

Intervention with Adolescents

Literacy Rising: Literacy Strategies for Content Area Teachers (6-12)

October 16, 2019



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Mississippi Department of Education

VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community



State Board of Education Goals FIVE-YEAR STRATEGIC PLAN FOR 2016-2020

1

All Students Proficient and Showing Growth in All Assessed Areas



2

Every Student Graduates from High School and is Ready for College and Career



3

Every Child Has Access to a High-Quality Early Childhood Program



4

Every School Has Effective Teachers and Leaders



5

Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes



6

Every School and District is Rated "C" or Higher



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Today's Purpose

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Purpose

Discover the uniqueness of providing intervention for adolescents and how to provide effective, targeted literacy interventions in the content area classes in order to improve student achievement.



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Ice-Breaker Activity

This is Me!



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Adolescents are Their Own Greatest Advocates

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Attributes of Self-Advocacy

- Self-awareness
- Proactivity
- Perseverance
- Goal Setting
- Use of Support Systems
- Emotional Coping Strategies

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Self-Awareness

Students need to:

- know that learning differently or working slowly does not mean they have a “problem”.
- understand that learning differently can be rewarding.
- be aware of their specific areas of difficulty and the impact these may have on their studies (as well as their strengths).



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Self-Awareness

Self-understanding and self-advocacy are promoted by the demystification of specific learning problems

- Encourage students to learn all they can about strengths, weakness, or disabilities.
- Talk about it with someone they feel comfortable talking with.



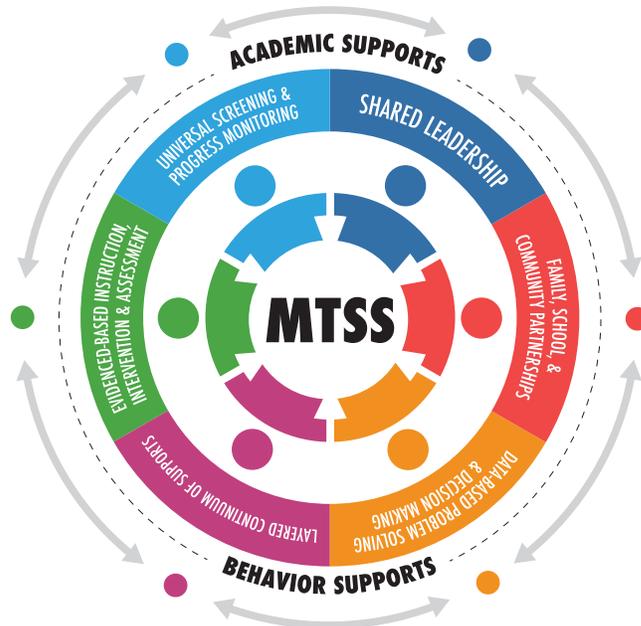
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Multi-Tiered Systems of Supports



MTSS Essential Components



MTSS

- A multi-tiered system of supports is a **framework** for effective **team**-based problem solving that is **data-informed**, **evidence-based**, and **flexible** enough to meet the **academic** and **behavioral** needs of **all** students.



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Tier I

High-Quality, Core Classroom Instruction



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Tier 0

Which teacher is going to have the highest growth and gains in student outcomes?



Differentiation

What is differentiation?

- Tailoring instruction to meet individual needs
- Reaching out to an individual or small group to vary your teaching in order to create the best learning experience possible



Tier I “Musts” That Will Allow for Successful Tier II

- Build trusting **relationships**
- Motivate and **engage**
- Collaborate with others who **interact** with student

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What is Tier II?

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Tier II Supplemental Instruction

- Some students will need more support in addition to the school-wide supports
- Evidence-based, targeted, supplemental, skill-building intervention
 - Systematic, explicit, and aligned with Tier I instruction
 - Individual or small group targeted instruction/intervention and supplemental supports with similar skill building needs.
 - In addition to Tier I academic and behavior instruction and supports



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Making the Decision to Move to Tier II

- Look at MULTIPLE data-points to determine need
 - Discrepancy on universal screener when compared to class peers
 - Standard scores on mastery test are below a given percentile (25th percentile)
 - Scores on specific skills are below basic or proficient, Level 1 or Level 2
 - Failing grades (least reliable source)
 - Formal and informal assessments



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Critical Features of Tier II

- Supplemental small group, or one-on-one instruction for 20-30 minutes, 2-3 days per week
- Progress monitoring occurs every two weeks (bi-weekly)
- Provided by TRAINED teacher or para-professional
- Continual feedback provided to student
- Student is included in creating and modifying his/her intervention plan



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Critical Features of Tier II

- It is not sufficient to provide intervention for any student **merely for the purpose** of preparing for a standardized test.



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Critical Features of Tier II

- Utilize a diagnostic assessment for more effective planning of intervention based on target deficit area.

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**Intervention is NOT
Remediation**

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Intervention

- Systematic and explicit instruction provided to accelerate growth in an area of identified need
- Provided by both special and general educators, based on training, not titles
- Designed to improve performance relative to a specific, measurable goal
- Based on valid information about current performance, realistic implementation, and includes ongoing student progress monitoring

Remedial Instruction

- Using individualized or small group teaching of students who are experiencing difficulties in specific subject areas
- Targets academic weaknesses that may hinder learning
- Intended to remedy a situation; to teach a student something that he or she should have previously learned or be able to demonstrate
- Usually short term

Classroom Setup and Scheduling of Tier II

Classroom Set-up and Scheduling for Tier II in Secondary Schools



When does your school/class participate in Tier II supplemental instruction?
 How do you organize desks and tables to manage group?

Turn and Talk

- What are some PARTICULAR challenges you face when intervening with

adolescent students?



- If a student receives reading

intervention, yet you are not the reading teacher, how can you provide supports?

