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Scaffolded Writing to Improve Reading Comprehension for English Learners

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Abstract

The objective of this study was to determine effective strategies for using scaffolded writing to improve or expand reading comprehension for newcomer and intermediate level English Language Learners in the English Language Arts classroom through the combined use of second language acquisition theory and best practices in teaching English Language Arts. The population of this study includes 7th and 8th grade English Language Learners, living in a large city on the southern plains, from various backgrounds and educational experiences. The results of this study were suggestive of reading comprehension growth despite a small sample size. Results are shown statistically through pre and post tests using the STAR reading comprehension assessments. Qualitative measures were shown through the use of the writing sample scores evaluated by the WIDA Interpretive Writing Rubric. The rubric scores were then analyzed to determine student growth.

Chapter One

Introduction

When I was in college, I witnessed a situation unfold where a new immigrant to the United States was placed in a particular teacher's class because she was the only teacher in the school, much less the grade level, who was at the time certified to teach English as a Second Language. This child had been adopted and was beginning to adjust to living in a new country, being surrounded by a strange language that there had been little prior exposure to, and above all living with people that were strange and unfamiliar. This small child moved with a few siblings to another continent and soon it was time to go to school and enroll in second grade according to her school records and her age. Unfortunately, this child did not speak one of the "popular" languages that teachers are familiar with like Spanish, French, or Chinese- she spoke a language that is spoken by 22 million native speakers, Amharic, but is not one that you likely would have heard of. In fact, even though I had spent quite some time in the world languages department at my university, this was a language that I myself had not heard of before I met this child and her siblings.

Since this child had little exposure to English before moving to the United States she struggled in some subjects, particularly reading and writing. However, instead of working with this little girl and implementing the strategies she had been taught to use with English Language Learners, this teacher proceeded to put stickers of happy faces on the papers of all the students' papers in the class but one, who was sent home crying every day with a frowning face drawn on her work. This situation continued day after day for a few weeks before the child's adoptive parents stepped in and had her moved into another class. After having her move into another class, this little girl showed marked improvement in her English language development. She and

her siblings were able to navigate the new family, the new school, the new country, and the new language together. With teachers who have put in time and effort along with her family's support to use both her native language and English, she has been able to test proficient in English and is no longer labeled a EL.

As a college student, I was able to see what kind of impact a teacher could make in the life of an English Language Learner. I knew, having gone through the process of learning a second language myself, that I wanted to make a positive impact on these students' lives. So, I changed my major and became a teacher. No child should ever be made to feel inferior because of the language they learned to speak or because of the process of learning a second language. Learning a language is a long and difficult process, if you do not believe me look at the next five text messages you receive and look for the errors that native speakers make every day. We are all language learners, so why should we not give grace and patience to those who are learning English as a second language?

According to research in the field by Wright (2015), currently in the United States there is an exponential increase in the population of English Language Learners or "student(s) in the process of attaining proficiency in English as a new, additional language," (p. 1, 6-7). In fact, "The percentage of public-school students in the United States who were ELLs was higher in fall 2016 (9.6 percent, or 4.9 million students) than in fall 2000 (8.1 percent, or 3.8 million students)" (English Language Learners in Public Schools 2019). More than half of the United States is seeing ELL student populations greater than six percent of the enrolled student body in K-12 education, and another fifteen states have ELL populations that make up for more than three percent of their entire K-12 student population, (English Language Learners in Public Schools

2019). With so many of the states seeing an exponential increase in this student population it is necessary to focus on strategies and methods to teach them.

However, the number of programs utilized for training and preparing teachers in the field and pre-service teachers to instruct this growing population are not increasing at the same rapid rate as the student population. More and more teachers are stating that they feel unprepared and unequipped to provide a quality, equitable education for this student population. Moreover, as Olsen writes in *Made in America* (1997) new, inexperienced teachers are given classes full of English Language Learners over their seasoned coworkers. This relates to the rates of teacher burnout that shows a clear majority of new teachers leave the profession within their first five years (p. 182). Glazer (2018) states,

Attrition rates have increased to the point that more teachers leave voluntarily rather than remain in the classroom until retirement. While most professional careers exhibit some turnover in their early stages, the level of teacher turnover is particularly high, with negative consequences for districts, schools, and students, (p. 62)

Another source states, “Some 84 percent of those who were public school teachers in school year 2011–12 stayed a teacher at the same school in 2012–13, while 8 percent moved to a position as a teacher at another school and 8 percent left the profession” (Stayers, Movers, and Leavers, 2016, p. 1). Both researchers show that many young teachers are entering and exiting the profession long before retirement. While some of the reason may be due to financial reasons, or simply feeling as if they no longer are called to the profession, many of these teachers leave because they feel they were unprepared, or the task was too great to accomplish. The third group of teachers who leave the profession likely also had one or more ELs in their classroom that they did not have training to make accommodations for, (Olsen, 1997, p. 195).

In fact, due to widespread teacher shortages across the nation an increasing number of teachers are emergency certified or alternatively certified and may have no educational background in teaching at all. In the state of Oklahoma where the University of Oklahoma and others have well known teaching programs, there is an enormous rate of these alternative or emergency certifications, “Oklahoma public schools hired 3,038 nonaccredited teachers to work in classrooms in 2018-19, representing a 54% increase over the previous school year’s 1,975,” (Eger 2019). Thus, the teacher shortage, teacher burnout/attrition rates, and the increasing EL population have a relationship that as one rate has risen so too have the others.

In my own family there are four young, certified teachers. Two were alternatively certified, and two were not. Already after two years of teaching one of the traditionally certified teachers quit and left the profession because she felt that she was not supported nor prepared. One alternatively certified teacher has begged for further resources because she unexpectedly had multiple ELLs in her class with no resources or training on how to teach them. The third, an alternatively certified teacher with a graduate degree, has moved from teaching at a public school to teaching for an online charter school. Then, there is me and I went back to school to be better prepared to teach this student population because my traditional teacher’s training was not enough. All four of us went to school wanting to be a teacher, and this is just a small example of what is happening to young teachers entering the field today.

Also, according to Wright (2015), effective teaching strategies that include second language acquisition theory need to be included in professional development training and coursework for pre-service teachers (28-65). These strategies are described as contextualized grammar and vocabulary (Shrum and Glisan, 2010, p. 56-60), making use of the native language (Shrum and Glisan, 2010, p. 88-89), making cultural and linguistic connections to the content

being taught and what the student already knows (Shrum and Glisan, 2010, p. 88-89), keeping language instruction and tasks comprehensible (Shrum and Glisan, 2010, 78-83), staying in the target language (Shrum and Glisan, 2010, 77-83), using authentic texts (Shrum and Glisan, 2010, p. 84-88), and using dialogic story-based language instruction (Shrum and Glisan, 2010, 85-88). These need to be taught to pre-service teachers because the current statistics show that within even a short career of five years, the average teacher burnout period, all teachers will have one or more English Language Learners in their classroom, these odds increase dramatically for Elementary and Early Childhood Educators. We could turn back to the percentages of ELLs in our public schools to find this number if we wanted. If a state has even three percent of their student population as being ELL, then a teacher has 30 students in a morning class and 30 students in an afternoon class of a grade with only four classes in an elementary Kindergarten class then there are 120 students. Of those 120 students, three percent are ELL, so, about three or four students will be ELL. Within four years twelve to sixteen of those 480 students would have been ELL and this teacher likely would have had at least one of them in her class. If we were to up the ELL population to six percent or ten percent of the student population, then she would have been even more likely to have an ELL student in her class. If these teachers are not given adequate training and instruction on effective practices and knowledge in second language acquisition these students will receive a sub-par education, with unqualified teachers, and inequitable programs that do not prepare them for life after K-12. Olsen (1997) wrote,

Most teachers and administrators there view themselves as believers and enforcers of civil rights and fighters against prejudice. But ... The continuing blindness to the needs of immigrant students, the fear of seeing or confronting the enormous losses that are extracted from newcomers as a price of admission to our society, the denial of racializing

and tracking by race that occurs within the academic program, and the silence and efforts to put down or neutralize the voices of those who attempt to create more access—all these actions speak in loud contradiction to words and beliefs. (p. 249-250)

Olsen in 1997, over twenty years ago, addressed the same problems in educational training for teachers of English Learners that we are still facing today. She observed and interviewed at one school in a metropolitan area in California, uncovering that many of the teachers willing to work with ELs were new, inexperienced teachers who, like the statistics from before, had a high attrition rate. Additionally, the more experienced teachers were unwilling to take these classes because of the lack of training or their perceived notions of difficulty teaching this student population. Moreover, of those willing to teach these students many had insufficient training and their classes tended to ostracize, ignore, or disservice English Learners because they did not know how to make the correct accommodations or that the best practices for teaching ELs also have great benefit for native speakers in a classroom setting where this student population is not isolated (Olsen, 1997, p. 94). In fact, oftentimes the actions taken by these well-meaning teachers made it more difficult for these students to learn and created an atmosphere of exclusivity instead of inclusivity. Their academic opportunities being limited stripped them of having an equitable education when compared to their native English-speaking peers (Olsen, 1997, p. 94).

This problem still has not changed. In my own classroom students enter with zero background in reading, writing, speaking, or listening in English and they are expected to comprehend and excel in mainstream Math, Science, and Social Studies classes. Their teachers are frustrated because they do not know what to do to help them understand the class content and they feel as if they should have more training, more support, and more resources to help these students. I have heard, more than once, that they feel like the quality of education they are able to

provide is far inferior to what they can offer a student who is already fluent in English. They believe their lack of training has tied their hands behind their backs. These teachers often comment that one of the most difficult aspects of working with language learners, along with their monolingual peers, is effectively introducing writing and improving overall reading comprehension for academic content areas. If we look at language development through Bloom's Taxonomy of Thinking Processes: first, we remember, then, we understand, next, we apply, later, we analyze, then, we evaluate, and last, we create (Shrum and Glisan, 2016, p. 75-77).

According to Bloom's Taxonomy reading comprehension uses remembering, understanding, application, analyzation, and evaluation, while writing uses remembering, understanding, application, analyzation, evaluation, and creation. We could also look at language development to see that this is true because we listen before anything else, then we begin to speak, eventually we read, and the last thing a person does when learning a language is to write. Stephen Krashen called this order of learning languages "The Natural Order Hypothesis" and states, "Learners acquire the rules of a language in a predictable sequence, in a way that is independent of the order in which rules may have been taught" (p. 12). His point is that not only do we learn language by doing those processes in that order, but we also will learn the rules of syntax and grammar in a predictable way with very little variation. So of course, if these processes are the last two for a student to learn they would be the most difficult concepts for teachers to teach.

Wright's research shows that a student learning a second language will not be fluent to fully participate in academic settings until they have had five to seven years of language learning (Wright, 2015, p. 40-41). However, these students are thrust into core classes with minimal language supports far sooner and expected to perform on English only tests in various content areas. In fact, the current federal mandate (NCLB and ESSA) requires students to test proficient

in academic English and is regulated through yearly proficiency exams in which both the student and the program must account for adequate yearly progress.

Due to this federal mandate (NCLB and ESSA) and the high numbers of English Language Learners thrust into the classroom, teachers are beginning to search out information on teaching writing, reading, and improving reading comprehension overall for English Language Learners, who also commonly receive the demoralizing label of Limited English Proficient categorizing their lack of knowledge and exposure to English as a deficit and not recognizing their home language or languages for the benefits of cultural and linguistic awareness that they truly are. These teachers look for translators and free programs to help with instruction and end up using google translate, Duolingo, and other mediocre resources because they are the only ones they can find. If they come up short in searching out technology to assist these ELLs they in turn look for a student who is somewhat fluent socially to translate and rely on them to remember or know the academic vocabulary needed to assist English Learners in the classroom. When these methods fail they turn to an EL specialist who does not teach their content area to try to have them find resources that will work even though they typically forget to mention what specific lesson or topic they are working on and the EL specialist has the job of finding related resources at little or no cost that work directly with the unit at hand without having a clue as to what the teacher is teaching at the time. For all the teachers involved the lack of training and preparation to help ELs with lower reading comprehension in English is challenging.

My hope for this research is to begin repairing the broken system we have for educators and students involved in English programs for Language Learners. Personally, I believe that in education there are continually new insights to be learned and improvements to be made upon best practices. We learn from our coworkers, our mentors, our mentees, and most importantly we

learn from our students. No class is ever the same so lessons and strategies that worked in one hour may not work in another, just as strategies to quiet a class are not all the same. One mentor teacher I had stood on a desk or a chair silently every time he wanted his class to pay attention, but another teacher I have worked with uses a bell, and others simply have a spot where they stand. With each class we learn what methods are effective, what strategies can be tweaked and reused, and how our students' backgrounds might change the material we teach or the way we connect it to their prior learning. To be a teacher means that you are a lifelong learner. I will strive to continue learning, even as I teach. Eventually, the research and experience I gain I want to share to help all ELs experience the best possible quality of education by having the best informed and trained teachers possible.

Chapter Two

Literature Review

In this chapter I will discuss: What is reading comprehension? How is it developed? In what ways should instruction be modified for English Learners? Also, what evidence is there for a need in teaching Reading Comprehension through Writing?

There are debates over when to introduce reading and writing to English Learners and also which methods are best for increasing reading comprehension, such as using literature circles, including abridged texts, and using young adult literature that students are naturally more motivated to read and more easily able to relate to. There are also opposing beliefs that state that student buy in and pre-teaching cultural context will allow unabridged classic texts to be more effective and meaningful. Another issue that has been addressed in working with students is the inequality of access to funds, digital supports, and quality education and how it affects their reading comprehension levels. In particular, who are our English Learners and how do economic trends predict their reading comprehension levels and growth rate? In what other ways should instruction be modified to offer English Learners a quality education? What methods have been effective in improving overall Reading Comprehension in the classroom? What has not been tried?

What is Reading Comprehension?

DelliCarpini (2011) encourages teachers, specifically English and English as a Second Language teachers, to work hard to improve the second language learners' reading ability (DelliCarpini, 2011, p. 108). Reading ability is primarily measured by reading comprehension. Wilhelm (2019) defines reading comprehension as "the capacity to perceive and understand the meanings communicated by texts." However, he states that defining reading comprehension in

this way is too simple since students need to be able to “co-construct meaning” in order to fully understand the text. An example of this would be a student reading Harry Potter for the first time and allowing the characters, the castle, the teachers, and the journey within the pages to come to life in their imagination. Since for them, J.K. Rowling cannot come and explain every choice she made in writing the books or detailing the characters, and the movies as great as they are still do not show everything written in the pages or convey the entire journey Harry takes on screen. Students need to be able to not just read the words, understand their meaning, and move-on, they need to be able to see it and construct the world within the pages in their minds.

How is Reading Comprehension Developed?

DelliCarpini (2011) suggests that these teachers increase reading ability or reading comprehension by incorporating three practices in the classroom: knowing their students, knowing their students' level of competency and perceived competency and using that knowledge to guide differentiated instruction in the course, and allowing for student choice.

Her first suggestion focuses on knowing the students' culture, family ideals, important aspects of their religion, information about the country that they or their relatives immigrated from, and intricacies of their language (DelliCarpini, 2011, p.109). Once the teacher is aware of these things, she is better equipped to shape the lessons to the students and help them make connections culturally and even help them access their prior knowledge.

The second aim also is striving to help students access and build upon their prior knowledge, only this time not through their culture or through the methods they were previously taught under, but by a direct understanding of where the student is at in their understanding of the material and their perceived understanding of it, which is also dealing with their affective filter (DelliCarpini, 2011, p. 109-110). This can be measured through formal and informal

assessments such as tests, quizzes, writing prompts, exit tickets, a simple thumbs up, thumbs sideways, or thumbs down, through technology in the classroom such as poll everywhere to get anonymous or silent student feedback, or even from facial cues. Basically, the teacher just wants to know what the student understands and what does the student think he/she understands to plan for when a lesson needs to be re-taught, when a student needs extra attention, or when the entire class is ready to move on.

The third is simple: student choice helps students stay engaged in the topic, because they could essentially assign themselves a topic and have bought into the learning and now teaching (self-teaching) process they are experiencing in the classroom (DelliCarpini, 2011, p. 109).

How are English Learners Different?

Watts-Taffe and Truscott (2000) examine the ESL classroom in juxtaposition to a regular English classroom and what needs these particular students have that are different from other native speakers and which teaching methodologies have been effective under their observations. What they found was that many of the ESL students are more reluctant to immediately participate in the classroom because of the transition to a new school, a new language, and a new culture. The overwhelming aspect of all the newness can cause a silent period and for student learning English as a Second Language they must be comfortable before they begin to participate (Watts-Taffe and Truscott, 2000, p. 260).

They also addressed the differences between assimilation and acculturation. Acculturation is more effective and beneficial to the learning of the ESL student than is assimilation, because assimilation requires the student to choose between the culture or customs or their previous home/country for their new home/country. If a language learner is required to choose to give up their culture or customs that is subtractive bilingualism, and it can lead to low

motivation and desire to learn the new language or learn about the new culture. In addition, Watts-Taffe and Truscott (2000) talked about the importance of connecting to the student's prior knowledge and using it to build new knowledge within the framework for which they learned their first language (Watts-Taffe and Truscott, 2000, p. 259-260).

One point that the researchers made was to try to understand first where the student is coming to a seemingly incorrect answer from before saying that it is wrong (Watts-Taffe and Truscott, 2000, p. 261). This is important because the process they are using may be valid, but they might have gotten lost somewhere along the way or be overgeneralizing a correct rule. For instance, if in math you have the correct formula and the correct mathematical procedures, but incorrectly added or multiplied one piece of the problem, the whole thing may not be wrong, but a part. The three aspects they mentioned that teachers should focus on are background knowledge, vocabulary, and having opportunities for communication, especially peer interaction. Peer interaction is important because the way a student might express an opinion is different than how a teacher might express an opinion, and age-level vocabulary and syntax are preferable for the ESL student's progression of language (Watts-Taffe and Truscott, 2000, p. 260).

Field (2004) compares the reading processes used by native and non-native readers. He hypothesizes that non-native or very young native (inexperienced) readers will tend to more frequently use bottom up processing to attribute meaning to a text because of the necessity to learn and understand vocabulary, a lower level piece of the reading process, before being able to process the text as a whole (Field, 2004, p. 1-2). He also believes that more advanced native readers will use top down processes to understand complex texts because as more advanced readers they will rely more on the context or the inferred meaning than focusing on an unknown word (Field, 2004, p. 7). Top down refers to the way a student will look at a text and use

inferencing skills to make up for gaps of knowledge or parts that are unclear due to foreign vocabulary. Bottom up on the other hand refers to students taking what they already know, such as a prefix, base word, or suffix and putting it together to discover the meaning. It could also mean using a group of words that sound similar and trying to figure out the commonality between them to apply it to the new word (Field, 2004, p.2). Bottom up processing takes longer because there is more to analyze than simply making a quick educated guess at the meaning of a word and it typically takes more than one read through to comprehend the intended meaning.

Although these were his hypotheses, Field (2004) found that ELs literate in their L1 were just as likely if not perhaps more likely to focus on the top down processes than even advanced native readers because like the native readers they had the understanding of how to use context clues to infer meaning from experiences in their L1, however they were needing to learn on these clues more frequently than the native readers to gather meaning from the text as there were words they were unfamiliar with, but they could use a discovery method to infer their meaning through the use of context clues (Field, 2004, p. 16). Additionally, the researcher found evidence that newcomers, or readers with zero or near zero language skills in their L2, do not tend to use either top down or bottom up processing to understand the texts they read. He described that instead they latch onto familiar words or ideas and rather than answering according to context or even simpler ideas that seem to fit that they will at random choose an unrelated idea or word that they know and insert it (Field, 2004, p.16).

These kinds of processes are still in need of further research, but it does acknowledge a recurring issue in the classroom, that when newcomers are in doubt they will not always try harder to engage, they will not always put in the work to gain understanding, they may indeed just fill in the blank with a completely unrelated term that they know even if they know it does

not fit. This can possibly be evidence to the teacher that the student is not engaged, not motivated, or has a low affective filter. It also can show that the teacher might need to make changes to the types of instruction being used with that student.

One suggestion that DelliCarpini (2008) had was using unabridged texts to allow students to see the whole text and digest the whole text after careful introduction to the background students would need (DelliCarpini, 2008, p. 100-101). However, a limitation I see to using the texts as prescribed by her is that not all ELs are able to keep up with the academic vocabulary involved in reading unabridged texts or even abridged texts in some of the classics. Many classic texts are simply too advanced in vocabulary for novice level students despite those same students being able to analyze the themes and content of the text. For this reason, this suggestion is more applicable for students born in the United States or who immigrated during their elementary years who began learning to read, write, speak, and listen in English at an earlier age and are ready for more advanced vocabulary; however, many of these students are deemed proficient and are already in general English classrooms with native peers.

Kooy and Chiu (1998) advocate for the inclusion of full texts as the base of the curriculum insisting that language is holistic instead of piecemeal. When literature is used as the basis for learning the language, the structures, and vocabulary they argue is more varied and more easily understood for the context (Kooy and Chiu, 1998, p. 80). They address that most Canadian and “American” (United States) schools have a tendency to favor the use of the “Canon” in English instruction. They mention the need for meeting ESL students on their level, but rather than advocating for using an abridged text which “takes away from the original language and structures” they suggest pairing it with something more relatable and more easily accessible and teaching the vocabulary and grammar through the paired piece or as it comes up,

not by picking apart the canon piece or its abridged version (Kooy and Chiu, 1998, p. 80). They also suggest that the canon pieces alone are inadequate examples of culture and should be paired with a text in which the ESL students can see themselves, not just the image of one person, one life, or one representation. One is limited, multiple is a better example of the diverse culture we live in. Reading two opposing sides of an issue and teaching students to compare, contrast, and discuss is more beneficial than reading only canon texts (Kooy and Chiu, 1998, p. 82).

