

Everyday words that ELs
Typically know in their L1;
Words used frequently,
Such as happy, good, fun

High-frequency, high-utility words
that are important to comprehension
such as author, setting, character,
plot

Complex, technical, and
low-frequency words found
in context books

Simple, high-frequency
words that are cognates,
such as doctor/doctor,
sofa/sofa

Words with multiple meanings
used across domains

Vocabulary of a specific
discipline

Simple false cognates, such
as rope/ropa (clothing)

Idioms and common expressions
expressions
Roots, prefixes, and suffixes
Abstract concepts
Words that have connections to
other words and concepts, such as
between, among, by

Source: Solution Tree Press

Resource: "Interventions for English Language Learners with Learning Difficulties" by Julie Esparza Brown and Samuel O. Ortiz found in [Essentials of Planning, Selecting, and Tailoring Interventions for Unique Learners](#)

(1) Content Objective:

(2) Language Objective:

| Strategies: L – Language Modeling & practice U – Use Visuals and graphic organizers S - Strategic Use of Native Language and Teaching for transfer | L (5) | U (6) | S (7) |
|---|--------------|--------------|--------------|
| P (4) Pre-teach Critical vocabulary | | | |
| S (3) Systematic & Explicit Instruction | | | |

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Examples of PLUSS Framework Applied in the Classroom

| PLUSS Framework | Example |
|--|--|
| Pre-teach critical vocabulary | Select 3-5 high-utility vocabulary words crucial to understanding text (not necessarily content-specific words) and explicitly teach student-friendly definitions, model using the words, and provide students with repeated opportunities to use the words over time. |
| Language modeling and opportunities for practicing | Provide language frames and sentence starters to structure language interaction. For example, after having defined the word <i>preoccupied</i> , ask students to use the word in a sentence, "Think of a time when you were preoccupied." (Pause to give time to think) "Turn to your partners and share, starting your sentence with, "I was preoccupied when" "What will you start your sentence with?" (Have students repeat the sentence-starter before turning to their neighbor and sharing.) |
| Use visuals and graphic organizers | Consistently use a Venn diagram to teach concepts, such as compare-and-contrast, and use realia and pictures to support the teaching concepts. |
| Systematic and explicit instruction | Teach strategies like summarization, monitoring, and clarifying, and decoding strategies through direct explanation, modeling, guided practice with feedback and opportunities for application. |
| Strategic use of native native language and teaching for transfer | Use native language to teach cognates (e.g., teach that preoccupied means the same thing as preocupado in Spanish) or explain/clarify a concept in the native language before or while teaching it in English. |

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