Content Area Literacy Instruction and Tier II Intervention

Literacy Skills

Basic Literacy Skills

- Decoding
- Knowledge of high frequency words

Intermediate Literacy Skills

- Basic fluency
- Common word meanings
- General comprehension strategies

Content Area Literacy

- Using reading and writing to learn subject matter in a discipline
- Emphasizing a set of skills that can be used across content areas
- Foster critical thinking, communication, collaboration, creativity

Content Area Literacy

“Teachers have a critical role in assisting learners to engage their understanding, building on learners’ understandings, correcting misconceptions, and observing and engaging with learners during the process of learning”

-Bransford, Brown, and Cocking, 2004



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Developing Content Area Literacy Skills



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Developing Literacy Skills

- Requires repeated application of skills
- Supported by continual learning and practice
- Strengthened by teacher modeling (including interaction) and feedback
- Teach students HOW to think and HOW to learn

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Developing Literacy Skills

Practice this strategy on a recurring basis:

- Return to text
- Select and reread key passages
- Focus on key details
- Identify patterns
- Ask questions

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Developing Literacy Skills

Dive deeper into word study

- Prefixes
- Suffixes
- Anglo-Saxon words
- Latin and Greek roots



Create Anchor Charts

How can this anchor chart be improved for intervention students?

Sample Math Anchor Chart:

Prefix	Root Word	Suffix	Meaning	Origin
	frac-	-tion	frac-: break -tion: the act of	Latin: frangere means "to break"
	divis-	-ible	Divis: divide -ible: capable	Latin: dividere means "divided"
peri-	meter		peri-: around meter: to measure	Greek: perimetros means "to measure around" Greek: metron means "measure"
in-	vert		in-: into -vert: to turn	Latin: invertere means "to turn inside out"



ACTIVITY

Flip-a-Chip Activity

I would like to suggest that our school improve access for students with disabilities in the near future. Visualize the current accessibility of our campus and imagine that an important visitor is coming to talk with our student body. Do you think our visitor would be _____ if we had better ways in which to access certain areas of the campus? Also, our district leadership would be _____ that we began such improvements without asking them for money to fund our project. They would be so _____ in fact, that they might _____ us by asking us to start similar types of improvements on all the other campuses in our district.

Choosing Literacy Interventions for Content Areas

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Choosing Literacy Strategies for Intervention

- Content objective drives the lesson
- Text selection reflects content
- Literacy strategy is selected as a TOOL to access content

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General Content Area Strategies

- Summarizing
- Making inferences
- Questioning
- Predicting
- Visualizing

Disciplinary Literacy

- More specific to particular content area
- Use of academic vocabulary
- Students think and communicate like someone in **"the field"**

Close Readings

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Close Reading

Making reading visible by:

- Thoughtful, critical analysis of text
- Focus on significant details
- Understanding of text form, craft, meaning
- Utilization of short texts/small passages

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Some Attributes of Closed Reading

NO ACTIVATION OF PRIOR KNOWLEDGE (1st read)

Deliberate rereading of text

Paying attention to things that are confusing

Discussing the text with others (think-pair-share)

Marking the text (pen, highlighter, post its)



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Close Reading

- Routines and procedures are integral part of success
- Learning climate is important



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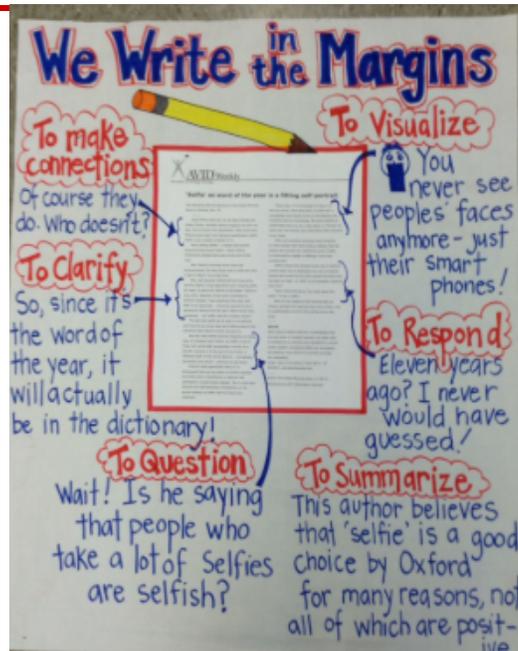
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Close Reading Checklist

Did we.....

- ✓ Read
- ✓ Write
- ✓ Think
- ✓ Listen
- ✓ Speak
- ✓ Reason
- ✓ Inquire

Close Reading Notes



We Write in the Margins

To make connections
Of course they do. Who does it?

To Clarify
So, since it's the word of the year, it will actually be in the dictionary!

To Question
Wait! Is he saying that people who take a lot of Selfies are selfish?

To Visualize
You never see peoples' faces anymore - just their smart phones!

To Respond
Eleven years ago? I never would have guessed!

To Summarize
This author believes that 'selfie' is a good choice by Oxford for many reasons, not all of which are positive.

Summarizing Text

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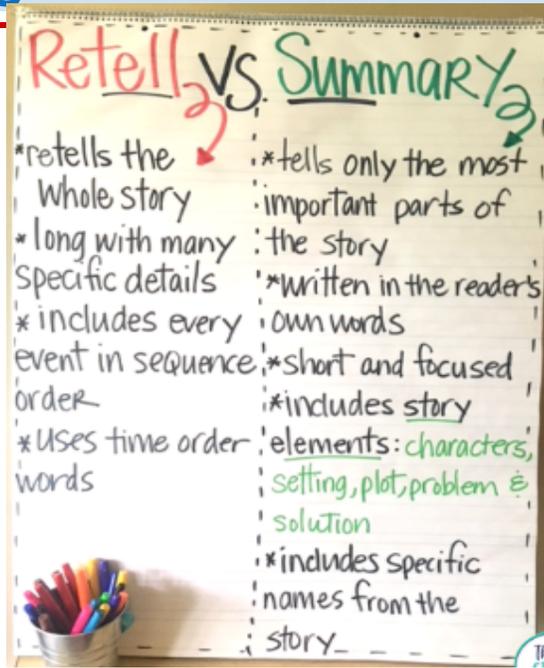
Summarizing Text

Create a similar format/rubric among content areas in a grade level to the best of your ability

- Repeated practice for students
- Word choice will differ per subject
- Aids teacher in grading/checking for accurate key points

