

Video Transcript

Part 3 Tutorial: Scaffolding English Learners' Academic and Language Development

Hi, I'm Pam Spycher from WestEd, and I'll be your guide for this tutorial.

In module 1, you learned about the *planned scaffolding* that teachers prepare in advance of instruction. This planned scaffolding includes intentionally building on what students already know or are able to do, choosing texts carefully and using them strategically, providing a variety of collaborative grouping processes, constructing good questions that promote critical thinking and extended discourse, or providing students with language models, such as sentence frames.

This planned scaffolding allows teachers to provide *just-in-time* scaffolding during instruction, which flexibly attends to students' needs as they interact with content and language. Examples of this type of scaffolding include: prompting a student to elaborate on a response to extend his or her language use and thinking, paraphrasing a student's response and including target academic language as a model, or adjusting instruction on the spot.

English learners' progress in developing content knowledge and English are best evaluated with intentional, appropriate, and valid assessment tools that take into account students' English language proficiency levels and cultural backgrounds. This includes being careful about comparing English learners' progress to that of native English speakers and also making sure we take a look at how English learners are progressing in comparison to their language peers.

In this module, you'll see that there's a strong focus on short cycle assessment, that is the minute-by-minute, daily, and weekly formative assessment practices that teachers need to constantly engage in.

These short cycle formative assessment practices include observing students' when they engage in a collaborative conversation or examining their writing – all through the lens of the ELD Standards and then adjusting instruction and providing students with support in a timely manner.

Throughout the school day and across the disciplines, English learners *learn to use English* as they simultaneously learn content knowledge *through English*. They develop English primarily through meaningful interactions with others and through intellectually-rich content, texts, and tasks — interpreting and discussing literary and informational texts; writing (both collaboratively and independently) a variety of

different texts types; or justifying their opinions by persuading others with relevant evidence, for example. Through these rich activities, English learners strengthen their abilities to use English successfully in school while also developing critical content knowledge through English.

In addition to *learning English* and *learning through English*, English learners also need to learn *about English*, in other words, how English works to communicate particular meanings in different ways, based on discipline, topic, audience, task, and purpose. This is why *language awareness* – or the conscious knowledge about language and how it works to make meaning – is prominently featured in the California ELD Standards.

Through the development of language awareness, English learners gain an understanding of how they might adjust their own language use and select particular language resources based on audience, discipline, topic, and task. This gives them a wider range of language resources to draw upon when making meaning, and it enables them to make informed choices about using English. These understandings about how English works to make meaning in different contexts are important for all students, but they are critical for English learners, many of whom rely on school experiences to develop the types of academic English necessary for success in school and beyond.

Finally, bringing all of these values to life in classrooms is going to be very difficult if we try to do it alone. The work we're engaging in to achieve California's vision for all English learners is going to require a lot of collaboration, and we're going to need to share the responsibility of achieving the vision. You're going to learn more about this shared responsibility in Unit 6.

That was a lot of information. Please pause this video and take a moment to think about how this new learning relates to what you already know, as well as any potential challenges and opportunities you see. Jot down some ideas or just share what you find with a colleague nearby.