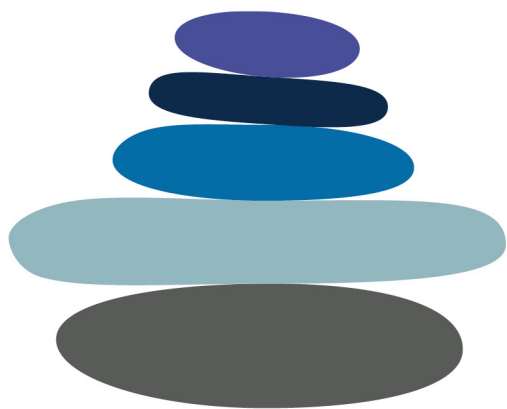# Good Afternoon

For today's session, you will need:

- Maine DOE SLIFE Padlet (bit.ly/MaineSLIFE-Padlet)
- Google Folder Resources (bit.ly/MaineSLIFE2)

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Thank you!

Session Co-Facilitator

Diane Staehr Fenner, Ph.D.

President, SupportEd

@DStaehrFenner
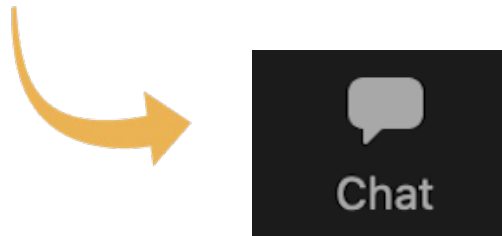
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Session Co-Facilitator

Shannon Smith, M.Ed.

ML Coach, SupportEd

@educ8orSmith

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Before We Get Started: Zoom Tip

Click the **'Chat' button** to ask any questions

*** Chat messages from
the SupportEd team (e.g., relevant
links, technical support) will start and
end with **three asterisks**. ***

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Virtual Session Norms

- **Ways of participating**
  - Share through audio and video with whole group
  - Share through audio and video in breakout rooms
  - Write in chat

- **Independent work**
  - Turn off video while working independently
  - Turn on video when ready to return to whole group

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SLIFE PD Overview (Document 1)

Session Number	Topic	Date
1	Culturally Responsive Teaching and Social Emotional Learning for SLIFE	September 22, 2022
2	Effective Instruction of SLIFE	October 20, 2022
3	Supporting SLIFE Family and Community Engagement	November 17, 2022
4	Supporting Graduation and Post-Secondary Success of SLIFE	December 15, 2022

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Session 1 Feedback

⭐ Glows

- Time to discuss with colleagues
- Pacing of the session
- Amount of resources

Grows

- Provide more strategies and tools
- Less presentation time
- More time to discuss and explore strategies and tools

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Based on Session 1 Feedback

In response, we will:

- Provide more strategies and tools

- Incorporate more opportunities to interact with and explore the strategies and tools

- Incorporate more time to discuss the strategies and tools

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Session Objectives

1 Explore

2 Discuss

3 Set Goals

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Session Icons

Materials available in the **Google Folder**

Materials available on the **Padlet**

Video activity

Discussion activity

Meet in **breakout rooms**

Participate in a **poll**

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Padlet of Resources: bit.ly/MaineSLIFE-Padlet

Insert Web Page

This app allows you to insert secure web pages starting with https:// into the slide deck. Non-secure web pages are not supported for security reasons.

Please enter the URL below.

https://	bit.ly/MaineSLIFE-Padlet

Note: Many popular websites allow secure access. Please click on the preview button to ensure the web page is accessible.

Web Viewer Terms | Privacy & Cookies   Preview

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Agenda (Document 2)

Time*	Topic
3:00-3:10	Introduction
3:10-3:20	Explore a framework for effective instruction of SLIFE
3:20-4:30	Discuss strategies for supporting SLIFE engagement with and understanding of content learning
4:30-4:50	Set goals for supporting the academic needs of SLIFE in all classrooms
4:50-5:00	Next Steps

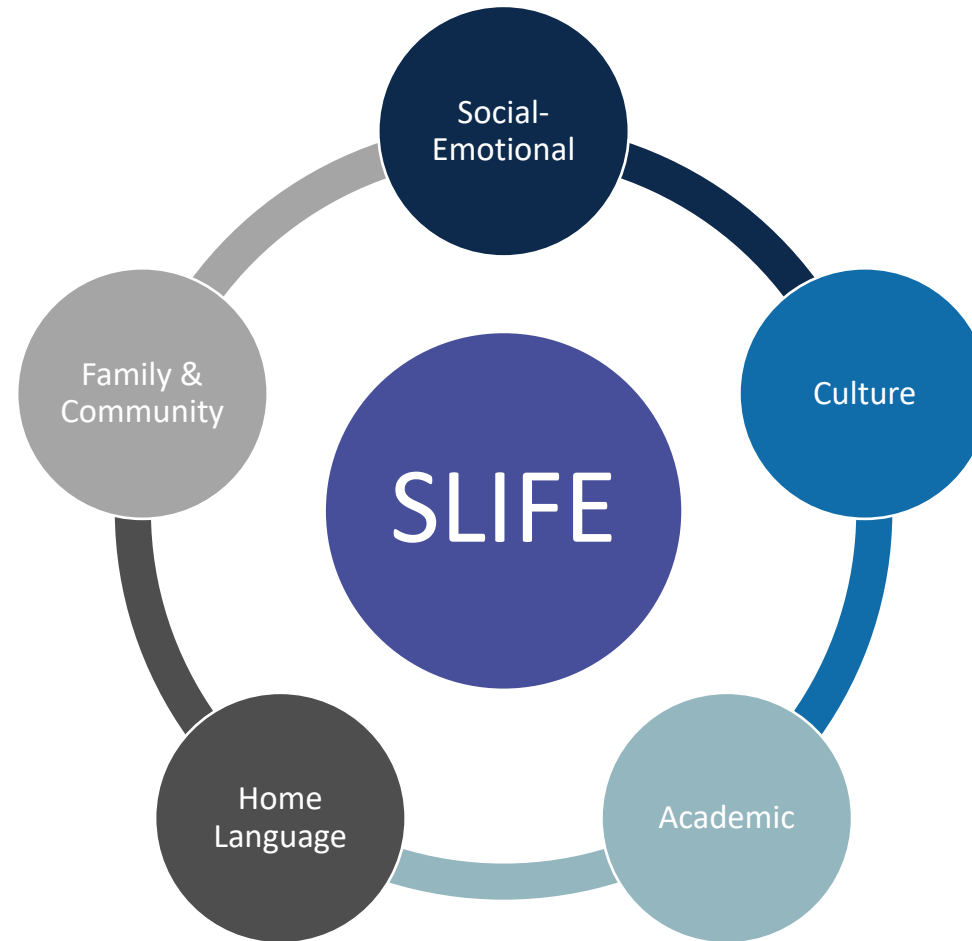*Times are approximate with a break embedded in the session.

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Framework for Effective Instruction of SLIFE

Meeting the Needs of SLIFE

Social-Emotional

Culture

Academic

Home Language

Family & Community

SLIFE

Adapted from NYCDOE, SIFE: Meeting the Challenge, n.d.

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Students With Limited or Interrupted Formal Education (SLIFE) Definition

- A language other than English is spoken at home

- Enter U.S. after grade 2

- Have at least 2 years less schooling

- Are at least 2 years below grade level

- Have gaps in their education

DeCapua, Marshall, & Tang, 2020; Potochnick, 2018.

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What Are Your Experiences With SLIFE?

In the chat, share:

- Specific strengths

- Challenges SLIFE face

- Role of culture

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What Can Educators Do?

Relationships

Connections

Cultural Priorities

DeCapua & Marshall, & Tang, 2020

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Mutually Adaptive Learning Paradigm

Teachers adapt pedagogy

MALP®
Framework

Students adapt to U.S. formal education

Marshall & DeCapua, 2013; 2017; DeCapua, Marshall & Tang 2020.