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Summarizing Text



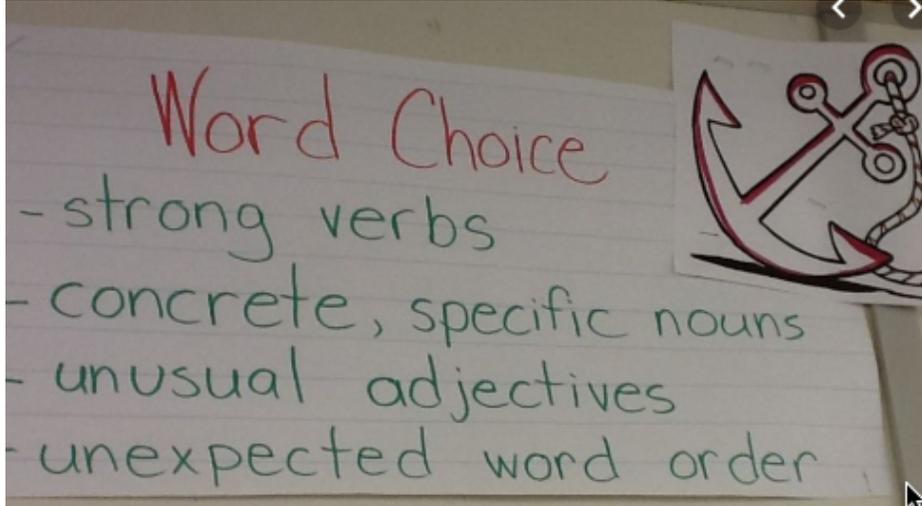
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Analyzing Word Choice

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Analyzing Word Choice

Importance of **Word Choice** and how it affects meaning

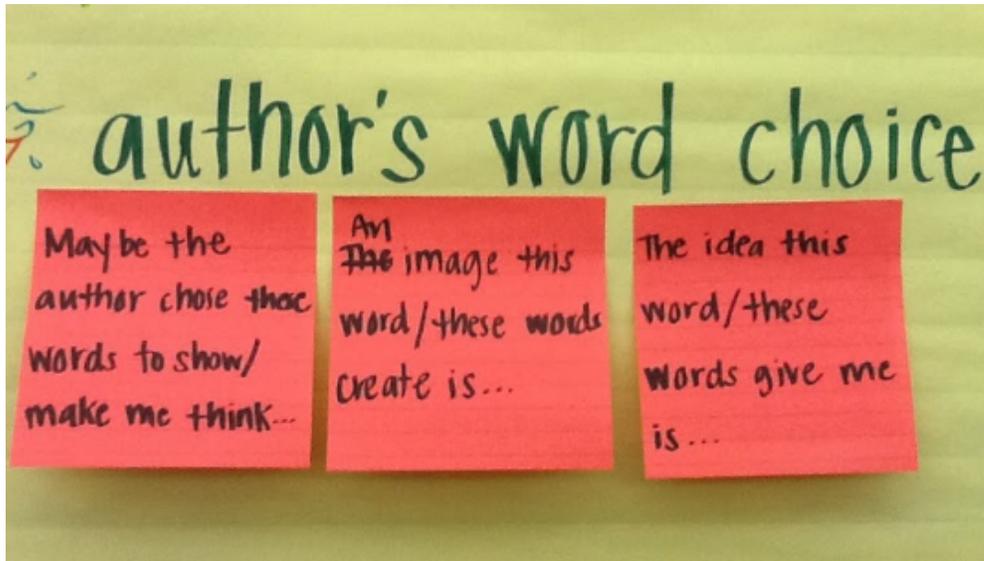


Analyzing Word Choice

Types of Word Choice:

- Descriptive adjectives
- Figurative language
- Verbs that show and tell
- Specific Nouns
- Sound Devices

Analyzing Word Choice



Analogies

Comparing Things to Something Else

ANALOGIES

Object/Idea	Being Compared To	Purpose
Oranges, which the vendor wants to sell	Sunshine, which makes people feel healthy and happy	To show the buyer how oranges will make them feel healthy and happy when purchased

Selection of Text

Selection of Text

In the beginning:

Choose text that is easy to tackle

Provide on-level or below level texts

Include things students already know and understand

INCREASE COMPLEXITY OVER TIME



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Selection of Text

Remember: Your standard drives your lesson, therefore your text selection is driven by the standard as well.

Author's Craft to Notice:

- Envisioning
- Strong word choice
- Use of punctuation (commas, semicolons, etc.)
- Powerful verbs
- Choice of dialogue (moves plot forward)
- Builds tension
- Precise nouns
- Domain specific vocabulary
- Compound words
- Base words within a longer word
- Alliteration
- Alliteration
- Tone
- dialect
- Homophones
- Apostrophes
- Using Imagery



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Tier II Writing Supports



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Writing Strategies

Focus on depth and detail-quality and insight over quantity/length

- Emphasize the need to write in “stages” rather than completing a long piece in one sitting
- Use pictures to help with describing
- Use graphic organizers
- Utilize speech to text technology



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Wrap-Up Questioning and Answers

Reflection: What is one thing we discussed today that you can take back and put into action immediately?



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Session Norms

- Silence your cell phones
- Please check and/or reply to emails during the scheduled breaks
- Be an active participant
- Do not hesitate to ask questions



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Session Goals

- Review highlights of the MAAP Writing Rubric
- Complete a writing prompt to reflect on strategies used to support writing
- Build confidence in scoring live student samples
- Create next steps for instruction based on writing data and the writing continuum
- Take learned material back into your classroom



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MAAP Writing Rubric Highlights



Highlights of the MAAP Writing Rubric



- **Development:** WHAT is written (is the question answered with sufficient evidence and reasoning?)
- **Organization:** HOW it is written (intro, conclusion, transitions, logical progression and evidence of planning)
- **Grammar:** tone, word choice, sentence composition, tenses, agreements, homonyms, and dialects
- **Mechanics:** spelling, capitalization, and punctuation

Highlights of the MAAP Writing Rubric



- **Holistic** in nature within each domain: development, organization, grammar, and mechanics
- Scores **multiple** genres of writing across **multiple** grade levels
- Scorer should look for what the student has **done right**
- View writing responses as “**good rough drafts**” (for language domain, compare density of errors and if errors impede meaning)



