

Scaffolding Instruction for LEP Students



Presenters:

Vicky Brioso & Vivian Suarez

Bilingual/Foreign Language/ESOL Department

Broward County Public Schools Statistics

(March 2005)



275,525 students
Total Enrollment

**Foreign Born Student
Enrollment**
43,270

54 Languages
167 Countries

Broward County Public Schools

(March 2005)



LEP Student Enrollment
36,325 (13%)

Spanish	16,526
Haitian-Creole	6,966
Portuguese	1,202

The background of the slide is a warm, golden-brown color with a pattern of stylized, overlapping autumn leaves. The leaves are rendered in various shades of brown and gold, creating a textured, organic feel. The main text is centered and written in a large, bold, serif font with a slight shadow effect.

Get off the road and create our own paths to literacy....

A difficult piece of the journey is finding your own path as well as finding those people who want to create this path with you.

Types of Readers

“I Can’t”	Have a list of reasons why they can’t read right now.
“I Don’t Know”	Do not know that reading is supposed to make sense, can’t make connections to text.
“I’d Rather”	Would always rather do something else other than reading.
“I Don’t Care”	Rather than admitting they don’t know or risk failure, they often state that they don’t care.

A1
and
A2



How Long Does It Take LEP Students To Master Different Aspects of Proficiency?