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MALP® Framework

Accept conditions for learning

- Immediate relevance
- Sense of interconnectedness

Combine processes for learning

- Shared responsibility with individual accountability
- Oral transmission with print

New activities for learning

- Academic ways of thinking
- Decontextualized tasks
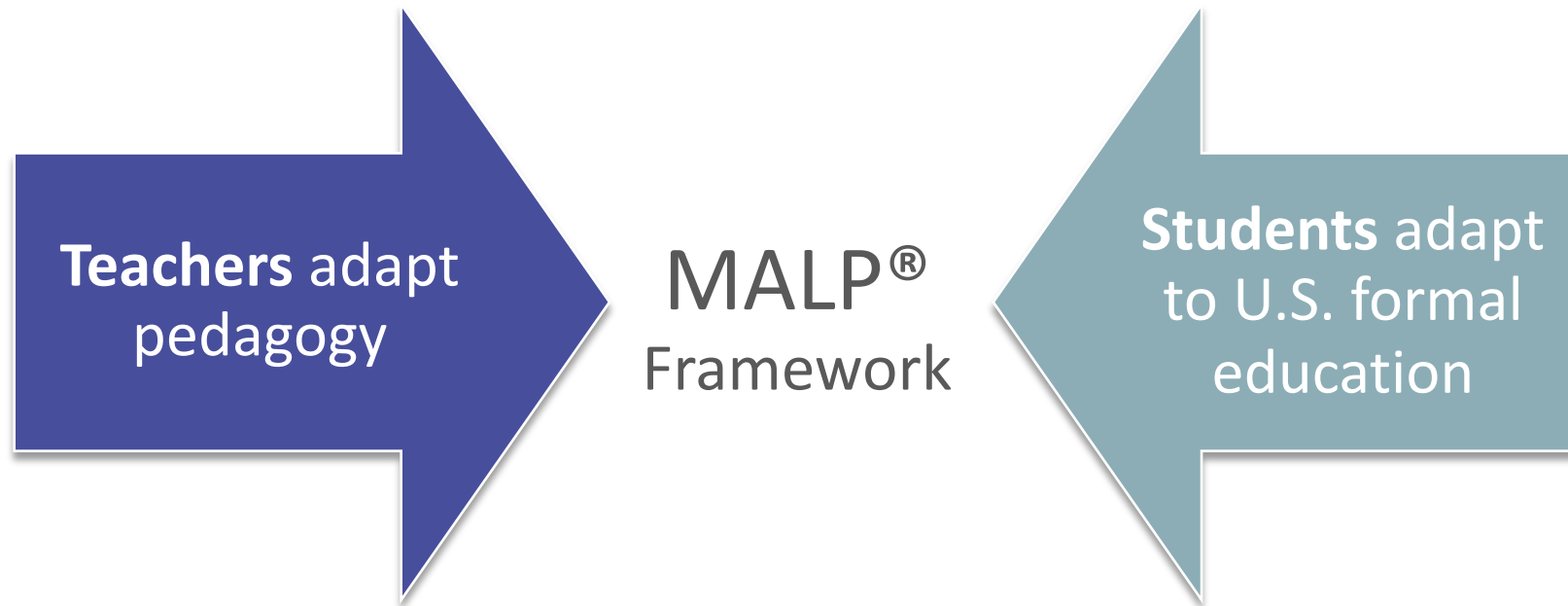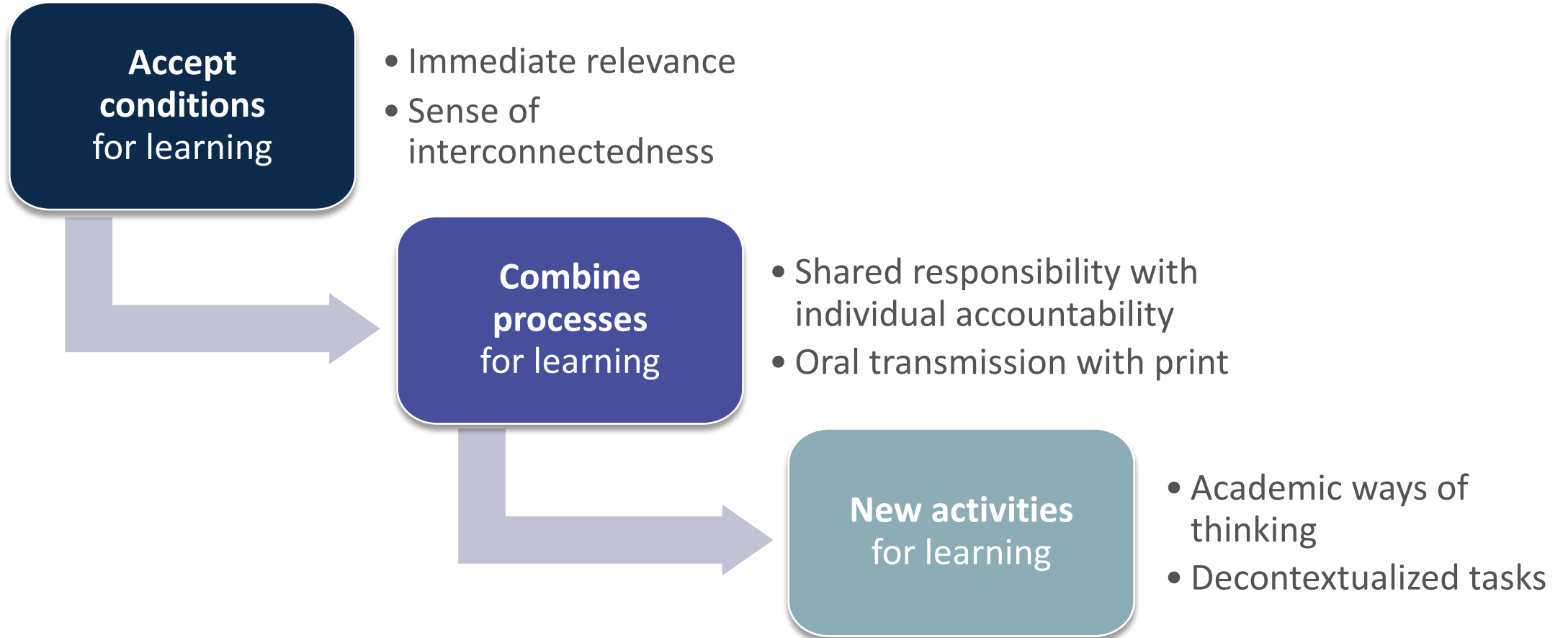
What do you notice or what stands out to you from the MALP Framework?

Marshall & DeCapua, 2013; 2017; DeCapua, Marshall & Tang 2020

Strategies for Supporting SLIFE

Effective Instruction of SLIFE

1. **Teach** students about school culture and routines.

2. **Build** conditions for learning.

3. **Use** oral language activities to scaffold written work and build individual accountability.

4. **Scaffold** academic tasks using familiar language and content.

5. **Provide** intensive literacy and numeracy instruction (for those students who need it).

DeCapua & Marshall, 2013, 2017

1. Teach Students About School Culture and Routines

What is one aspect of school culture or school routines that SLIFE might not be familiar with if they haven't been in a U.S. school before?

Photo by CDC

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School Culture and Routines

Kleiber & Arellano, 2017; Photos by CDC

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Strategy: Asking for Support

Teach students language for asking for support:

- How do you spell that?
- What does that word mean?
- Can you repeat the directions?
- What page are we on?
- Can I see an example?

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2. Build Conditions for Learning

Interconnectedness

- Learn about students
- Build on background knowledge
- Share stories
- Strengthen bonds

Immediate Relevance

- Make connections
- Share student-friendly objectives
- Use authentic language

DeCapua, Smathers, & Tang, 2009; DeCapua, Marshall, & Tang, 2020; Photo by Alexis Brown

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Strategy: Student-Friendly Objectives

Content Objective

I will be able to **compare and contrast** the characteristics of mammals with the characteristics of reptiles.