However, Kooy and Chiu (1998) of course stress the fact that just reading these texts is not enough, they must develop through an understanding of the paired texts. They gain understanding by interaction with the text either through discussion, representation, or writing. From a journal of an ESL teacher in Hong Kong and their own experiences they suggest that students connect with the text through projects or discussions or using a more accessible paired text (Kooy and Chiu, 1998, p. 84).

What methods have been used to help English Learners with Reading Comprehension?

Kato (2009) addresses the differences between orthographic and phonological reading processes and how the use of these processes can inhibit or advance ESL students' reading proficiency. Phonologic is referring to the sounding out of syllables and parts of words to create meaning and process the word like the old program called "Hooked on Phonics" which focused on word parts to teach reading (Kato, 2009, p. 471). On the other hand, orthographic is the processing of an entire word or phrase to comprehend meaning (Kato, 2009, p. 471). Many elementary schools have in recent years switched to this type of method to help young readers memorize high frequency words so that they do not have to sound them out, they are instead readily available for the learner to access.

Kato is discussing both types of reading processing to assess which is more beneficial for ESL students at the secondary level to help them improve their reading proficiency. She looks at the positive aspects of each, for example the phonological processing teaches students to break down complex words into smaller chunks to help them pronounce them and comprehend their overall meaning. She talks about how this is helpful for them to be able to build upon later and use small pieces to help them understand meaning for more difficult vocabulary. An example of this would be: *Bio-life*, and *Logy-the study of* and together *Biology is the study of life*. However, it is also argued that the complete focus on phonology does not help the students to quickly know and apply a knowledge of high-frequency words. The word *because* learned in this format would still be sounded out. Then, the base meanings for *be* and *cause* would be strung together to create student understanding: *to have purpose or reason for which it is there*. Many teachers would prefer that students have the comprehension of the word *because* readily accessible and able to use in an everyday vocabulary, which would call for memorization of the word, its spelling, and its meaning or orthographic processing.

In the end, there is a strong argument for phonological processing and orthographic processing to be taught side by side rather than separately arguing that both are necessary for both advanced and novice readers, but that phonologic is perhaps more necessary for novice readers while orthographic is more useful for advanced and proficient readers. However, that does not negate the use of the other type for either group (Kato, 2009, p. 483).

Additionally, Kibler (2015) suggests that one of the challenges we are currently facing in educating English Learners is the changing standards as many states have adopted Common Core State Standards or their own state specific rigorous standards. In fact, Common Core Standard require that “students ... read and comprehend texts of increasing complexity,

especially texts that are informational in nature (shifting away from the traditional dominance of fictional literature in the English language arts curriculum)” (Kibler, 2015, p. 12). This significant change according to Kibler forces teachers of ELs to adjust their style of teaching. They discuss the need to fully understand and teach within the zone of proximal development, the necessity of including visuals, and scaffolding tasks (Kibler, 2015, p. 12-13). However, even with the changing landscape of CCSS and new requirements within state standards and increasing accountability to ensure that all students, especially ELs, are gaining content vocabulary and meeting the new rigorous standards, the proposed strategies are no different from what is used in an English Language Arts classroom for native speakers nor is it significantly different from the strategies that have been practiced in the classroom for English Learners in the past. Thus, Kibler reiterates strategies that have been proven and which are widely used already but does not propose any new ground-breaking strategies to gain reading comprehension.

What methods have been used to affect measurable growth in reading comprehension?

In research by Carrison and Ernst-Slavit (2005), an elementary level teacher with five ELL students in her classroom used literature circles to study the student improvement on reading comprehension and classroom involvement. Throughout the study as students were able to use student choice over reading materials from a given selection, they were able to show greater amounts of interest in reading and classroom participation (Carrison and Ernst-Slavit, 2005, p. 102). Additionally, the findings showed that the more student-led discussions gave them a greater amount of confidence in their reading and speaking abilities which helped them participate more in the class and not just in their reading/literature circles, but also during other subjects and during recreational activities (Carrison and Ernst-Slavit, 2005, p. 102-104). The teacher found that, while literature circles were highly beneficial for helping English Language

Learners improve their vocabulary, reading comprehension levels, academic confidence, and classroom participation it had a similar effect for her native English-speaking students as well (Carrison and Ernst-Slavit, 2005, p. 110-111).

A significant portion of her class improved in their reading comprehension level by at least one grade level and felt more confident in their reading abilities by the end of the semester. Another benefit of this study was that many of her students, including reluctant readers, admitted after the end of the study that reading was fun, and something they enjoyed doing instead of it being an assigned task they had to complete (Carrison and Ernst-Slavit, 2005, p. 105). This was compared to a pre-study survey with the same students which had answered that many of them felt like they needed help with their reading and did not like reading for fun. So, this teacher and her literature circles opened a whole world of possibilities to these students because they can access more if they are willing to read. She also introduced a very well researched topic and showed the theory behind using it in the classroom, such as Krashen's affective filter to heighten student motivation (1982) which states,

Performers with high motivation generally do better in second language acquisition and those whose attitudes are not optimal for second language acquisition will not only tend to seek less input, but they will also have a high or strong Affective Filter--even if they understand the message, the input will not reach the part of the brain responsible for language acquisition. (pg. 30)

She did not solely rely on her experience and training for teaching English, but recognized the differences associated with teaching English to language learners as opposed to native speakers. She considered the theories behind teaching this group and was able to apply them in a way to make her whole classroom a better learning environment and achieve her intended results of

improving English proficiency and reading comprehension and classroom involvement for more than just her target group.

How has writing been used to enhance students' reading comprehension levels?

Ardasheva and Tretter (2013) took publicly accessible documents online from a public-school district with ELL students accounting for five percent of the overall student population and measured metacognition, prior educational disadvantages, first language or L1 literacy, English proficiency, and school factors. They found that poverty and prior educational disadvantages can be overcome by placement in schools marked by high overall reading performance and high-quality indicators (Ardasheva and Tretter, 2013, p. 341). In other words, their reading comprehension level can allow them to overcome hardships out of their control. They also found that English proficiency had the highest correlation to reading performance and that L1 literacy was positively correlated to English or their second language (L2) proficiency (Ardasheva and Tretter, 2013, p. 341). Additionally, metacognition, or the students' ability to reason about their skills, performance, and knowledge, was highly correlated to reading performance (Ardasheva and Tretter, 2013, p. 342). So, in their conclusion they recommend metacognitive strategy instruction, maintenance and development of L1 literacy, and additional supports of English language development such as after school or summer programs. So, reading and writing used together has a positive effect on student literacy, English proficiency, and opportunities after K-12 education (Ardasheva and Tretter, 2013, p. 345-346).

Matsuda (1999) explains the history of teaching English as a Second Language in The United States and describes the need for specialized instruction in writing as well as in reading, speaking, and listening. He describes the emergence of teaching English as a Second Language in missions and churches to various Native American tribes where "Americanization programs

provided some formal English language instruction to immigrants in urban areas during the late 19th century and the early 20th century” (Matsuda, 1999, p. 701). He also describes how Franklin D. Roosevelt brought the issue to the forefront in 1933 at the Pan-American Conference with his Good Neighbor Policy which proposed a policy for teaching English to all students who spoke a language other than English at home (Matsuda, 1999, p. 702). Then, he discusses how in the 1940s the field began to revolutionize with the coining of the term “applied linguistics” by Charles C. Fries. After this point it was shown that English needed to be taught by a professional trained in linguistics to describe fully the intricacies of the English language to non-native speakers (Matsuda, 1999, p. 704).

Matsuda argues that the specialized teaching of English is not enough as students enter the university level without the foundations necessary to write with the academic register required for collegiate level papers and research essays (Matsuda, 1999, p. 700). He argues that just as teachers need to be specifically trained to teach ESL, they also need to be trained to teach writing. This discipline is separate and not one that any ESL teacher is capable of teaching, rather a teacher needs to understand the modes of writing and how it can be used both creatively and academically to teach students to write in those modes appropriately (Matsuda, 1999, p. 715).

Graham and Hebert (2010) found three writing practices that enhance students’ reading. First, they saw that it was important to “have students write about the texts they read,” (Graham and Hebert, 2010, p. 5). They found that students’ comprehension of core subject texts was greater when they responded to a text, wrote summaries about a text, wrote notes about a text, answered questions about a text, or created questions for their peers and had to also have the answer, (Graham and Hebert, 2010, p. 5). Second, they found that it was beneficial to “teach

student the writing skills and processes that go into creating a text,” (Graham and Hebert, 2010, p. 5). They found that students’ reading skills and comprehension was improved by learning the writing process, text structures for writing, paragraph or sentence construction skills, and spelling, (Graham and Hebert, 2010, p. 5). They also found that it was important to “increase how much students write,” (Graham and Hebert, 2010, p. 5). They discovered that students’ reading comprehension was greater when they produced their own texts more frequently, (Graham and Hebert, 2010, p. 5).

What methods have been used to effectively teach new vocabulary and help students to grapple with it in speech and writing?

Carrell and Eisterhold (1983) describe the necessity of background knowledge for reading comprehension. To understand any text, there is a degree to which the reader must understand the context in which it is written (Carrell and Eisterhold, 1983, p. 553). Most teachers understand this and thus if a text was written say by Shakespeare, they will spend a class period or two orienting their students to the world in which Shakespeare lived and in about which they were written. In this sense readers can understand what was known about the places Shakespeare was writing about in that day and to some degree how the play was received.

However, there is some implicit cultural bias-teaching with cultural references that do not intentionally cause students unaware of the dominant popular culture to be uninformed and remain disengaged from the lesson or the points the lesson is trying to make. Thus, through happenstance these instances of implicit cultural bias make it more difficult for students from different cultures or impoverished backgrounds to connect to what is being taught because they lack the same cultural awareness or connection that their peers have with the text or material used in the lesson- which does not allow students that have no knowledge of this culture or

author to completely access the text. Many ESL students face issues where they are unfamiliar with the culture of their new home to such an extent that they are facing a cultural bias. Some of the ways that were suggested to mitigate these biases were to use games to introduce them to culture background pieces and to narrow the reading topically to more easily frame the necessary cultural background (Carrell and Eisterhold, 1983, p. 555-556, 560-561, 563).

One oversight of narrowing the reading, however, is that these students may not be as prepared to face all types of texts as they otherwise would be if the topics were not curtailed, but one benefit would be that they could become experts in that particular topic and understand the material to the same or even a higher degree than a monolingual student from that cultural setting (Carrell and Eisterhold, 1983, p. 566-567). These teachers have used the five C's of teaching a world language or the World Readiness Standards for Learning Languages (1996): communication, culture, community, connection, and comparisons as designed by ACTFL (the American Council for the Teaching of Foreign Languages) to help students learn and apply vocabulary because they tapped into who their students are, what they knew, and what could they draw a comparison against or create a connection to in the reading.

What do we still not know?

Throughout these articles the necessity for teaching English Learners using second language acquisition theory has been shown. The need for growth in reading comprehension has been demonstrated across all content areas and is ever more important with standards that require all students to meet academic language comprehension goals. Different methods of teaching reading strategies have been debated and likely will continue to be debated to discover what strategies can help students gain reading comprehension. Novice students at both the elementary and collegiate levels have been discussed in terms of how to scaffold for them and how to work

with students with vastly different educational backgrounds with either an expansive first language literacy or a low literacy level for students that are young and whose families lack access to books in their first language to teach literacy to their children.

Yet, writing strategies used to help stimulated reading comprehension growth with novice level English Learners in the fifth through twelfth grades are difficult to find. This student group is one in which may have interrupted education, significant gaps in academic language in their L1, and then they are being asked to listen, speak, read, and write in another language and perform on par with their native English-speaking peers on standardized exams requiring reading comprehension even over their ability to remember, understand, and apply the concepts they learn in their classes. This hurdle of improving reading comprehension has not yet been solved. For this specific student population, it is vital to discuss how to meet these students' needs and there is insufficient research to fill the gap on how we as educators can do so.

Of course, there are studies being done on how culturally responsive teaching (Koss and Daniel, *TESOL Journal*, Sept 2018, or Samuelson, Park, and Munyaneza, *TESOL Journal*, Dec 2018), the inclusion of technology (Payant and Bright, *TESOL Journal*, Dec 2017, or McNeil, *TESOL Journal*, Sept 2018), and the shift to high-stakes testing (Gebriel, *TESOL Journal*, March 2018) all affects students' ability to learn and grow in a second or additional language. Researchers are also discussing the need for pre-service training (Li, *TESOL Journal*, June 2017) and how that too can affect a student's growth based on a teacher's preparedness to work with and understand who our English Learners are. These are all overarching factors in student performance and may have relationships we do not yet know about or cannot substantiate that relate to student reading comprehension growth. However, none of these gaps alone will be able

to determine what strategies in the classroom would be most effective in helping students achieve a rapid growth in their reading comprehension levels.

Research Problem

To close the gap in research over novice level English Learners in the secondary level and implementation of writing strategies to increase reading comprehension, I want to investigate effective ways to use daily writing in ELL novice and intermediate level classrooms to improve or expand reading comprehension. Olsen (1997) states, “A student cannot learn social studies, math, and science if they cannot understand the language of the teacher or the language in the textbook. It takes three to seven years to become sufficiently fluent in English for academic learning” (p. 94). So, these students struggle academically in their mandatory core classes until they develop greater levels of reading comprehension, especially in dealing with academic vocabulary and reading. According to Wright (2015) this is due to academic language and how “the amount needed will vary from subject to subject and from task to task, in accordance with the language demands of the specific task within a given content area” (p. 43). So, if a student does not have the ability to yet read and write at grade level in the language used to present, review, and test the content area, especially having the ability to use higher academic vocabulary, they will struggle until they have the language skills necessary to cope in their core classes. The length of time is dependent on the student’s grade level and the amount of academic language required in the core classes, as well as the speed to which that student can attain proficiency in the language. Wright (2015) states, “it takes 1 to 2 years for ELs to develop conversational fluency in English but that it takes 5 years or longer for ELs to catch up to proficient English speakers in academic language proficiency” (p. 40). My goal is to help these students’ and their teachers by teaching these instructors effective strategies to use with this student population and providing them adequate training and supports for their classrooms.

Research Question

When scaffolded writing is used to introduce a topic, what measurable difference in reading comprehension growth can be shown?

Chapter Three

Methods

In this study there was a quantitative and qualitative approach to show two aspects of reading comprehension growth through the implementation of scaffolded daily writing. Statistical analysis was fitting due to the use of a STAR test with a quantifiable measurement of reading comprehension level and the use of the WIDA Writing Interpretive Rubric which also gave a quantifiable measurement for the quality of student writing. All writing pieces were scaffolded to encourage the use of target vocabulary and then measure students' productive language skills as they relate to reading comprehension growth. Scaffolding can be thought of in many ways such as the support given to help with the structural integrity of a building that is being erected. However, in education,

Scaffolds are thoughtful ways of assisting students in experiencing successful task completion. Here, we discuss ways of scaffolding the development of language as it relates to literacy instruction. Based on the early work of Bruner (Wood, Bruner, & Ross, 1976) and Vygotsky (1987), scaffolds should be contextual, social, and temporary frameworks that build on acknowledged student strengths. Scaffolds used to support successful learning need to be designed with a specific situation or literacy event in mind.

(Watts-Taffe and Truscott, 2000, p. 261)

In this study scaffolded writing was defined as a lesson incorporating a preview of the vocabulary and content of the main lesson used to introduce students to the topic of study. Then, after the reading the topic was revisited and use of the target vocabulary was highly encouraged. Additionally, the topics were linked and some of the vocabulary was repeated for later lessons as well. Topic lessons took multiple days for completion. All lessons were created through

backwards design to ensure that the topic objectives were in focus throughout lesson planning and the unit incorporated a mixture of highly engaging fiction and non-fiction texts. These lessons included some of the SIOP features developed by Echevarria, Vogt, and Short (2017) including both content and language objectives and following a lesson template designed to incorporate their 28 features (p. 30-61). Unit lesson plans are included in the appendix to show the process that was followed.

Assessment Tools

Reading comprehension growth was measured using a STAR reading test. The STAR reading test is where students read a passage and are asked to answer questions based on the passage, or there is a blank they must fill using inferencing skills and context clues. After completing the test, they are given a scaled reading comprehension score. Reading comprehension growth was also measured using a writing assignment wherein the students' response measured how much of the reading they understood by allowing them to retell the story and or to analyze the meaning at various English language proficiency levels. This retelling of the story is also called "progressive maps" by Echevarria and Vogt (2008) and they "encourage students to visually organize old and new information...with a directed drawing on a map (or another type of outline or timetable)" (p. 84-85). The portion of this study where students were working individually or in pairs before answering as a whole class is referred to as "group response with a white board" which "fosters interaction while promoting individual thought" (Echevarria and Vogt, 2008, p.107-108). Also, due to the nature of writing being qualitative, the WIDA Writing Interpretive Rubric was chosen to scale reading comprehension growth numerically according to use of grammar, diction, and inclusion of new vocabulary, to not create a conflict of interest or researcher bias. The WIDA Writing Interpretive Rubric is the same rubric

used to gauge English proficiency in writing on the WIDA Consortium test. The WIDA test is meant to capture a student's yearly academic progress in Listening, Reading, Speaking, and Writing in all core subject areas (Social Studies, Math, Science, and English Language Arts). It is also used to evaluate if a student is making the appropriate amount of progress towards being proficient or fluent within the time set forth by the government under No Child Left Behind in 2002. This rubric was used because it details six different levels of student writing for English Learners and can give an accurate view of the student's growth and progress for each writing piece. Additionally, one of the purposes it was designed for was to create new ways to scaffold language learning for this student population. This purpose is aligned with the goal of this study, to improve the methods used in the classroom to allow for rapid reading comprehension growth. The rubric is attached in the appendix. The measurement of reading comprehension growth included a pre and post measurement of student reading comprehension growth using the aforementioned STAR Test, and this occurred two times, pre-implementation and post-implementation. The final reading comprehension data collection happened during the seventh week after six weeks of using scaffolded writing. Week six was reserved for additional time if lessons ran longer than originally anticipated. Also reading comprehension growth was also measured by writing samples using the same rubric for various topics throughout the course of the six weeks.

The pre and post implementation scores were compared to measure what change if any the use of scaffolded writing has had on their overall reading comprehension by looking at an implementation group and a control group.

This study was designed to take place over the course of five full weeks in 55-minute class periods five days a week. The following tables detail the outlined schedule for the study's

implementation and the specific writing prompts that were given. Each writing prompt also shows the written text that was assigned to be paired with it. Some texts were complimentary to view a topic from multiple points of view and some were meant to prepare students to read, discuss, and write about the topics more in depth.

Planned Schedule for STAR Testing and Writing Samples		
Timeline	STAR testing	Writing Samples 2-15 *writing sample 1 has been excluded
Week 1	Pre-Implementation Test Day 1	Writing 2 day 2, Writing 3 day 4, Writing 4 day 5
Week 2		Writing 5 day 7, Writing 6 day 8, Writing 7 day 10
Week 3		Writing 8 day 14
Week 4		Writing 9 day 18, Writing 10 day 19, Writing 11 day 20
Week 5	Post-Implementation Test Day 25	Writing 12 day 21, Writing 13 day 22, Writing 14 day 23, Writing 15 day 24

Note. The changes in schedule were noted in the journal in the appendix.

Writing Prompts
Writing Prompt 1: (<i>Chinese Immigration and the Chinese Exclusion Acts</i> -linked text was excluded from the study due to time constraints which is why this question was also meant to be excluded) Write about one thing you remember being nervous about or scared of as you moved to a new country.
Writing Prompt 2: (<i>Up from the Ashes</i>) Write about a time when you felt like a rule at home or at school was unfair. What was the rule? How was it unfair? Did you follow the rule even though you thought it was unfair? Did you try to get the rule changed?
Writing Prompt 3: (Comparing <i>Up from the Ashes</i> and <i>Riots erupt in Los Angeles after police officers are acquitted in Rodney King trial</i>) How was what happened in 1992 in LA similar to what happened in 1921 in Tulsa? How was it different? Why do you think the people in LA rioted? What do you think happened in LA because of the riots?
Writing Prompt 4: (<i>Riots erupt in Los Angeles after police officers are acquitted in Rodney King trial</i>) What do you know about the LA Riots? What did you learn today about the LA Riots? What do you still want to know about the LA Riots?
Writing Prompt 5: (<i>The Bracelet</i>) Has there ever been a time where you felt like you did not fit in or belong? Has anyone ever made you feel unwelcome or unwanted? Where were you? What made you feel this way? Did the situation improve with time?
Writing Prompt 6: (<i>The Bracelet</i>) Write about one experience the main character had that was similar to one you have had, and also one that was very different from anything you have experienced.
Writing Prompt 7: (<i>Terrible Things</i>) Write down on a piece of paper what advice you would give to the little Rabbit at the end of the story, and why.
Writing Prompt 8: (<i>Number the Stars</i>) Where and when does the story take place? Who are the main characters? What happens? How do the characters' circumstances change? How do the characters change? How well do you relate to the main character(s)? What point of view is the story written from? What style of writing is used to tell the story and how does it affect the telling of the story?
Writing Prompt 9: (<i>Like Water on Stone</i>) Where and when does the story take place? Who are the main characters? What happens? How do the characters' circumstances change? How do the characters change? How

well do you relate to the main character(s)? What point of view is the story written from? What style of writing is used to tell the story and how does it affect the telling of the story?
Writing Prompt 10: (Comparing <i>Number the Stars</i> and <i>Like Water on Stone</i>) In what ways did these the two historical genocides take place? Who watched and did nothing out of fear? How were they similar, how were the different?
Writing Prompt 11: (<i>Brown v. Board of Education</i> , 1954) We live in a world where even when it is not voiced aloud, we automatically recognize the color of a person's skin, their language, and their accent to determine if they are like us or not. Write of a time when you immediately began to decide who a person was, how they would act, and whether or not you would be able to get along with them before you even really knew them simply based on their race, language, or nationality. Were your immediate judgments correct or incorrect? Did you become friends after you got to know one another better or on the other hand find out that you could not be friends after you got to know one another?
Writing Prompt 12: (<i>Brown v. Board of Education</i> , 1954) What happened in the case <i>Brown v. Board of Education</i> ?
Writing Prompt 13: (<i>Brown v. Board of Education</i> , 1954 and <i>Remember the Titans</i>) How was what happened at the school affected by what happened in <i>Brown v. Board of Education</i> ? How was tension between the two main groups shown in the film? Why do you think the people opposed desegregation? What do you think happened after the season ended in that town? What do you think race relations are like there now?
Writing Prompt 14: (<i>How 9/11 Changed These Muslim Americans' Lives Forever</i>) What do you know about 9/11? What did you learn from the article about 9/11? What do you still want to know about 9/11?
Writing Prompt 15: (Student Research) What current events are causing racial tension in the United States and what are some possible solutions to help ease the tension between these groups?