Basic

Interpersonal

Communicative

Skills

Cognitive

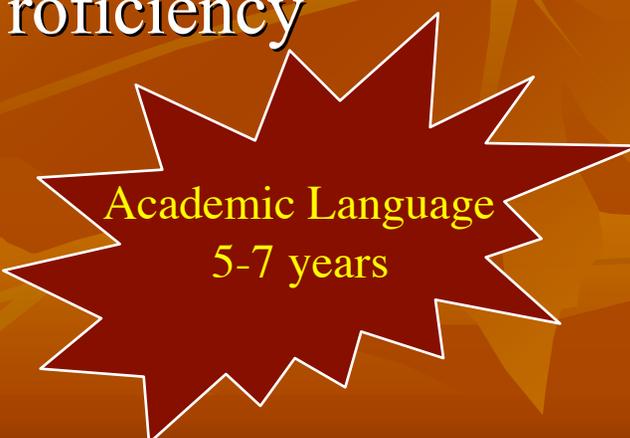
Academic

Language

Proficiency



Social Language
2 years



Academic Language
5-7 years

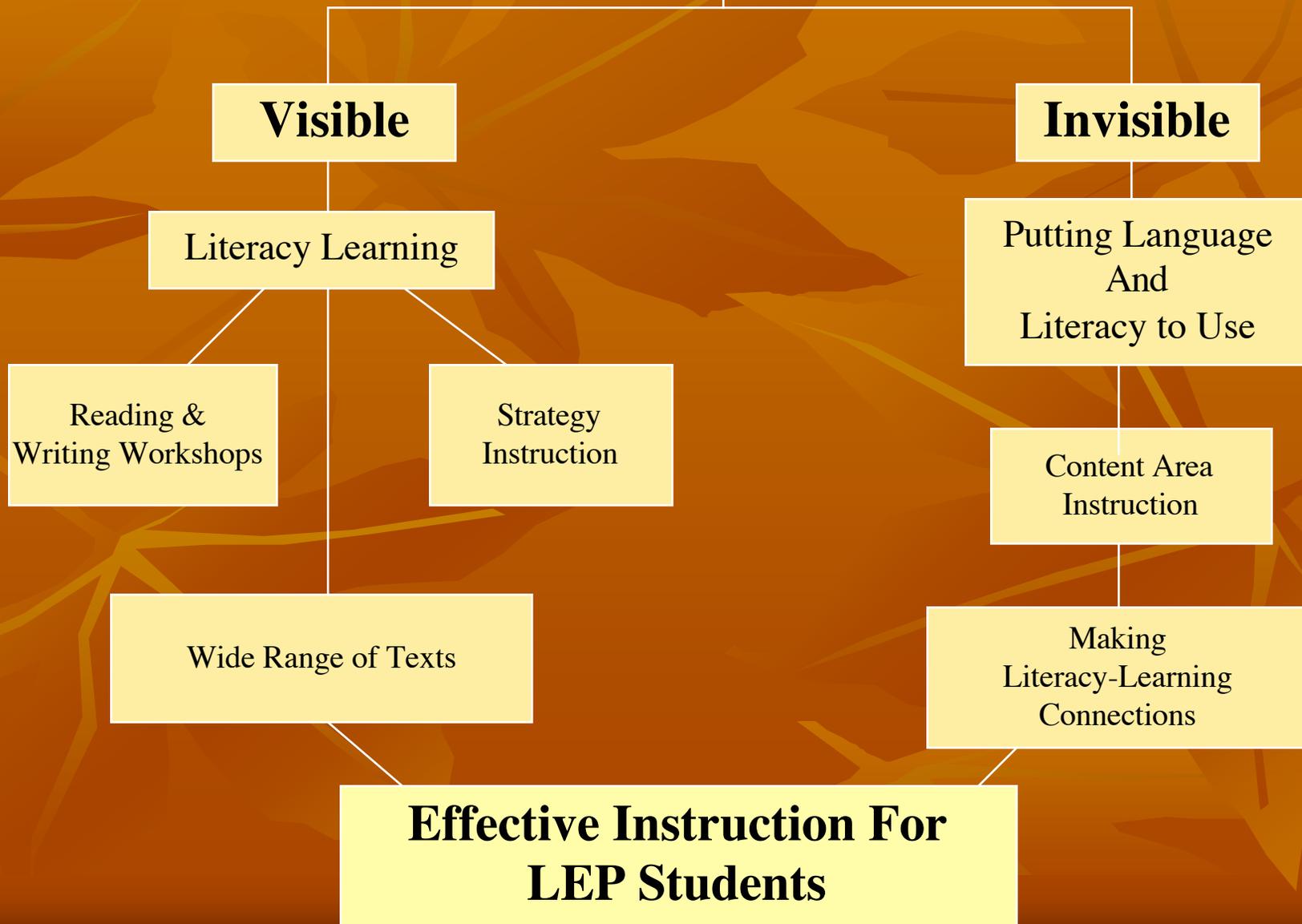
What are the characteristics of effective classroom instruction for LEP students?

Effective instruction--whether in mainstreamed or pull-out classes--simultaneously promotes:

- Language
- Cognition
- Content mastery

From Kids Come in All Languages: Reading Instruction for ESL Students, Spangenberg-Urbschat, K., & Pritchard, R.