Language Objective

I will be able to **orally describe similarities and differences** between mammals and reptiles **using language of comparison**.

Adapted from Himmel, 2012

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Strategy: Music and Me

Music and Me…
Assignment: Who are you? Tell us more about yourself through music!
● You will create a presentation with visuals and clips from three songs that are meaningful to you.
● You will explain the reasons you chose each song.
● You will present your project to our class!
● This document is your planning page and will be turned in for a grade.
Three songs:
1) A song that has some **nostalgic** value.
2) A song that reveals something about your own **identity**.
3) A song that acts as a personal **motivator**.
Vocabulary Slides here
Please note: Make sure your songs do not contain inappropriate or explicit language and are respectful to all students and groups.

Song #1: Nostalgic Song

This is a song that makes you feel nostalgic. It brings back memories of something in your past.

Song Name:_____
Artist: _____

Write your explanation. You can use some of the sentence starters below if you would like. Write in complete sentences.

Sentence Starters you may use are below. Do not limit your explanation to these. Explain your song in any way you chose.

- *I chose this song because …*
- *This song makes me think of …*
- *This song reminds me of …*
- *Whenever I hear this song, I go right back to …*
- *These memories are important to me because …*

_____

_____

R. Germino

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Strategy: Connecting to Prior Experiences and Learning

- Anticipation guides
- Title discussion
- Caption writing
- Carousel brainstorming
- Sentence starters
- Categorized sticky notes
- Personal stories
- Self-assessments
- Home language use
- Other?

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Strategy: Gallery Walk For Making Predictions
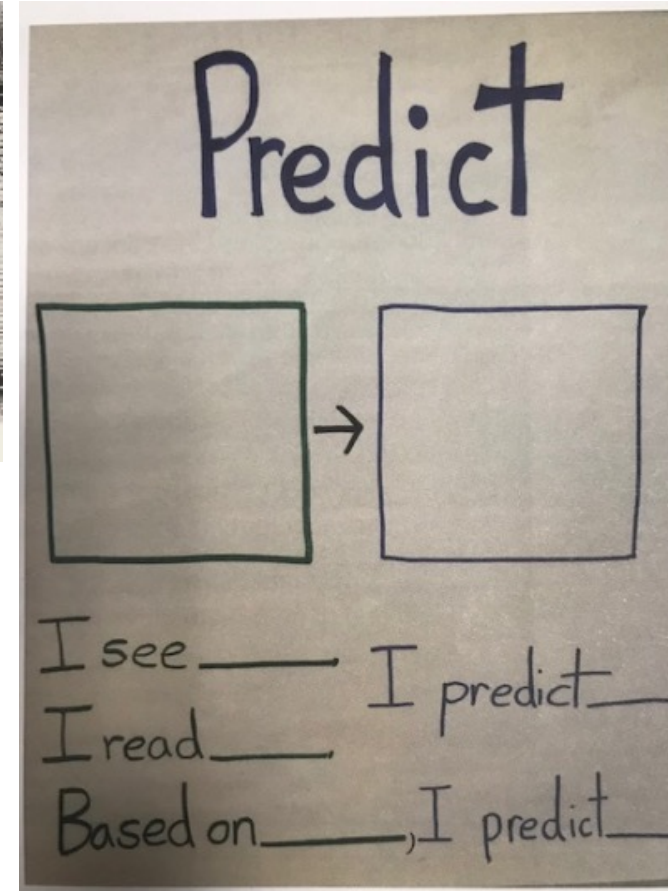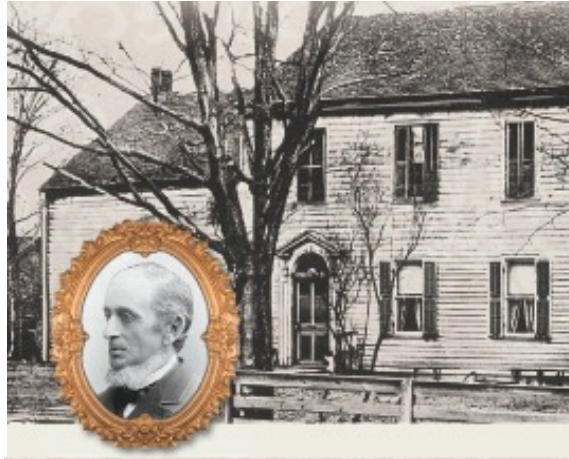
E. Daniels, 2019

Activity: I See, I Think, I Wonder (Document 3)

In Breakout rooms, you will have **8 minutes** to **discuss:**

- What do you notice and wonder about the picture? Use the following sentence stems:
    - **I see…**
    - **I think…**
    - **I wonder…**
- Why is an activity like this beneficial for SLIFE?

Image Source: Francois Walschaerts/Agence France-Presse — Getty Images

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Activity: I See, I Think, I Wonder (Document 3)

In Breakout rooms, you will have **8 minutes** to:

- **Introduce** yourselves.

- **Select** a recorder to take notes and a reporter to share with the whole group. Your group is your breakout room number.

- **Discuss** what you notice and wonder about the picture.

- **Be prepared** to share why an activity like this is beneficial for SLIFE.

Group 1

Recorder: Reporter:

I see…

I think…

I wonder…

Why is an activity like this beneficial for SLIFE?

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Discussion Questions Debrief

Up to 3 group reporters will unmute to share out their one statement with the whole group.

- An activity like this is beneficial for SLIFE because…

3. Use Oral Language Activities to Scaffold Written Work and Build Individual Accountability

Oral vs. Print: Implications for SLIFE

- Oral culture
- Competent in many areas
- Not accustomed to turning to print
- Need help transitioning
- Unfamiliar with certain types of academic tasks

DeCapua, Marshall, & Tang, 2020

Value of Oral Language Practice for SLIFE

- **Hear and practice** discipline-specific language

- **Repetition** of language and vocabulary

- **Supports** for language and literacy development

- **Enhance** learning and retention of content

- **Build** thinking skills, peer relationships, student engagement, and motivation

Zwiers & Crawford, 2011

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Activity: 1-3-6 Protocol

- Students develop an idea individually
- Students share ideas in group of 3
- Two groups join to form 6 and prioritize ideas

Staehr Fenner & Snyder, 2017; Snyder, S. & Staehr Fenner, D. (2021). *Culturally responsive teaching for multilingual learners: Tools for equity.* Corwin.

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Activity: Choose an Image

A

B

C

D

Source: http://photos.state.gov/galleries/usinfo-photo/39/civil_rights_07/1.html

Activity: Choose an Image Scaffold

Choose an Image

Image A: Martin Luther King, Jr.'s "I Have a Dream" speech **Image B:** School desegregation **Image C:** Bloody Sunday **Image D:** Rosa Parks being arrested

Part 1. Choose one image to discuss an important aspect of the Civil Rights Movement. Tell what the image shows and what it doesn't show about the Civil Rights Movement.

I chose the image of _____ because

_____.

This image shows_____. It

does not show _____.

Part 2. Write the names of each person in your group and information about which image they chose.

Name	Image chosen	This image shows...	This image does not show...

Activity: Information Gap

- Pair students

- Each student is given different information

- Students must ask each other questions to complete a task

Esther Park; https://www.mrspark.org/

Strategy: Sentence Stems and Formulaic Expressions

Talk Move	Sentence Stem
Restating	So you are saying… Put another way, you are saying ….
Agreeing	I agree with (Yuri) because …….. (Emma's) point about ……. was important because ……..
Disagreeing	I disagree because… I see it differently because….
Asking a clarifying question	Could you give an example of….? I'm confused when you say…… Could you explain more?
Adding to an idea/making a connection	I'd like to add to (Rosa's) point. I think that… When (Albert) said….., it reminded me of… I see a connection between what (Laura) said and what (Karolina) said. The connection is…..

