

An Introduction for Pre-School through High School Teachers and Environmental Educators

SHELTERED INSTRUCTION

Using Project WILD and Project Learning Tree



Providing access to Environmental Education for Second Language Learners of English

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Colorado Project WILD, Colorado Parks and Wildlife
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Welcome!

Across the country linguistic diversity is increasing. In 2011, the National Clearinghouse for English Language Acquisition reported that the number of second language learners of English in the United States for the 2008-2009 school year was estimated at 5.3 million students. This number represents a 51% increase in second language learners compared to the 1997-1998 school year. In many schools in urban and rural areas the number of second language learners exceeds half of the school's population. Achievement data suggest that English-language learners lag far behind their peers.

This project was initiated to insure that all students have the opportunity to actively participate in environmental and outdoor education as part of a well-rounded, solid education program. Second language learners benefit from the tremendous power of the teacher tested and well-researched Project WILD (WILD) and Project Learning Tree (PLT) materials.

This document is designed with the following beliefs in mind:

All students should be presented with suitably challenging curriculum.

Similar levels of achievement will be expected for both second language learners and native English speakers.

Instructional accommodations can and should be made so that every student can learn.

While many factors influence how well students acquire a second language, the teachers can only control the learning environment and the nature of instruction. Second language learners do best when their instruction is part of an overall approach designed to address the needs of different learners. This is the essence of a standards-based approach to instruction.

Standards based instruction is guided by the following questions:

What is the knowledge base?

What should students know as a result of instruction?

What should students be able to do as a result of instruction?

What skills should they acquire?

What are the instructional activities that will constitute instruction?

How will students demonstrate what they have learned and what they can do?

What formative and summative assessments will be used?

WILD and PLT curricula are designed to tie into content area standards. This document is focused on the instructional moment—how WILD and PLT materials can be made even more accessible to second language learners.

Second language learners are a significant part of the school-age population in Colorado. According to Colorado Department of Education's statistics for 2006, about 13% of Colorado public school students have a language background other than English and are currently being served or monitored by either a bilingual or ESL program. Thus, these and all students would benefit if subject matter classroom teachers were trained in some of the concepts and techniques that are particularly apt for second language learners, along with methods for evaluating and adapting educational materials and activities.



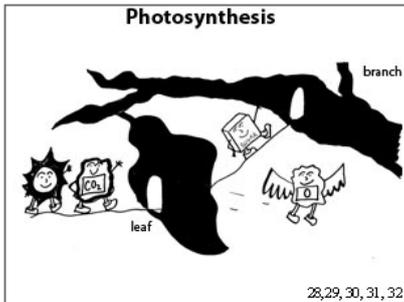
This guide is designed to help you be more successful with your second language learners.

About this Guide

For several years now, authors Dr. Nancy Commins at the University of Colorado at Denver and Rafael Salgado of the Cal-Wood Education Center, Jamestown, Colorado, both facilitators for WILD and PLT, have been developing and testing Sheltered English approaches while training teachers for applications in environmental education. They have specifically focused on using the national curricula guides from Project WILD and Project Learning Tree. (www.plt.org and www.projectwild.org)



This guide is a compilation of the authors' insights and the methods used over the years. It was first published in 2004 by the Colorado Division of Wildlife, now known as Colorado Parks and Wildlife (CPW). Although designed for use in environmental education, the concepts and methods contained within are applicable to other topics and can also be useful in native language settings.



Useful illustrations help "shelter" complex concepts.

Central to this document is the concept of **sheltering**—providing suitable opportunities and making appropriate changes to enable second language learners of English to be successful. In order for this to occur, teachers must analyze their educational materials and activities with respect to particular audiences or student groups. This analysis provides the basis for making appropriate modifications. This document offers an organized framework for such analysis and adaptation. Termed the *Text and task analysis rubric for evaluating materials for second language learner's needs*; the method includes an analysis form; a review of considerations that should be taken into account; criteria for rating the relative difficulty of educational materials and activities (with respect to a specific student group); and suggestions for adaptation. Included are several WILD and PLT activities that have been modified to better include second language learners of English.

Project Learning Tree - www.plt.org

Project Learning Tree (PLT) is an award-winning environmental education program designed for educators working with students from pre-kindergarten to twelfth grade. Through hands-on, interdisciplinary activities, PLT helps young people learn how to think – not what to think – about complex environmental issues. PLT helps address state and national standards. It provides the tools educators need to bring the environment into their classrooms and the students into the environment.



PLT is a program of the American Forest Foundation, www.forestfoundation.org, which has been proudly presented by the Colorado State Forest Service since 1976. It is one of the most widely used environmental education programs in the United States and abroad and continues to set the standard for environmental education excellence.

PLT uses the forest as a "window on the world" to increase students' understanding of our complex environment; to stimulate critical and creative thinking; to develop the ability to make informed decisions on environmental issues; and to instill the confidence and commitment to take responsible action on behalf of the environment.

PLT materials are continuously updated and revised, and undergo an independent and rigorous evaluation which assures that activities are balanced, effective and useful to educators.

Project WILD - www.projectwild.org



Project WILD (WILD) is an interdisciplinary, K-12, conservation and environmental education curriculum and activity guide program emphasizing wildlife. For instructional purposes, wildlife is defined as any non-domesticated animal. WILD is based on the premise that young people and their educators have a vital interest in learning about the earth as home for people and wildlife. WILD helps students of all ages in develop awareness and knowledge of wildlife, along with relevant skills.

The goal of WILD is to assist learners of any age in developing awareness, knowledge, skills and commitment to result in informed decisions, responsible behavior and constructive actions concerning wildlife and the environment upon which all life depends.

Project WILD curriculum materials undergo a thorough review, testing, and evaluation process. The purpose is to develop well-conceived, tested, current, and effective instructional resources of the highest quality that meet the needs of educators and students. As a result, WILD meets the accepted criteria for environmental education and provides educators with materials that support national, state, and district standards in science, mathematics, language arts, social studies, and expressive arts.

WILD is sponsored by the Council for Environmental Education and provided locally by most state governments' Fish and Wildlife agencies.

Guiding Questions to Begin With



- What are some basic elements of first and second language acquisition that all teachers should be familiar with?
- How do academic and linguistic skills develop in a second language?
- What is the relationship of students' learning in their first and second languages?
- What are some specific strategies for instruction that allow for differentiation to meet the needs of second language learners regardless of where and how they are served?

The suggestions in this manual are based on the following beliefs:



Big Ideas—School-Wide Work

- Instruction can be better organized to meet the needs of a linguistically diverse population.
- Big ideas and enduring understandings are central elements in curriculum planning in standards-based instruction.
- An overall instructional plan needs to include flexible grouping that accounts for students' language proficiency and their need to develop both linguistic and academic skills.
- People remember what they learn when they have a chance to practice.
- Collaboration with professional colleagues strengthens planning.