Note. In the Appendix, all articles have links in the lesson plans and there is more information on texts used.

Additionally, a researcher journal was included to show any unplanned changes or questions that came up throughout the day and to also include the adherence to the procedures put in place for this study. The researcher journal was also used for memoing or keeping track of unexpected events or changes to the data collection plan. Scans of the researcher journal are also located in the appendix.

Participants

The school district where I teach is federally identified as a Title I low-income school district and it lies in a large metropolitan area. It currently has over 30 schools and there are 72 different home languages spoken by students' in grades K-12. The student population I currently teach is junior high so, participants were 7th and 8th grade English Learners from various academic and cultural backgrounds with a range of English language proficiency between novice level to advanced-low level. These students have been in the United States for 0-14 years with the average range being 0-3 years and they come from North America, Central America, the

Caribbean, South America, Central Africa, Southeast Asia, and the Pacific Islands. The number of languages other than English spoken by my students has ranged from four to eight languages with an additional six different dialects with differing vocabularies and idioms for one of the languages spoken in my class. My students speak one to five languages other than English before entering my classroom and often this is due to violence and war invading their homelands and forcing them to move elsewhere for safety. Any of my students from these circumstances have faced academic disruptions and may have gaps in their educational background. However, some of my students also attended private schools that allowed them to practice reading and writing in English before they moved to the US and they were ranked in the top of their class before immigrating to the United States. Among the fifteen participants in this study there were at least three different native languages represented, not including additional indigenous languages, and they were born in and began their education in nine different countries.

Additionally, some of the students in this study may also have been identified as needing special services for students with exceptionalities. All lesson plans were modified to accommodate the English Language Acquisition Plans and Individualized Education Plans for these students through Sheltered Instruction Observation Protocol (SIOP) structured lesson plans, modifications were available to the whole student group and not just the student for which the plan was written. One of the accommodations that was provided to all students for example was the use of dictionaries and online translation tools for words and phrases. This accommodation was provided to help with the production of language for newcomers. Another accommodation included removing time constraints from the writing prompts, this can help students with their language processing, but it is also listed as beneficial for many of my students

with an IEP because it removes the ticking clock that causes anxiety and allows them to re-read the prompt, organize their thoughts, and then write.

There was also a control group in which seven of the participants were taking classes not using this method to teach scaffolded daily writing were assessed using a pre and post implementation STAR Test. This control group was meant to show the regular reading comprehension growth rate for ELL students over a five-week period. Teaching students with such a wide range of educational, cultural, and linguistic backgrounds is one challenge in my classroom and one reason this study is important despite the small sample size because there is great diversity in my classroom.

Additionally, one challenge of working with this student population is the challenge of communicating with some parents that speak little or no English. For this reason, all parent informational flyers sent home to obtain consent had to be sent in both English and the home language, which meant having native speakers or other highly qualified language specialists who are biliterate and bilingual translate these documents, which took time as they were doing this as a favor and not for any monetary gains. Furthermore, as an incorrect version of this flyer went out to translators the first time it became necessary to have the flyer re-translated a second time to correct the issue which delayed the planned start date to allow for adequate translation time and IRB approval of materials and procedures.

Data Collection and Analysis

As per the IRB, data was collected originally for all students in the classroom, but the data recorded for the study was only kept for the fifteen students whose parents signed and returned a consent form to the school counselor permitting them to be involved in the study, and who also signed a student assent to participate in the study. All study information, assent, and

consent forms were passed out by the counselor in a group setting and later collected by the counselor via written consents, and the researcher did not know which students were involved in the study until after the semester grades were finalized. All students asked to participate in the study were given a randomly generated number, and all students in my class used their number to submit their work on google forms so that I did not know who was or was not participating in the study, only the ones which have given assent and their parents have electronically signed consent have their writing samples scored or their STAR test scores kept for the study.

All writing pieces were submitted using google forms with a randomly generated number instead of a student identifier and the research assistant (my district's prescriptive EL teacher), who has gone through the same training to score and administer the WIDA access tests used the WIDA Writing Interpretive Rubric to score the writing samples. The research assistant sent back the participants' scaled scores for each writing sample with their participant numbers. Then I compiled and analyzed the results.

As part of my job duties to monitor STAR testing results I compiled their results with the student names for each of the test dates for the students in the implementation group and the two test dates for the control group using a spreadsheet and then I sent it to the counselor to exchange student names for participant numbers and to remove data for non-participants. After the original spreadsheet had been compiled and sent to the counselor, I instructed them to copy it into a new file to make changes and I deleted the original file. Then the counselor sent back the updated spreadsheet with the student identifiers removed and I compiled and analyzed the results. I did not have access to the data in connection with the student name until after all grades had been finalized for the semester.

All grades students received during this unit were based on completion of assignments and results on quizzes that were not involved in the study and the student's participation or lack of participation in the study did not in any way help or hinder their grade.

Data analysis began at the end of the semester after all grades were finalized. The first step was to ensure that each score was correctly attached to the participants' randomly generated numbers. The second step was to recheck the signed consents against the list of participants by their randomly generated numbers. Next, all of the data was compiled side by side, the STAR Test Scores and the Writing Prompt Scores for each of the fifteen participants. Then, the difference between the pre and post STAR Test scores was calculated for each participant. After that the mean, median, and mode change for the implementation group and the control group was calculated. Then a T Test was done in excel on the change in scaled score as well as the change in grade level score, despite the low number of participants. For this value to be statistically significant however the study size would need to include ten or more participants in each group.

After the STAR Test Scores had been analyzed the writing prompt scores were analyzed. The first step in analyzing the Writing Prompt Scores was to get a mean or average score for each writing prompt. Upon seeing the dropped class average on question fifteen I went back and reviewed the samples submitted for each of the prompts. Then I compared some of the hand-written assignments that had been completed for the class just to see if there was a qualitative difference in what was submitted for a grade and what was submitted for the study. The pieces that were compared at this point were not included in the study but were worth further discussion. After reviewing the writing submitted to goggle forms, I analyzed the mean, median, and mode writing score for each participant. Then, seeing that there was trend in the scores from looking at the data in the table I took the scores for all but question fifteen and I created a scatter

plot for each participant and added a line of best fit to find out if there was a correlation over time. In the equation for the line of best fit the correlation is the slope. In this case a positive correlation means that a student showed growth over time, whereas a negative correlation means that there was not enough evidence to prove growth. A correlation's strength is determined by the slope of the line of best fit and the closer it is to 1 the stronger it is.

Chapter Four

Results

STAR Test Scores for Pre- and Post-Implementation						
Participant Number	Implement Group	Student number	STAR Test Score 1 (Scaled Score)	STAR Test Score 1 (Grade Level Score)	STAR Test Score 2 (Scaled Score)	STAR Test Score 2 (Grade Level Score)
1	Yes	704	90	1.2	137	1.7
2	Yes	711	232	2.3	144	1.7
3	Yes	717	Could not pass practice	Could not pass practice	8	0
4	Yes	725	270	2.6	274	2.6
5	Yes	747	NA	2.2	NA	2.9
6	Yes	764	803	6.7	1062	9.5
7	Yes	793	294	2.8	113	1.5
8	Yes	799	146	1.7	163	1.8
9	No	387	459	4.1	443	3.9
10	No	566	NA	NA	NA	NA
11	No	678	563	5	493	4.4
12	No	707	NA	5.5	NA	6.2
13	No	777	540	4.8	NA	5.3
14	No	888	700	6.1	895	7.6
15	No	999	596	5.2	684	6

In the chart above are the results from the STAR tests for the students whose parents gave consent for their data to be included in the study. The scaled scores give a point value for students between 0 and 1400 and gives more differentiation for changes within a short time frame as a criterion-referenced score. However, the grade level scores show the norm-referenced score stating that by first grade in the second month most students would score at a 1.2 and here the criterion-referenced score has been converted to the average grade level of students who

achieved that scaled score. So, for English Learners we can use this data to see how well students are progressing in English proficiency in reading comprehension by comparing their scores to the norm-referenced scores of their native English-speaking peers.

Change in STAR Test Scores				
Number of students with (+) change in the Implement group	Mean change in scaled STAR score for the Implement group	Median change in scaled STAR score for Implement group	Mean change in STAR grade level score for the Implement group	Median change in STAR grade level score for the Implement group
6 of 8	8.25	8	0.525	0.3
Number of students with (+) change in the Control group	Mean change in scaled STAR score for the Control group	Median change in scaled STAR score for the Control group	Mean change in STAR grade level score for the Control group	Median change in STAR grade level score for the Control group
4 of 7	51.083	36	0.46	0.6

In the chart above are the changes in mean (or average) and median group scores between STAR Test 1 and STAR Test 2. The second row shows the changes for the participants in the implementation group, while the bottom row shows the changes for the participants in the control group. The implementation group consisted of eight participants while the control group consisted of seven participants.

Participant Change in STAR Test Scores		
Participant Number	Change in STAR scaled score between Test 1 and Test 2	Change in STAR grade level score between Test 1 and Test 2
1	47	0.5
2	-88	-0.6
3	8	2
4	4	0
5	NA	0.7
6	259	2.8
7	-181	-1.3
8	17	0.1
9	-16	-0.2
10	NA	NA
11	-70	-0.6
12	NA	0.7
13	NA	0.5
14	195	1.5
15	88	0.8

In the table to the left is shown the net change in each participant's scaled criterion-referenced score, and their grade level norm-referenced score. Due to some participants being absent or in another English class not all students had a score in one or both of these categories. Students who were absent would be missing the change altogether, and students not in the same class as the implementation group may not have taken one or both STAR Tests or the researcher may have only been able to access the change in grade level scores due to raw test scores not being reported in the same way. Additionally, some students struggled to obtain a score because in order to begin the

STAR Test, the first few times each student must be able to pass a practice tutorial consisting of 5 practice questions which assumes a minimum reading level of a Kindergartener in English. If students were unable to pass the tutorial questions in the time allotted for the test on the first testing session, they were scored as Pre-Kindergarten level on the norm referenced grade level data point and 0 on the scaled score data point, and therefore the overall change was taken from this point.

The null hypothesis states that there is no significant difference between the growth in English proficiency shown for Newcomers in the Implement Group and the more proficient English Learners in the Control Group.

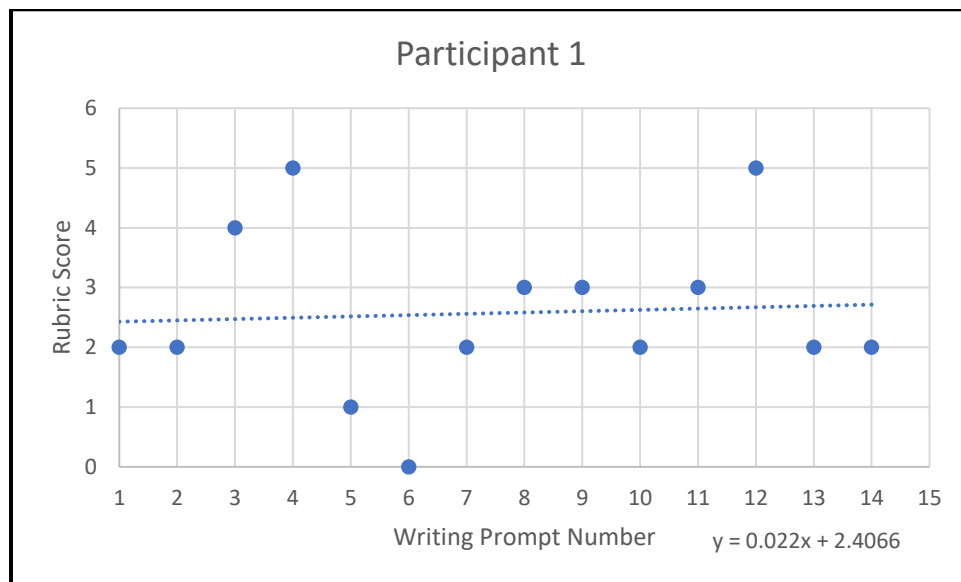
Participants one through eight were in the implementation group while participants nine through fifteen were in the control group.

The P Value for Scaled Scores is 0.635261201. For Scaled Scores $P > .5$ and is therefore likely insignificant. P value for grade level score is 0.903996299. For grade level scores $P > .5$ and is therefore likely insignificant. However, since N was less than 10 participants in each group the P values cannot be used as a conclusive statistic.

Writing Prompt Scores															
Ps #	Ppt 1	Ppt 2	Ppt 3	Ppt 4	Ppt 5	Ppt 6	Ppt 7	Ppt 8	Ppt 9	Ppt 10	Ppt 11	Ppt 12	Ppt 13	Ppt 14	Ppt 15
1	2	2	4	5	1	NA	2	3	3	2	3	5	2	2	1
2	1	NA	NA	NA	1	1	2	1	3	2	2	1	4	2	1
3	2	2	1	3	1	1	2	2	2	2	1	2	3	4	2
4	4	4	4	5	3	4	3	5	4	3	4	4	5	1	4
5	2	3	2	2	2	3	2	3	4	3	3	NA	4	4	1
6	2	2	3	3	2	4	3	3	4	6	2	4	5	4	2
7	2	NA	1	1	3	1	1	4	2	1	1	1	2	1	1
8	3	3	1	1	1	2	1	2	5	2	4	6	3	5	4
Avg.	2.25	2.6667	2.2857	2.8571	1.75	2.2857	2	2.875	3.375	2.625	2.5	3.2857	3.5	2.875	2

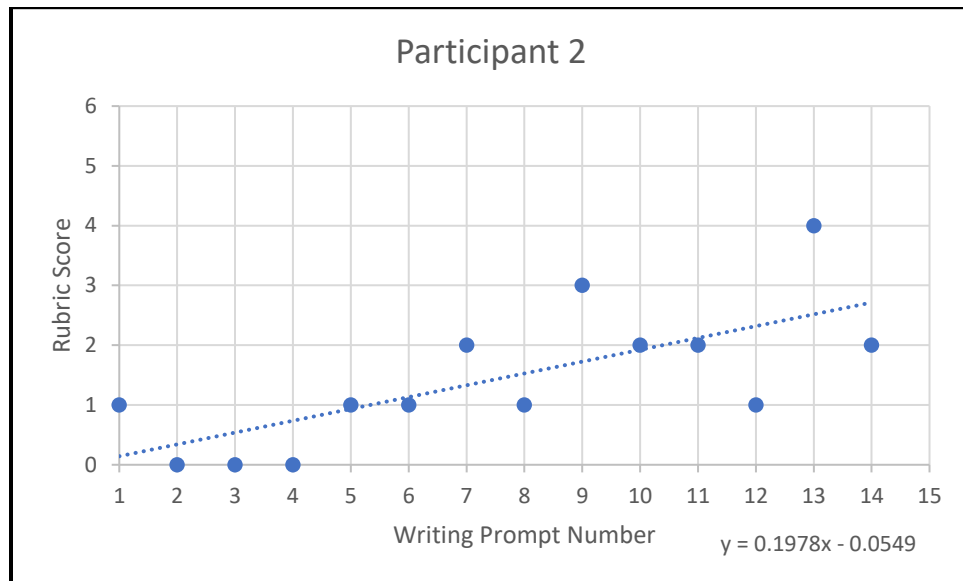
Above are the writing scores as scored using the WIDA Writing Interpretive Rubric for each of the fifteen writing prompts and the average participant score for each prompt. The average row gives an average of the participant scores for each of the fifteen writing prompts. Writing prompt number one was still assigned due to the use of contextual introduction to vocabulary but was not used other than to establish a base writing score. However, as the final writing prompt was given many of the students seemed extremely confused and many responses were unrelated to the topic leading to a drop in the writing sample scores on writing prompt fifteen. Due to the drop in the class average on writing prompt fifteen it has been excluded from

the analysis. I believe that this question was worded poorly and does not truly reflect the student growth. Additionally, three of the responses for writing prompts three and four were shown to be copy and pasted and although the technical score would have been a six for the quality of the writing these scores have been downgraded to a one since the work was not their own. Looking at the vocabulary as it was scaffolded into the lessons and how the writing prompts were designed to encourage new vocabulary usage, writing prompt two was a precursor to three, writing prompt four was a precursor to five, prompt six was a precursor to seven, eight and nine, and writing prompt ten was a precursor to eleven and twelve. Writing prompts thirteen and fourteen were supposed to be precursors to the poorly worded prompt fifteen.

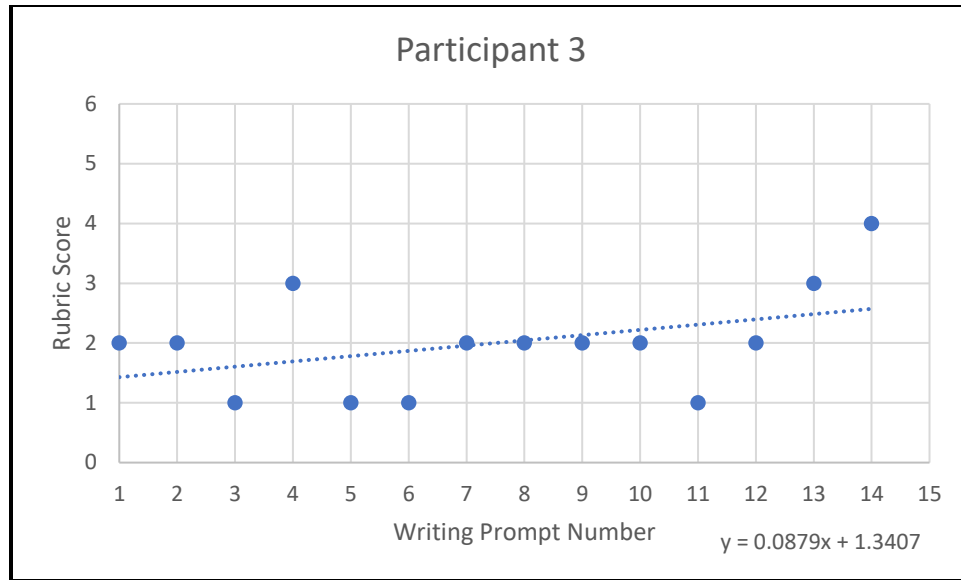


Participant one was a student who had very little prior instruction in English Language Arts. This participant was new to the United States this last school year. Once the scores for question fifteen were removed there is a very weak positive correlation of .022 for his rubric scores over time shown by the line of best fit. This participant's mean score was 2.643. His median score was 3. His mode score was 2. As the vocabulary was revisited or writing prompts

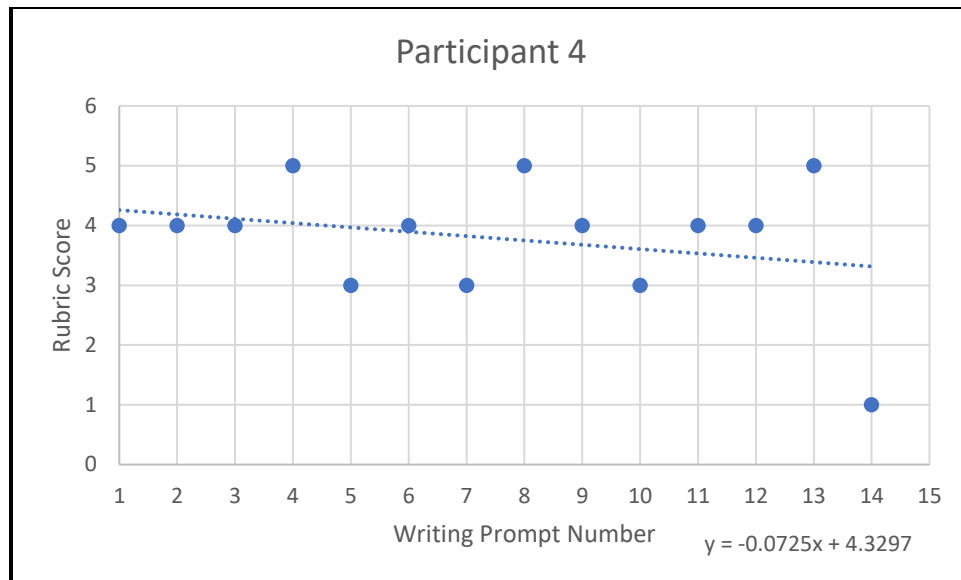
were designed to be linked the scores show additional positive correlations that can be seen on the scatterplot above.



