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Breaking Through: Effective Instruction & Assessment for Reaching English Learners

By Margarita Calderón (Editor)

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Study Guide

This study guide is a companion to the book *Breaking Through: Effective Instruction & Assessment for Reaching English Learners*, edited by Margarita Calderón (Editor). *Breaking Though* provides K–12 educators with a whole-school approach to helping English learners achieve academically as they learn English. It is the eighth book in the Leading Edge™ series, which invites education authorities from around the globe to confront an important issue that profoundly affects teachers and administrators, and therefore student success.

This guide is arranged by chapter, enabling readers to either work their way through the entire book or to focus on the specific topics addressed in a particular chapter. It can be used by individuals, small groups, or by an entire team to identify key points, raise questions for consideration, assess conditions in a particular school or district, and suggest steps that might be taken to promote a healthy school culture.

We thank you for your interest in this book, and we hope this guide is a useful tool in your efforts to create a healthy culture in your school or district.

Chapter 1

Why We Need a New Way of Schooling Language-Minority Children

Margarita Calderón

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1. Explain the "push-in" and "pull-out" approaches for providing services to English

    language learner students. Why are they ineffective?

2. Why is oral production key to ELs' success?

3. What effect do challenging standards and expectations have on education practices and

    student achievement?

4. What criteria do the Learning Forward standards stress for teachers and teacher leaders?

5. Why do ELs have double the work of traditional students?

6. What are some of the reasons ELs do not progress academically?

7. Identify the four types of ELs mentioned in the chapter. How should each EL's unique

    needs be addressed?

8. What role does vocabulary instruction play in instructional intervention?

9. What reading strategies can content teachers use to help ELs improve in language,

    reading, and content knowledge?

10. Why is writing the most difficult domain for ELs and their high school teachers?

Chapter 2

Effective Whole-School Teaching for English Learners

Robert E. Slavin

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1. Why have dual-language programs been difficult to put into practice?

2. What four things should teachers of ELs do in daily instruction?

3. What are common mistakes teachers make when instructing ELs? How can those

    mistakes be avoided?

4. How can educators maximize on opportunities to reinforce key concepts?

5. Why is feedback one of the most important principles critical to students' success?

6. How can educators maximize opportunities to verbally describe and hear feedback?

7. How can educators maximize students' opportunities to gain metacognitive skills?

8. Why has the Success for All program been particularly successful in schools?

9. What four points should the process of forming a plan for professional development

    emphasize?

Chapter 3

Research on English Learner Instruction

Claude Goldenberg

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1. What features lead to the effective teaching of ELs?

2. How do effective EL programs compare to programs aimed at students in general?

3. Why does the goal of improving reading comprehension for ELs instructed in English appear elusive?

4. What can teachers do to help ELs who are developing their English skills as they simultaneously learn advanced academic content and skills in English?

5. Identify some of the supports that have been proposed for instructing ELs. How do they benefit ELs? What is the problem with utilizing these supports?

6. Why do ELs need early opportunities to develop proficiency in English?

7. What are the benefits of reading instruction in the home language?

8. What are the effects of home language instruction on English achievement?

9. How can home language instruction support learning in English instructional environments?

Chapter 4

Whole-School Approaches to Academic Language Proficiency Among English

Learners

Jim Cummins

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1. Describe the characteristics of linguistically segregated schools.

2. When do second-language learners whose home language is different from the dominant language typically acquire conversational fluency?

3. What are the differences in acquisition trajectories between BICS and CALP?

4. What are the characteristics of academic language?

5. What are the benefits of conducting an intellectual assessment?

6. What is *learning in the challenge zone*?

7. Why is it unrealistic to expect ELs to transition to mainstream English-medium programs after one year of immersion in English-only programs?

8. Why must the promotion of literacy engagement be a primary component in educational efforts to promote reading achievement?

9. How does the affirmation of minority students' identity affect student achievement?

Chapter 5

Educating English Learners: An Integrated Perspective

Sarah Capitelli, Laura Alvarez, and

Guadalupe Valdés

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1. What concerns did the One-on-One English experiment seek to address?

2. How do educators determine what academic language is?

3. During the One-on-One English experiment, why didn't students master linguistic

    structures in a sequential manner?

4. What factors were crucial to the success of the affordances that were available to the

    students in the experiment?

5. What role does conversational or everyday language play in school learning?

6. How do oral and written language overlap in academic contexts?

7. What three types of classroom communication are highlighted by an integrated

    perspective?

Chapter 6

Effective Teaching for ELs and All Students: Vocabulary, Reading, and Writing Within All Subjects

Liliana Minaya-Rowe

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1. How are North American schools shifting education to address the current trend of globalization?

2. What are the main concerns of school improvement? What role do administrators play in school improvement?

3. What are the foundational skills for academic English proficiency?

4. What linguistic levels does academic language span?

5. Compare and contrast *depth of word knowledge* and *breadth of word knowledge*? What role does each play in vocabulary mastery?

6. According to Isabel Beck and her colleagues Margaret McKeown and Linda Kucan, what are three ways teachers can work with their students to improve vocabulary?