Background Information on Second Language Acquisition

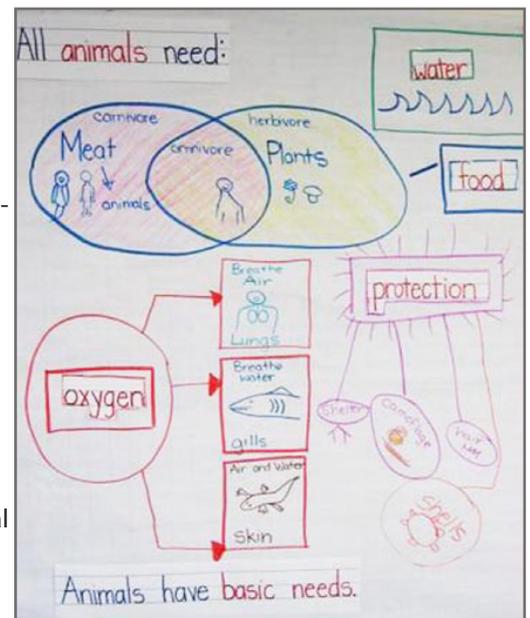
Before you read, think about the following:

What has been your experience in learning a second language?

A very brief introduction to second language acquisition is included here to help you better understand the situation of linguistically diverse students.

It is normal and desirable for people to speak more than one language. A person can begin to acquire a second language at any time. One is never too young and never too old to learn another language. Many factors influence how well a person acquires a second language. These include:

- The learner's reasons for needing or wanting to acquire a second language.
- Possibilities for using the second language in day-to-day life.
- Context in which learners must use the language.
- Personality of the individual (introvert vs. extrovert).
- How individuals feel about the language they are learning.
- Whether the learner feels safe to take risks or make mistakes.
- Nature of the instructional program including access to conceptual development in the first language.



How long does it take?

An important concern for educators in this country is how long it takes for students to become proficient in English. The answer is that it depends on how 'proficient' is defined.

In school students must engage in social interaction with peers and teachers, as well as participate in the activities of the academic curriculum. Social language includes talking and playing with friends, making your way around the school or community, following basic directions, communicating about concrete objects and activities. Social language can be acquired relatively quickly.

Academic language is more complex. Think about what it takes to write a research paper with both content and grammatical accuracy or to present an oral argument fluently without hesitation or errors. This takes more time. It typically takes five to seven years to become proficient enough to do schoolwork at the same level as a native speaker. For stu-

dents without primary language literacy skills, it can take up to ten years.

Other factors can also influence how long it takes to become academically proficient in English. For example, students may be unfamiliar with the U.S. school system and teachers' expectations. This can be especially true in the kinds of non-formal settings where WILD and PLT materials are often used. These settings simply may not exist in the educational process of students' home countries.

Importance of Continuing First Language Development

Second language learners build on what they already know and can understand in their first language. The more they know and the stronger their skills in their first language, the easier it will be to become proficient in their second. What people know and learn in one language can be expressed through another language. It isn't necessary to relearn concepts, they just need to learn vocabulary and language structure to express what they know in the other language. Of course, with appropriate instruction students can (and must) learn new things through their second language. They can in turn, use that information through their first. Good instruction builds on this relationship between students' learning in their two languages.

Programs for Second Language Learners of English

There are many different types of programs for second language learners of English. They differ in the ways students receive specialized instruction in English, as well as whether or not the primary language of the students is used for a portion of the instruction. [Consult Glossary, pp. 18, for unfamiliar terms and abbreviations for specific names & descriptions] In the vast majority of schools in the U.S., students receive all of their instruction in English. There are some schools where students are able to review some content area topics in their first language. In others, students may be taught to read and write in their first language while learning English. In a very small percentage of schools, students receive both content area and literacy instruction in their first language while they are learning English.

The name of the model is much less important than the nature of the delivery of instruction. Programs for second language learners of English can be placed on a continuum based on how much of students' primary language is used in instruction.

All English Instruction

Primary Language Support (Content Reinforcement – No Literacy)

Primary Language Support (Literacy Only)

Full Primary Language Foundation (Content & Literacy Instruction in L1 & in English)

All well implemented programs:

Include instruction in English.

Can produce academically proficient English speakers.

They vary in:

The length of time it will take.

The extent to which teachers will need to modify their instruction to make the curriculum understandable to all students.

Students' potential for lifetime bilingualism.

All well implemented programs include instruction in English and all can help students succeed academically. However, they vary in some important ways. While it may seem counter-intuitive, programs where students receive all of their instruction in English are the most challenging for both the students and their teachers. To be effective, teachers need to modify the delivery of their instruction to make the curriculum understandable to all students. In addition, research shows that it takes longer for students to become fully proficient in English when all of their schooling is through English. Another important outcome in all-English programs is that most of the students lose their native language and the possibility to become academically bilingual. This represents a loss to both the individual and the community.

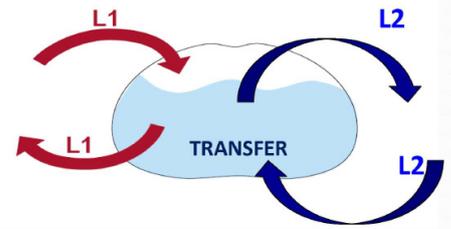


Learning Through Two Languages

Common Underlying Proficiency

Once we know something in one language we do not need to relearn it to use it in another. We just need to learn how to *express* what we already know.

Conceptual Reservoir

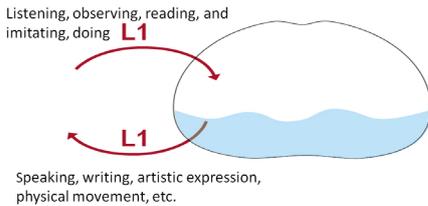


do not yet speak well (represented by the arrow labeled L2 going into the reservoir in the figure below). It is important to remember that in order to learn through a second language takes more work on the part of both the learner and the teacher. This why students in programs that use their first language acquire English more quickly. Students can continue to build their conceptual knowledge at a quicker pace, while they are learning English.

Conceptual Reservoir

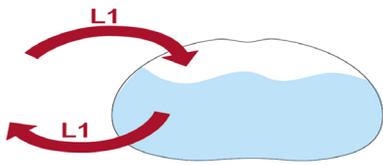
To better understand the nature of learning through two languages, it can be helpful to think of the brain as a kind of “conceptual reservoir” that can be accessed and added to through any language a person knows. As we learn language, we begin to fill this reservoir with concepts, schema, understandings and skills. Ideally, we continue to add to and expand this reservoir for our entire lives. This is depicted in the figure below by the arrows labeled L1 going in and out of the reservoir.

Conceptual Reservoir



The fastest and easiest way to learn is through the language you know best. Monolingual speakers of any language will always add to their conceptual reservoir and represent what they know through their one and only language.

Conceptual Reservoir

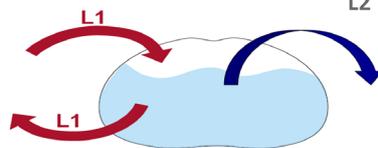


A person can develop a shallow or deep reservoir. The pathways in are receptive—listening, observing, reading, imitating. The pathways out are the productive representation of ideas and thought—

speaking, writing, artistic expression, and physical movement. As people learn more, the pathways in and out grow stronger.