Participant 2 was a low intermediate English Learner. This participant did not show a significant amount of growth on their STAR Test scores, however on his scores on the writing prompts there was a very weak positive correlation of .1978 as shown by the line of best fit on the graph above. Note that the scores of zero on the rubric meant that either the student was absent on the day in which the writing prompt was assigned or that the answer was not scoreable due to incoherence or only typing the assigned number for the study and not giving an answer to the prompt. This participant's mean score was 1.75, whereas his median and mode score was a 1.



Participant 3 was a newcomer with no prior exposure to English before moving to the United States in September. This participant began the study with about six months' worth of English instruction and was un-scoreable on the pretest as the score achieved on the practice questions was below Kindergarten level in Reading Comprehension. This student based on the pretest and post-test in STAR and their writing sample score growth increased in grade level by more than a full grade and a half in comparison to native English speakers on a norm-reference scale, and according to the rubric the highest writing score on Writing Prompt 14 was a four out of six. This student began with answers that were incoherent or copy and pasted and ended with a piece that was clearly organized and easy to read and comprehend over the topic that was asked. This participant's very weak positive correlation for writing scores was .0879. Additionally, this participant's mean score was 2.33 and their median and mode score was a 2.



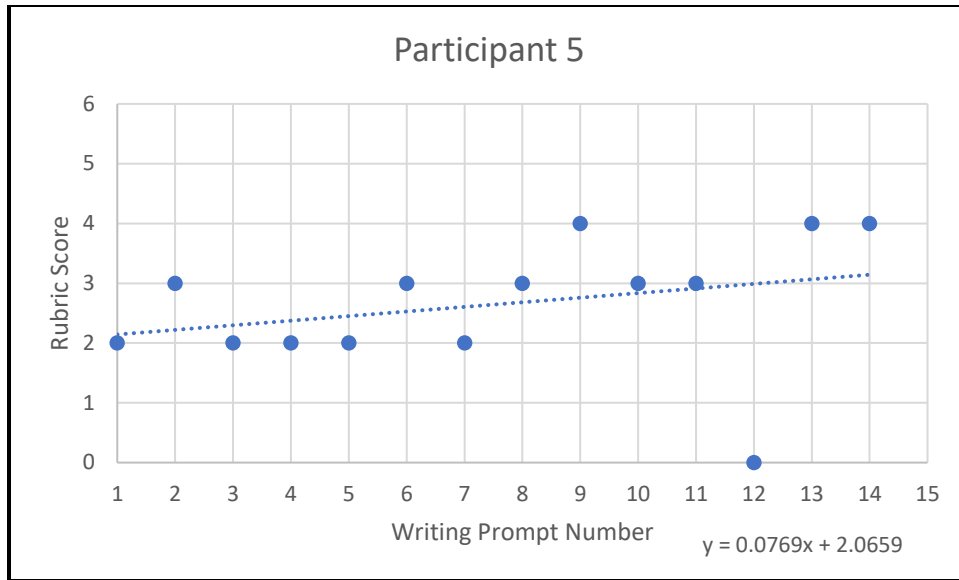
Participant 4 was a newcomer with prior exposure to English instruction. This student did not show a significant amount of growth on their STAR Test scores or on his writing prompts. In fact, this participant's scores stagnated which can be shown as seven of his writing scores were a four on the WIDA Writing Interpretive Rubric. There does seem to be small areas of growth as the topics and vocabulary related to one another, but no major changes in his scores over time throughout the six-week study. His overall very weak correlation was negative .0725. His mean score was a 3.8 while his median and mode scores were both a four. His result is reflective of the stage of language learning where students are learning to apply language because they may know the language in individual parts, but now that they are re-arranging and applying what they know they may misuse language or grammar they have already mastered. ACTFL or the American Council on the Teaching of Foreign Languages has created different levels for language learners and given each of them descriptors for what a student can do. *ACTFL Performance Descriptors for Language Learners* (2015) put this as an intermediate stage where the learner:

“Expresses self and participates in conversations on familiar topics using sentences and series of sentences. Handles short social interactions in everyday situations by asking and

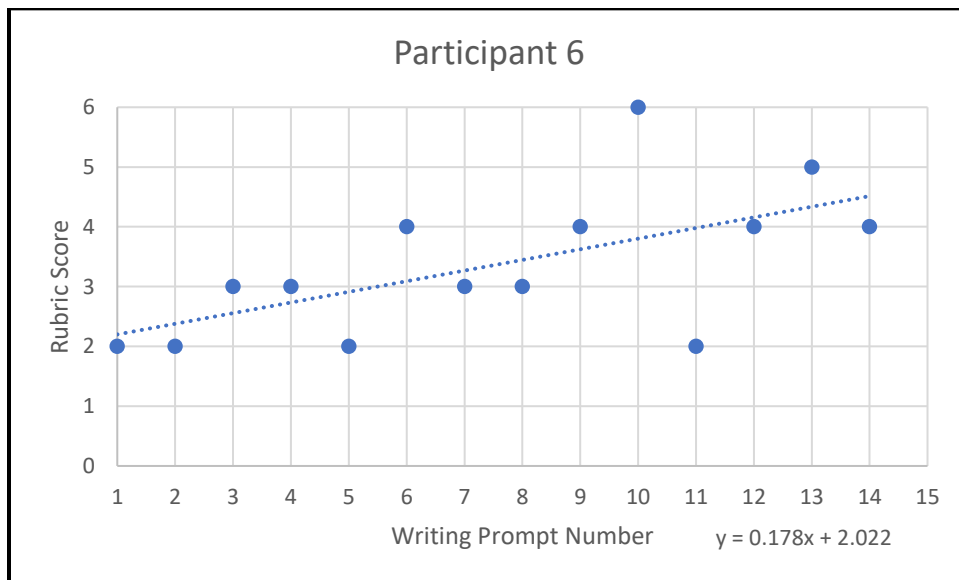
answering a variety of questions. Can communicate about self, others, and everyday life.”

(p. 14)

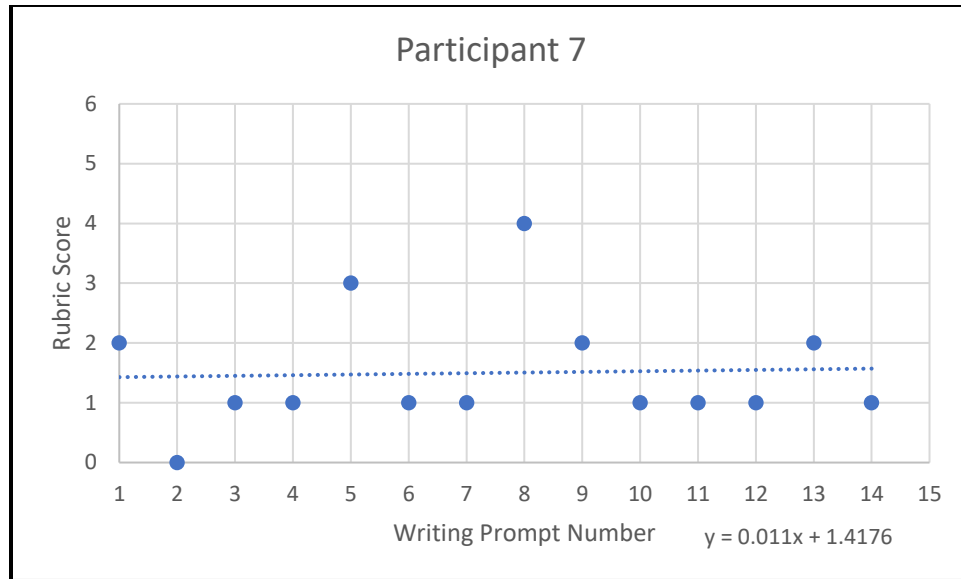
Language learning could be described as the beginning the language learner grows quickly like going down a hill on a bike and they pick up cognates and similar grammatical structures that are shared between their L1 and L2. Then, as they begin to apply language they seem to stop growing and progressing in their language acquisition because now they are nearing the turning point and the hill is steep there and difficult to navigate, until they hit a point where they understand the concept more fully because they can manipulate it. At this point, the learner begins to make progress again, but at a slower pace-like riding a bike uphill (Shrum and Glisan 20). In the same way ACTFL represents language learning as an inverted pyramid in their 2012 *ACTFL Proficiency Guidelines* with the novice at the smallest point and the distinguished at the top. The novice is not responsible to remember as much or have nearly the same control of the language as a learner that is advanced or superior, and thus that portion of the representation is much smaller. As this student had prior exposure to English instruction, it is understandable that he would be in the intermediate stage where he is learning to apply language and therefore his progress is more difficult to observe.



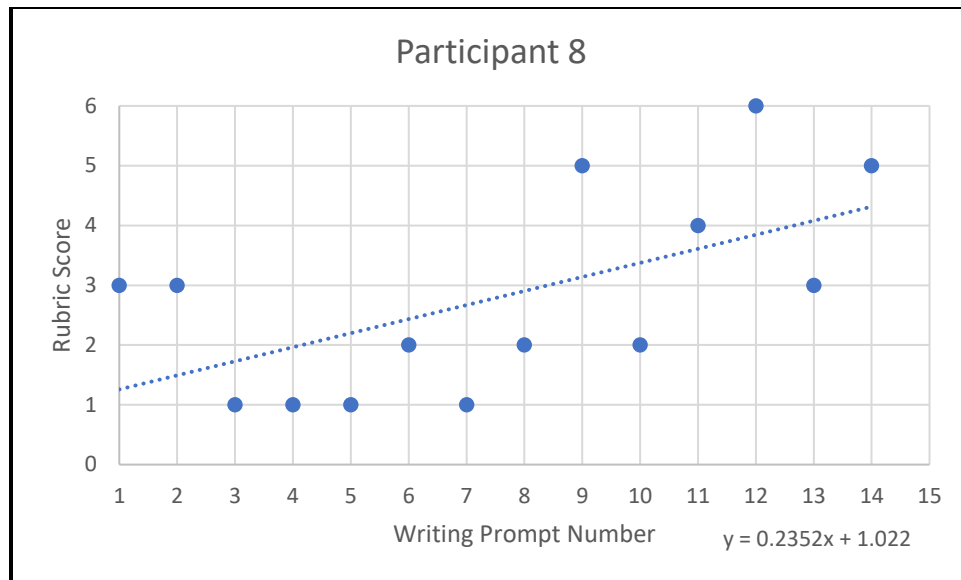
Participant 5 entered into the study with more than two years’ study in English Language Arts and had parents and cousins who were able to work with him on his language acquisition outside of school. Over the course of the six-week study he had a very weak positive correlation of .0769 in his writing scores as shown by the line of best fit. His mean score was a 2.714. He had a median score of 2.5, and his mode or most often score was both a two and a three as he scored each of those five times.



Participant 6 also had prior exposure to English instruction. However, this participant was highly motivated and able to begin the study just below grade level. As this participant was highly motivated, he managed to improve his reading comprehension by three grade levels on the STAR Test. His writing scores also showed growth with a very weak positive correlation of .178. This participant's mean score was a 3.4 while his median was a 3, and his mode was a 2.



Participant 7 was a newcomer with no prior exposure to English instruction. This student's answers included at times text that was copy and pasted. Overall this participant's score had a slight positive trend which can be seen by the very weak positive .011 correlation shown by the slope of the line of best fit. This participant had a mean score of 2.133, but a median and mode of 1.



Much like participant six, participant eight also had prior exposure to English Language instruction and was highly motivated. Additionally, this participant was highly expressive verbally and due to his familiarity with the language he made many strides in his language acquisition. As he was less inhibited by fear of making a mistake due to his extroverted qualities, he applied what he was learning to his speech and his writing much more quickly than many of his peers. His scores had a weak positive correlation of .2352 over the six-week study. He had a mean score of 2.8, a median of 3, and a mode of 1. His STAR Test scores also showed a growth in reading comprehension as well.

Overall, seven of the eight participant scores had a weak or very weak positive correlation over time making the results of this study suggestive of student growth due to the implementation, but since the correlations were not strong there is not clear evidence of this. However, from looking at the trends in class average score there was growth from the precursor prompts on writing prompts six, nine, and twelve. When comparing the language used in the writing samples there were more complete answers, some usage of the target vocabulary, and answers used less mixing of native language or copied texts.

Discussion and Implications

While the results of this study were not conclusive enough to disprove the null hypothesis due to the sample size, much can be learned from the results and limitations that were found. This study showed that a single test used to measure a student's progress in reading comprehension growth may be inaccurate as many of the students in the control group and some in the implementation group did worse on the second STAR test despite being able to recognize and apply new vocabulary in their speech and in reading and writing tasks as shown in part by the writing submissions. In order to measure progress accurately researchers typically either take multiple data points or they repeat the experiment. A phrase I have heard used many times when tracking progress is that we don't measure how many times a child falls when he is learning how to walk, but the number of steps he takes, and by only being able to compare two data points the "falls" may indeed be what we are measuring and not the steps towards progress since this method only gives us a snapshot of the student's reading comprehension. The implications of this would be that future studies may not be conclusive in such a short period of time and would be far better suited to take place throughout the course of an entire school year rather than six short weeks.

Additionally, though the sample size was small, I discovered that some techniques used in conjunction with the scaffolded writing were beneficial to student growth such as reading terms that have been taught in context multiple times and having a symbol associated with a term or idea so that students can visualize the text. The practice in using the term through writing of course was beneficial, but the students seemed to grapple with the academic terms first orally.

For example, through the research journal student oral vocabulary growth can be tracked. In the last week of the study the students were watching *Remember the Titans* and one of the

terms they had recently learned was “riot” they watched as the boys on the football team working with Coach Yoast, including the team captain Gerry Bertier, heard about a fight breaking out downtown and began to run to join in the fray. Students saw grown men fighting in the street and causing property damage and they began to whisper to one another about what they were seeing. I stopped the video and asked them what they saw, “riot” a few students even began to describe what they had seen, “punching...hitting...broken windows” to show that they remembered what a riot was. By the end of the movie they had pointed out racism, riot, prejudice, and freedom.

While they read an article about Islamophobia post-9/11 they called out more terms in context as they discussed what happened on that day, and then how people were treated because of their faith or their skin color after that day. The students in my classroom were not alive in 2001 when the event took place and many of them did not grow up learning about it as most were not born in the United States. They have only seen issues of racial tension in the United States that have happened in the last few years such as the incident in Ferguson, or the controversies about “the wall” and by discussing issues from the past not only can we be clear on how these terms might be applicable in situations that arise, but they also had a clearer picture of what they meant. Through these readings they discussed racism, freedom-particularly religious freedom, terrorism, prejudice, war, security, and injustice. The circular nature of revisiting or repeating terms was extremely helpful to their acquisition of the new academic vocabulary. In fact, this conversation caused one of the students in the room to discuss an issue that had taken place on the bus and built up the classroom community.

The use of writing prompts did have a positive relationship with overall student growth in reading comprehension, but as the lessons were thematically linked most of the vocabulary was revisited. The repetition of themes and the usefulness of the vocabulary as it related to multiple

topics was perhaps more beneficial to the students than the way in which the pre-writing pieces designed to introduce the vocabulary, theme, or topic were in producing reading comprehension growth. The terms that were used the least were not the ones that got called out orally, regardless of how often they came up in the writing prompts. However, the words in which the students could put a symbol to, apply to a situation they had experienced or were familiar with, and could practice through reading and discussion were found in movies and texts even if they were not directly mentioned. Moving forward I would continue to scaffold the writing pieces using academic vocabulary in order to introduce it in a low stress assignment or task, but only with the continued repetition strategy that was used in this unit plan that allowed students to read, visualize, and then apply the vocabulary. This vocabulary introduction strategy gave students a first glance at a topic or theme using the target vocabulary in context so that they could use context clues to begin to comprehend it.

This unit focused more on academic vocabulary terms from social studies and was implemented towards the end of the school year to allow for scaffolding up to these academic tasks. Additionally, it drew on their prior knowledge from social studies classes they had taken in their native countries by including global events and themes, despite looking at some of them through a more local lens by studying events from the nation and state as well. Although this unit was placed at the end of the year to work on specific academic vocabulary this same method of introducing a writing piece for a contextualized methodology could be used at any point in the school year with any vocabulary terms. The only limitation to this method might be age if the student population was not yet writing. In this case, I would change the writing prompts to writing frames that included the vocabulary. This change would be to scaffold for students very early in their language acquisition due to the amount of time they have spent studying English as

a Second Language, or due to age. With adaptations this method could be applied to all levels of learners at any age.

Limitations

In this study there were multiple limitations, some which were anticipated, and the study was designed to work around, and some which came up after the study was underway. In the study design the research team was aware of the issues of working with a student population including many families where parents spoke little to no English and communication would need to be through translated text to inform of the purpose of the study and to obtain consent. Additionally, the research team was accounting for the need for some team members to be located at different school sites because of the various schools where the student participants attended, and the primary researcher taught the sections used for the implementation. Furthermore, they were prepared for a small sample size due to the specific population of English Language Learners for which the study was designed being low in comparison to the rest of the diverse student population.

The low numbers of participants in the study also affects the STAR Test results. The test scores were accurate for some students, but as the questions on a STAR Test are 30 random questions students at one sitting may be more familiar with the vocabulary that they are tested on and do extremely well, while on the next test date they may not be as familiar with the vocabulary and could score lower than they previously did- despite technically growing in reading comprehension. Because of this finding, I would suggest that the study last longer than six weeks for any future study with at least three or four different STAR Test dates to allow each participant's data to be more of a possible correlation of change as shown through multiple data points on a graph instead of the isolated change between two data points. Additionally, as these

data points were used to compare and contrast the change in growth for the control group and the implementation group the sample size recommended in order to perform a t-test is ten or more participants per group. As the total number of participants who gave consent was less than that the t-test results could be an inaccurate measurement of statistical significance.

Some of the limitations that were not foreseen included the student participants' forgetfulness in losing consent forms, incomplete or indecipherable writing prompt answers, the gap in quality of work submitted for writing prompts which called for student anonymity on an electronic submission in comparison to the written and graded assignments that were similar and completed during the same units possibly resulting from a lack of effort due to assignments not being counted as a grade, and class interruptions from end of the year assemblies, differing testing schedules, and students out of class for sports.

Originally, the consent forms were primarily going to be distributed through electronic means and hard copies were available as needed. Yet, in the process of obtaining informed assent and consent the research team discovered that many emails were incorrect or unavailable for parent contact and the forms were then distributed in hard copies that were easier for students to misplace or lose altogether. From the projections of possible participants, the study size shrank by over half. Most of the non-participants were removed from the study because they lost consent forms or simply forgot to return them. There was at most two forms returned declining student participation of the forty distributed.

For the participants from the implementation group, it was unexpected that submitted responses would be incomplete considering that each participant was given an ample amount of time for each writing response, they were not timed responses but rather students were allowed to work until the entire class had completed the activity and students who finished early were

asked to read, draw, or work on homework for another class. However, there were at times many responses that were not completed or were completely left blank. Additionally, as students submitted some responses that were indecipherable due to the usage of their native language which did not even relate to the topic once translated. As they were specifically asked to write in English and were not required to write in complete sentences, but rather asked to answer the questions as fully as they could these responses were not anticipated. They were also encouraged to use word to word dictionaries and could ask their teacher or another student for clarification of the question the research team did not anticipate indecipherable electronically submitted writing prompt responses.

One of the more interesting limitations of this study was the participant's anonymity. Throughout the course of this study student participants were given writing prompts that either jump started or extended other assignments that were used for a grade, but none of the actual writing prompts were used for grading due to each student being given a number to use throughout the duration of the study in order to keep the primary researcher unaware of the exact participants and their writing being submitted with that number instead of a name. At the end of the collection period the researcher observed that the student work which was collected for a grade was more complete and the quality of writing was far superior than the quality submitted for the writing prompts. The research team found this puzzling since they were comparing similar writing tasks from the same sample of students. One possible explanation was that due to the nature of the writing prompts being scored anonymously and not graded by their teacher nor in any way affecting their letter grade in the class students did not place as great of importance on the writing prompts as the tasks given for class credit and thus the quality of the writing responses for them diminished in comparison. This was surprising because the researchers

originally believed that the anonymity of their responses would allow participants to give a wider range of written responses according to their English Language Proficiency levels and take away the stress of needing to turn in a perfected piece of writing. Rather than submitting responses that were more complete and perhaps not in complete sentences many participants gave truncated responses.

The last limitation that was not anticipated when designing this study was the class interruptions. Due to delays in translation and obtaining consent from the International Review Board as well as unplanned medical leave on the part of the primary researcher the scheduled start date for this study was changed from February to late March meaning that spring sports and state testing was an unplanned hurdle during the time when the study was conducted. As the student participants were from schools across the district many of the test dates for their state tests differed dependent on their home site's schedule and their grade level. There were many instances where up to six students were absent for either testing or sports on the same day, which consisted of over a third of the class size in the sections where the implementation took place. For this reason, the timeline of the study had to be more flexible and the time which was allocated for extension of the scheduled five-week time frame was necessary and the study ended after six weeks and four days including the time that the study was delayed due to weather events, assemblies, and differing testing schedules which caused some days to be catch-up days allowing every student to be literally on the same page in the text we were reading. A scan of the researcher journal is located in the Appendix.

