

**Scaffolding: The Path to College and Careers
Great Valley Writing Project
CSU Stanislaus**

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The purpose of this presentation is to prepare teachers with the strategies for scaffolding language and knowledge with English Learners, and secondly to demonstrate that scaffolding is the path to future success in college and careers.

I do.

We do.

You do.

Objective

To create multiple ways of scaffolding complex texts with ELLs

To learn NEW processes to use in the class tomorrow

To create linkages between content and technology

Introduction

Bike Analogy, ELLs, and Scaffolding

<http://blog.readingapprenticeship.org/>

Susan Kinney, April 2, 2011 *Bicycle riding and Scaffold Schema*

<http://blog.readingapprenticeship.org/2011/04/02/bicycle-riding-and-scaffolding-schema/>.



What is scaffolding?

Scaffolding, a term coined by Wood, Bruner, & Ross (1976) applies to *Structuring strategies to make content comprehensible for students. It is especially useful for English learners as the content is broken down manageable chunks to enhance understanding (Roe & Wink, 2012).*

Garrett scaffolds Writer's Workshop

<http://www.youtube.com/watch?v=INhbW2Ymk3I>

Remember to **Zoom In**.

Scaffolding is derived from the Vygotskian notion of the Zone of Proximal Development. What is the **Zone of Proximal Development**?

...the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers
(Vygotsky, 1986, p. 86; as cited in Wink & Putney, 2002, p. 86).



What the child can do in cooperation today, he/she can do alone tomorrow. Therefore the only good kind instruction is that which marches ahead of development and leads it
(Vygotsky, 1986, p 188; cited in Wink & Putney, 2002, p. 111).

4 ITS

The teacher does IT.
The class does IT.
The group does IT.
The student does IT.

How do I do it with complex texts?

First, example: Scaffold to Literacy Engagement Framework (2009) by James Cummins (See Resources.).

http://www.joanwink.com/scheditems/JCummins-literacy_engagement1209.pdf

http://www.joanwink.com/cp4/cp4_pgs188-191.php

<http://www.joanwink.com/cp4/Insert5-7-UA05001.jpg>

Related resources for participants:

•a), a presentation on scaffolding, TESOL 2012

http://www.joanwink.com/scheditems/TESOL_2012_Scaffolding_Presentation.pdf

•b), the participants' handout

http://www.joanwink.com/scheditems/Scaffold_handout_TESOL_2012.pdf

•c), TESOL Participants' Contributions for HOW TO SCAFFOLD

<http://www.joanwink.com/scheditems/TESOL2012-Comments.pdf>

Participants: Individually/pairs scaffold for us one challenging idea.

Second example, *Comprehending and Comprehension*

http://www.joanwink.com/cp3/cp3_pg137.php

Text:

•*Scaffolding Complex Texts: Volume of Text Matters*, Elfrieda H. Hiebert, July 30, 2012

<http://textproject.org/frankly-freddy/scaffolding-complex-text-volume-of-text-matters/>

Or

•*I Wouldn't Choose It, but I don't Regret Reading: Scaffolding Engagement With Complex Texts* Lisa Simon

<http://onlinelibrary.wiley.com/doi/10.1598/JAAL.52.2.4/abstract>

Or

•*Turning Dependent into Independent Readers* Mark Pennington, August 1, 2012,

<http://penningtonpublishing.com/blog/reading/turning-dependent-into-independent-readers/>

What is TPR?

TPR (Total Physical Response)

What is TPR – how do I do it?

In TPR for English Language Learners, the instructor uses physical and fun movements to demonstrate the meaning of very specific words, which early language learners need

immediately. It follows the scaffolding process of: **I do, We do, You do**. The method has been used in multiple ways in foreign language teaching for years. The goal is to teach language. We often refer to this as *conversational language*, previously known as *BICS*.

TPR, James Asher, the originator of the concept.

An example for early language learners:

ESL Cafe

<http://www.eslcafe.com/idea/index.cgi?display:913702275-1928.txt>

Participants teach each other with TPR.