When people begin to learn a second language, they don’t start to build a new reservoir. Rather they begin to express through the second language what they already know and understand. This is represented by the arrow labeled L2 going out of the reservoir below. Once you know and understand something in one language or context, you can learn to express it in another. It is like learning a new label for the same thing.

Conceptual Reservoir



People also can learn new information through a language they

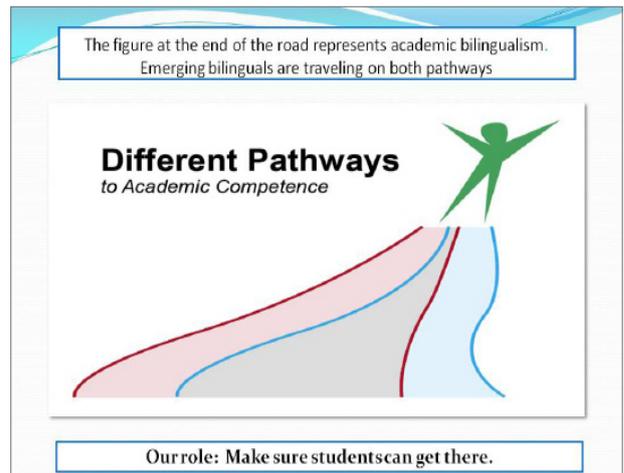
Our job as educators:

Fill the reservoir as deeply as possible.

Assure that students are gaining concepts and knowledge and practicing higher order thinking skills – no matter the context or the language used to do so.

2 Pathways

Another way to represent the first and second language pathways is depicted below. The figure at the end of the pathways represents academic competence. Students learning through their second language are striving to reach the same academic goals as native-English speakers. Most teachers use strategies that are based on understandings of how students learn through their first language. In order to be effective teachers need to utilize strategies that are better suited to the second language pathway, instruction that accounts for their specialized language needs. In this kind of teaching, learners are exposed to a range of strategies that are collectively know as “sheltered instruction.”



If we organize for the whole school based on the understandings that guide instruction for ELLs -

the blue (middle) pathway

Then every child, regardless of language background or proficiency, would benefit.

Including highly literate native English speakers!

Sheltering English

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Sheltering : Good Instruction for Second Language Learners

There are many strategies that can help second language learners be successful and they are very effective for native speakers, as well. These strategies, generally termed 'SHELTERING', can be summed up as follows: Doing whatever is necessary to make the content accessible and comprehensible while providing students with the opportunity to interact with, act on, talk, read, and write about important ideas and information.

STUDENTS NEED TO BE ABLE TO:

Talk about..

Interact with..

Act on..

Read about..

Write about..

Connect to..

the important ideas of instruction

There are two especially important aspects to good instruction for second language learners:

COMPREHENSIBLE INPUT

By using more than text and words, i.e., pictures, gestures and graphic organizers, teachers teach in a way that better enables students to understand the essential ideas and concepts.

OPPORTUNITIES FOR INTERACTION

Teachers must provide constant opportunities for students to practice their second language. They especially need to be able to talk and articulate what they are learning about out loud. This means that teachers need to pay attention not only to the content of the lesson, but also to the ways language will be used to talk, read and write about the content.

Standard Practices

The following established practices improve comprehension and provide opportunities for interaction. The good news is that WILD and PLT materials already embody many of these understandings.

- Create a safe, caring environment that promotes risk-taking
- Use pictures, models, graphs, diagrams, charts and information, and graphic organizers
- Utilize hands-on activities that allow for student participation
- Identify the 'big ideas' and vocabulary and highlight them in instruction
- Write big ideas, key concepts and notes on the board or overhead projector transparency
- Seek out materials on big ideas with lower vocabulary load or simplified text
- In content area instruction, place more emphasis on students' understanding of the big ideas and less on how they express that knowledge
- Use cooperative grouping strategies
- Assign peers, mentors and buddies
- Take time to preview and review concepts
- When soliciting verbal participation, allow adequate (more) time for responses
- Utilize materials that acknowledge students' cultures and help them feel like they belong in your classroom

Elements of Sheltered Classroom

A VISUAL APPROACH: Show what you are talking about

GUARDED VOCABULARY: Identify and focus on the most important vocabulary and concepts

COOPERATIVE LEARNING: Encourage learners to work together

A HANDS-ON APPROACH: Use manipulatives and task-oriented projects

Physical Environment

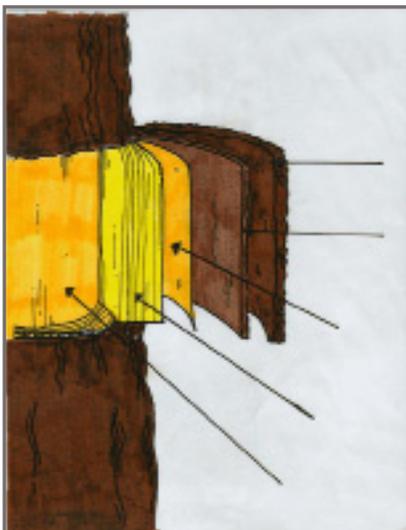
If everything on the wall was in Hebrew, would you be able to figure out the learning?

Balance between just enough and too much.

Invite interaction.

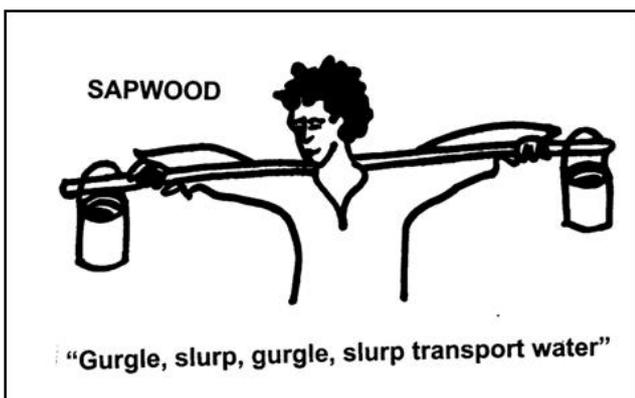
The most abstract concepts should be what we represent visually!

What Can Teachers Do To Shelter Instruction?



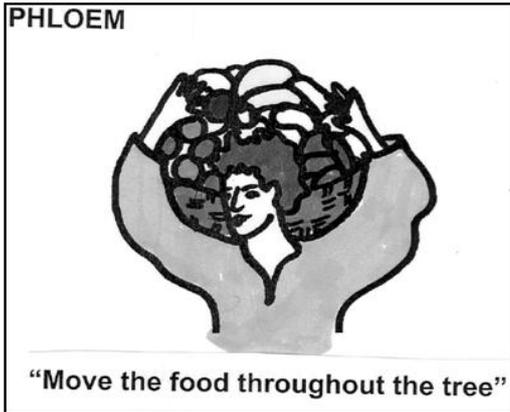
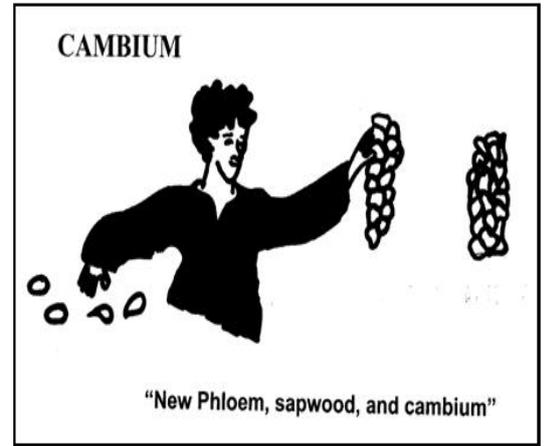
SIMPLIFY THE INPUT

- Control sentence length by using short phrases, one new topic per phrase.
- Use a slower speech rate by leaving pauses between phrases and chunks of meaning.
- Enunciate clearly, but don't 'oh-ver-ee-nun-CEE-ate' or put the accent on the wrong syllable.
- Control the vocabulary and limit idiomatic speech. Be consistent with the words that are used (e.g., 'ocean' vs. 'sea'). Stay with one term initially.
- Seek out materials on the topic with a lower vocabulary load or with simplified text.