Chapter Five

Conclusion

The findings of this study are supportive of prior research showing the repetition of target vocabulary, the inclusion of authentic texts, and writing about the texts read are all beneficial to student comprehension growth. Additionally, due to student gains in writing prompt scores the findings were suggestive that this method of scaffolded writing resulted in student reading comprehension growth. While the gains were slight, this shows that the methodology of scaffolded writing, or using writing prompts to introduce a topic and encourage the use of target vocabulary before engaging in a reading exercise while also applying knowledge of vocabulary use through answering writing prompts after reading the text, can be effective. Moreover, this strategy can be improved through refinement of the writing prompts used and adapting for the inclusion of language frames for students to use. Lastly, this method is adaptable to any topic and can be used for any subject and any student population.

Future Research

Further research would need to be conducted to discover the full effects that increased amounts of writing can have on reading comprehension levels. However, writing and reading activities are inextricably intertwined. For the study to be sound, the control group would need to have the proven reading measurements included, whereas the implementation group would need to have the reading and writing pieces included. Additionally, to have a more definitive conclusion the study size would have to be larger and include over 40 students. Preferably an even, heterogeneous mix of students in the control group and in the implementation group across both seventh and eighth grade.

Another piece that would be interesting to see would be the difference between students from various grade levels from seventh through twelfth grade. To really represent the entire secondary population this study would need to be expanded to include higher grade levels. Based on adding additional grade levels I would recommend an additional 20 students per grade level if possible and likely working with another school district with a similar population of ELs willing to follow the same protocols. In fact, if possible one school district could be used for the control and the other for the implementation. There are a few districts in our area which this scenario could be possible due to close relationships between various departments.

Another factor that would be helpful in further studies would be to test students that had similar base reading comprehension levels instead of simply measuring students in the ELL class in the implementation group and comparing them to students who are still classified as ELL but not in the ELL classroom. This difference in stages could have naturally higher or lower growth rates that we were unable to account for in this study and thus the inability to disprove the null hypothesis could have arisen from a lack of a comparable control group as well as too few participants.

Lastly, as it became clear that there was a difference between the quality of work submitted for the writing prompts and work submitted for a grade I would like to have been able to include this piece in the research or control for the quality by having the assignments be graded assignments, even if that meant that they would have needed to be assessed twice. In trying to avoid researcher bias by designing the writing prompt submissions to be anonymous to the person assessing them it seemed that many of the students began to write less formally, like they would in a text message. They also were more likely to turn in less developed work because if they did not complete the prompt there were no immediate consequences. If the assignment

been for a grade and they turned in the same work they would have had to redo it or taken a zero because the work would be an incomplete, then a missing after a few days, and missing work is graded as a zero.

Future Curriculum

At the outset of this study I wanted to find a strategy to put into my own classroom practice to improve my teaching of English as a Second Language to my newcomers or students who have recently entered the United States and have taken three years or less instruction in English. This particular student group struggles with conversational English and in our school settings they also must find a way to soak in English academic vocabulary and attain reading comprehension levels comparable to their native-speaking peers simply to do their work each day and to succeed on their tests and exams. It was therefore essential to work on a methodology to help accelerate their growth in reading comprehension. This piece is also the biggest struggle other teachers have stated in not knowing how to make accommodations for them. So, I wanted to specifically work with a unit that had grade level academic vocabulary integrating standards from English Language Arts and Social Studies. In the end I hope to share these results with my peers and begin to help make this transition to learning English better for my students.

After working with this study, I will continue to endeavor to make changes to my own teaching practices to be more inclusive and work towards a whole school and district policy to provide this student population with an equitable education. In other words, they should have access to all the same resources as native-speaking students and any resources which are necessary for them to attain competency or proficiency in English.

In the future, I would hope to work with other districts to also improve teaching practices for working with ELs and develop curriculum which can be applied and adapted for any school setting.

However, I would not want to stop with only helping make our schools more equitable, but also to work with parents. In some districts throughout the United States there are English classes for parents and older siblings as well which will work on survival English, conversational English, or English for various jobs. In this way not only can students acquire the language, but so can their parents, and it allows for easier communication between the teachers or school and the family and increased family involvement.

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Appendix

Unit Overview

Class: 7th & 8th Grade English for Language Learners

Unit: Issues You May Not Find in Your Textbook

Standards:

- Improving Academic Language Comprehension for English Language Arts and Social Studies
- Students will develop and apply effective communication skills through speaking and active listening.
- Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.
- Students will read and comprehend increasingly complex literary and informational texts.
- Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.
- Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.
- Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.
- Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.
- Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.

- Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.
- Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.
- Students will evaluate written, oral, visual, and digital texts to draw conclusions and analyze arguments.

Content Objective: Students will be able to comprehend, discuss, and analyze different political topics not commonly covered in their US History classes and how they relate to race relations, culture, class, and identity.

Language Objective: Students will be able to recognize and use appropriate vocabulary to discuss or write about race relations, political debates, segregation and desegregation, national borders, riots, labor laws, internment camps, immigration, extinction, endangerment, renewable and nonrenewable resources, language resurgence, digital media, social culture, genocide, class systems, and advocacy.

Time: Approximately 31 days (6 weeks) in class, for 50 to 55-minute periods, five days per week.

Modifications: All lessons have been modified to include Sheltered Instruction Observation Protocol and scaffold topics for language and content goals to be met within 8th grade English Language Arts Reading and Writing Standards, which is the more advanced standards for the mixed 7th and 8th grade English class for English Learners this unit is designed to be used in.

Lesson 1: 1900's Race Riots Tulsa (1921) and LA (1992)

Content Objective: Students will be able to comprehend, discuss, and analyze the 1900's Race Riots LA and Tulsa (1921).

Language Objective: Students will be able to recognize and use appropriate vocabulary to discuss or write about: race, riot, population, work force, prejudice, privilege, rights, freedom, injustice, and protest.

Standards:

- Improving Academic Language Comprehension for English Language Arts and Social Studies
- Students will develop and apply effective communication skills through speaking and active listening.
- Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.
- Students will read and comprehend increasingly complex literary and informational texts.
- Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.
- Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.
- Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.
- Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.

- Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.
- Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.
- Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.
- Students will evaluate written, oral, visual, and digital texts to draw conclusions and analyze arguments.

Key Vocabulary: race, riot, population, work force, prejudice, privilege, rights, freedom, injustice, and protest.

Supplementary Materials:

- *Up from the Ashes* by Hannibal B. Johnson
- <https://www.history.com/this-day-in-history/riots-erupt-in-los-angeles>
- <https://www.google.com/amp/s/www.citylab.com/amp/article/524145/>
- The Lost Tapes Season 1 Episode 2

SIOP Features:

Integration of Processes: Interpretive mode in defining terms and reading the selected text.

Intercommunicative mode in paired activity, and in whole class discussion. Presentational mode in paired activity, in written response, and in whole class discussion.

Scaffolding: Students will start this topic by using the terms from the previous topic.

Additionally, students will create picture vocabulary to relate to terms as they may know them from their primary language, and they have access to bilingual dictionaries and English dictionaries to use as needed. The reading will be read aloud as a class and key terms and

advanced vocabulary will be pulled out as we read. Small groups will be designed to have language supports in the primary language and the target language as much as possible.

Group Options: Individual assignments and whole class discussion.

Assessment: Informal assessment through whole class discussion and students' written responses to the KWL activity.

Lesson Sequence:

Writing Prompt: Write about a time when you felt like a rule at home or at school was unfair.

What was the rule? How was it unfair? Did you follow the rule even though you thought it was unfair? Did you try to get the rule changed?

Day 1: Picture definitions of terms. Pair discussion of pictures, why you drew what you drew for that word and how does it incorporate the definition of that term. Also, if you and your partner disagree on a term discuss how one or both of you might be correct.

Day 2: Read *Up from the Ashes*

Discuss what happened in the book as a class.

Day 3: Read source 2 from The History Channel which gives the events as they happened on that day in history.

Writing activity: How was what happened in 1992 in LA similar to what happened in 1921 in Tulsa? How was it different? Why do you think the people in LA rioted? What do you think happened in LA because of the riots?

Day 4: Read source 3 which gives a more current viewpoint looking back on the event.

Have students individually write what they already knew, learned, and still want to learn about this event and turn it in by the end of the hour to use for a class discussion.

Day 5: Class discussion (Teacher led Socratic Seminar) over what we already knew, learned, and how the perspective of this source was different.

Extension: Watch the Lost Tapes episode and write an argumentative essay. Argumentative

Essay: Do you think it was right for the people in LA to riot in the streets? Discuss why or why not and use sources for your argument.

Lesson 2: US Internment Camps for the Japanese (1940s)

Content Objective: Students will be able to comprehend, discuss, and analyze the US Internment Camps for the Japanese 1940s.

Language Objective: Students will be able to recognize and use appropriate vocabulary to discuss or write about: war, prejudice, terrorism, freedom, privilege, prisoner, captive, detained, isolated, immigration, emigration, population, work force, citizenship, natural born citizens, permanent residents, and illegal aliens.

Standards:

- Improving Academic Language Comprehension for English Language Arts and Social Studies
- Students will develop and apply effective communication skills through speaking and active listening.
- Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.
- Students will read and comprehend increasingly complex literary and informational texts.
- Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.
- Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.
- Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.

- Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.
- Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.
- Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.
- Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.
- Students will evaluate written, oral, visual, and digital texts to draw conclusions and analyze arguments.

Key Vocabulary: war, prejudice, terrorism, freedom, privilege, prisoner, captive, detained, isolated, immigration, emigration, population, work force, citizenship, natural born citizens, permanent residents, and illegal aliens.

Supplementary Materials:

- *The Bracelet* by Yoshiko Uchida

SIOP Features:

Integration of Processes: Interpretive mode in defining terms and reading the selected text.

Intercommunicative mode in paired activity, in small groups, and in whole class discussion.

Presentational mode in paired activity, in small groups, in written response, and in whole class discussion.

Scaffolding: Students will start this topic by using the terms from the previous topic.

Additionally, students will create picture vocabulary to relate to terms as they may know them from their primary language, and they have access to bilingual dictionaries and English

dictionaries to use as needed. The reading will be read aloud as a class and key terms and advanced vocabulary will be pulled out as we read. Small groups will be designed to have language supports in the primary language and the target language as much as possible.

Group Options: Students will be placed in pairs pre-selected by the teacher to review their picture terms. Small groups will be pre-determined by the teacher for use of the target language, some access to first language supports, and grouping for peer-tutoring.

Assessment: Informal assessment through whole class discussion, small group discussion observation, and students' written responses to the individual assignment.

Lesson Sequence:

Writing Prompt: Has there ever been a time where you felt like you did not fit in or belong? Has anyone ever made you feel unwelcome or unwanted? Where were you? What made you feel this way? Did the situation improve with time?

Day 1: Defining key terms using pictures.

Pair discussion of pictures, why you drew what you drew for that word and how does it incorporate the definition of that term. Also, if you and your partner disagree on a term discuss how one or both of you might be correct.

Day 2: Class read aloud of *The Bracelet* by Yoshiko Uchida.

Individual assignment to write about one experience the main character had that was similar to one you have had, and one that was very different from anything you have experienced.

Small group (3-4) discussion over how the vocabulary terms were important in the reading and a group comprehension check discussion over the main character and similar experiences or feelings the people in the group have had. Discuss and provide support for why some Americans

might have felt uncomfortable or threatened by the presence of people of Japanese descent and let fear of their future actions persuade them to support the camps.

Day 3: Class discussion through philosophical chairs (teacher determines the groups) for students to discuss the two sides of political opinions which led to the separation of Japanese Americans to wrap-up the topic.

Extension: Research assignment for students to look up and then write a summary over the reparations made to these families forty years later during the Reagan administration.

Lesson 3: Past Glimpses of Genocide (WWII and Armenia)

Content Objective: Students will be able to comprehend, discuss, and analyze Genocide Past and Present.

Language Objective: Students will be able to recognize and use appropriate vocabulary to discuss or write about: genocide, immigration, emigration, population, citizenship, natural born citizens, permanent residents, illegal aliens, passports, visas, Nazi, persecution, ostracize, holocaust, ghetto, Aryan, Semitic, nationalism, populism, communism, socialism, dictator, democracy, propaganda, war front, charisma, manipulation, torture, human experimentation.

Standards:

- Improving Academic Language Comprehension for English Language Arts and Social Studies
- Students will develop and apply effective communication skills through speaking and active listening.
- Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.
- Students will read and comprehend increasingly complex literary and informational texts.
- Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.
- Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.
- Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.

- Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.
- Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.
- Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.
- Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.
- Students will evaluate written, oral, visual, and digital texts to draw conclusions and analyze arguments.

Key Vocabulary: genocide, immigration, emigration, population, citizenship, natural born citizens, permanent residents, illegal aliens, passports, visas, Nazi, persecution, ostracize, holocaust, ghetto, aryan, semitic, nationalism, populism, communism, socialism, dictator, democracy, propaganda, war front, charisma, manipulation, torture, human experimentation.

Supplementary Materials:

- *Terrible Things* by Eve Bunting
- Terrible Things Documents
- Number the Stars Trailer
- *Number the Stars* by Lois Lowry
- *Like Water on Stone* by Dana Walrath

SIOP Features:

Integration of Processes: Interpretive mode in defining terms, watching the clip, and reading the selected texts. Intercommunicative mode in paired activity, in small groups, and in whole class

discussion. Presentational mode in paired activity, in small groups, written response, and in whole class discussion.

Scaffolding: Students will start this topic by using the terms from the previous topic.

Additionally, students will create picture vocabulary to relate to terms as they may know them from their primary language, and they have access to bilingual dictionaries and English dictionaries to use as needed. The reading will be read aloud as a class and key terms and advanced vocabulary will be pulled out as we read. Small groups will be designed to have language supports in the primary language and the target language as much as possible.

Group Options: Students will be placed in pairs pre-selected by the teacher to review their picture terms. Small groups will be pre-determined by the teacher for use of the target language, some access to first language supports, and grouping for peer-tutoring.

Assessment: Students will be assessed formally through the second draft of their comparison piece over *Number the Stars* and *Like Water on Stone*.

Lesson Sequence:

Day 1: Terrible Things Holocaust Lesson Introduction

Objectives: Working together in small groups. Discussing and ranking rights and freedoms.

Discussing tone based on images. Discussing various perspectives of characters in the story.

Writing advice for one of the main characters in Bunting's *Terrible Things*.

Materials: In groups of four, students will be given four copies of a pre-assessment sheet over rights, a sheet of paper with six questions on it, a blank sheet to answer questions as a group, and four lined sheets for each student to write individual responses to the final question. On the overhead students will read silently as I read aloud *Terrible Things* by Eve Bunting.

Procedures: Upon entering the classroom students will be asked to complete the Rights and Freedoms worksheet. They will be given five minutes to complete it and discuss their answers with their group. They will be given another five minutes to come to a consensus as a group on the rankings and reasons why they have chosen this ranking. Students will have five minutes to work in groups of four to discuss what it would be like to live during the 1940s as Jews. While discussing a Jewish perspective they will answer the question “What did Jews need physically in order to live?” Then, they will discuss how the rights of this group were taken away.

Teacher questions: What do you see on the cover? What kinds of emotions does this cause you to feel? What is different between the picture on the cover and the picture on this page which has all the animals in the wood?

Read the book aloud with the images shown on the smart board.

-write down five suggestions you could make to little rabbit

-In these same groups after the reading of the note at the beginning of *Terrible Things* by Eve Bunting, I would ask them to discuss and write which groups the animals correspond to and what or who the terrible things are.

-In conclusion, the students would be asked to write down on a piece of paper what advice they would give to the little Rabbit at the end of the story, and why.

Assessment:

- 1) Are students actively involved in group discussions? Check next to student's name for participation.
- 2) Did student groups give reasons for their rankings? Check for completion next to student's name.

3) Did students understand the text? Students will turn in group work so that their response to the question asking them to draw connections between the terrible things, the animals, the clearing in the woods, and their real-world counterparts the Nazis, Germany, the immigrants, Jews, and German citizens. They will be graded on a scale of 1-4, 1 none of the connections are correct, 2 one connection is correct, 3 two connections are correct, 4 connections between the “Terrible Things” and the Nazis, Germany and the clearing in the woods, and the animals and the people groups (Jews, Immigrants, and German citizens) are correct.

4) Students give clear and coherent advice to the Little Rabbit (4 points), and they describe their reasoning for this advice (2 points) in three to five sentences. Clear and coherent advice is in complete sentences, legible, on topic, and correctly addressed. Missing any one of these requirements will result in the loss of one point. Failing to provide their reasoning for this advice will result in the loss of two points.

Modifications and Accommodations: One modification for students is listing the desired groups for students to draw connections between. One further modification is to give the students a connection matching sheet which allows for the same three connections to be made, but the options are clearer for students to see visually. Also, having students with difficulty seeing or paying attention sitting at the front of the room so that they can more easily see and engage in the activity.

(The advice written to little rabbit by the student would serve as the writing prompt for this topic.)

Day 2: Defining key terms using pictures. Pair discussion of pictures, why you drew what you drew for that word and how does it incorporate the definition of that term. Also, if you and your partner disagree on a term discuss how one or both of you might be correct.

Day 3-5: Reading and discussing *Number the Stars*. Where and when does the story take place? Who are the main characters? What happens? How do the characters' circumstances change? How do the characters change? How well do you relate to the main character(s)? What point of view is the story written from? What style of writing is used to tell the story and how does it affect the telling of the story?

Days 6-9: Reading *Like Water on Stone* outside of class and discussing in class. Where and when does the story take place? Who are the main characters? What happens? How do the characters' circumstances change? How do the characters change? How well do you relate to the main character(s)? What point of view is the story written from? What style of writing is used to tell the story and how does it affect the telling of the story?

Day 10: Individual assignment to write about: in what ways did these the two historical genocides take place, who watched and did nothing out of fear, how were they similar, how were the different?

Optional Trailer: Watch the Number the Stars Trailer. Discuss in pairs what you saw in the short video clip. Also, make a prediction about whether the main character will be able to protect her friend. Last, do you think you could pretend that your best friend was your sibling and lie to protect them from going to a concentration camp, why or why not? Share your answers with your partner.

Extension: Option 1: Look up current events going on around the world and research whether the current civil wars coincide with acts of genocide. When you find one that does summarize in one paragraph an article from each of sides on the issue for a total of a paragraph per perspective.

Option 2: Look up recent events (since 1990) around the world and research acts of genocide.

When you find one summarize in one paragraph an article from each of sides on the issue for a total of a paragraph per perspective.

Lesson 4: US Race Relations Post 1974 Desegregation and 9-11

Content Objective: Students will be able to comprehend, discuss, and analyze the US Race Relations Post 1974 Desegregation and 9-11.

Language Objective: Students will be able to recognize and use appropriate vocabulary to discuss or write about: security, terrorism, race, riot, population, work force, prejudice, privilege, rights, freedom, and protest immigration, emigration, voting rights, immigration, emigration, citizenship, natural born citizens, permanent residents, illegal aliens, passports, and visas.

Standards:

- Improving Academic Language Comprehension for English Language Arts and Social Studies
- Students will develop and apply effective communication skills through speaking and active listening.
- Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.
- Students will read and comprehend increasingly complex literary and informational texts.
- Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.
- Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.
- Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.

- Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.
- Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.
- Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.
- Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.
- Students will evaluate written, oral, visual, and digital texts to draw conclusions and analyze arguments.

Key Vocabulary: security, terrorism, race, riot, population, work force, prejudice, privilege, rights, freedom, and protest immigration, emigration, voting rights, immigration, emigration, citizenship, natural born citizens, permanent residents, illegal aliens, passports, and visas.

Supplementary Materials:

- Brown v. Board of Education
- Remember the Titans (Clips)
- https://www.google.com/amp/s/m.huffpost.com/us/entry/us_57d075dfe4b0a48094a75bc1/amp

SIOP Features:

Integration of Processes: Interpretive mode in defining terms, watching the film, and reading the selected text. Intercommunicative mode in paired activity, in small groups, and in whole class discussion. Presentational mode in paired activity, in small groups, written response, and in whole class discussion.

Scaffolding: Students will start this topic by using the terms from the previous topic.

Additionally, students will create picture vocabulary to relate to terms as they may know them from their primary language, and they have access to bilingual dictionaries and English dictionaries to use as needed. The reading will be read aloud as a class and key terms and advanced vocabulary will be pulled out as we read. Small groups will be designed to have language supports in the primary language and the target language as much as possible.

Group Options: Students will be placed in pairs pre-selected by the teacher to review their picture terms. Small groups will be pre-determined by the teacher for use of the target language, some access to first language supports, and grouping for peer-tutoring.

Assessment: Students will be informally assessed over two individual writing activities and two class discussions.

Lesson Sequence:

Writing Prompt: We live in a world where even when it is not voiced aloud, we automatically recognize the color of a person's skin, their language, and their accent to determine if they are like us or not. Write of a time when you immediately began to decide who a person was, how they would act, and whether you would be able to get along with them before you even really knew them simply based on their race, language, or nationality. Were your immediate judgments correct or incorrect? Did you become friends after you got to know one another better or on the other hand find out that you could not be friends after you got to know one another?

Day 1: Defining key terms using pictures. Pair discussion of pictures, why you drew what you drew for that word and how does it incorporate the definition of that term. Also, if you and your partner disagree on a term discuss how one or both of you might be correct.