Development Highlights

Score	"Look Fors"
4	<ul style="list-style-type: none"> • Specific response to prompt • Gives examples and explains connections to text • Develops each part of the prompt (some have 2)
3	<ul style="list-style-type: none"> • May develop both or 1 part of a 2-part prompt • May get off track, but regains focus
2	<ul style="list-style-type: none"> • "Quote Stacking" • May address 1 of the 2 parts; Contains some reasons and some evidence • Restates evidence with no analysis
1	<ul style="list-style-type: none"> • Addresses prompt minimally (hint of understanding, using key word) • Limited, not sure of understanding • "Copying from intent": copying/selecting a part of the passage that specifically addresses the content of the prompt
0	<ul style="list-style-type: none"> • Retelling of the passage without responding to the prompt (summary) • No understanding of the task • Read the passage, but not the prompt • Copies from passage (with a few words changed)

Organization Highlights

Score	"Look Fors"
4	<ul style="list-style-type: none"> Wholeness, easily flows, seamless, smooth, purposeful Formualic (predictable: first, next, then, last) writing should transition to phrases in the upper grades (4th). 3rd grade responses may use temporal words
3	<ul style="list-style-type: none"> Easily followed Has a paragraph or part that gets off track, but gets back on track Transitions are effective, but may be generic or repetitious
2	<ul style="list-style-type: none"> Basic: canned introduction and conclusion; not original. "I'm going to tell you 3 things, here are those three things, I just told you 3 things."
1	<ul style="list-style-type: none"> Retelling/summary in the same order it was told Introduction and conclusion do not pertain to the task or body of the essay Introduction with no plan or direction Sentences that are somewhat connected, but lacking transitions Stream of consciousness writing with no plan or direction
0	<ul style="list-style-type: none"> Cannot keep track of what they are writing no matter how many times you reread it Random thoughts on the topic with no cohesion 1 sentence essay

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Grammar Highlights

Score	"Look Fors"
2	<ul style="list-style-type: none"> Sprinkling of errors Fluent, varied sentences
1	<ul style="list-style-type: none"> Word choice—effective or limited (sentences accurate, but below grade level) Pattern of error
0	<ul style="list-style-type: none"> Egregious errors Difficult to understand

Note: Lengthy responses have few noticeable errors (errors in a brief response stand out)

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Mechanics Highlights

Score	"Look Fors"
2	<ul style="list-style-type: none"> Grade appropriate "high frequency" words should be spelled correctly (higher level misspelled words are minor) A few missing commas in a full-page essay would be "minor" Errors do not interfere with meaning Sprinkling of errors
1	<ul style="list-style-type: none"> Occasionally impedes meaning Pattern of errors
0	<ul style="list-style-type: none"> Nearly unreadable Only capitalizes the first word in response Does not capitalize "I," no punctuation

Think: spelling, punctuation, and capitalization!

MAAP Writing Rubric & Instruction

- Domains of the writing rubric should drive instruction
- Prioritize specific domains of the rubric (and even specific characteristics within domains)
- Familiarize students with the rubric expectations and vocabulary
- Use rubric to conference with students weekly
- Score *specific* domains weekly



MAAP Writing Rubric

Want more information on the MAAP Writing Rubric?

Access the webinar for a complete presentation on the
MAAP Writing Rubric:

<https://www.youtube.com/watch?v=C8zrgivKL9o&feature=youtu.be>



Writing Prompt



Activity: Writing Prompt

1. Complete the writing prompt
2. As you respond, think about how you would break down and teach the process for your students

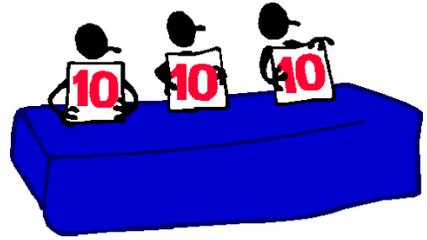


Turn and Talk

- How did you answer the prompt?
- What strategies did you use to deconstruct the prompt?
- How did you plan your writing?
- After listening to others at your table, is there anything you could change about how you answered the prompt?



Scoring Student Samples



Activity: Live Student Response Scoring

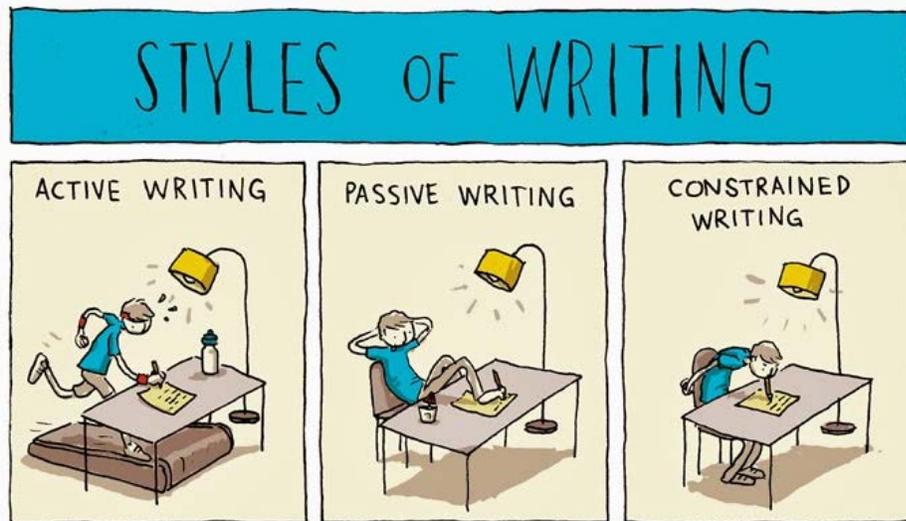


Table Talk: Live Scoring

- How would you rate your overall *confidence* level on scoring (1-5, 1 being low, 5 being high)?
- What domain do you feel *strongest* in scoring?
- What domain do you still need *more practice* with scoring?
- Based on the live samples, what are the students doing well?
- Based on the live samples, what areas do the students need to work on?