CHECK FREQUENTLY FOR UNDERSTANDING

- Use questions and directions that allow students to show comprehension by pointing, gesturing, nodding, shaking their heads or performing an action.
- Review main topics and key vocabulary.
- Repeat, restate, expand, and give examples as necessary.
- Allow for more wait time before expecting students to answer questions.
- Place more emphasis on students' understanding of the material and less on how they express that knowledge. While grammar is not the objective, help the students with word choice and sentence structure.

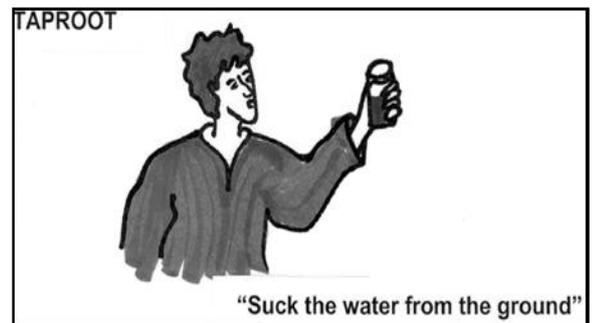


USE CONTEXTUAL CLUES

- Act out meaning with gestures and facial expressions.
- Use lots of visuals and manipulatives such as pictures, models, graphs, diagrams, charts, and other graphic organizers.
- Write big ideas and organize information on the board or overhead; refer to them frequently.

PREPARE FOR THE SECOND LANGUAGE LEARNER

- Create a safe, caring environment that promotes exploration, discovery, and creativity.
- Utilize materials that acknowledge students' cultures and help them feel like they belong in your classroom.
- Assign peers, mentors and buddies.
- Use cooperative grouping strategies.
- Identify in advance challenging parts of the activity (see the Text and Task Analysis Rubric).
- Remember, there is a difference between activating background knowledge and previewing the information they are about to learn.
- Identify the most important information and keep coming back to it using appropriate strategies from those listed above.

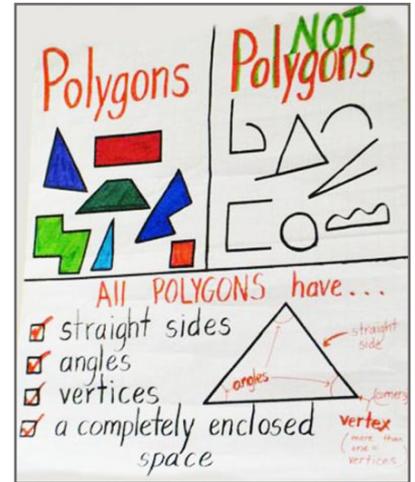


When do I use Sheltered Instruction?

In linguistically diverse schools, teachers work with three different groups of students—native language, linguistically heterogeneous, and second language groups. Each grouping provides necessary opportunities for the students and places particular demands on the teachers. The setting most teachers have been prepared to work in is one in which teacher and students are fluent in the language of instruction. This is the easiest and most comfortable of instructional contexts. For example, the language of instruction or learning is English and both students and teachers are native English speakers. In such settings, students can easily access their background knowledge and teachers can use a wide range of strategies.

Linguistically heterogeneous groups are increasingly common as more second language learners attend schools here. In these mixed groups, second language learners of English are learning side by side with native speakers. Such heterogeneous groups are both the most common and the most challenging for teachers because instruction must be both sufficiently demanding for the native speakers and comprehensible to the second language learners.

Second language groups such as ESL classes provide students with opportunities to focus on their English language learning needs without having to compete with students who are already proficient in English. Such a setting allows students to work on aspects of language not needed by native speakers. It allows them to respond more favorably to instruction and can increase exploratory and risk-taking behaviors.



While the strategies described in this manual can be used in any academic setting and with all students, they are absolutely essential with second language groups and are also beneficial in the heterogeneous category described above.

Grouping of Students

Grouping 1

Students are grouped *Homogeneously by Primary Language*, - Native English speakers in English, Russian speakers in Russian etc.

Grouping 2

Students are grouped *Homogeneously by Second Language* - Second language learners working in their second language - These groups may include students from different native languages working together in the target language.

Grouping 3

Students are grouped *Heterogeneously in Integrated Groups* - Native and second language learners of the instructional language.

Ideally, second language learners should find themselves in each type of setting across their school day or week.

Questions to Consider about each grouping:

What opportunities are afforded by each setting for communication through oral language, for interaction with text and conceptual understandings?

What constraints are imposed by each of the three groupings?

What are the most appropriate strategies to use in each setting to best meet the needs of the students represented?



Standards Based Instruction in a Linguistically Diverse Setting

Second language learners must be held to the same high expectations as native speakers:

- ALL students need to be presented with challenging curriculum.
- Instructional accommodations should be made to meet these challenges.
- Multiple authentic assessments are needed to document student progress in each of their languages.

**By making a firm commitment to standards based instruction...
you will be delivering the curriculum so that all students
understand the instruction and can make use of the information.**

HIGH EXPECTATIONS

"...it's not about teaching what's easy, it's about teaching what is most important."

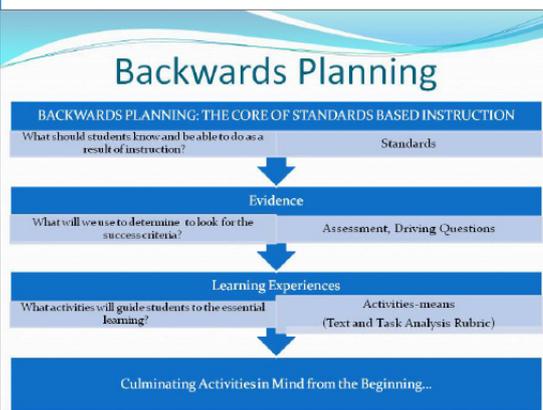
"All students deserve the right to equal access of grade level content, regardless of their language background..."

"Same doesn't mean equal..."

DIMENSIONS OF SECOND LANGUAGE PROFICIENCY from TESOL STANDARDS

- Develop and use English for Social Interaction
- Develop and use English for Academic Purposes
- Develop and use English in Culturally and Socially Appropriate Ways

These need to be developed throughout the day in every setting.



Big Ideas & Enduring Understanding

WHAT ARE THEY?