Day 2: Read *Brown v. Board of Education*

Discuss what happened in the case as a class through retelling on the whiteboard in storyboard writing (students will also have their own paper to answer the question individually before it is put on the board).

Day 3: Watch Remember the Titans with a Movie Questions Guide

Writing activity: How was what happened at the school affected by what happened in Brown v. Board of Education? How was tension between the two main groups shown in the film? Why do you think the people opposed desegregation? What do you think happened after the season ended in that town and what do you think race relations are like there now?

Day 4: Read the article which gives a more current viewpoint looking back on the 9/11 and race relations between people of middle eastern descent and other races.

Have students individually write what they already knew, learned, and still want to learn about this event and turn in for a class discussion.

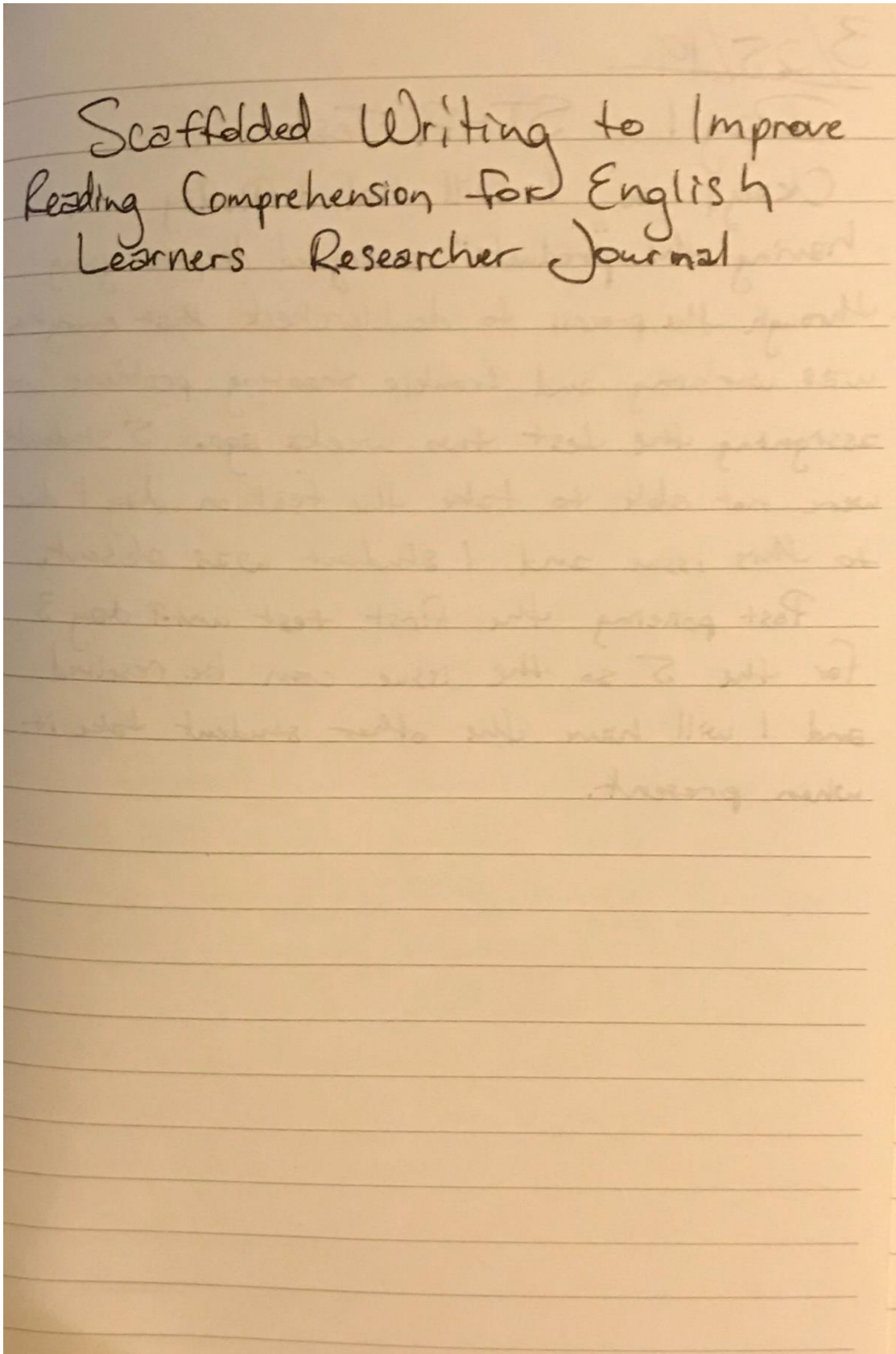
Extension: Argumentative Essay- What current events are causing racial tension in the United States and what are some possible solutions to help ease the tension between these groups?

Writing Assessment Tool

WIDA Writing Interpretive Rubric Grades 1-12 8/11/2017

	Discourse Level Linguistic Complexity	Sentence Level Language Forms and Conventions	Word/Phrase Level Vocabulary Usage
<p>Level 6 Reaching Text is fully comprehensible and appropriate to purpose, situation, and audience; comparable to the writing of English proficient students meeting college- and career-readiness standards; and includes:</p>	<ul style="list-style-type: none"> extended connected text (single or multiple paragraphs) that is organized and shows tight cohesion in the precise expression of ideas clear evidence of consistency in conveying an appropriate perspective, register, and genre 	<ul style="list-style-type: none"> a full range of sentence patterns and grammatical structures matched to content area topics consistent use of appropriate conventions to convey meaning, including for effect 	<ul style="list-style-type: none"> consistent usage of just the right word or expression in just the right context related to content area topics facility with precise vocabulary usage in general, specific, or technical language
<p>Level 5 Bridging Text is comprehensible and related to purpose; generally comparable to the writing of English proficient peers; and includes:</p>	<ul style="list-style-type: none"> extended connected text (single or multiple paragraphs) that is organized and shows a cohesive and coherent expression of ideas clear evidence of conveying an appropriate perspective, register, and genre 	<ul style="list-style-type: none"> a broad range of sentence patterns and grammatical structures matched to the content area topic nearly consistent use of appropriate conventions to convey meaning, including for effect 	<ul style="list-style-type: none"> usage of technical and abstract content-area words and expressions as appropriate usage of words and expressions with precise meaning related to content area topics as appropriate vocabulary usage that fulfills the writing purpose
<p>Level 4 Expanding Text is always generally comprehensible; approaches comparability to the writing of English proficient peers; and includes:</p>	<ul style="list-style-type: none"> connected text (sentences or paragraphs) that shows an organized expression of ideas with emerging cohesion some evidence of conveying an appropriate perspective, register, and genre 	<ul style="list-style-type: none"> a range of sentence patterns and grammatical structures characteristic of the content area generally consistent use of appropriate conventions to convey meaning 	<ul style="list-style-type: none"> usage of specific and some technical content area words and expressions as appropriate usage of words and expressions with multiple meanings or common collocations and idioms across content areas as appropriate vocabulary usage that generally fulfills the writing purpose
<p>Level 3 Developing Original text is generally comprehensible (though comprehensibility may from time to time be compromised in more complex original text) and includes:</p>	<ul style="list-style-type: none"> text that shows developing organization in the expression of an expanded idea or multiple related ideas evidence of a developing sense of perspective, register, and genre 	<ul style="list-style-type: none"> a developing range of sentence patterns and grammatical structures common to content areas developing use of conventions to convey meaning 	<ul style="list-style-type: none"> usage of some specific content words and expressions as appropriate usage of common cognates, words, or expressions related to content areas as appropriate vocabulary usage that attempts to fulfill the writing purpose
<p>Level 2 Emerging Some original text and text adapted from model or source text is generally comprehensible (though comprehensibility may often be compromised in attempts at more complex original text) and includes:</p>	<ul style="list-style-type: none"> text that shows emerging expression of an idea or ideas and may demonstrate some attempt at organization some amount of text that may be copied or adapted 	<ul style="list-style-type: none"> repetitive sentence and phrasal patterns and formulaic grammatical structures used in social and instructional situations or across content areas variable use of conventions 	<ul style="list-style-type: none"> usage of general content words and expressions usage of social and instructional words and expressions across content areas possible usage of general vocabulary where more specific language is needed
<p>Level 1 Entering Text that is copied or adapted from model or source text is generally comprehensible (though comprehensibility may be significantly compromised in original text) and includes:</p>	<ul style="list-style-type: none"> language that represents an idea or ideas varying amounts of text that may be copied adapted text that may contain some original language 	<ul style="list-style-type: none"> words, chunks of language, or simple phrasal patterns associated with common social and instructional situations possible use of some conventions 	<ul style="list-style-type: none"> usage of highest frequency general content related words usage of everyday social and instructional words and expressions

Researcher Journal



Scaffolded Writing to Improve
Reading Comprehension for English
Learners Researcher Journal

3/25/19

Day 1 STAR Test

Okay, so I still had difficulty with having the "products" assigned despite going through the process to double-check that everything was working and trouble shooting problems with assigning the test two weeks ago. 5 students were not able to take the test on day 1 due to this issue and 1 student was absent.

Post poning the first test until day 3 for the 5 so the issue can be resolved and I will have the other student take it when present.

3/26/19

Day 2

Randomly generated numbers are missing... the school counselor's were going to do this before the break and it got overlooked...

Writing Prompt 1 & 2 will be submitted tomorrow when the numbers are assigned.

* The snafu also prolonged the vocabulary lesson and we ran out of time and the instructions - well - weren't heard clearly and the vocabulary will need some re-teaching tomorrow.

* Absent student was able to Star test and the other students' accounts were fixed by the end of the day.

3/27/19

Day 3

Vocabulary re-teaching went much better and we almost finished that activity, and we are a full day and a half behind schedule in my morning class and a day behind in my afternoon class. In the afternoon class we began reading *Up From the Ashes*.

3/28/19

Day 4

- Vocabulary activity finished and began reading *Up From the Ashes* in the morning class. STAR Test 1 finished.

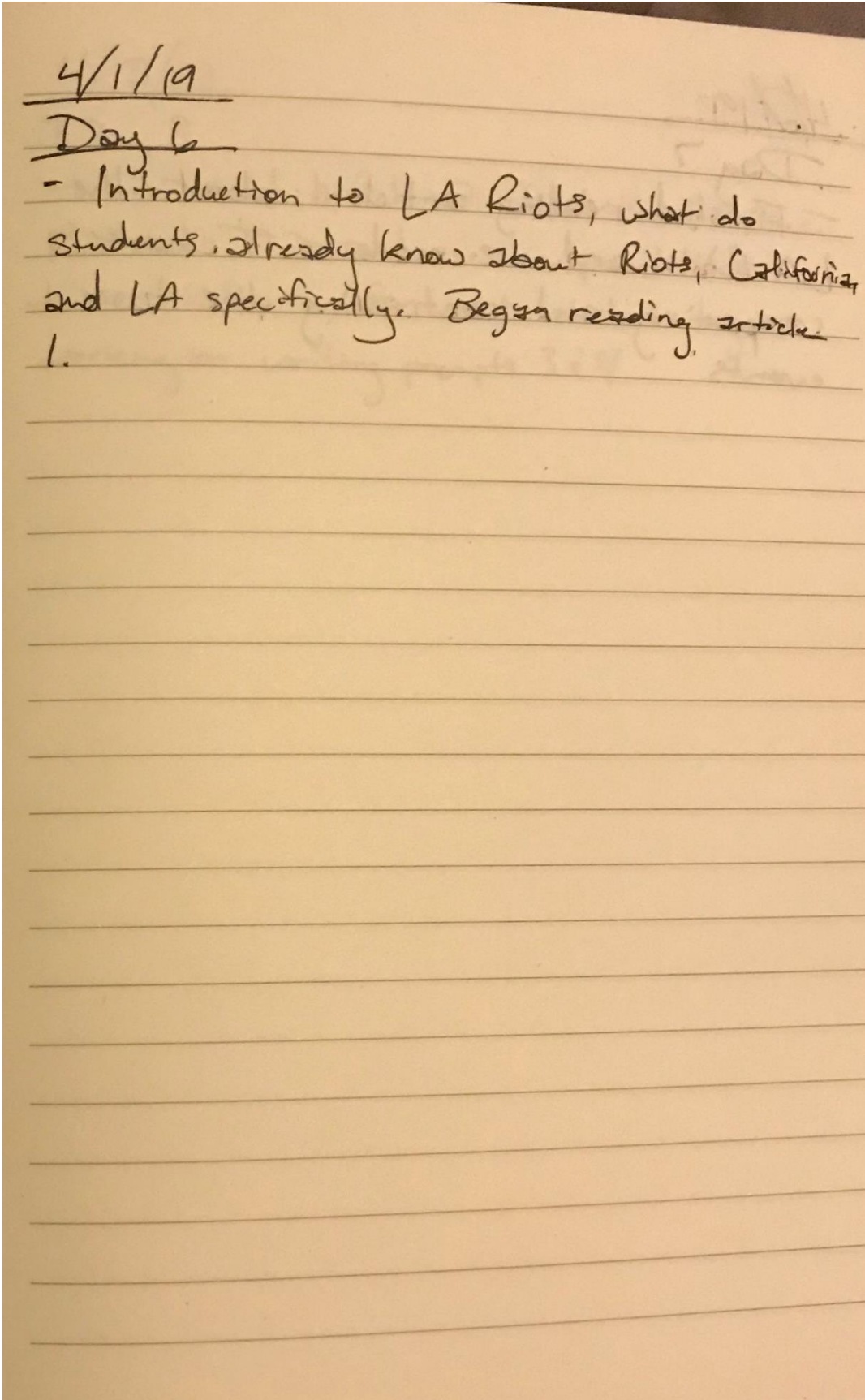
- Almost finished *Up From the Ashes*, finished Writing Prompts 1 & 2 in the afternoon.

* The counselor at the second school forgot to assign numbers so the students got to assign their own ~~three~~ digit number and give the list back to the counselor so I didn't know the numbers.

3/29/19

Day 5

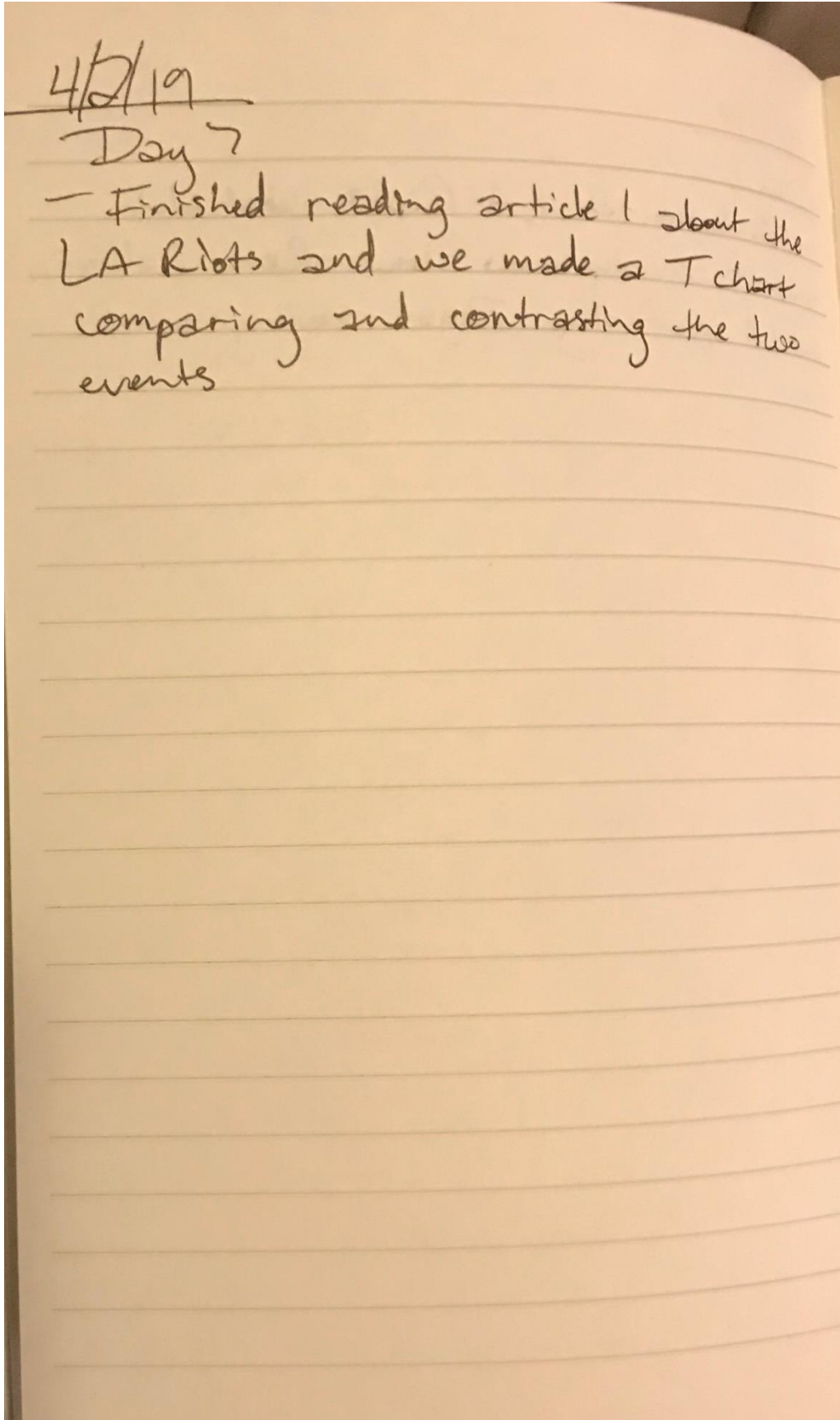
- Finished Up From the Ashes and
Tilstr source 2 in class discussion
comparing the sources and perspectives



4/1/19

Day 6

- Introduction to LA Riots, what do students already know about Riots, California, and LA specifically. Began reading article 1.



4/2/19

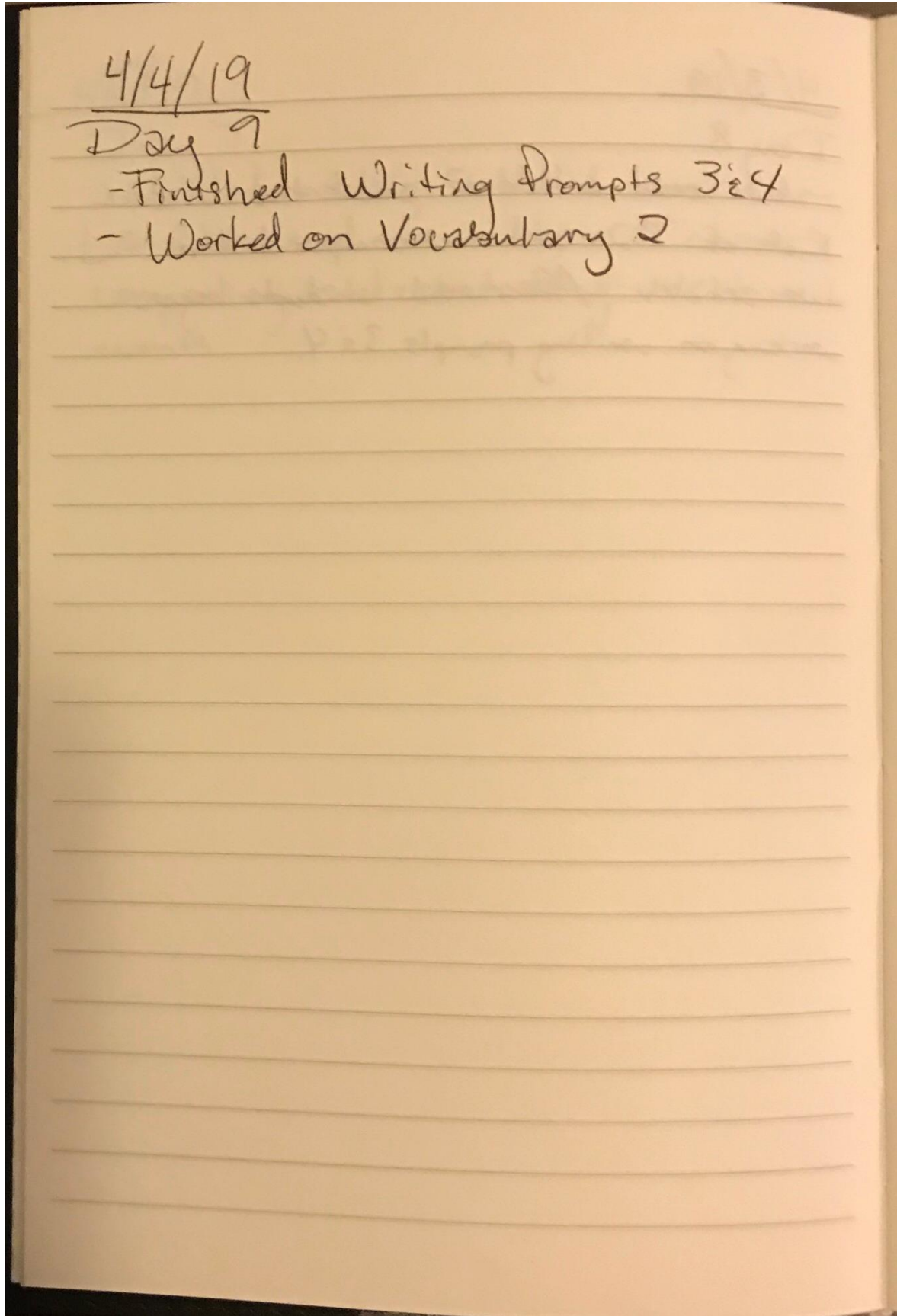
Day 7

- Finished reading article 1 about the LA Riots and we made a T chart comparing and contrasting the two events