7 Steps to TPR

Colorincolorado.org

<http://www.colorincolorado.org/educators/content/oral/>

Trip to the zoo lesson

A New Note About TPR from James Asher 2012

<http://www.tpr-world.com/A%20New%20Note%20About%20TPR.pdf>

However, our goal is language and content: *Academic Language*.

<http://www.youtube.com/watch?v=Uz2Vnp5ZW4c&feature=share>

Did you learn any Chinese?

Did you learn?

Chinese words

Egg 鸡蛋 (ji-dan) flat and falling tones with stress on 2nd character

Bowl 碗 (wan) falling and raising tones

Bottle 瓶 (ping) raising tones

TPR, other examples

<http://www.youtube.com/watch?v=DyGWp2nKiiY&feature=related>, Chinese

<http://www.youtube.com/watch?v=tJrGaOF-bOw&feature=related>, Greek

Meaningful, purposeful, relevant, respectful

From TPR to TPRS

TPRS (Teaching Proficiency Through Reading and Storytelling) emphasizes a natural acquisition of language through storytelling.




What is TPRS – how do we do it?

UCLA (http://lmp.ucla.edu/k-12/tools_tprs.aspx) answers the question:

Establish meaning with language.
 Reinforce the structures by “asking” a story.
 Reiterate content by reading/discussing a similar story.

Ron Grisham adapts Susan Gross (2007) and answers the same question.
 Meaning of language (use TPR)
 Create a story–act out the story together
 Read

TPRS - Teaching Proficiency through Reading and Storytelling

1	2	3
		
<p>Establish meaning - vocabulary</p>	<p>Create a story - acting</p>	<p>Read - literacy</p>
<p>Introduce three new words or phrases</p> <ul style="list-style-type: none"> • Write down definitions • Gesture <p>Personalize the information</p> <ul style="list-style-type: none"> • Ask students if they like it, do it, etc. • Continue using gestures, actions to illustrate when appropriate. Students can participate. • Ask follow up questions • Ask questions to other students • Compare and contrast answers <p>Every student needs to understand all the new words or phrases before moving on to the next stage.</p>	<p>Using student answers from step one, create an oral story - with the class - using the new words or phrases.</p> <p>Student volunteers can act out the story as you go. Take your time - don't hurry through the story. Keep the atmosphere as relaxed and fun as possible!</p> <p>Ask questions as you go - using circle questions. The actors will wait until the next instructions. Ideally actors will perform in humorous, emotional and memorable ways. (Teacher modeling might help.)</p> <p>A common storytelling pattern is to have the story take place in three locations: 1. The main character encounters a problem. 2. He/She tries to solve the problem, but fails. 3. The problem is resolved. This pattern allows frequent repetition of word phrases. Retell the story: Students can summarize with a partner, act out the story with a partner, etc.</p>	<p>In this step, students read the language structures that they have learned in steps one and two.</p> <p>The teacher might read aloud a portion of the story to get the students started.</p> <p>Allow students to translate the story to each other in their native language, if necessary. Have students discuss the story in pairs, summarize, etc.</p> <p>Discuss the reading</p> <ul style="list-style-type: none"> • Relate the situation in the reading with the lives of the students. • Ask the students if they have ever been in a similar situation. • Are there any life lessons to be learned? • Discuss character development, plot development, choices, values, etc. <p>You can have the students read more than one text! Read, read, read!</p>

Ron Grisham, The College of New Jersey Global Program, 2012. Adapted from Gross, S. (2007) Three Steps of TPR Storytelling and http://en.wikipedia.org/wiki/TPR_Storytelling

Participants will scaffold the new knowledge of TPRS through one method of their choice. Your task is to scaffold as you generate ways of using this with your (a) content or (b) to create a path to college and careers.

- First, choose the process.
- Second, plan your scaffolding instruction.
- Third, share with colleagues.

A video clip of TPRS.