Next Steps

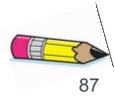
in the Classroom



Next Steps in the Classroom

Use Scoring to Guide Instruction!

- Score writing on a regular basis
- Focus on one domain at a time for instruction (development, organization, grammar, mechanics)
- Based on scoring data, make instructional decisions for following week
- Group students based on domain score or by similar writing patterns (differentiation)



Next Steps for Development

- Teach *how* to deconstruct the prompt and synthesize what is being asked (pull out key verbs, nouns, and identify mode of writing)
- Model how to address ALL parts of the question
- Review brainstorming techniques to break down question
- Demonstrate strategies to ensure students cite evidence and

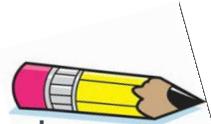
Say What does the text say? (Text-evidence)	Mean What does this mean? “Read between the lines”	Matter Why is it important? Why does it matter?
Avalanches can move up to 80 miles an hour very quickly	Avalanches begin quickly and the snow and ice move down the mountain with great speed	This shows how avalanches are dangerous, because when the snow and ice moves that fast, it can cause a lot of damage

Next Steps for Organization

- Utilize graphic organizers that fit each mode of writing
- Introduce different types of transition words and show *when* to use them
- Teach a variety of introductions and conclusions
- Analyze text structures in informational and narrative text, then use model texts to teach different types of introductions and conclusions



Encourage pre-planning to ensure flowing, fluid final



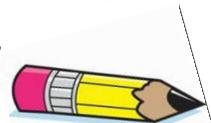
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Next Steps for Grammar and Mechanics

- Have revising and editing lessons that use live student work (focusing on one specific skill)
- Conduct mini lessons on reoccurring grammatical and mechanical errors
- Model how to identify errors/self-correct (encourage evidence of revisions rather than crossing out or erasing)
- Utilize standards-based checklists as references for



students



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Additional Suggested Writing Support

- Instruct writing in small groups (differentiation)
- Prepare for cold prompts (practicing process and timing of MAAP)
- Teach students how to conference with each other on writing
- Always refer to the MS CCRS and the MAAP Scoring Rubric



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Group Activity: Create a Plan!

1. Refer back to the live student samples recently scored
2. Brainstorm what would you do to help these students
3. Create an action plan on an anchor chart: list specific steps and the series of lessons that will occur to help students improve their writing
4. Be prepared to share out



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Next Steps: Now it's YOUR Turn!

1. Give a text dependent prompt as a writing diagnostic
2. Sit down and score with colleagues using the MAAP Writing Rubric
3. Set next steps to help improve writing based on the rubric and MS CCRS (timeline will vary)



Questions?



Strong Readers = Strong Leaders

- Statewide public awareness campaign promotes literacy, particularly among PreK-3 students
- Campaign aims to equip parents and community members with information and resources to help children become strong readers
- Visit strongreadersms.com for more information!



Contact Information

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“...But Don’t I Already Know Everything About Word Walls and Anchor Charts?”

Fresh Takes on Familiar Strategies to Support English Learners

Fall 2019



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Session Goals

- Understand how to develop and utilize **interactive anchor charts** with **meaningful visuals** to support instruction for English Learners (ELs)
- Understand how to use **interactive Word Walls** effectively to support instruction for English Learners

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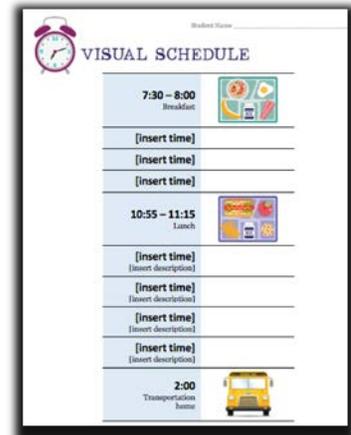
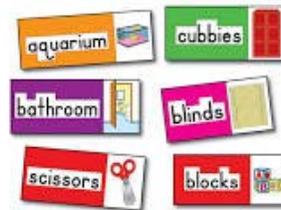
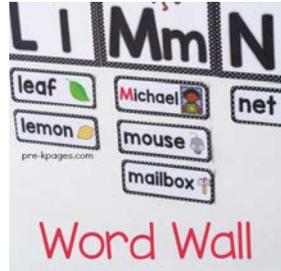
Review – Start with Best Practices

When In Doubt...
Make It Visual!

- Visual Schedule
- Classroom Labels

★ (Meaningfully) Visual Anchor Charts

★ Interactive Word Walls



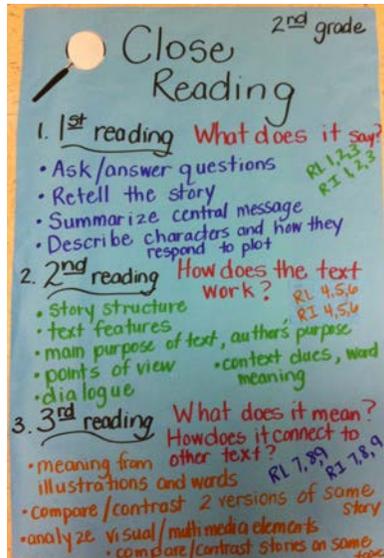
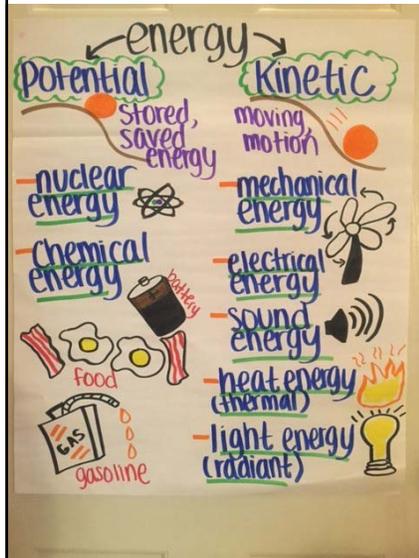
WALLS THAT TALK

Anchor Charts

- Purpose
- Rules
- Meaningful Visuals



Discussion: Anchor Chart Strengths and Weaknesses



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Anchor Charts – Purpose

Anchor (noun) - a source of stability and security, used to hold something in place

Anchor Chart (noun) - a classroom artifact or record that provides a visual reference or cues to support students as they progress in their learning throughout the course of a unit or topic (Seger, 2009).