Staehr Fenner & Snyder, 2017, p. 100; Walqui & Heritage, 2018

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Peer Learning Checklist and Oral Language Activities (Document 4a and 4b)

Peer Learning Checklist

Criteria	Yes	No	Follow-Up Steps
1. Have I developed a peer learning activity that will provide my MLs with • authentic opportunities to speak, • time to strengthen and deepen their responses, and • an engaging discussion prompt or task?			
2. Have my MLs had sufficient exposure to the content and academic language needed to participate in the activity?			
3. Have my MLs been taught appropriate nonverbal behavior to support peer learning activities (e.g., looking at people when speaking, nodding understanding)?			
4. Do I have a way of monitoring their nonverbal behavior?			
5. Have I provided sufficient structure to the activity (including the use of supporting tools) and clear evaluation criteria so as to encourage all of my MLs to participate in the activity?			
6. Have I thought about how to intentionally group students?			
7. Have I considered assigning roles to students?			
8. Have I given sufficient thought to how to structure the classroom or online space so that students can effectively interact and work together?			
9. Have I considered how I might use the activity to assess MLs' acquisition and use of academic language and/or understanding of content?			

Snyder & Staehr Fenner, 2021

Oral Language Activities

Activity	Description	Considerations for Use in My Classroom
1-3-6 Protocol	In this activity, students are given a discussion question or task that they work on individually. Then, they move to a group of three, where they discuss their responses to the question. Finally, two groups of three combine to form a group of six. With the group of six, they finalize their answers to the question and present these to the large group. Often, the group of six can also be asked to extend the discussion by prioritizing responses or analyzing the ideas in a deeper way. These three steps can provide MLs opportunities to practice and refine their language and deepen their thinking on the topic. **Possible scaffolding:** modeling, sentence stems, graphic organizers, home language groupings	
Carousel	To set up for this activity, write questions connected to the unit of study on poster paper and around the room. There should be one piece of poster paper per question. Divide students into small groups so that there is one question per group. Give each group of students a different colored marker and assign them a question to start with. Students discuss and write their responses on the poster paper. After two to three minutes, have the groups rotate to another question. You can have each group discuss each of the questions if you have sufficient time. You should encourage the groups to add on to and provide additional evidence to the responses that are written. Debrief each question as a whole class. This activity can also be done in a virtual setting using Google slides and breakout rooms. **Possible scaffolding:** modeling, preteaching vocabulary, word bank, sentence stems, home language translations of questions, home language groupings **Video example:** https://betterlesson.com/strategy/74/resource/3368321	

03:00

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Oral Language Activity Discussion

In Breakout rooms, you will have **8 minutes** to:

- **Introduce** yourselves.

- **Select** a reporter to share with the whole group.

- **Discuss**
  - What is one oral language activity that you would like to try in your classroom?
  - What steps will you take to ensure that SLIFE are prepared to participate?

- **Prepare** one statement to share that summarizes your discussion.

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Discussion Debrief

Up to 3 group reporters will unmute to share out their one statement with the whole group.

- We discussed…

- Many of us wanted to try…

- To support SLIFE, we would…

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4. Scaffold Academic Tasks Using Familiar Language and Content

Types of Scaffolds

Materials & Resources

Scaffolds

Instruction

Student Grouping
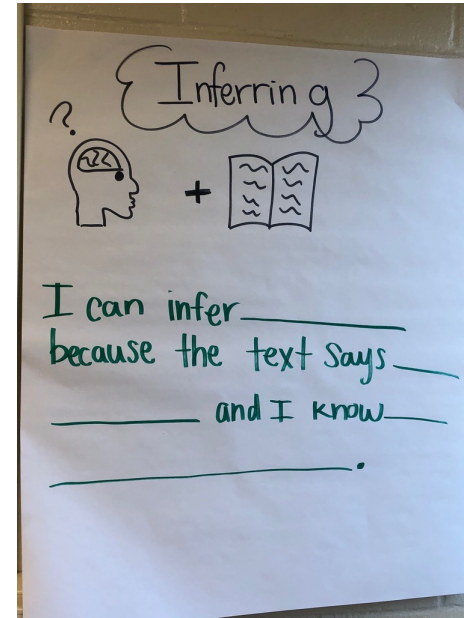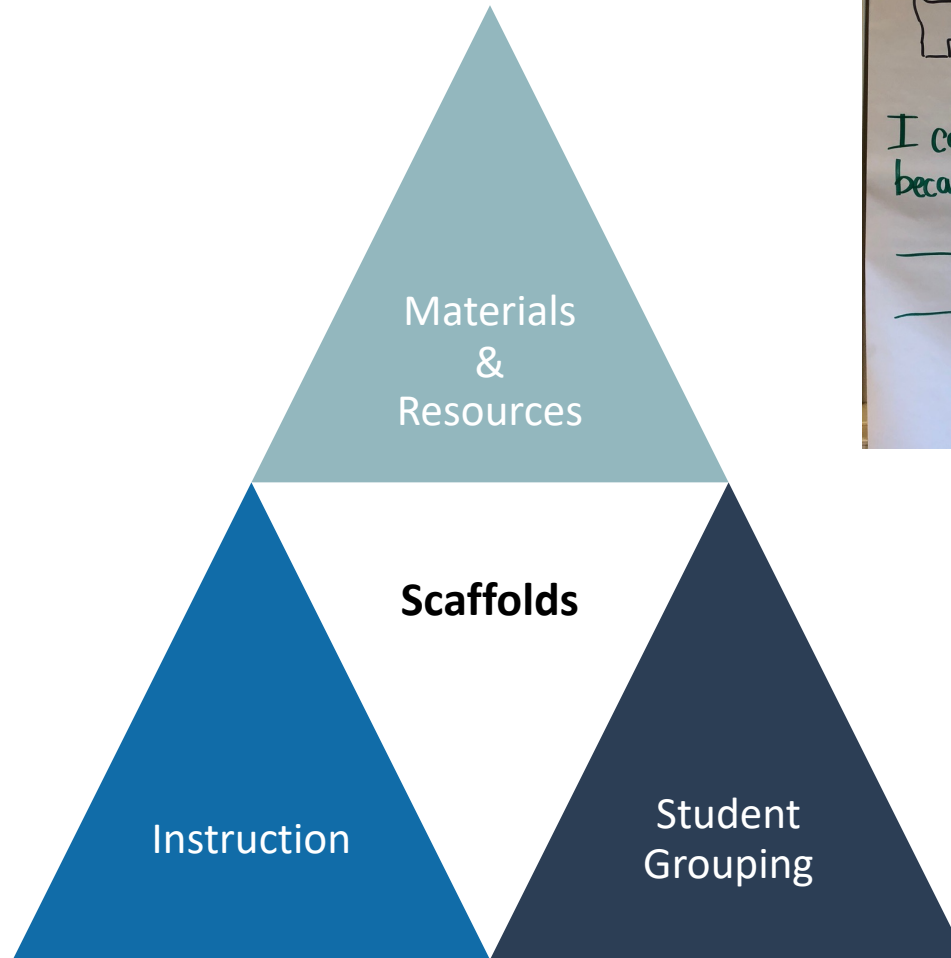
Staehr Fenner & Snyder, 2017; Adapted from WIDA, 2012

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Types of Scaffolds

Categories of Scaffolds	Examples
Materials and Resources	Graphic organizers English and/or bilingual glossaries English and/or bilingual dictionaries Home language materials Sentence frames, sentence stems, and paragraph frames Visuals Word banks or word walls
Instruction	Preidentified and pretaught vocabulary Concise instruction of background knowledge Reduced linguistic load, repetition, paraphrasing, and modeling
Student Grouping	Structured pair work Structured small-group work Teacher-led small-group work