7. What are the differences between Tier 1, Tier 2, and Tier 3 words? What vocabulary skills do ELs learn at each tier?

8. How do content teachers become reading and writing teachers?

Chapter 7

Teaching Science With English Language and Literacy

Okhee Lee

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1. Why is the integration of academic learning and English proficiency necessary?

2. What problems emerge from the conceptualization of content-area instruction and

    ESOL/ESL/bilingual education as separate domains?

3. Why have some teachers been unwilling to participate in ESOL-related professional

    development opportunities?

4. What is literacy development?

5. What strategies can effective science teachers use to incorporate reading and writing

    strategies in their instruction?

6. What are the characteristics of effective teachers?

7. What are discourse strategies? When should they be used?

8. What is the difference between home language instruction and home language support?

9. How does culture influence students' classroom interactions?

10. Why are funding agencies increasingly supporting research and development in science

    education for ELs?

Chapter 8

Linking Literacy to Content in Preschool Math, Science, and Social Science

Maria N. Trejo

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1. In what ways do students benefit from attending high-quality early care and education programs?

2. Why are ELs less likely to attend preschool?

3. What are the advantages of early exposure to comprehensive instruction?

4. Why do some teachers shy away from teaching core content areas? How can comprehensible input strategies be helpful to these teachers?

5. Identify the steps in the Five-Step Process?

6. How do observation and science inquiry experiences expose children to new vocabulary?

7. Why are social-emotional qualities essential to learning at any age?

8. What percentage of students enters kindergarten without the skills needed to succeed in school?

9. What are the preK–12 data analysis and probability standards?

10. What five recommendations does David Stewart make for teaching science to ELs and other children?

Chapter 9

Common Instructional Assessment for English Learners: A Whole-School Effort

Margo Gottlieb

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1. What are the benefits to stakeholders of common instructional assessment for English learners?

2. What are some applications of culturally responsive teaching to instructional assessment?

3. How can schools prepare for culturally responsive education?

4. What are the four forms of assessment? How should they be used?

5. When considering instructional assessment, what student characteristics should teachers be aware of?

6. How is the complexity of assessment for ELs compounded by culture?

7. What four traits do effective schools serving ELs possess?

8. What are the benefits of data from common instructional assessment?

Chapter 10

Response to Intervention for English Learners

Alba A. Ortiz

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1. What factors hinder general education teachers' ability to distinguish students whose academic performance is a result of limited English proficiency from those with disabilities?

2. What common elements do all RTI models for ELs share?

3. What are the characteristics of a school climate conducive to RTI?

4. How can principals and other campus administrators ensure the success of ELs?

5. How can educators develop a shared knowledge base about ELs?

6. What are the disadvantages of English-only instruction?

7. Why should teachers document attempts to resolve learning difficulties?

8. What are the characteristics of instruction conducive to ELs success?

9. What purpose do language assessment data serve?

10. When should EL students be exited from RTI?

11. What are recommended problem-solving approaches for ELs?

Chapter 11

Leadership Matters for Learning English and Learning in English

Elena Izquierdo

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1. What issues compromise the effectiveness of intervention models?

2. What program decisions are made at the district level?

3. Why do challenges increase for students as they transition from elementary to middle
    school and middle to high school?

4. What obstacles at the local team level prevent the education of ELs?

5. How does a child's loss of the ability to speak and continue learning in his or her home
    language affect family ties?

6. What orientations is language policy embedded in?

7. How can school leaders develop a whole-school platform that is open to the affective,
    linguistic, cognitive and sociocultural needs of its ELs?

Chapter 12

Building Communities of Practice in Linguistically and Culturally Diverse School Districts

Barbara D. Acosta, Kristina Anstrom, and Charlene Rivera

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1. What are the benefits of using communities of practice to facilitate change?

2. How do culturally diverse neighborhoods affect communities of practice?

3. What is the Promoting Excellence Appraisal System (PEAS) framework?

4. Why is it helpful to regard organizational change as a "splash and ripple?"

5. How does the PEAS process begin?

6. What are *Promoting Excellence Guiding Principles*? What are the seven dimensions that make up the practice?

7. What is one means for holding all educators responsible for closing the achievement gap?

8. How can ELs' educational needs be integrated into district- or schoolwide planning and decision making?

9. How can the PEAS framework be applied to schools?

10. Why are PLCs at the district and school levels critical to facilitating buy-in for reforms?

Chapter 13

Implementing the Change

Margarita Calderón and Joel Gómez

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1. What are the roadblocks that prevent successful education of ELs?

2. Why are follow-up activities needed at the school site?

3. How do schools diminish professional development on EL instruction?

4. How does coaching help change the culture of teaching and learning?

5. How can teachers be trained to teach vocabulary during professional development?

6. How can coaches and administrators be trained to support ELs through writing during professional development?

7. How can teachers learn to consolidate language, literacy, and subject matter knowledge during professional development?

8. How can coaches and administrators learn to consolidate language, literacy, and subject matter knowledge during professional development?

9. What other factors enable quality instruction?