Anchor charts make the teacher's instruction “clearly visible to students” (Newman, 2010).

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Anchor Charts – Purpose

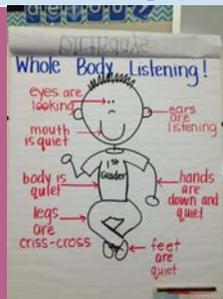
There are different types of anchor charts:

1. **Procedural:** teaches/reinforces routines and procedures
2. **Process:** helps students remember how to work through something; they focus on new content or concepts
3. **Strategy:** assists students in developing strategic behaviors
4. **Content:** provides students with a simple definition for the content being taught

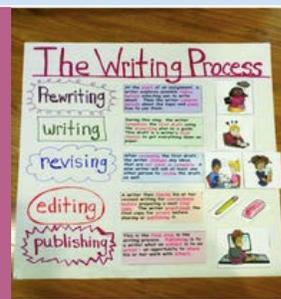


Examples: Types of Anchor Charts

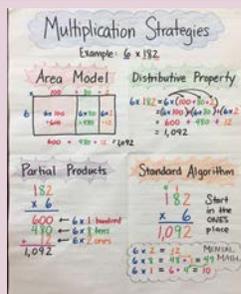
Procedural



Process



Strategy



Content



Anchor Charts – Purpose

- Make thinking permanent and visible
- Allow connections from one strategy to another
- Clarify a point
- Build on early learning
- Provide visual cues to develop independence
- Help students remember a specific lesson



Debbie Miller, *Reading with Meaning*, 2002
and *Teaching with Intention*, 2008

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Anchor Charts – Concerns for ELs

For English Learners (ELs), anchor charts have the potential to pose big problems. Not only can they be distracting wallpaper, they can be overwhelming due to the amount of words. If done incorrectly, they can cause more confusion than assistance.



Anchor Charts – Rules

A quality anchor chart is:

- **relevant**, and includes only the most important /key information to keep from confusing students.
- **clear**, and it is as neat and organized as possible.
- **focused**, with only one emphasis per chart to avoid overwhelming students.
- **interactive** and **evolving** throughout the course of a unit as new information learned is added as the unit progresses.



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Anchor Charts – Rules

A quality anchor chart is:

- **useful**, as both the teacher and students refer to the anchor chart frequently.
- **prominently** displayed in a noticeable place in the classroom where all students can see it.
- **current** and kept on display to align with what is being learned in order to eliminate clutter.



vibrant, making the anchor chart colorful and easily visible.

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Anchor Charts – Meaningful Visuals

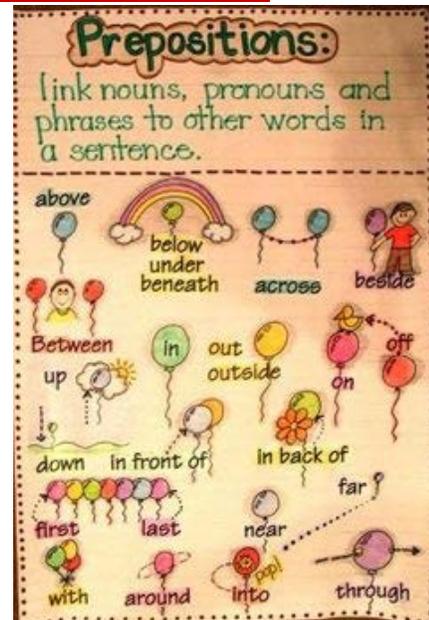
Adding sentence frames to your anchor charts provides ELs with a meaningful structure to aid them in producing accountable talk following instruction.

Example:

“The balloon is _____ the boy.”

“The _____ is _____ the boy.”

“The _____ is _____ the _____.”



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Writing Sentence Frames

- Determine possible content language frames you would like to hear from your students. What do you want to hear them say about the content information?
- Determine a question (using the target language) you would like to hear your students articulate.
- Choose a scaffolding level.
- Provide varied levels of scaffolds to assist students.



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Scaffolding Sentence Frames

- Sentence: “A rectangle has 4 sides and 4 angles.”
- Sentence frame: “A _____ has 4 _____ and 4 _____.”
- Sentence starter: “A rectangle has _____”
_____.”

Remember!

Your students should know

- how to use the anchor charts in the class,
- why they are on the walls, and
- where to find them.

If your students cannot answer those questions, then it is time to reflect on the usefulness and purpose of your anchor charts!

WALLS THAT TALK

Interactive Word Walls

- Purpose
- Rules
- Strategies
- Activities



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Activity

Use your understanding of Word Walls and the materials available to create a meaningful, student-friendly, and interactive Word Wall using the following terms. Post your Word Wall when finished. Be prepared to discuss your example!

tree reproduce pollination stem

germinateroot spores soil

seedling cones fruit bud

life cycle pollen leaf flower



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Interactive Word Walls – Purpose

Word Walls:

- provide an approach to meaningful teaching of vocabulary with an emphasis on student engagement and higher-level thinking skills;
- build vocabulary, thereby improving reading comprehension and writing style;
- reinforce understanding of subject-specific terminology with a focus on students internalizing key concepts;



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Interactive Word Walls – Purpose

Word Walls:

- help students improve spelling and awareness of spelling patterns;
- provide visual cues for students; and
- encourage increased student independence when reading and writing.



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Interactive Word Walls – Purpose

What is the benefit for ELs? Word Walls are a great support for ELs, and may be organized around:

- **concepts** (including alphabet/phonetic sounds, new content-area vocabulary words, sight words, conversational phrases, writing structures, and grammar rules), or
- **categories** (academic words, new vocabulary, favorite words, and words used frequently in the classroom).



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Interactive Word Walls – Rules

Keep it **current**:

- Focus on a small number of targeted vocabulary words that are key to student success in a unit and the course overall.
- Decide whether to introduce new words weekly or to begin the unit by introducing all new vocabulary as an overview. The approach chosen would depend on the focus of the word wall and the unit with which it coincides.
- Address the Word Wall words continually, using a wide variety of engaging activities.