Exemplary Literacy Programs

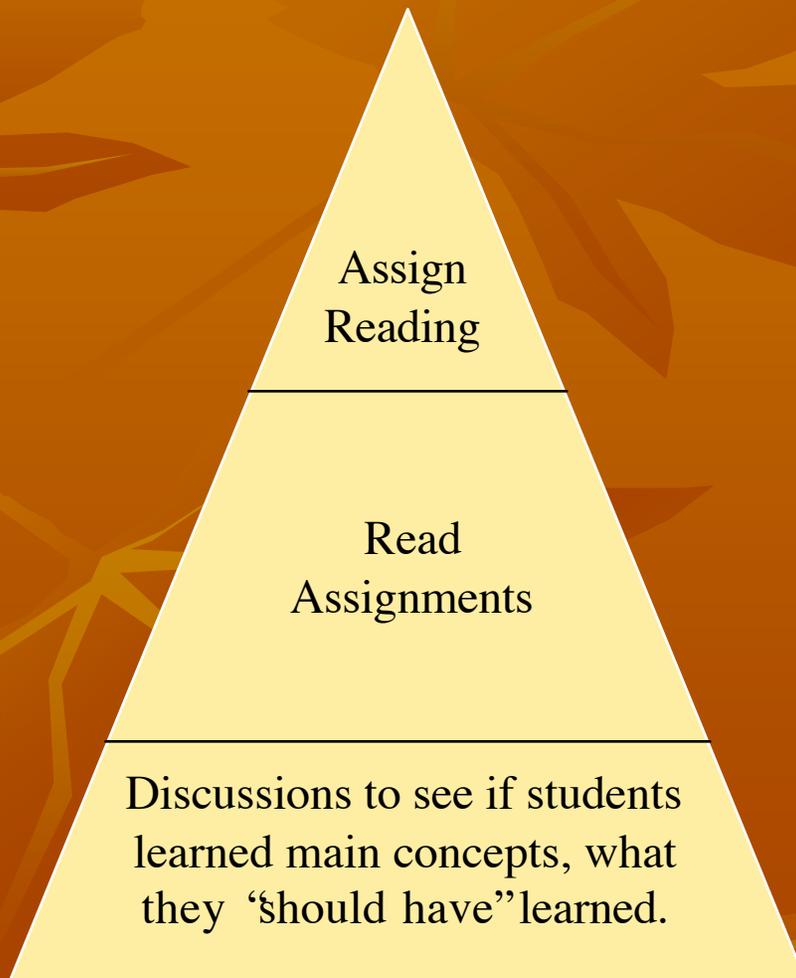


“If teachers are going to make the process of reading visible, they can’t sit safely at the edge. As older, more experienced readers, they have an obligation to talk aloud about groping for understanding or reaching for a genuine reading.”

Dennie Palmer Wolf

B-D-A Lesson Format

Traditional Format



Active Engagement Format

Activate & build prior knowledge
Introduce vocabulary/new concepts

Make predictions

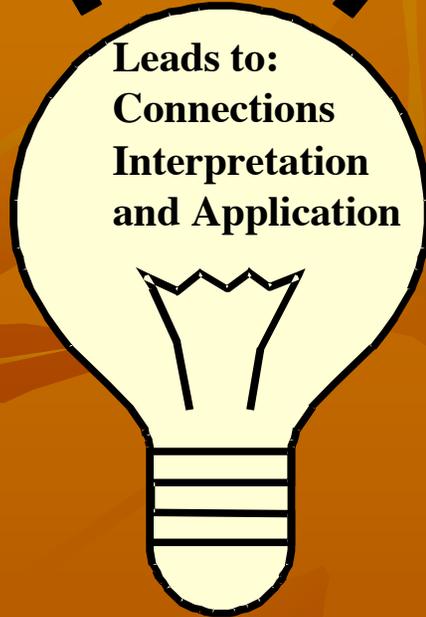
Raise questions (Bloom’s
Taxonomy)

Set purpose

Guide ACTIVE Reading

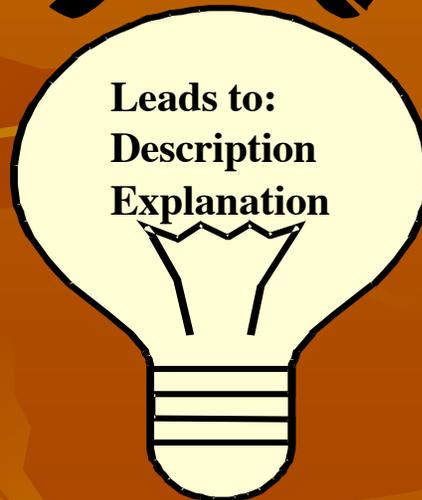
Clarify, Reinforce, and
Extend knowledge