Slavic, Ben, <http://www.youtube.com/watch?v=H47hWgbAN6Q> (French)

ZooBurst – place story on ZooBust, <http://www.zooburst.com/>

- a) from our last *WinkWorld*
<http://www.joanwink.com/newsletter/2012/news0812.php>
- b) from our next *WinkWorld* – this is the longer piece which Craig wrote
<http://www.joanwink.com/newsletter/2012/zooburst1012.php>

Examples of ZooBurst:

Craig, the Zookeeper, documents his trip to Egypt.

- **My Photo Tour of Egypt**
http://cf.zooburst.com/images/ZooBurst_StoryCode_MyTripToEgypt.pdf
- **Anne** (ameliaearhart) after 2 days playing with ZooBurst

Anne creates a thank you card for a colleague. (no sound)

http://www.zooburst.com/zb_books-viewer.php?book=zb02_5005210e4a420

Anne links her birth with the content of our class in Mallorca. (includes sound)

http://www.zooburst.com/zb_books-viewer.php?book=zb01_5002a4d689f9d

Possible Activities: ZooBurst can be linked to content, but it also can be used to focus students on the various paths to college and careers.

To sign up for *WinkWorld*, just go to www.JoanWink.com and click the blue sign up button on the left.

CONCLUSION

Messenger and the Scribe

http://www.joanwink.com/cp3/cp3_pg136.php

RESOURCES

Center for Digital Storytelling

<http://www.storycenter.org/> On FB: <https://www.facebook.com/TheStoryCenter>

Cummins, James. (2009). Transformative multiliteracies pedagogy: School-based strategies for closing the achievement gap. *Multiple Voices for Ethnically Diverse Exceptional Learners*, (11), 2, Spring, pp. 38-56. University of Texas, Austin. Online date, Thursday, September 23, 2010. As cited in Wink, 2010, http://www.joanwink.com/cp4/cp4_pgs188-191.php

Evernote (EN)

<http://www.evernote.com>

Skitch

<http://evernote.com/skitch/>

Ferlazzo, Larry and Katie Hull Sypnieski

Answer Sheet, 8/24/2012, Valerie Strauss, Washington Post

What to do and not do with ELLs.

http://www.washingtonpost.com/blogs/answer-sheet/post/what-to-do--and-not-do--for-growing-number-of-english-language-learners/2012/08/23/a1b45c0a-ed81-11e1-a80b-9f898562d010_blog.html#pagebreak

IFTTT, If This, Then, That

<https://ifttt.com/>

Roe, C., & Wink, J. (2012, March 31). *Scaffolding: what, why, & how*. Presented at the annual meeting of TESOL (Teachers of English to Speakers of Other Languages), A Declaration of Excellence, Philadelphia, Pa.

TPRS (Teaching Proficiency through Reading through Story-Telling)

Gross, Susan (2007), *Three Steps of TPRS*

Gresham, Ron, (2012) *Three Steps of TPRS, adapted from S. Gross*

Ray, Blaine <http://www.blaineraytprs.com/>

Slavic, Ben, <http://www.youtube.com/watch?v=H47hWgbAN6Q> (French)

Materials/languages:

http://aeonline.cls.utk.edu/Professional_Development/2008academypdfs/Revised%20TPRS_Materials_List.pdf

Wikipedia

http://en.wikipedia.org/wiki/TPR_Storytelling

Vygotsky, L. (1986). *Thought and language*. Cambridge, MA: MIT Press.

Wink, J., & Putney, L. (2011). *A vision of Vygotsky, eBook Edition*.

Available, <http://www.joanwink.com/vov-order.php>

Wink, J., & Putney, L. (2002). *A vision of Vygotsky*. Allyn & Bacon, Boston, MA.

WinkWorld.

Sign-up: <http://www.joanwink.com/sign-up.php>

Wood, D., Bruner, J., & Ross, G. (1976). The role of tutoring in problem solving. *Psychology and Psychiatry and Allied Disciplines*, 17, 89-100.

ZooBurst, created by Craig Kapp.

<http://www.joanwink.com/newsletter/2012/news0812.php>

<http://www.joanwink.com/newsletter/2012/zooburst1012.php>