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Interactive Word Walls – Rules

Interact with it:

- Use colored markers for writing or colored paper for mounting to color code (example: same colors can be used to highlight homonyms, synonyms, parts of speech, frequently misspelled words, or categories).
- Use a wall area visible to all students. To be used effectively, students must be able to glance at the word wall from their desks while they are working.



Mount words on the wall in alphabetical order, which makes it easier for students to skim the list and find

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Interactive Word Walls – Rules

Post pictures:

- Make sure to post pictures of words when possible (nouns are easiest, followed by adjectives, and then present-tense verbs).
- Visuals help ELs make connections in their new language.



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Interactive Word Walls – Rules

Include **cognates**:

- Cognates are words in two languages that sounds alike and share similar definitions.
- Have a cognate word wall by hanging up words in English and the students' home language to provide a link between the two.
- Use different colored sentence strips to signify the different languages.
- Encourage students to add cognates they may find while reading.



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Interactive Word Walls – Using Cognates



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Interactive Word Walls – Rules

Showcase **content-specific** words:

- Create content-specific word walls for math, social studies, or science.
- Display photographs or illustrations of the vocabulary words to provide concrete examples of the terminology used.



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Interactive Word Walls – Rules

Share **synonyms** and **antonyms**:

- Comparing and contrasting words helps ELs make connections, categorize concepts, and deepen word knowledge.



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Example. Traditional vs. Interactive Word Wall

Discuss:

On the Traditional Model, what strategies did you use to help you navigate the Wall? What gaps do you still have, even though there is a Word Wall available to you?

What “A-ha!” moment(s) did you have when you experienced the Traditional Word Wall in a different language?



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Steps for Making an EL-Friendly, Interactive Word Wall

1. Select critical vocabulary based on grade-level essential skills and academic terms.
2. Sketch a map or graphic organizer that best displays the topic (Venn Diagram, Bubble Map, T-Chart, etc.).
3. Allow students to add to the wall during class as learning grows.
4. Allow students to have their own copy of the graphic organizer to complete as well.



Strategy by Dr. Julie Jackson, Texas State University¹³⁰

Activity

Using your new understanding of Word Walls, create a meaningful, student-friendly, interactive Word Wall using the following terms. Post your Word Wall when finished. Be prepared to discuss your new Word Wall layout.

tree reproduce pollination stem

germinateroot spores soil

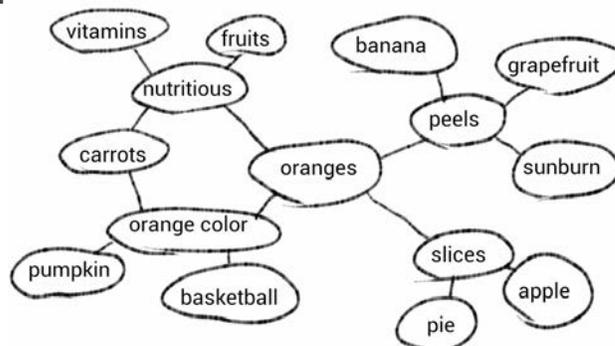
seedling cones fruit bud

life cycle pollen leaf flower



Curriculum Connections

Word Wall activities can be used to improve literacy in all curriculum areas by helping students build vocabulary, improve spelling in writing, and enhance oral communication.



Examples of Curriculum Connections

In **English curriculum**, students:

- use specialized literary terms in analysis and explanations of reading materials;
- comprehend new vocabulary encountered; and
- increase effectiveness in their writing style through increased awareness of diction and a broader vocabulary.

In **Science curriculum**, students:

- communicate scientific ideas, procedures, results, and conclusions using appropriate language and formats; and
- recognize and describe the major components of the universe using scientific terminology and units.

Examples of Curriculum Connections

In **Arts curriculum**, students:

- use appropriate language specific to each of the arts when performing critical analysis; and
- describe dance works, using the language of dance criticism.

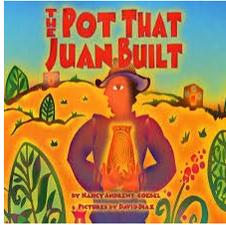
In **Mathematics curriculum**, students:

- communicate the findings of investigations, using appropriate language and mathematical forms.

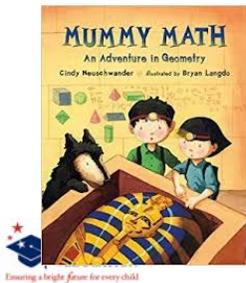
In **Geography curriculum**, students:

- demonstrate understanding of terms and concepts; and
- demonstrate a knowledge of geographic terms.

Example: Using Word Walls to Make Curriculum Connections



The Pot that Juan Built by Nancy Andrews-Goebel
This text chronicles the life and work of Juan Quezada, a Mexican potter. Word Wall words would center around the culture, the potting process, or art and artists.



Mummy Math: An Adventure in Geometry by Cindy Neuschwander

This text introduces basic geometry. Word Wall words would center on geometric shapes and terms to enhance a math lesson.

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Interactive Word Walls – Whole Group Activities

Visiting Word

After students have worked on a word wall for a substantial period of time, add a “visiting” word. This encourages students to do a review of the word wall as they hunt for the new word. Present the visiting word as the new word for the day.

Quick Definitions

Provide a definition (orally and written on the board) of one of the word wall words. Students choose and write the word to match the definition. Repeat the process encouraging students to review all the words as they select the answer.

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Interactive Word Walls – Small Group Activities

Word Relationships

Each student shares the word on their word card with a partner, and together, they decide on a way that their two words are related or have something in common. A time limit could be imposed after which students rotate to a new partner and repeat the process. After doing this a few times, the pair could join with another pair, and see if they can find a relationship between the four words. Discussing similarities and differences helps students to master new vocabulary meanings.



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Interactive Word Walls – Small Group Activities

Categories

Students create categories and group the words from the word wall to fit those categories. Set the number of words that are allowed in a “miscellaneous” category and create a maximum and minimum number of categories that can be used. This activity could be done individually first; then students share and compare their categories with a partner. They share their groups of words with the class who guess the principle behind the sorting.