Much

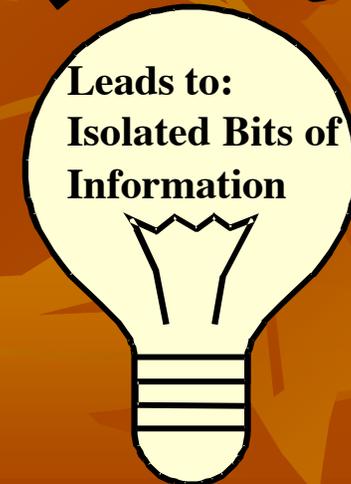


**Factoring in Prior Knowledge
and Background Experience of
of LEP Students**

Some



Little



Text Features as Tools for Learning

- Bold Print
- Italics
- Titles
- Headings
- Labels
- Captions
- Bullets
- Fact Boxes
- Glossary
- Diagrams
- Flow Diagrams
- Photographs
- Tables
- Graphs
- Timelines
- Maps
- Table of Contents
- Index

La Cucaracha



Recently voted the most despised creatures in America, cockroaches edged out snakes and spiders to stand alone at the top of the national blacklist. No one likes them, but almost everyone has or has had them as roommates. Roaches don't wait for formal invitations but continue to move into our homes where they behave oafishly. Frisking on kitchen counters and dangling from ceilings are bad enough, but they eat our food, too, and insist on making appearances when company is present, an inopportune time to end their little playful game of hide and seek. But the most flagrant offense is an unyielding refusal to leave after we make it clear we long for their departure by shrieking at them, performing a Flamenco as they skitter across the floor, swatting them, spraying them, bombing them, seducing them into roach motels, and finally calling in professional hitmen.



La Cucaracha Lesson Framework

Before	During	After
<ul style="list-style-type: none">•Predict	<ul style="list-style-type: none">•Clarify Vocabulary•Visualize	<ul style="list-style-type: none">•Ask a Teacher-Like Question•Summarize

Reciprocal Reading



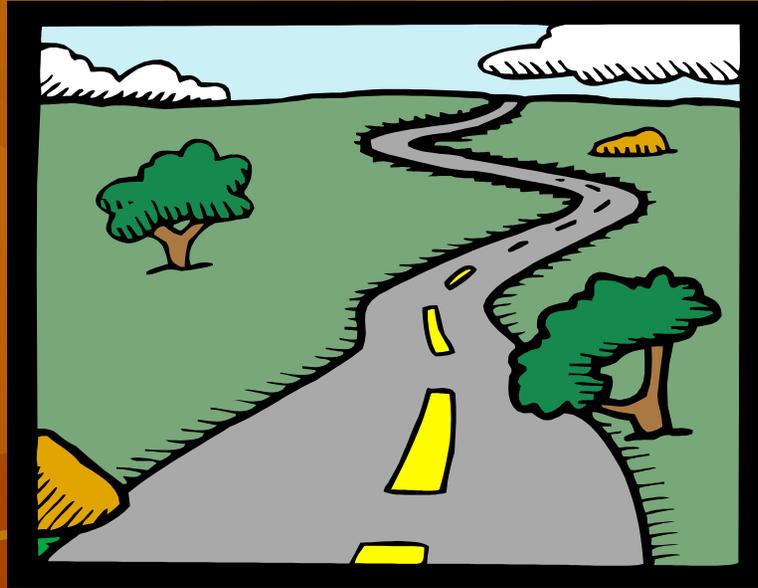
Reading Comprehension involves effectively using the following strategies:

- making use of prior knowledge;
- answering and generating questions;
- monitoring comprehension;
- recognizing story structure;
- summarizing, and
- using graphic organizers.

Effective Classrooms

- Identify and plan objectives based on the language demands of the content course.
- Involve students in authentic reading and writing experiences.
- Tap, focus, and build on students' background knowledge and experiences.
- Provide meaningful content for *all* students.
- Promote oral interaction and extend academic talk.
- Develop academic vocabulary through meaningful word study rather than word memorization.
- Model effective strategies and provide ample practice for students.

Guiding LEP Students Toward A Path of Success



If you don't lead them, who will?

Vicky Brioso & Vivian Suarez

**Bilingual/Foreign Language/ESOL
Education Department**

754-321-2965