WIDA, n.d.; Adapted by Staehr Fenner & Snyder, 2017

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Scaffolds for SLIFE

Sorting Activity
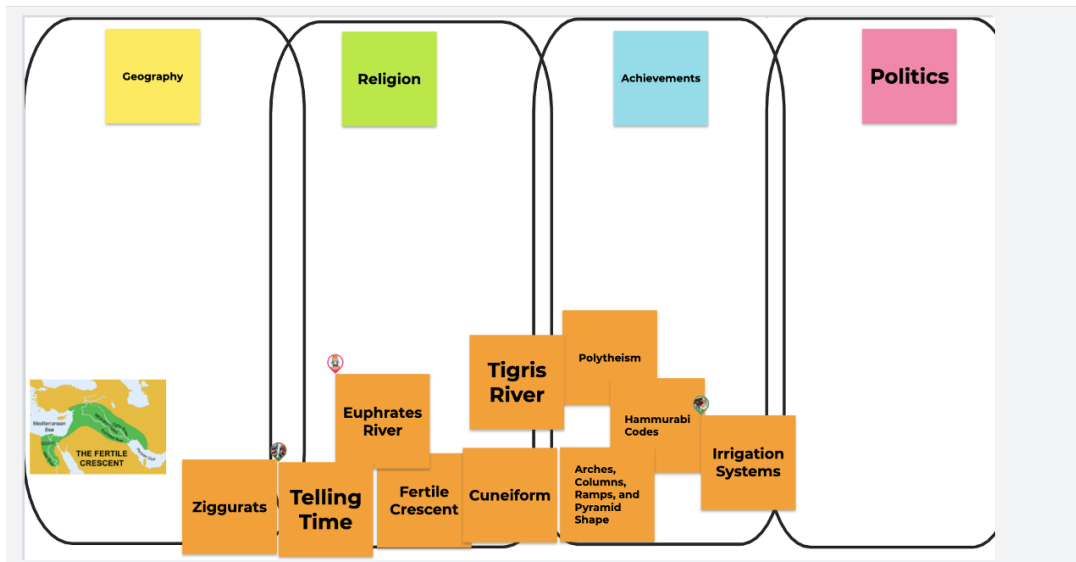
Drawing a Response

Scaffolds for SLIFE

Manipulatives

Acting Out Responses

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Scaffolds for SLIFE
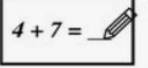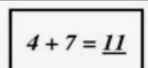
Home Language Groups

Checklists


Problem Solving Checklist: Word Problems

Did I…

☐ 1 **Read** the problem carefully?

☐ 2 **Underline** the facts I will need to solve the problem?

☐ 3 **Draw** a picture to help me solve the problem?

☐ 4 **Write** a number sentence for the problem? $4 + 7 = $___

☐ 5 **Solve** the problem and show my work? $4 + 7 = 11$

☐ 6 **Check** my answer?

Strategy: Sentence Stems for Compare and Contrast

Reading Rockets

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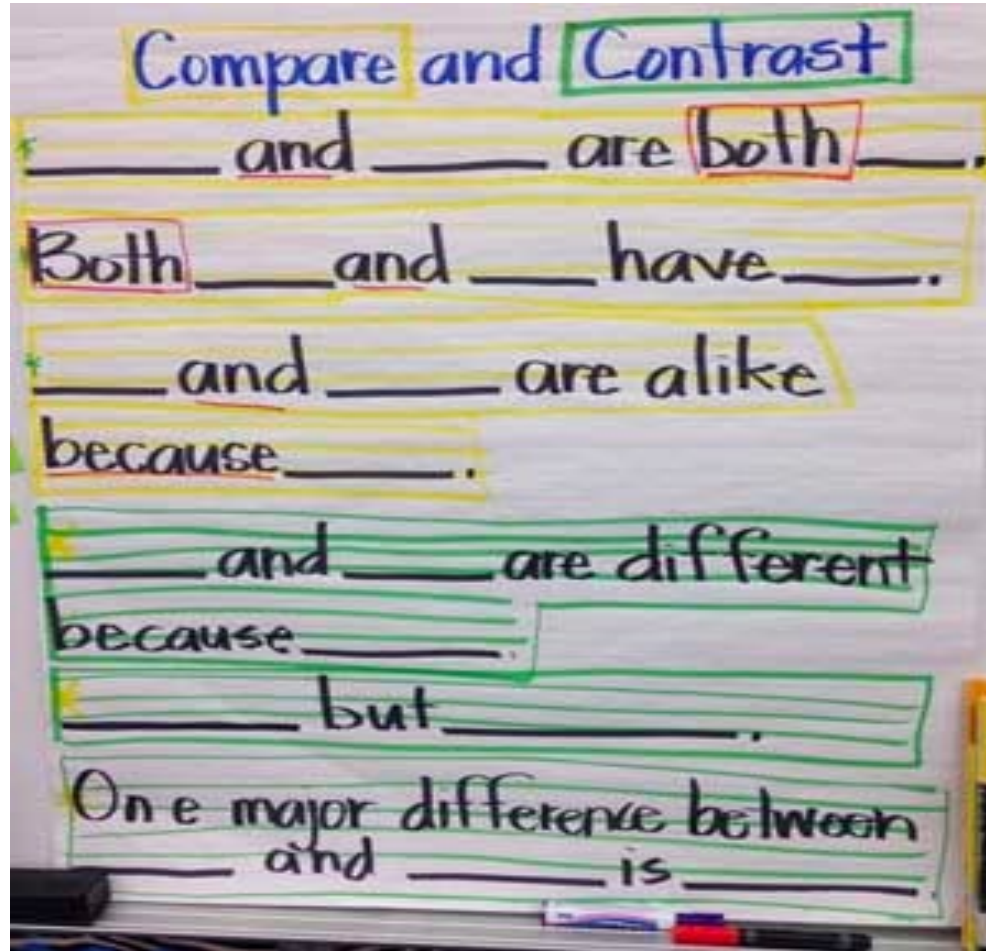
Strategy: Wordless Pictures Books
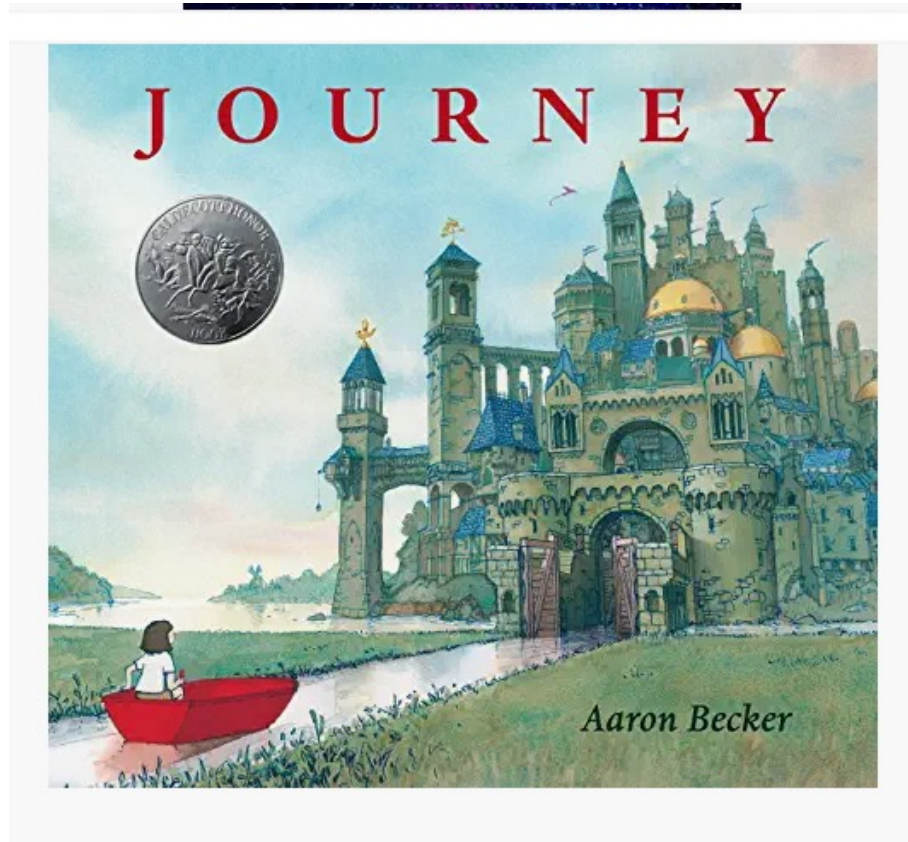
Scaffolds