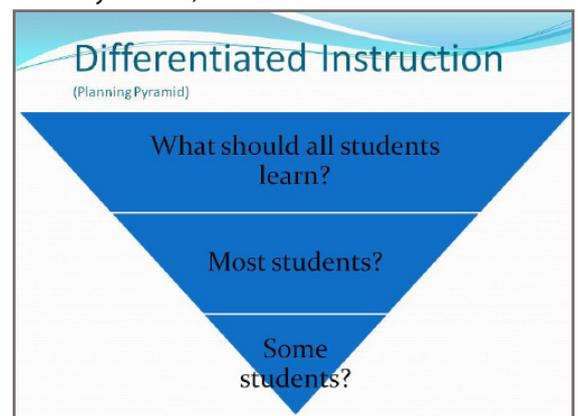
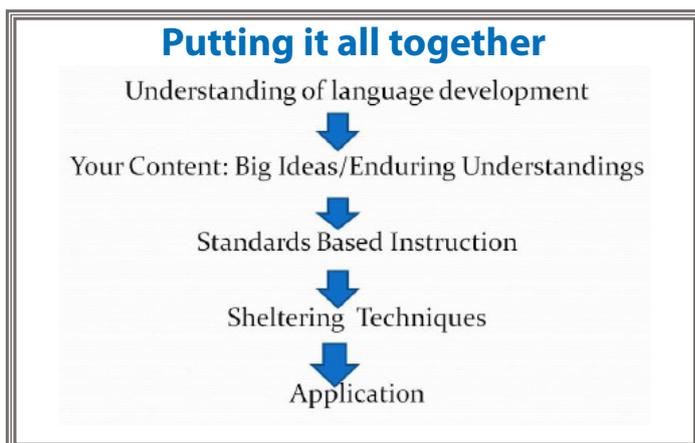
- Big ideas & essential knowledge - not necessarily specific facts
- The organizing framework for lesson planning in a standards-based approach to instruction
- The bottom line in content area instruction for second language learners

WHERE DO THEY COME FROM?

- The state of the art of any field
- National, state & district standards (though they may not be clearly stated)
- Curriculum guides, Informational books
- Your perceptions, perspectives, ideas & philosophies

HOW ARE THEY BEST EXPRESSED?

- Through complete sentences and statements
- You can say "I learned that..." in front of them
- You can provide examples



Adapting Activities for English Learners

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Adapting WILD and PLT Materials for a Linguistically Diverse Audience



This section provides ideas and sample materials that have been designed to address the needs of educators using Project WILD (WILD) and Project Learning Tree (PLT) activities with second language learners. The following supports the delivery of the activities to make them more comprehensible to all learners.

SOME IMPORTANT IDEAS FROM THE WILD AND PLT CURRICULA

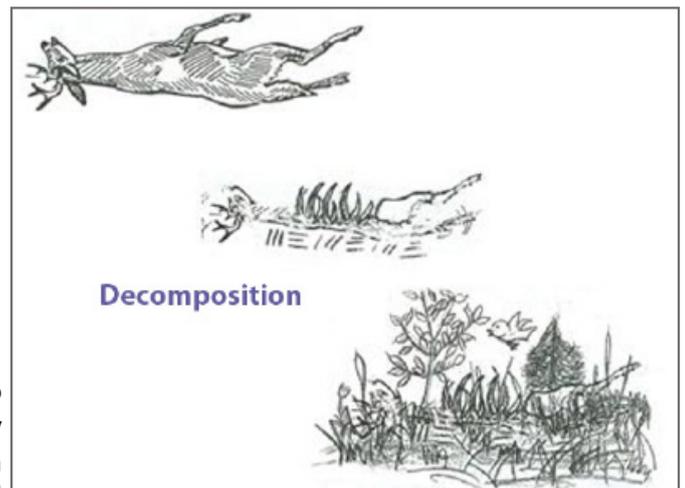
WILD and PLT activities reflect the following concepts fundamental to environmental education:

- All living things need food, water, shelter and space.
- Wildlife numbers and species composition are not static, but are constantly changing.
- Food webs illustrate some of the interrelationships of all living things.
- A population tends to increase in size until limited by one or more environmental factors.
- Loss and degradation of habitat are considered the greatest problems facing wildlife today.
- Climate and habitats influence species diversity.
- Natural resources include water, air, minerals, soil, fossil fuels and plant life, as well as aquatic and terrestrial wildlife.
- Organisms are both interdependent and dependent on or affected by nonliving things—the abiotic components of the earth.
- All humans consume products and thereby affect the availability of renewable and nonrenewable natural resources.
- Natural resources provide products of commercial value and for subsistence needs of humans.
- Natural resources can be conserved and managed.

VISUAL IMAGES THAT SUPPORT THE BASIC CONCEPTS

Second language learners benefit from being able to visualize concepts they are learning. For concrete objects this is relatively easy—take a picture of a tree or a wetland. It is more difficult to represent deeper concepts such as, the role that each part of a tree plays in its life cycle or the place of a wetland in the water cycle. Yet these are the really important ideas students should learn as a result of their instruction. For this reason, visual images have been developed to illustrate many of the concepts in the WILD/PLT materials. More will become available in future updates.

While these images can be helpful, it is important to remember that pictures don't automatically mean what they are supposed to represent. Connections must be made in instruction, such that, the image and concept become tied together. The visual image then remains to help students remember the concept.



The Text and Task Analysis Rubric for Evaluating Materials

The *Text and Task Analysis Rubric* was designed to help teachers judge the appropriateness of any instructional activity for a particular setting or group of students. The experienced teachers who created this rubric did so to assist their colleagues in meeting the needs of second language learners. Their goal being for all students to become able to participate successfully in a regular learning activities of the content curriculum.

With the rubric, activities or learning materials can be analyzed and assigned a rating in each of six dimensions. A simple, three-step scale is used: 'Level 1' for easy or easier; 'Level 2' for medium difficulty; 'Level 3' for difficult or harder. Generally, it is less burdensome to modify activities rated '1' or '2' than those rated '3'. The ratings—and therefore the amount of modification necessary for any activity—will vary depending on the age/grade level of the students, their prior experiences with the same topic, and where the lesson fits into the instructional sequence. Thus, the rating scale is not normative nor absolute. It is relative to a given group of learners, rather than based on a set of standard criteria.



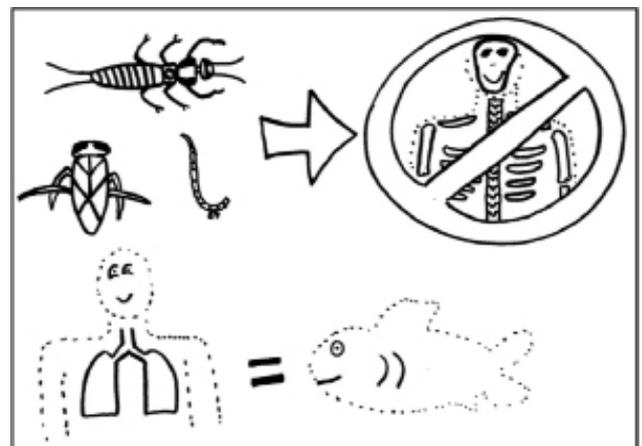
As teachers decide how to deliver the curriculum, they can use the rubric to assess activities and match them to time allocations and planning demands. For example, an activity that is rated as '1' or '2' for most dimensions will usually need less additional teacher preparation than one rated as mostly '2's and '3's. Note that while in some cases Level 3 activities might be inappropriate for beginning students, but they are precisely the kinds of activities that will move students forward in their academic and linguistic development and should definitely be included in the instructional sequence.