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Interactive Word Walls – Small Group Activities

Musical Words

In groups of five or six, with each group member having one word card, students circulate the cards within their groups, while music is playing. When the music stops, the group members take turns giving the meaning of the word they have. Group members can challenge the correctness of the definition offered by their peer. If a group member cannot provide a definition, the group members discuss the meaning, asking the teacher for assistance, if necessary.



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Activity: Musical Words

Using any of the Word Walls available, choose a word and write it on a notecard. While the presenter plays music, rotate your cards around your table group. When the music stops, go around the circle for everyone to give the definition of their word.



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Interactive Word Walls – Individual Activities

Rhyme Time

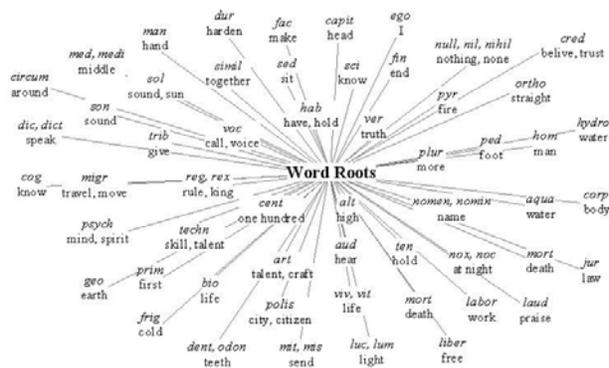
Students select three to five Word Wall words with which they can use to create rhymes. Students list as many rhymes for each word as they can.



Interactive Word Walls – Small Group Activities

Word Origins and Root Words

Each group finds the word origin and root words of a set of Word Wall words and presents its findings to the class. As a variation, groups give the origin of a word and the class guesses the corresponding Word Wall word.



Interactive Word Walls – Individual Activities

Unfolding 5 Words in a Story

Students are given a Word Wall word every two-minutes for ten minutes (five words in total) to incorporate into a story they are writing on a topic of their choice. When a new word is given, students work that word into their story immediately. Encourage students to write continuously and quickly during the ten minutes. Students share their stories in small groups and each group chooses one story to be read aloud to the class.



4 – 6

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Interactive Word Walls – Individual Activities

Media Renaming

Ask students to rename a television show or movie using at least one of the appropriate Word Wall words. Students write the new name on a piece of paper, along with the original name. Use the papers periodically at the end of class by reading out the new title and asking students to guess the original name of the show or movie.

Examples: “Descendants” becomes “Offspring”
 “Power Rangers” becomes “Force Patrol”



4 – 6

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Interactive Word Walls – Individual Activities

Concept Maps

Students create a concept map for words that define complex concepts. They place the word in a circle or box on the center of a page and then draw other circles branching off the center to contain subtopics which can then be further broken down.

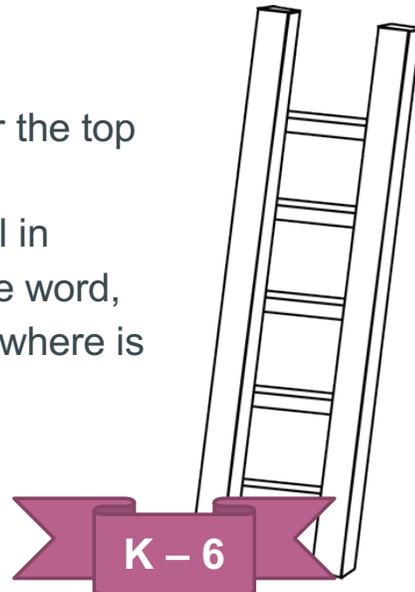


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Interactive Word Walls – Individual Activities

Concept Ladder

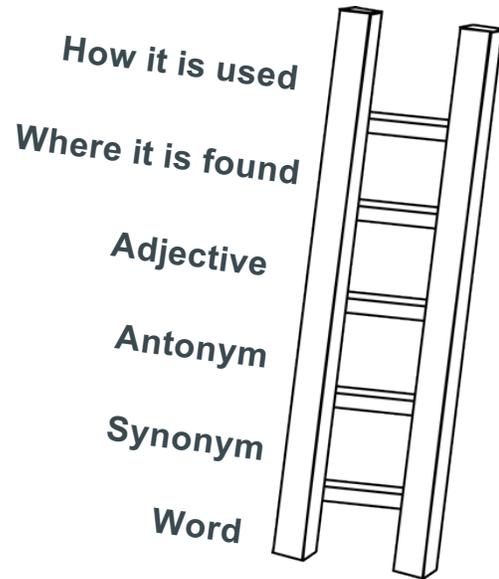
Students place a word wall word at either the top or the bottom of a ladder image. In each successive part of the ladder, students fill in information about a different aspect of the word, e.g., what is it like, what is it opposite of, where is it found, how is it used.



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Activity: Concept Ladder

Using the word **hero**, complete a concept ladder using the descriptors shown. Be prepared to share, as individuals may have different ideas!



Video: Walls That Talk

What are the benefits available to our English Learner students when we create “[Walls That Talk](#)”?



Discussion

- How does using visual aids support independence?
- Why is using visual aids particularly helpful for ELs?
- How could you better use the current visual aids in your classroom?
- What visual aid(s) will you begin to implement following this professional development?



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Resources

- “ELL Friendly Anchor Charts”
<https://elementaryenglishlanguagelearners.weebly.com/blog/ell-friendly-anchor-charts>
- ”Anchor Charts: Let the Walls Teach”
<http://www5.esc13.net/thescoop/ell/2016/02/02/anchor-charts-let-the-walls-teach/>
- “Using Anchor Charts to Make Content Vocabulary Meaningful for ELL Students”



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Resources

- Walls That Talk (video)
<https://www.teachingchannel.org/video/independence-for-ells-bridges>
- “Create Word Walls That Work for ELLs”
<https://www.spellingcity.com/blog/create-word-walls-that-work-for-ells/>
- “Benefits of Interactive Word Walls”
<https://elementaryenglishlanguagelearners.weebly.com/b>



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