- Graphic organizers

- Word banks

- Home language use

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Tool: Scaffolded Lesson Planning Checklist

Scaffolded Lesson Planning Checklist

1. I know the **strengths and needs** of each ML... in relation to the language demands of the lesson. I have set individual goals to help my MLs progress their acquisition of language and content.
   Yes   No

2. I have analyzed the **language demands**... of the lesson and identified areas that may be challenging for my MLs.
   Yes   No

3. I have developed a list of **key vocabulary**... to pre-teach and determine how I will teach and provide opportunities to practice this vocabulary.
   Yes   No

4. I have determined specific aspects of **language use**... that I will focus on during my lesson.
   Yes   No

5. I have determined what **background knowledge** to teach... (if any) and how to teach it in a concise manner.
   Yes   No

6. I have determined how to effectively **group students**... in order to most effectively support their learning of content and acquisition of English.
   Yes   No

7. I have included opportunities for students to practice **key concepts**... in varied ways using multiple modalities.
   Yes   No

8. I have selected **home language resources**... (as appropriate) that can support MLs in learning the new content and academic vocabulary.
   Yes   No

9. I have selected or developed **scaffolded materials**... to support MLs of varying language proficiency levels (e.g., graphic organizers, sentence stems and/or sentence frames, and visuals).
   Yes   No

10. I have determined how I will assess **student learning**... and how I will scaffold the assessment for MLs of varying language proficiency levels.
    Yes   No

Staehr Fenner & Snyder, 2017, p. 74

Tool: SLIFE Materials Selection and Adaptation Checklist (Document 5)

SLIFE Materials Selection and Adaptation Checklists

Checklist 1: Considerations for Materials Selection for SLIFE

Criterion	Criterion Met
1. Connection with content learning objectives	⌄
2. Age appropriate, engaging, selection	⌄
3. Validates prior experience and knowledge	⌄
4. Accessible reading level and language	⌄
5. Multi-modality supports	⌄
6. Home language support	⌄
7. Skill-building	⌄
8. Availability for access beyond school	⌄

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Reflecting on Scaffolding in Your Context

What is a step that you would like to take related to scaffolding instruction for SLIFE in your context?
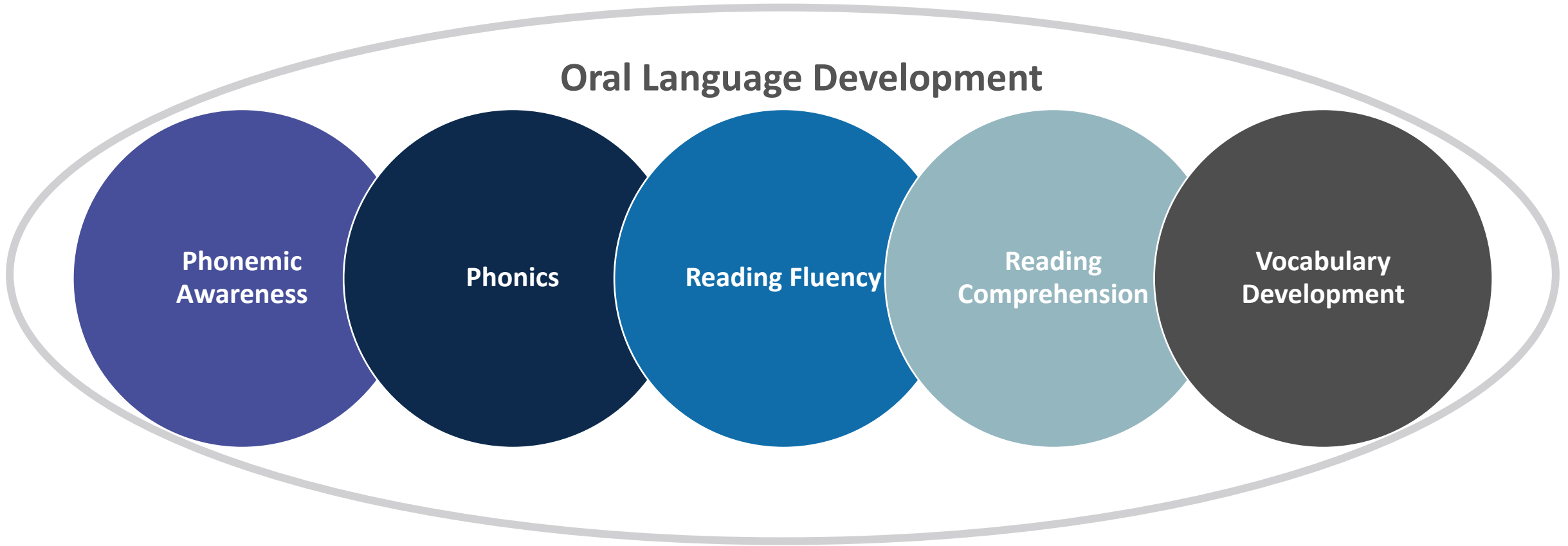
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5. Provide Intensive Literacy and Numeracy Instruction

- Intervention blocks

- After-school program

- Extended-day program

- Saturday school

DeCapua, Marshall, & Tang, 2020

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Fairfax County Schools, VA Secondary Course: Literacy Essentials for ELs

Oral Language Development

- Phonemic Awareness
- Phonics
- Reading Fluency
- Reading Comprehension
- Vocabulary Development

Fairfax County Public Schools; Kleiber & Arellano, 2017

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Phonemic Awareness Skills for SLIFE

- Recognizing and producing **rhyming words**

- Isolating and pronouncing **beginning, middle, and ending sounds**

- **Adding or substituting sounds** to make new words

- Counting, pronouncing, and blending **syllables**

Reading Rockets, 2015; Robertson, 2015, National Governors Association for Best Practices & Council of Chief State School Officers, 2010

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Phonemic Awareness Activity: Odd Word Out
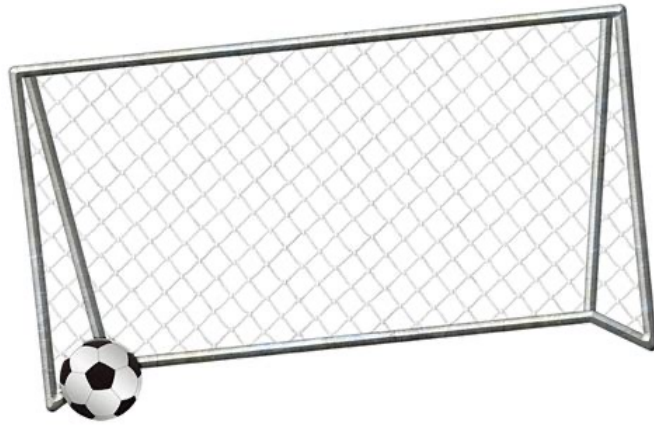
Phonemic Awareness Activity: What's Missing?

For each pair of words, identify the sound that is missing.

Missing Sound
1.
2.
3.
4.