Adapting activities

- It takes conscious planning to adapt activities to make them accessible to second language learners
- Some activities are easier than others to adapt
- There are a number of dimensions in which an activity can be analyzed
- Having a sense of how much an activity needs to be modified is useful in determining if it is appropriate to use with a given group of second language learners

Reasons for using this rubric

The rubric form—the text and task analysis form—is on the next page. It is followed by the definition for each of the six dimensions of analysis—such as 'vocabulary' and 'reading requirements'. This is followed by the rubric itself, which is a guide to determining the rating numbers/levels. Then, the next two pages have Table 3 with suggestions for rating level-specific modifications that teachers can make so that activities are more comprehensible to and appropriate for a particular student group. Finally, an example is given of a completed form. The appendix includes several more such examples.



RUBRIC FOR EVALUATING MATERIALS FOR SECOND LANGUAGE LEARNERS' NEEDS

NAME OF ACTIVITY:

SOURCE:

Criteria	1	2	3	COMMENTS (Why did you rate it as you did?)
Vocabulary				
Higher Order Thinking Skills				
Reading Requirements				
Language Structure				
Language Requirements				
Background Knowledge / Schema				

RUBRIC FOR EVALUATING MATERIALS FOR SECOND LANGUAGE LEARNERS' NEEDS

ACTIVITY: How Plants Grow

SOURCE: Project Learning Tree – Activity 41

GRADE LEVEL: 4-8, variation K-2

CONTENT AREAS: Science, Math, Language Arts, Visual Arts

Criteria	1	2	3	COMMENTS
Vocabulary		X		Students should be pretty familiar with most of the vocabulary, seedling, test, needs, sunlight, water, soil, air, and space. Perhaps the word that will be the hardest is "control", but throughout the experiment they should be able to understand the meaning.
Higher Order Thinking		X		During this activity students will need to identify what factors "help" plants grow. Since they will actually be able to see this happen it should be pretty concrete, but there is still some reasoning involved. The students will conduct a test in which one of the needs will be eliminated and observed.
Interaction with Text – Reading requirements		X		The students will measure and record the growth and activity of each plant. Students will graph the growth of each plant and will be able to compare the graphs to see the differences.
Language Structure	X			The assessment used in this lesson involves drawing a series of pictures showing a plant under different environmental conditions. Students can use symbols to represent what the plant lacks.
Language Requirements	X			As stated under the language structure criteria students are able to "show" their understanding through the use of pictures and symbols.
Background Knowledge / Schema		X		Plants need sunlight, water, soil, air, and space in order to grow and be healthy. When plants do not receive the things they need to live and grow, they will either die or be stunted. Children should already know about the components needed for plants, but not necessarily know how each component affect the plant. Through observation of different test groups this will be easily identified.

POTENTIAL MODIFICATIONS: Use hands on experimentation to make content comprehensible. Demonstrate stages of growth for the plant. Develop vocabulary through the use of visuals. Constant review will allow students to develop the concepts. Also use cooperative learning - each group would have one plant in each of the 4 test categories so they could discuss changes within their group. Possibly introduce some language structures that would allow the students to explain how their plant grew and why or why not. (My plant (did, did not) grow because...) Students should be able to compare/contrast plants under different conditions. Illustrations need to be provided that give the phrases needed to identify effects of the different conditions. Students could work cooperatively to fill in Venn Diagrams and then provide fill in the blank (cloze) activities that ESL students can complete to compare their plants. Link what people need to survive to what plants need to survive. Talk about the lifecycle of a person (Maybe read *I'll Love You Forever* to help make the connection,) and how that may relate to the lifecycle of a plant.

RUBRIC FOR EVALUATING MATERIALS FOR SECOND LANGUAGE LEARNERS' NEEDS

ACTIVITY: What's for Dinner?

SOURCE: Project WILD

GRADE LEVEL: 5-8

Criteria	1	2	3	COMMENTS
Vocabulary	X			Requires little vocabulary development. Familiar content, concrete ideas, easy to represent through pictures.
Higher Order Thinking		X		Requires some higher order thinking and moderate amounts of reading. Activity is based on food eaten at home and then deciding on where food comes from.
Interaction with Text – Reading requirements		X		Make a list of foods and ingredients
Language Structure	X	X		This would be very basic with formation of sentences being, "Last night I ate". This would give ALL the students a pattern to follow
Language Requirements		X		Some speaking will be required for this lesson in order to describe what was eaten for dinner. Also the group will need to use language to figure out where that food item came from. Can indicate comprehension through gestures, pictures, etc.
Background Knowledge / Schema	X	X		Because this activity is based on what each child has eaten, the background knowledge will not need to be built. Children from different cultures may not know where certain items come from

POTENTIAL MODIFICATIONS: Have students work in groups of 3-4 students. Mixed groups of first and second language learners would be best so native speakers could help the ESL students. Teachers can prepare students with the understanding that food in different cultures varies and encourage students of different cultures to share food they typically eat at home. Many cultures will have food items that the group may not be able to identify. Parents could support students in their native language if they are given advanced notice about this lesson. (e.g. They could talk with their child about the food they eat during dinner that night, and where it comes from.) Teachers may need to conduct some research about some of the foods their students are likely to talk about. For example, a teacher might need to know the ingredients of tamales. (An educational assistant or parent that shares the culture of the students might help this lesson to move smoothly).

Considerations for rating educational materials and planning educational activities using the Text & Task Analysis Rubric

DIMENSIONS	DEFINITIONS AND CONSIDERATIONS
VOCABULARY	<p>What new words are taught in lesson? (for monolingual -English students?)</p> <p>What words do kids need to have to understand the new words/ concepts?</p> <p>Which words will be difficult?</p> <p>How will we teach these difficult words?</p>
HIGHER ORDER THINKING	<p>What is the level of abstractness.?</p> <p>What kind of reasoning skills are required? Are they part of the extensions or the main activity?</p> <p>Bloom's Taxonomy- analyze, summarize, infer, evaluate</p>
READING REQUIREMENTS	<p>How much reading is required by the activity? Will it be familiar text, from trade books, magazines or an academic text? Are there contextual clues within the reading material or is it pure text?</p>
LANGUAGE STRUCTURES	<p>Language Use/ English language structures – What kinds of grammatical structures do the activities require? What language do they already have in place?</p> <p>What language will need to be taught related to the content of this lesson / activity / reading?</p>
LANGUAGE PRODUCTION REQUIREMENTS	<p>Will students primarily be listening, speaking, reading or writing? Can they respond through gestures, answer chorally or do they have to come up with own responses based on their understandings either through speaking or writing? Are the production requirements integral to the activity or primarily for assessment purposes?</p>
BACKGROUND KNOWLEDGE – SCHEMA	<p>What background knowledge do they have to use to relate to concept/ content?</p> <p>How will we activate their background knowledge so the students will make connections?</p> <p>Do we have examples to help them connect?</p>

Use this TEXT & TASK ANALYSIS RUBRIC to evaluate materials for Second Language Learners

Note: Although the three step rating scale is applied relative to each particular instructional group, the specifications in this table are applicable to all combinations of instructional group and educational material or activity.