4/3/19

Day 8

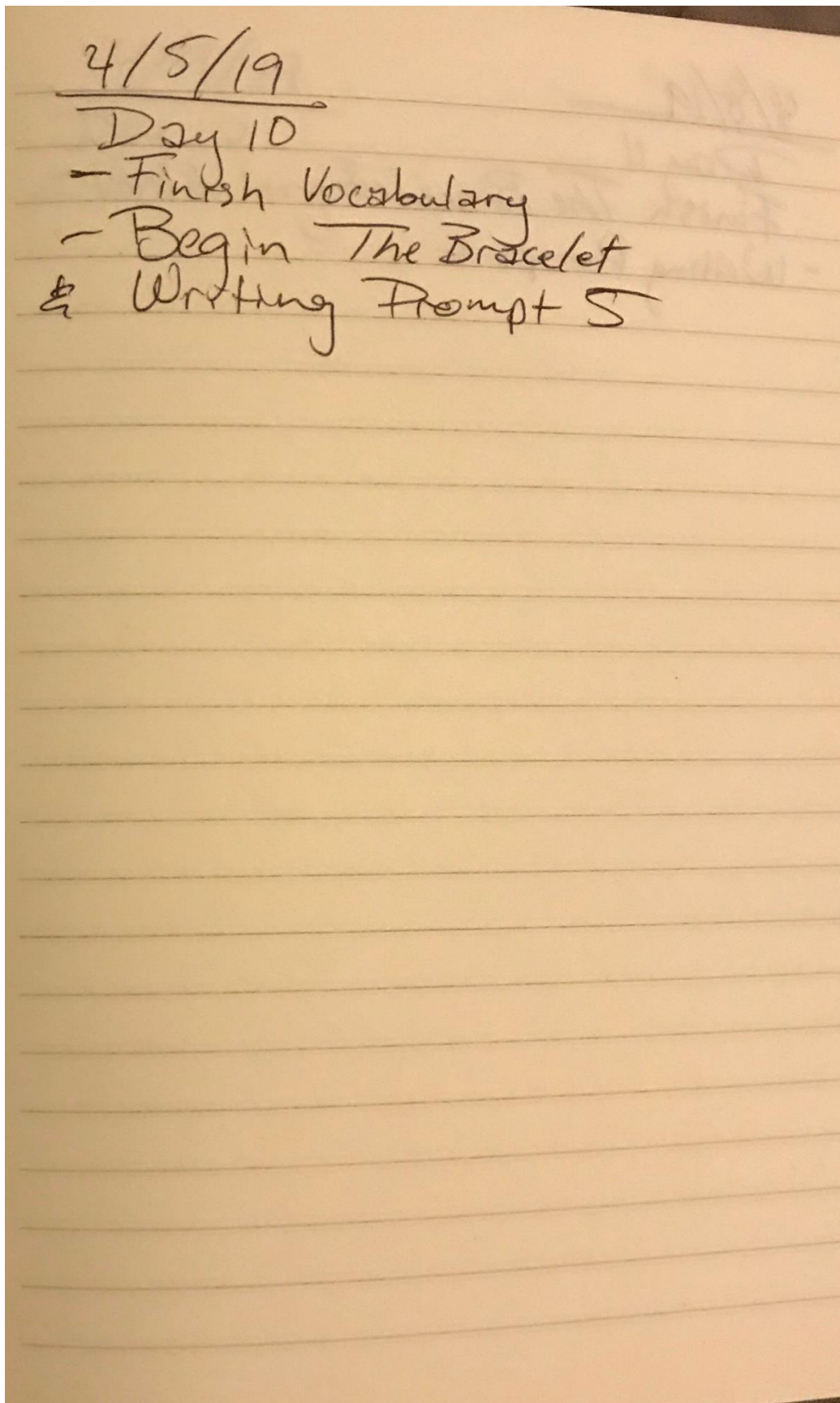
- We read article 2 about the LA Race Riots of '92 and we compared the two articles. Afterwards students began working on writing prompts 3 & 4.



4/4/19

Day 9

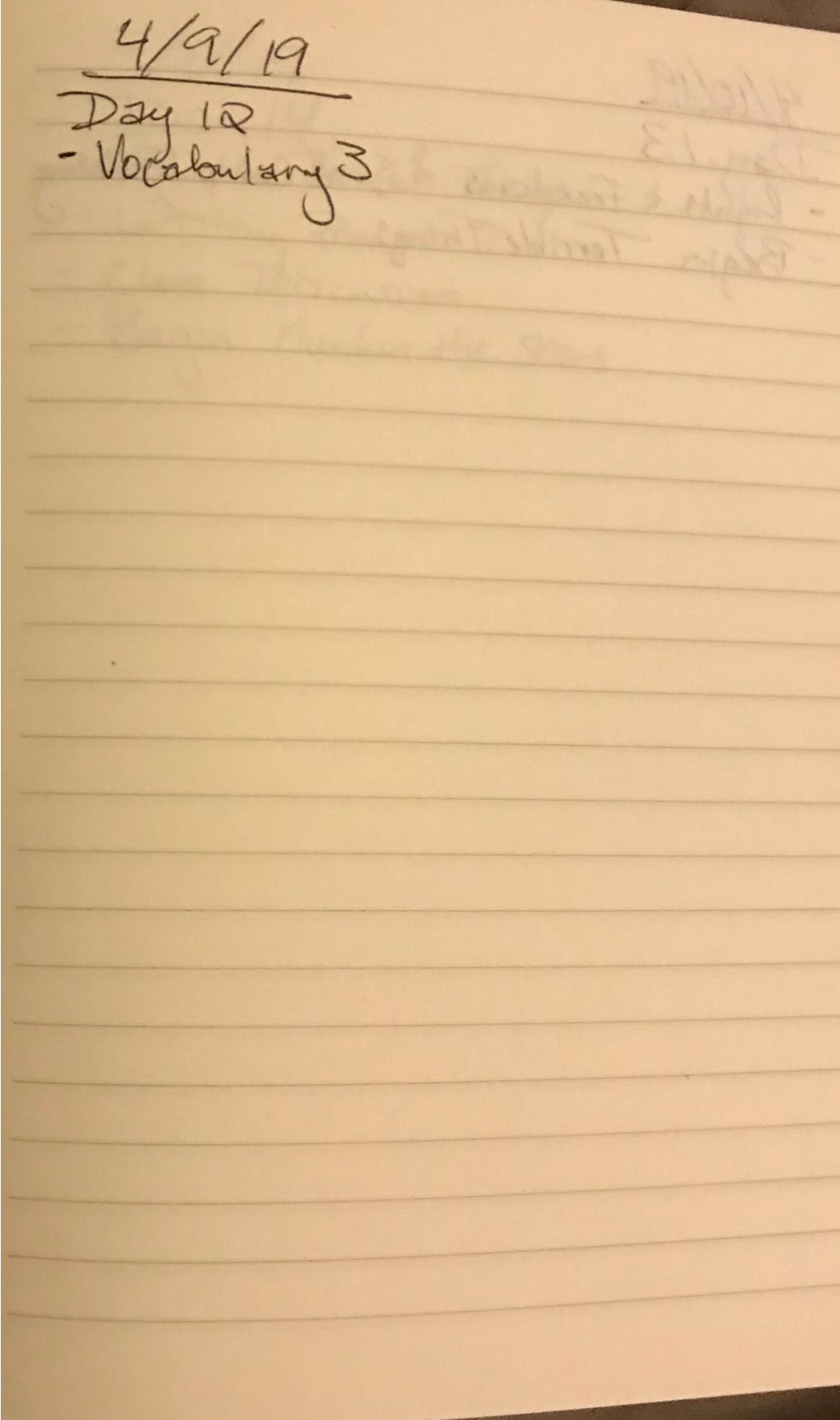
- Finished Writing Prompts 3 & 4
- Worked on Vocabulary 2

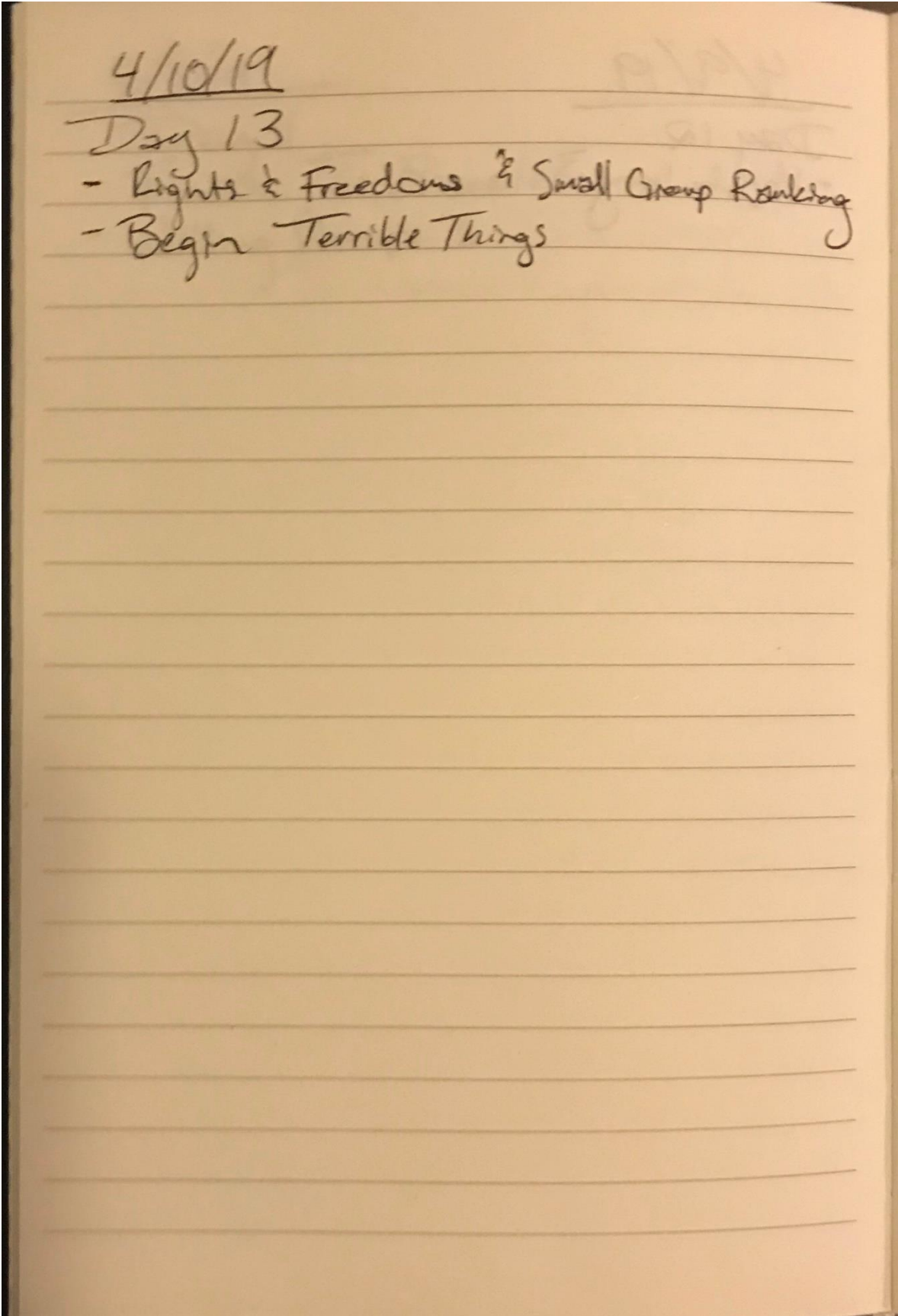


4/8/19

Day 11

- Finish The Bracelet
- Writing Prompt 6

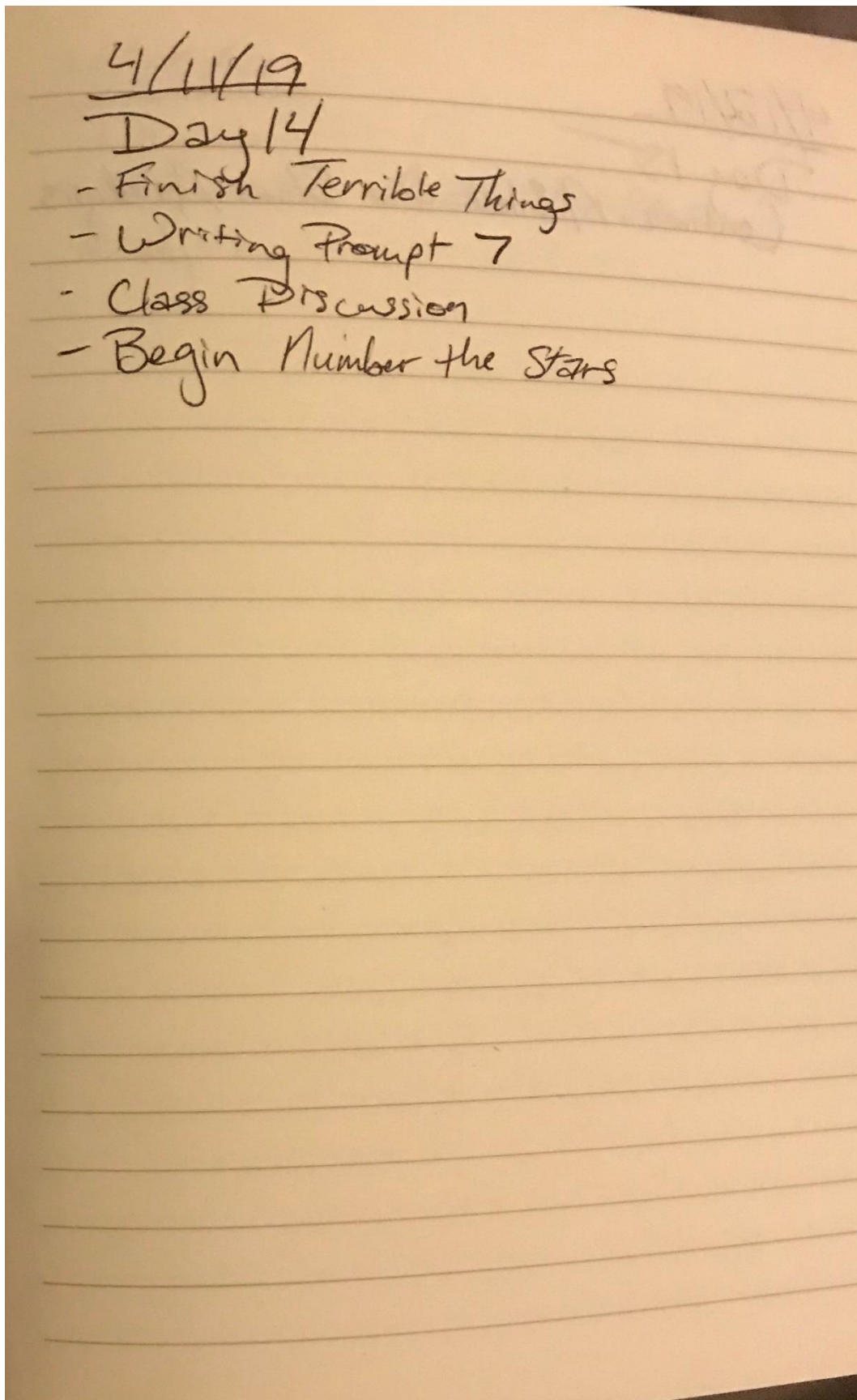




4/10/19

Day 13

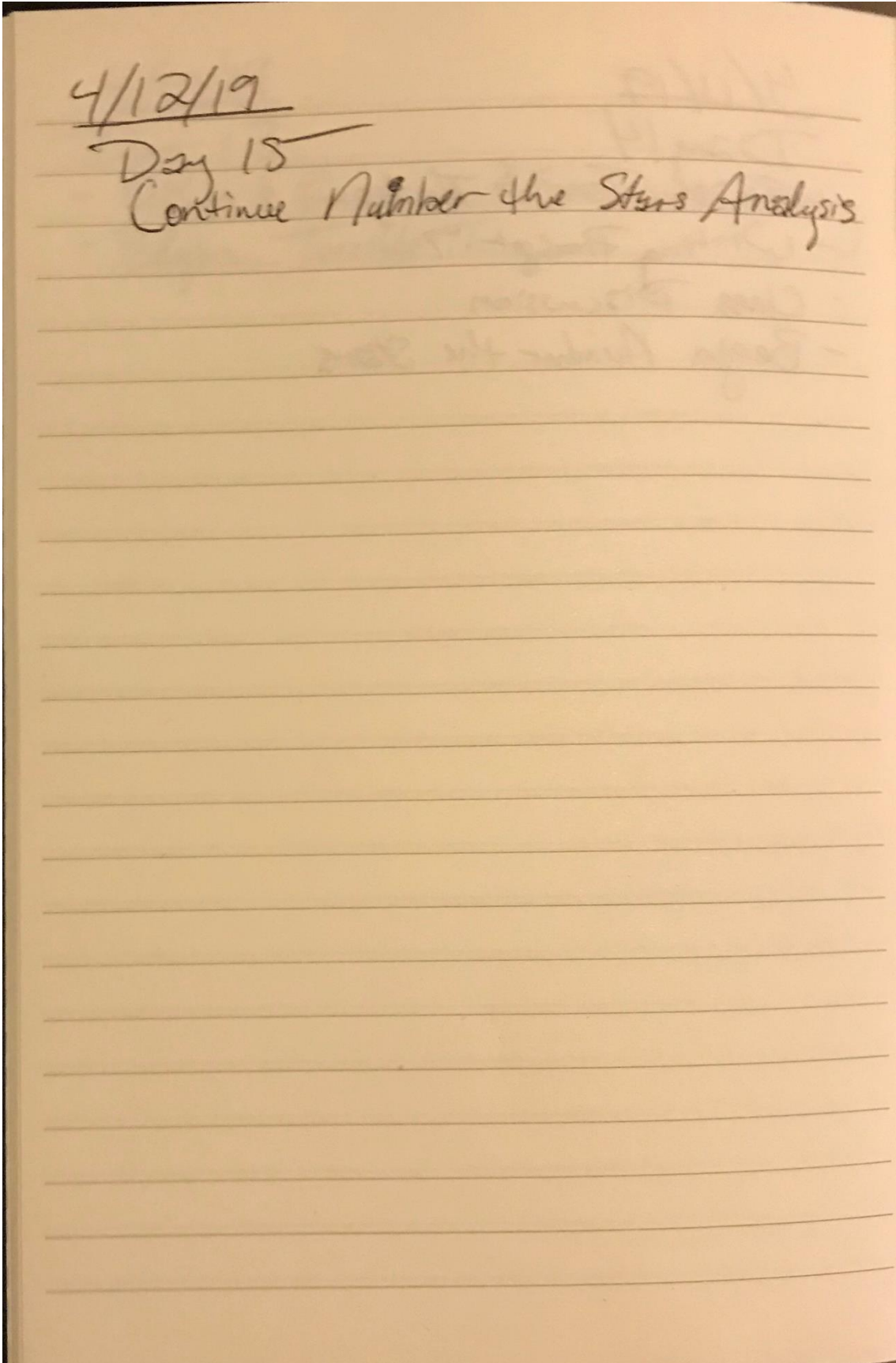
- Rights & Freedoms ² & Small Group Ranking
- Begin Terrible Things