First Word	Second Word	Missing Sound
1. meat	eat	/m/
2. chair	air	/ch/
3. tied	tie	/d/
4. plane	play	/n/

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Phonics Strategies for SLIFE

- Create **word family** charts

- Match books to **phonics** features

- Use SLIFE-created materials with targeted phonics features

- **Targeted** group work

Reading Rockets, 2015, National Governors Association for Best Practices & Council of Chief State School Officers, 2010
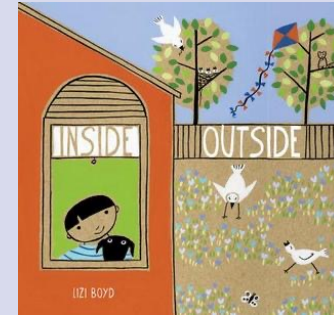Image: https://surry.learning.powerschool.com

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Phonics Example: Word Family Chart

|			
sh**ou**t		**ou**t	
r<u>**ou**</u>nd		playgr**ou**nd	

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Text Comprehension and SLIFE

- **Support comprehension** with pre-, during, and post-reading activities
- Use **scaffolded** literature circles
- Provide supporting materials in **home language**
- **Model** self-monitoring strategies and comprehension in literature circle
- Use explicit instruction

August, Staehr Fenner & Snyder, 2014; Atunez; 2002; Robertson, 2015; Adler, 2001

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Comprehension Example: Literature Circle Model
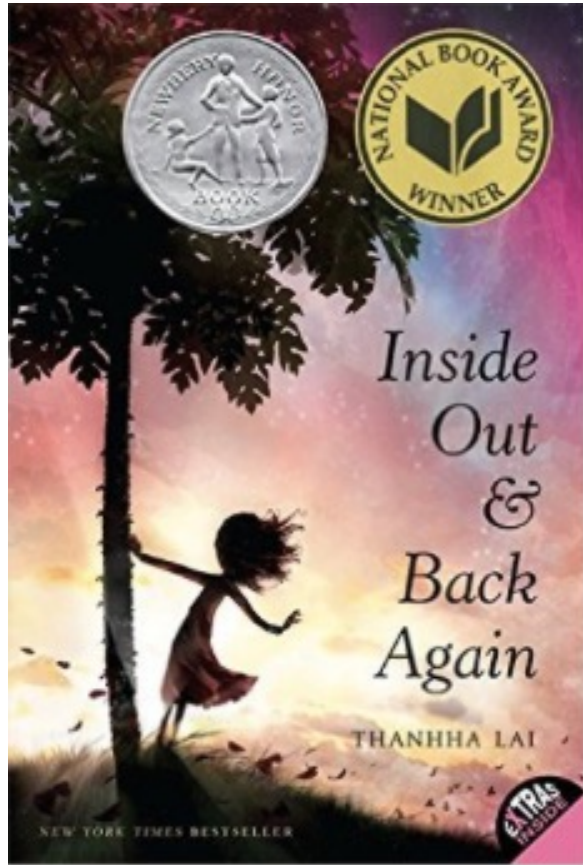
Part I – Saigon

Today is the New Year. The New Year is called Tet. Every New Year my mom visits a fortune teller. The fortune teller predicts the future. He predicts that our lives will be changed. He predicts that our lives will be changing a lot. The children on the playground predict that the war is coming closer to our home. This means the soldiers will continue to be in our neighborhood. This means we cannot go out after dark. This means mother will keep hiding us under the bed at night.

Who:_____
What:_____
Where:_____
Why:_____

Hoy es año nuevo. Este año es llamado Tet. Cada año mi madre visita a un adivino. El adivino predice el futuro. El predijo que nuestras vidas iban a cambiar. El predijo que nuestras vidas iban cambiar mucho. Los niños que jugaban en los corredores predecían que la guerra estaba por venir y llegaría cerca de sus casas. Eso significa que los soldados iban a

Lai, 2013; Haskins, 2017

Foundational Literacy Skills with SLIFE

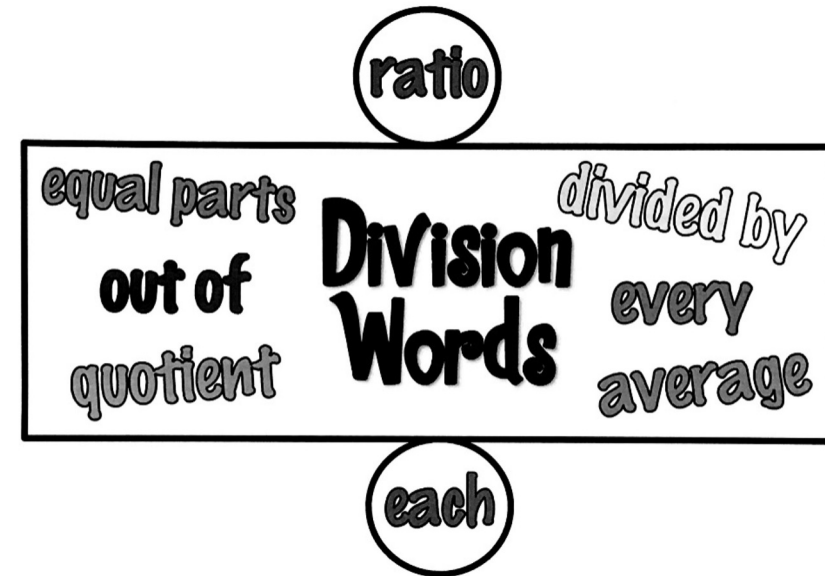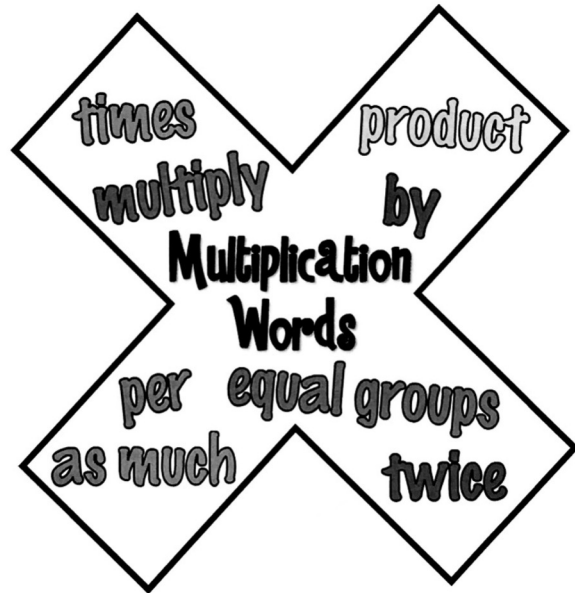What strategies did the teacher use in the video that you might want to implement in your context?
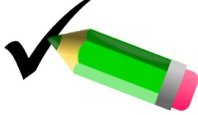

Teaching Channel

SupportEd
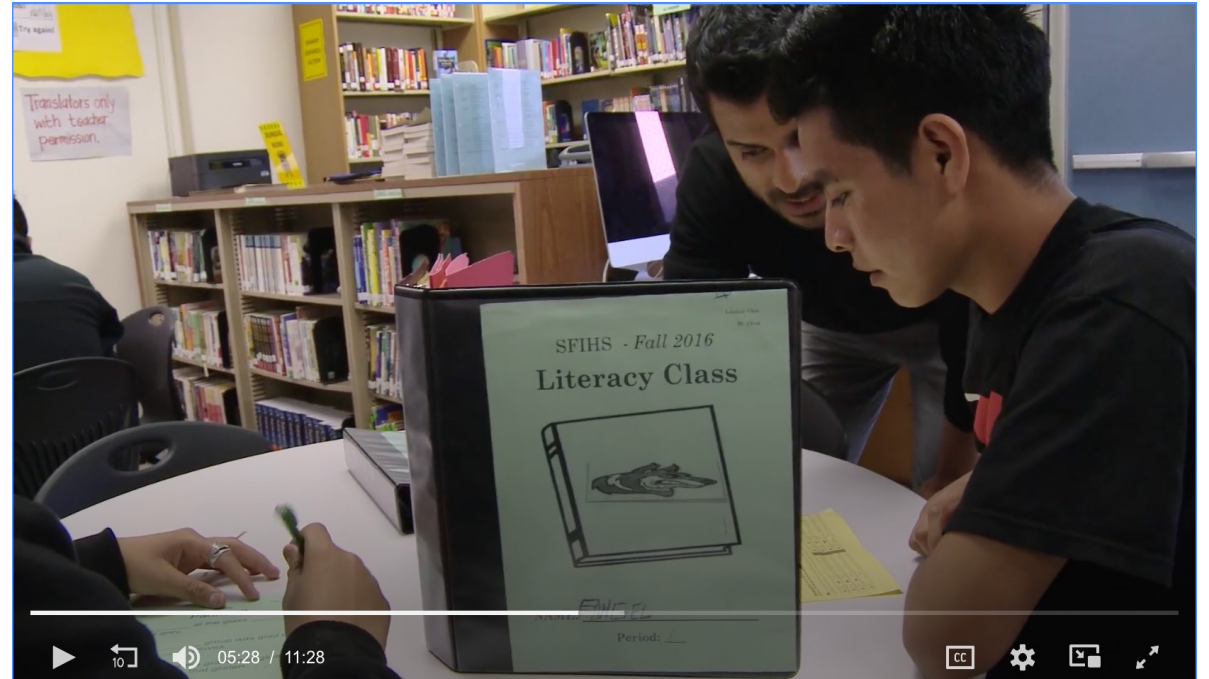
Vocabulary Development and SLIFE

Clue Words: Proceed with Caution

Strategy: Examples and Non-Examples

These are _____variables_____.		