Criteria	1	2	3
Vocabulary	Requires little vocabulary development. Familiar content, concrete ideas – easy to represent through pictures	Requires some vocabulary development. Extension of a familiar topic	New content, abstract ideas. Requires extensive vocabulary development; sheltering, pictures, multiple exposure.
Density of the Activity - Higher Order Thinking	Requires limited to no high-order thinking - literal, recall.	Requires some high-order thinking - inferring.	Requires higher-order thinking skills – Synthesis.
Interaction with Text - Reading requirements	Activity involves limited amounts of reading with familiar content and many context clues, pictures, visuals, diagrams, etc.	Requires moderate amounts of reading of text with some context clues through visuals or diagrams.	Requires extensive reading of text without context clues.
Language Structures: Syntax, morphology, semantics	Simple sentences Language most children control	Simple sentences with some complexity. Some structures which students do not yet control independently	Complex sentences Complicated English language structures needed to successfully participate in the activity.
Language Production Requirements	Activity requires students to mostly listen with little speaking. Can indicate comprehension through gestures, pictures, etc.	The activity requires the student to produce dialogue that makes sense and read and write simple text.	The activity requires a high level of productive responses to reading tasks including extensive speaking and writing.
Background Knowledge/ Schema	Students have a large background on the subject based on prior knowledge and/or personal experience.	Students have some idea of the subject but there are gaps in the knowledge base.	Students' prior knowledge & schema for activity is negligible. Many connections and schema must be built.

SUGGESTED STRATEGIES BASED ON THE SCORING RESULTS OF THE TEXT AND TASK ANALYSIS RUBRIC

The greatest value in this rubric are the suggestions provided for modifying activities to make them more comprehensible. Once you have used the rubric to rate an activity across the five dimensions, you can use the charts below to help you decide what kinds of modifications might be necessary or useful as you plan the activity to include the needs of second language learners. There are suggestions for each aspect of the rubric and at each level of difficulty. This is not an exhaustive list—there is always more you can do. Remember these modifications will also benefit native English speakers who may lack the background knowledge and or literacy skills required by many of the PW / PLT materials. Consult Glossary, pp. 21-22, for unfamiliar terms and abbreviations.

DIMENSIONS	If the dimension is rated 1, you could	If the dimension is rated 2, you could	If the dimension is rated 3, you could
VOCABULARY	Synonyms, review vocabulary, demonstrate knowledge of vocabulary: oral, writing, Modified cloze activities.	Some sheltering of specific new vocabulary, some demonstration / role playing/ pictures/ hands-on objects, scaffolded instruction.	Sheltering through pictures, cognates, vocabulary in context, demonstration, role-play, hands-on items, small group cooperative activity, multiple exposure use of vocabulary in various contexts, scaffolded instruction.
HIGHER ORDER THINKING	May have to shelter some depending on student needs. Review vocabulary beforehand.	Modify presentation of ideas and text Introduce/ Review vocabulary in reading using visuals or realia. Spend time building background knowledge. Use of graphic organizers for high-level thinking activities. Use cooperative groups for activities. Teacher modeling of higher-level thinking skills. Support students through their Zone of Proximal Development by modeling higher order thinking skills such as literal, analytical, and interpreting questions.	This activity may be inappropriate for L2 learners in a mixed group with native English speakers. It would be better suited to a primary language lesson or a concept-focused lesson for only second language learners. If chosen follow steps for Level 2. Focus on essential learnings. Build background knowledge beforehand, spend a lot of time with visuals, realia, hands-on. Use cooperative groups (jigsaw, think-pair share, etc.)
READING REQUIREMENTS	Do shared reading instead of independent.	Use different learning modalities to respond to text (kinesthetic, artistic, etc.).	Find similar text that deals with the same key concepts at different reading levels. Modify reading materials to make them more accessible: Reduce the amount of text, chunk, and choose main ideas.

SUGESTED STRATEGIES, cont.

DIMENSIONS	If the dimension is rated 1, you could	If the dimension is rated 2, you could	If the dimension is rated 3, you could
LANGUAGE STRUCTURES	<p>Connect vocabulary to objects, pictures.</p> <p>Tie text to meaningful ideas.</p> <p>Limit the number of vocabulary items introduced.</p> <ul style="list-style-type: none"> * Work on simple phrases, present tense 	<p>Provide opportunities to build on prior knowledge.</p> <p>Connect visuals/text/simple definitions.</p> <p>Allow time for vocabulary development outside of the actual activity.</p> <p>Introduce/ Use model/ Review the structures</p> <p>Provide opportunity to practice - oral, writing, scaffolds, drama.</p>	<p>Do not choose for beginning English Language Learners without extensive modification. It would be better suited to a primary language lesson or a concept-focused lesson for only second language learners</p> <p>For intermediate and advanced students: Focus on communication of concepts – not “correctness”.</p> <p>Focus on structures needed to participate in the activities.</p> <p>Create framed sentences.</p> <p>Have L1 English students model and allow L2 students sufficient time to practice.</p>
LANGUAGE PRODUCTION REQUIREMENTS	<p>Allow students to demonstrate comprehension through non-verbal means.</p> <p>Ask questions that require one/two word answers.</p> <p>Encourage all attempts to respond:</p> <ul style="list-style-type: none"> * Continue to explain language with modeling and moving students physically through the task (TPR) * Use concrete objects and role playing 	<p>Determine the language structures needed to successfully participate in the activities. Allow for oral language practice outside of the actual activity in groups of second language learners.</p> <p>Use students’ experiences with the activity to build written expression skills.</p>	<p>This activity may be inappropriate for second language learners in a mixed group with native English speakers. It would be better suited to a primary language lesson or a concept-focused lesson for only second language learners.</p> <p>In addition to recommendations for activities rated 2, Provide opportunities for the development of high-order thinking skills through questioning techniques.</p> <p>Consistently use scaffolding techniques throughout the lesson, assisting and supporting student understanding.</p> <p>Provide language models through a “think aloud” strategy.</p>
BACKGROUND KNOWLEDGE – SCHEMA	<p>Refresh their memory.</p> <p>Activate prior knowledge through: shared journal entry, warm-up activity (e.g.- creation of a web)</p> <p>Viewing a video or oral reading</p> <ul style="list-style-type: none"> * Think Pair Share 	<p>Use graphic organizers to present information.</p> <p>Use examples that students are familiar with and then extend to new concepts. Ex: Opinion piece on WWII – begin with their opinions on school uniforms</p> <p>Look for those areas where students lack understanding and support with additional activities.</p> <p>KWL Survey</p>	<p>Explicitly link students background to text: Identify universal similarities between students’ background and new knowledge.</p> <p>Acknowledge and respect the different ideas and assumptions that are attributed to cultural variation.</p> <p>Use resources such as the internet, books, simulations, etc. to expand or highlight the aforementioned connection.</p>

Appendix

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Workshop Pages	26



Glossary

Terms commonly used (and misused) in relation to second language learners of English.