These are _____variables_____.

These are NOT_____variables_____.

Which of these are _____variables_____?

YES
NO
MAYBE

w	29	$x - 8$
$-5a = 20$	$A = \pi r^2$	$4 = y$

Explain how to recognize__variables_____.

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Strategy: Word Walls
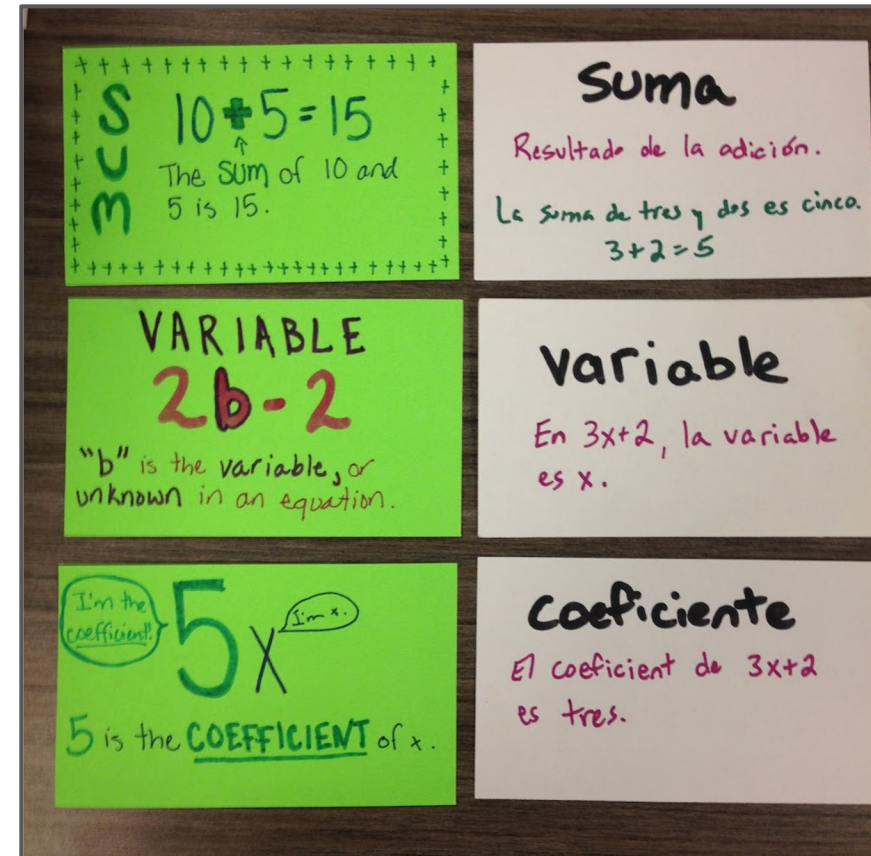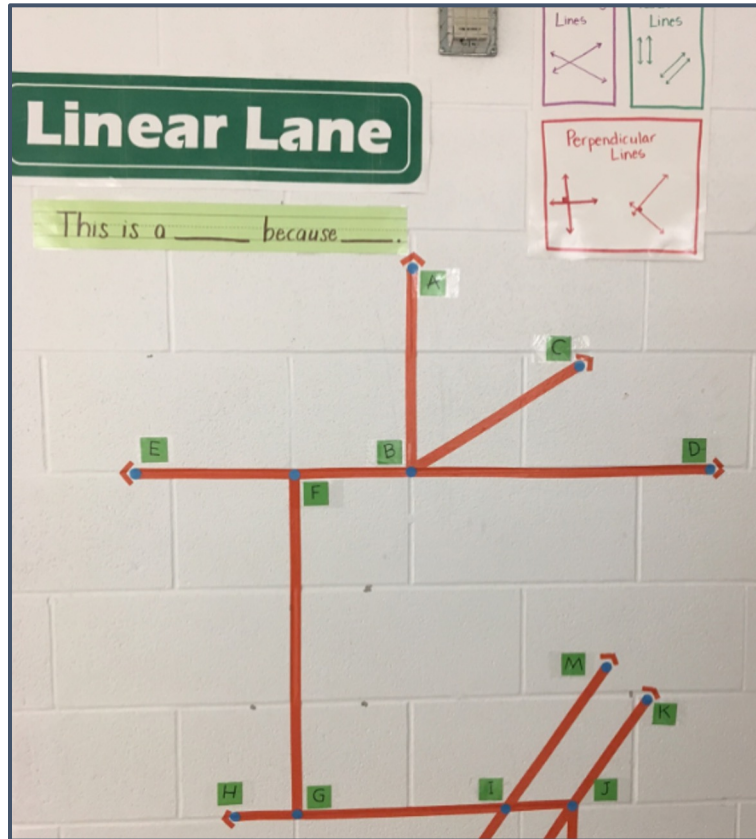
Strategy: Vocabulary With Multiple Meanings

Vocabulary	Meaning in Everyday Use	Meaning in Math and/or Science
mean	to be unkind (adj.) to intend (v.)	an average
volume	?	amount of space inside an object
gross	?	total income from sales
mass	having to do with a lot of people	?

Adapted from Steinhardt, New York University, 2009

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padlet

Poll #1 Which component of effective instruction for SLIFE do you want to focus on?

1. **Teach** students about school culture and routines.

2. **Build** conditions for learning.

3. **Use** oral language activities to scaffold written work and build individual accountability.

4. **Scaffold** academic tasks using familiar language and content.

5. **Provide** intensive literacy and numeracy instruction (for those students who need it).

DeCapua & Marshall, 2013, 2017

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Setting Goals

Goal Setting (Document 6)

- Make a copy of **Document 6.**

- Individually, **reflect** on a goal you have, to strengthen instruction of SLIFE in your context (5 minutes).

- **Share** your goal and your first action step in breakout rooms (8 minutes).

05:00

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Instructional Goal Setting for SLIFE

Directions:
1. Reflect on the following session topics:
   - **Teach** students about school culture and routines
   - **Build** conditions for learning
   - **Use** oral language activities to scaffold written work and build individual accountability
   - **Scaffold** academic tasks using familiar language and content
   - **Provide** intensive literacy and numeracy instruction (for those students who need it)
2. Consider one goal you have for supporting the implementation of new strategies for SLIFE, strengthening the use of such strategies, or sharing strategies with colleagues in support of SLIFE. Then, complete the Goal Setting Template below.

Goal Setting Template

To improve instruction of SLIFE in my context, I will…		
Timeline	**Action Steps**	**Resources or Support Needed**
Step 1 by: _____		
Step 2 by: _____		

Discussion Questions Debrief

Up to 3 group reporters will unmute to share out their one statement with the whole group.

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Next Steps and Evaluation

Next Steps

- Implement 1-2 strategies and tools in your class, school, or district.

- Attend our upcoming sessions.

Session Number	Topic	Date
3	Supporting SLIFE Family and Community Engagement	November 17, 2022
4	Supporting Graduation and Post-Secondary Success of SLIFE	December 15, 2022

Reflecting on Today's Session (Document 7)

Please provide us anonymous feedback with a brief evaluation.

Thank you!

Session Objectives

1 **Explore**

2 **Discuss**

3 **Set Goals**