General terms about language development:

L1 First language, primary language

L2 Second language (For some students, English may be their 3rd language.)

Proficiency How well someone communicates with a language.

Terms used to describe students:

ELL English Language Learner

LEP Limited English Proficient Used in federal legislation. There are many objections to the term because of its deficit orientation.

FEP Fully English Proficient

NEP Non English Proficient

Bilingual A person who speaks two languages. (Sometimes incorrectly applied to students who are monolingual in a language other than English.)

Monolingual A person who only speaks one language. (Sometimes used to refer to students who don't speak English, but then not also applied to native English speakers who are speak only one language.)

Terms and acronyms applied to programs:

Bilingual Program A program that uses both English and another language for instruction. (Sometimes used misused for any program that serves students who don't speak English.)

ESL English as a Second Language Instruction in English that is specifically designed for second language learners. A part of all good programs for second language learners, whether bilingual or all-English.

Immersion A program in which students are totally immersed in the language of instruction. The strategies used are specifically designed for second language learners.

Sheltered A term used for both a set of strategies and a content instruction program that is modified to make it understandable to second language learners.

Submersion The 'sink or swim' approach. Students are placed in all-English instruction with native

English speakers No modifications are made to meet their needs as second language learners.

Dual Language A specialized bilingual program that includes both second language learners and native English speakers learning through both languages. Also called dual immersion.

Other terms related to instruction:

Realia A fancy word for 'stuff'. Actual objects that students can touch and manipulate.

Cloze Procedure/Activity A means of assessing comprehension and word knowledge. Students fill in words in a text that have been replaced with blank spaces. (e.g., "The ___ got stuck ___ the tree.")

Jigsaw A cooperative learning structure in which different expert groups of students each learn about one aspect of a topic. Then they form new groups in a jigsaw composed of one person from each expert group. Each person shares their part so that all students can learn about all the aspects of the topic.

Think-Pair-Share A cooperative learning structure. The entire group is given a question to think about silently. Then students join in pairs to report their answers to each other. Then pairs share with other pairs or with the entire class. This provides more students opportunity to talk in a more risk free environment.

Zone of Proximal Development A term related to cognitive development based on the idea that learning takes place just beyond what we already know. Learning is facilitated by interaction with others who are more knowledgeable about the topic.

Scaffolded Instruction Refers to instruction that has extra built-in supports such as visuals, hands-on experiences, and models to help students understand the concepts. Like scaffolds on a building under construction, these strategies can provide additional support during the learning process, but can eventually be removed when concepts are well understood.

Think Aloud This literally means saying out loud what you are thinking as you complete a task or solve a problem. This strategy can be used by teachers to model the thinking process and to assess students' understanding of a topic.

Higher Order Thinking Levels of thinking that are more abstract than recall and retell. Includes synthesis, analysis, evaluation, interpretation, and making inferences.

KWL Chart K = What we Know.

W = What we Want to Learn

L = What we Learned

This is an activity used to begin and end a unit of study. Students create a chart that is added to during the unit. Allows teachers to tap into background knowledge. Lets students pose their own questions and compare what they have learned with their initial understandings.

Big Idea Important ideas that frame what students should learn as a result of instruction. For example *All living things adapt to their physical environment*. A part of curriculum planning.

Working with Linguistically Diverse Population: Selected Resources

Commins & Miramontes (2005) *Linguistic Diversity & Teaching*. Lawrence Erlbaum.

Echevarria, Jana; Vogt, MaryEllen, & Short, Deborah H. (2007) *Making Content Comprehensible for English Language Learners: The SIOP Model*. 3rd Edition. Boston: Allyn & Bacon

Freeman, D.E. and Freeman, Y.S (2001) *Between Worlds: Access to Second Language Acquisition* 2nd Edition. Portsmouth NH: Heinemann.

Gibbons, Paula (2002) *Scaffolding Language, Scaffolding Learning Teaching Second Language Learners in the Mainstream Classroom* Heinemann

Gottlieb, M. (2006) *Assessing English Language Learners: Bridges from Language Proficiency to Academic Achievement* Thousand Oaks, CA: Corwin Press

Goudvis, A. & Harvey, S. (2006) *Reading the World: Content Comprehension with Linguistically Diverse Learners* (Professional Development DVDs). Portland ME: Stenhouse

Hamayan, E. & Freeman, R. Eds. (2011) *English Language Learners at School: A Guide for Administrators* 2nd Edition. Philadelphia: Caslon Publishing

Harvey, Stephanie & Goudvis, Anne (2007) *Strategies That Work: Teaching Comprehension to Enhance Understanding*. 2nd Edition. York, Maine: Stenhouse

Herrell, Adrienne & Jordan, Michael (2011) *Fifty Strategies for Teaching English Language Learners* 4th Edition. Boston: Allyn & Bacon

Johnson, Allan G (2006) *Privilege, Power and Difference*. Boston: McGraw Hill

Laternau, J (2002) *Standards Based Instruction for English Language Learners* Pacific Resources for Education and Learning www.prel.org

Miramontes, Ofelia; Nadeau, Adel & Commins, Nancy (2011) *Restructuring Schools for Linguistic Diversity: Linking Decision Making to Effective Programs* 2nd Edition. New York: Teachers College Press

Nieto, Sonia (2009) *The Light in Their Eyes: Creating Multicultural Learning Communities* 10th Anniversary Edition. Multicultural Education Series. New York: Teachers College Press.

Tomlinson, Carol Ann (2004) *How to Differentiate Instruction in Mixed Ability Classrooms* 2nd Edition Prentice Hall.

Tomlinson, Carol Ann (1999) *The Differentiated Classroom: Responding to the Needs of All Learners*. Alexandria, VA: Association.

Tomlinson, C. A. & McTighe, J. (2006) *Integrating Differentiated Instruction & Understanding by Design: Connecting Content & Kids*. Alexandria, VA: Association for Supervision & Curriculum Development

IN YOUR SMALL GROUPS:

- Find at least 4 or 5 activities that address your group's Big Idea.
 - Use this form to rate the activities along each dimension of the Text & Task Analysis Matrix.
- Indicate in the comments section why you gave the ratings you did.

TOPIC / BIG IDEA:

Name of Activity	Page	Vocab	HOTS	Text	Structures	Production	BK Schema	COMMENTS

Group Work:(by Grade level, School, Interests)

- Identify a Big Idea
- Select 3-4 activities from the manuals at the big idea
- Choose 1 activity to present
- Apply Rubric
 - Identify key vocabulary/concepts
 - Create visual images
 - Describe modifications along the 6 dimensions of the rubric
 - Identify potential language objectives
 - If, time identify literacy connections

I need my schema
to make connections.



This reminds me of

I know how the
character feels because:



When I read, I can
make connections to
my schema.

Making connections helps
us understand the text.



Colorado Parks and Wildlife

6060 Broadway

Denver, CO 80216

wildlife.state.co.us/education