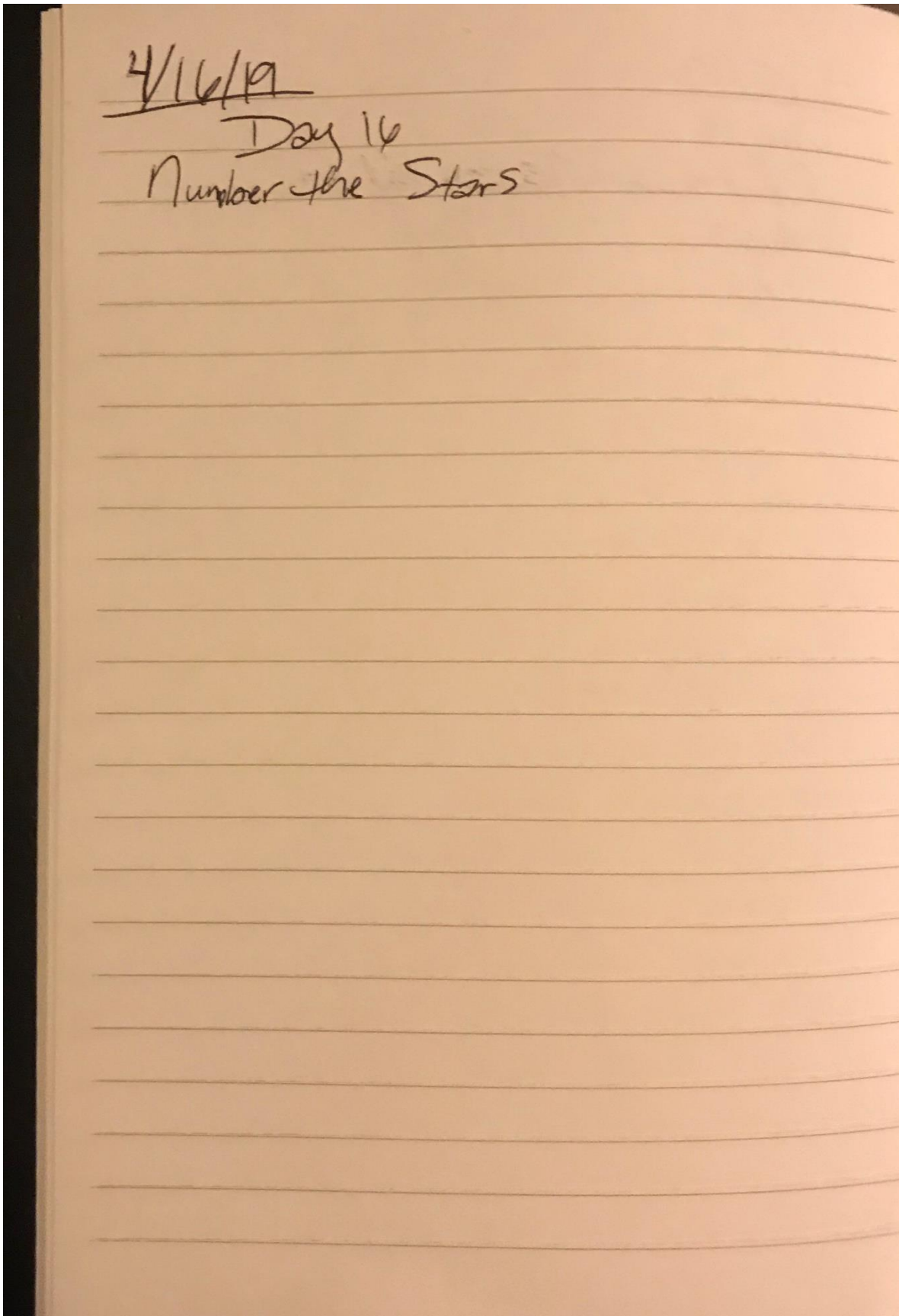


4/11/19

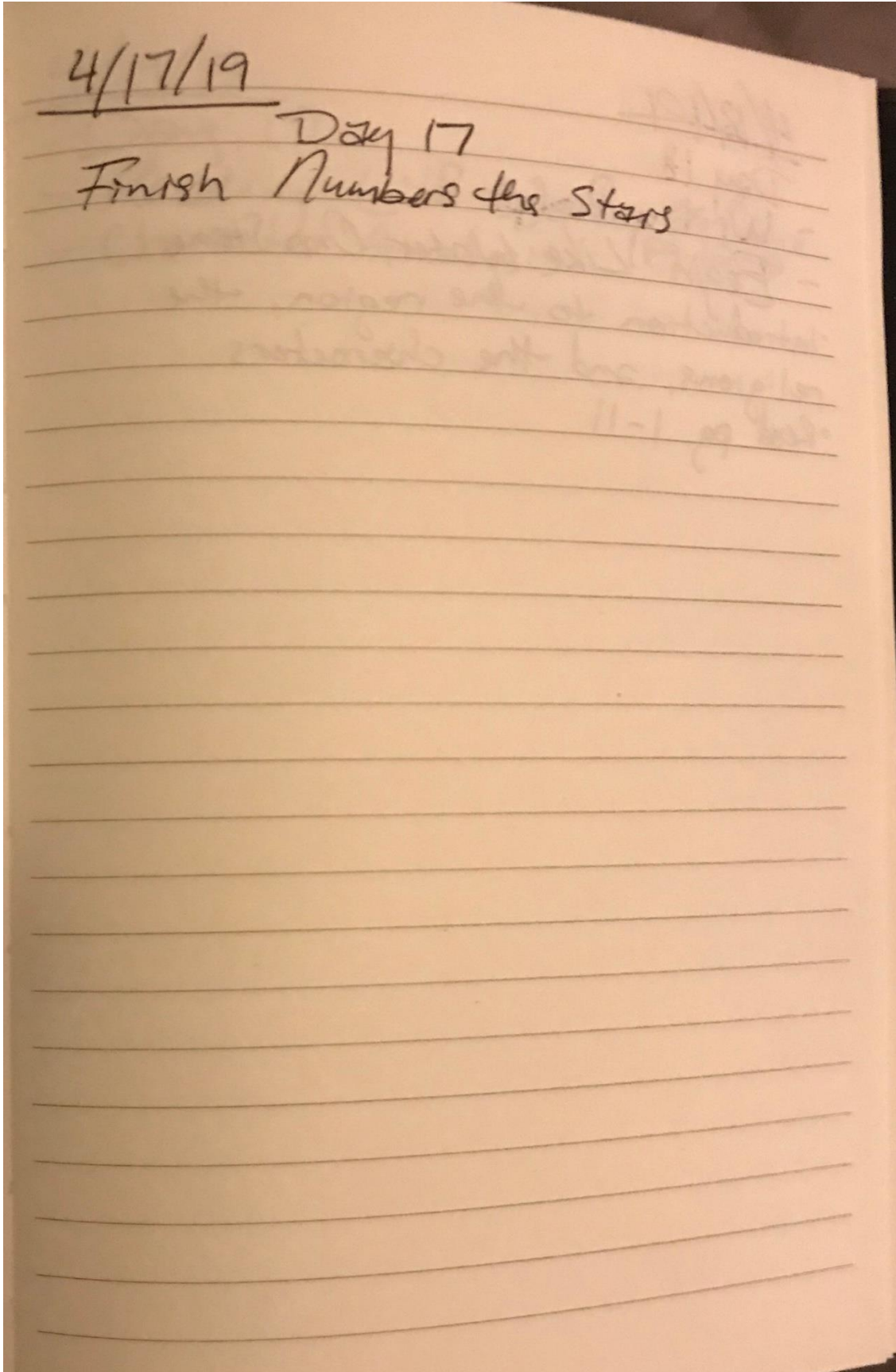
Day 14

- Finish Terrible Things
- Writing Prompt 7
- Class Discussion
- Begin Number the Stars





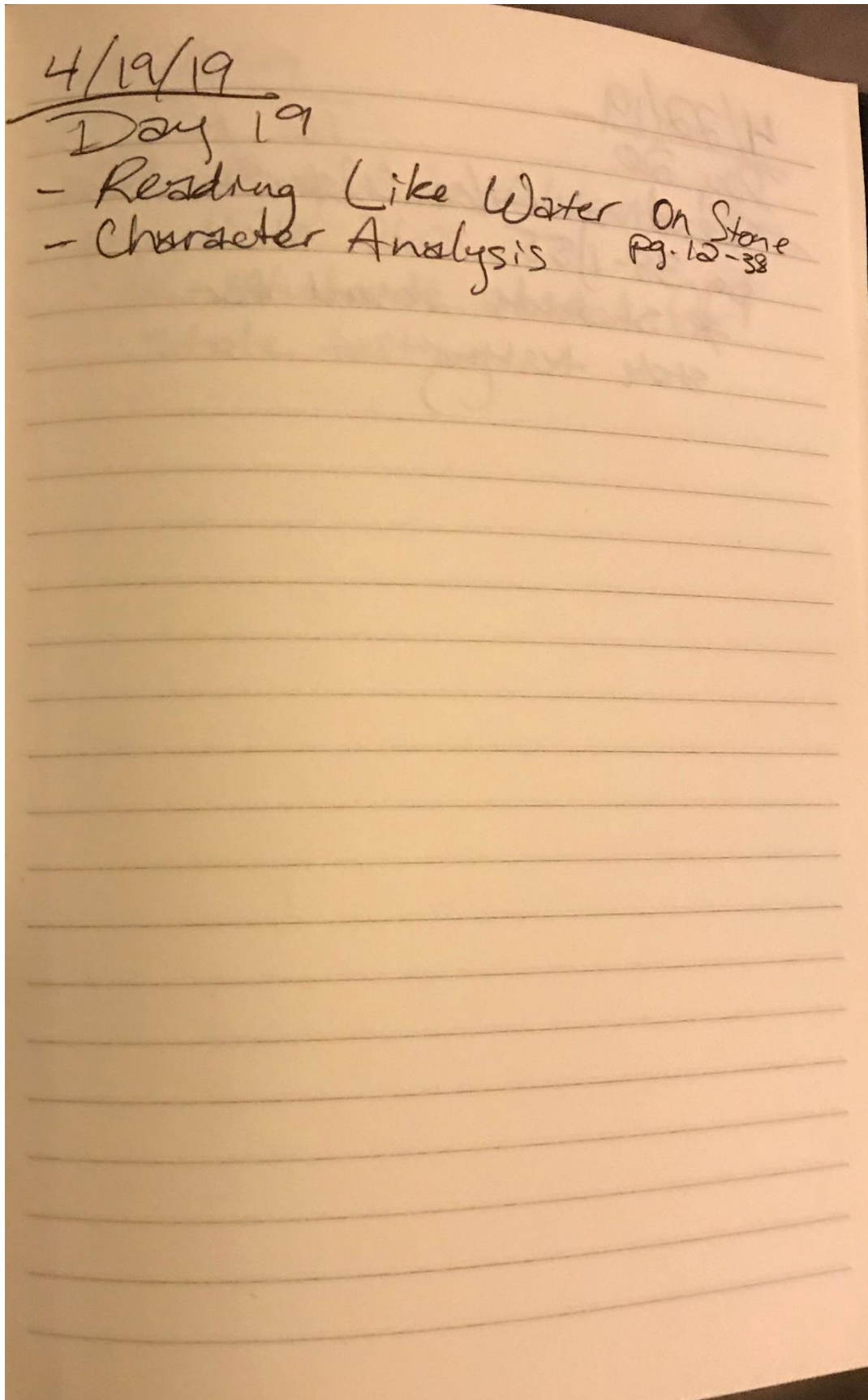
4/16/19
Day 16
Number the Stars



4/18/19

Day 18

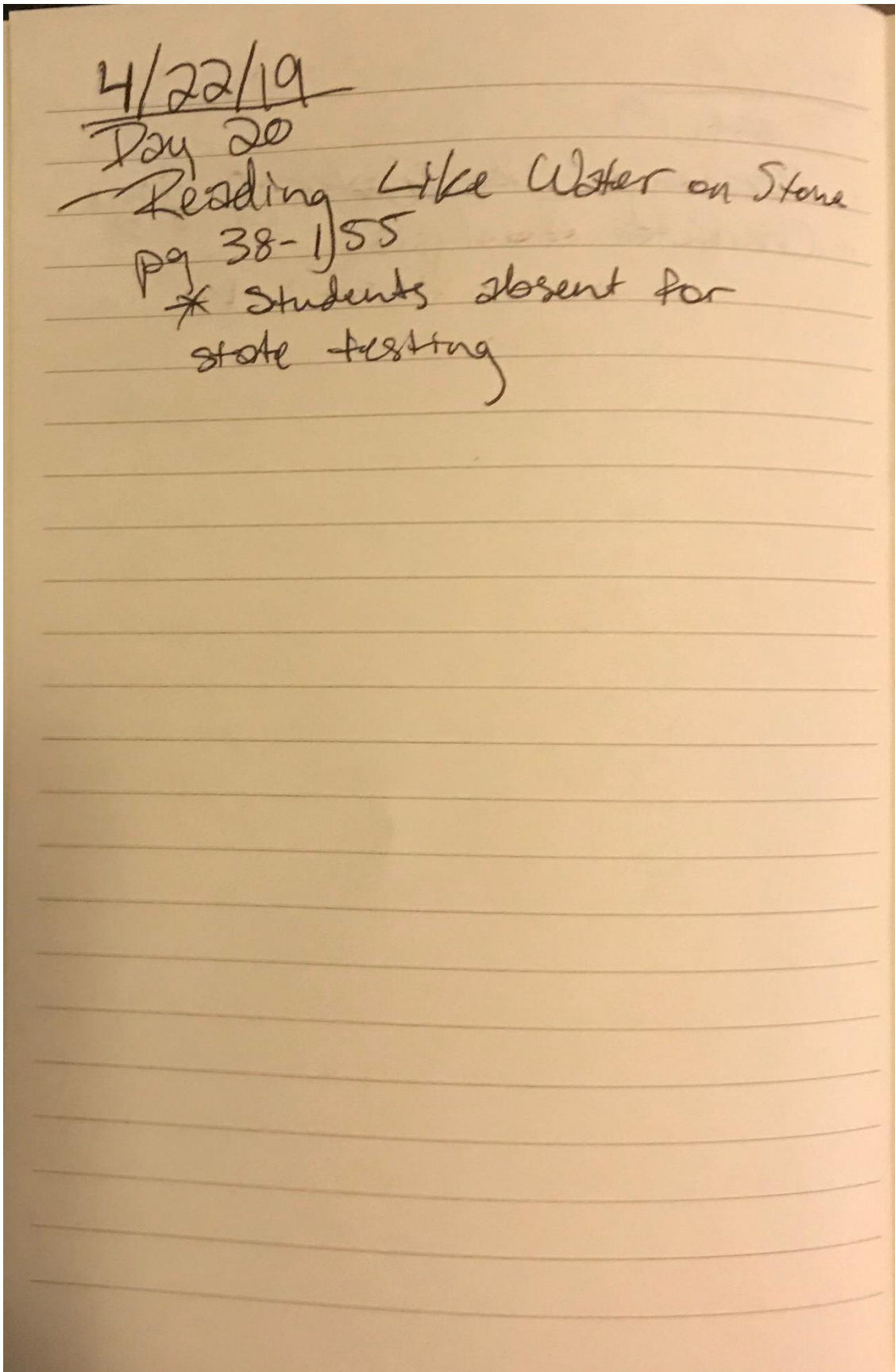
- Writing Prompt 8
- Begin Like Water On Stone
 - Introduction to the region, the religions, and the characters
 - Read pg. 1-11



4/19/19

Day 19

- Reading Like Water on Stone
- Character Analysis pg. 12-38



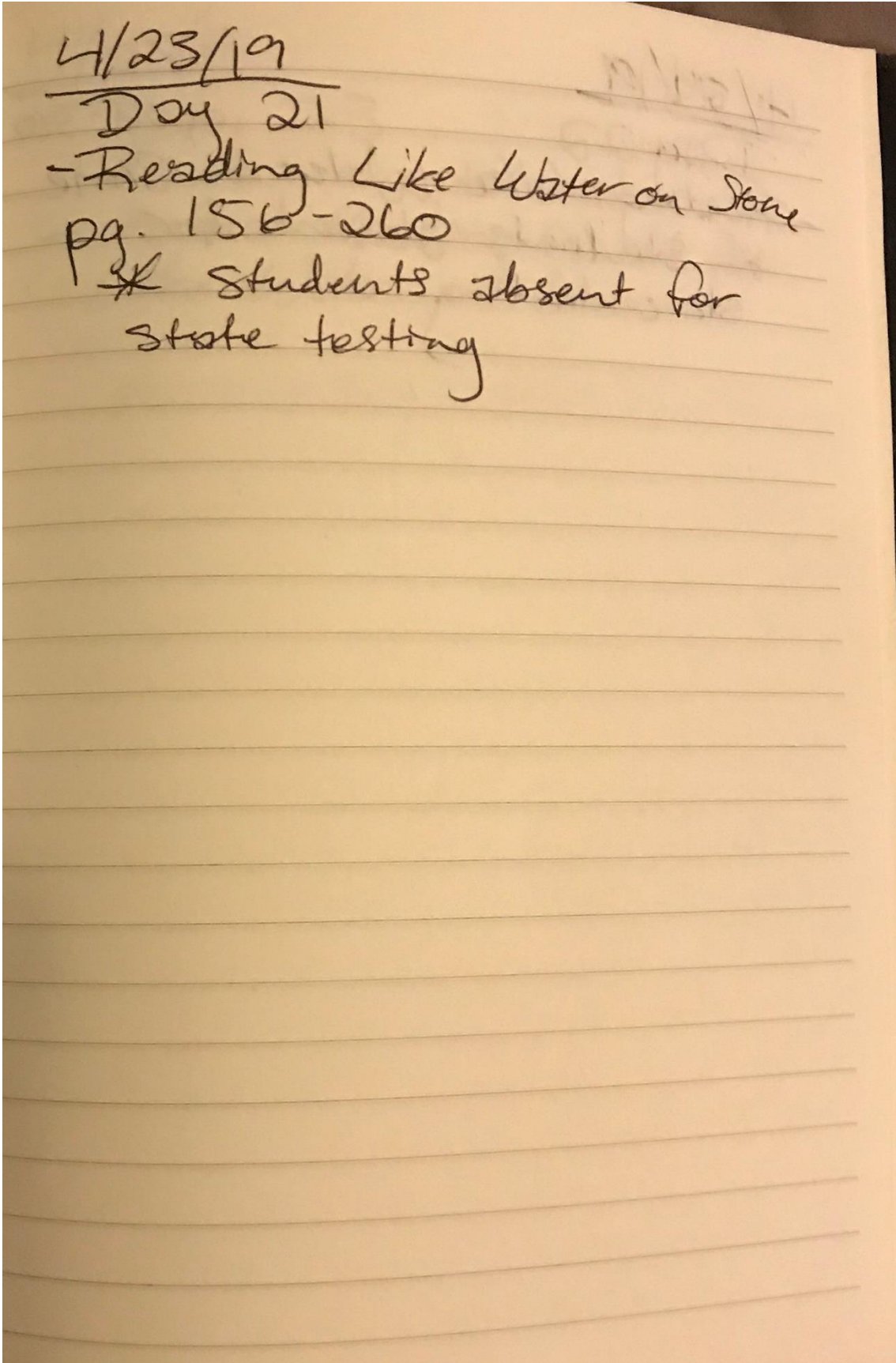
4/22/19

Day 20

Reading Like Water on Stone

pg 38-155

* Students absent for
state testing



4/23/19

Day 21

- Reading Like Water on Stone

pg. 156-260

* Students absent for
state testing

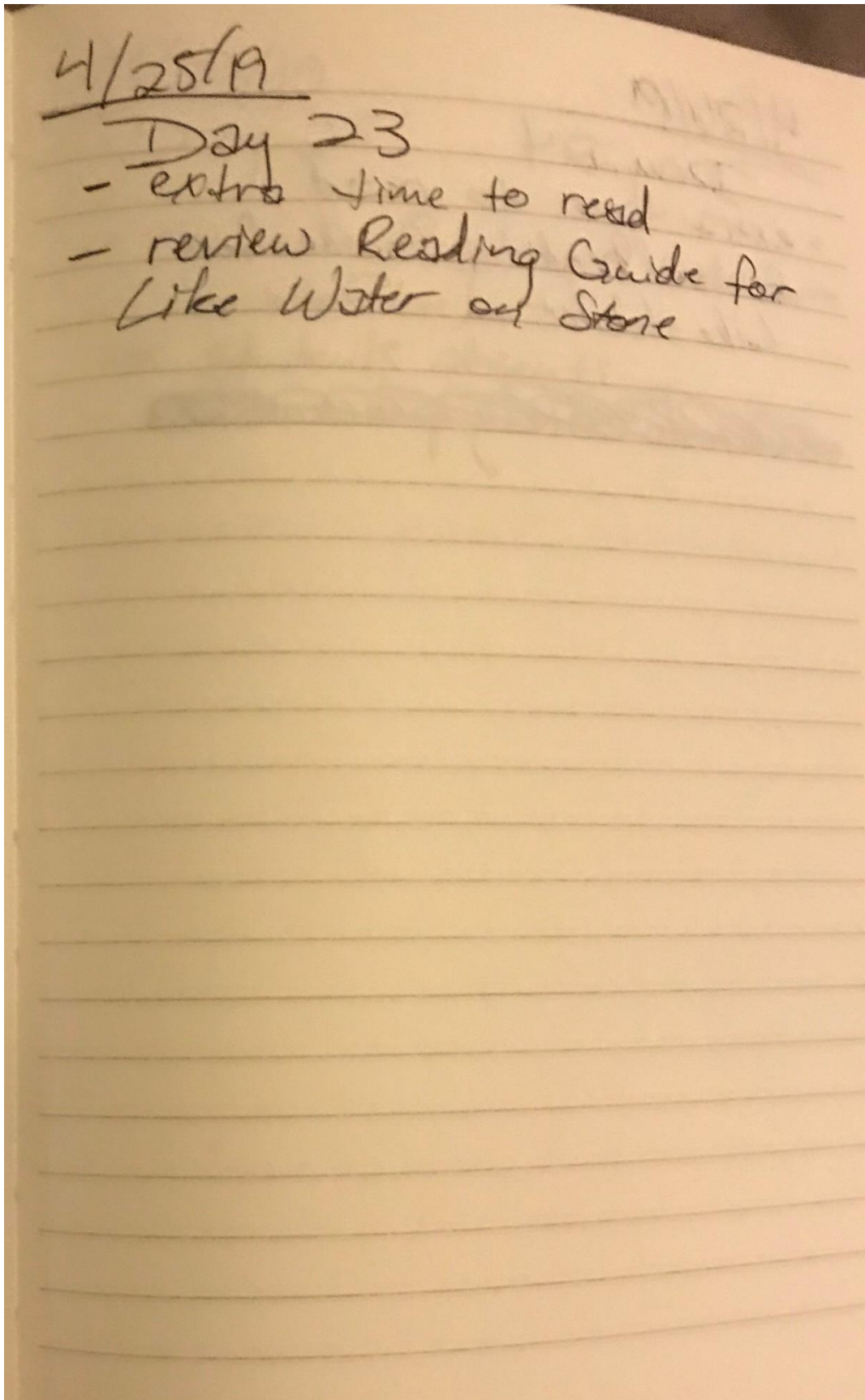
4/24/19

Day 22

pg. 261-340

- Reading Like Water on Stone

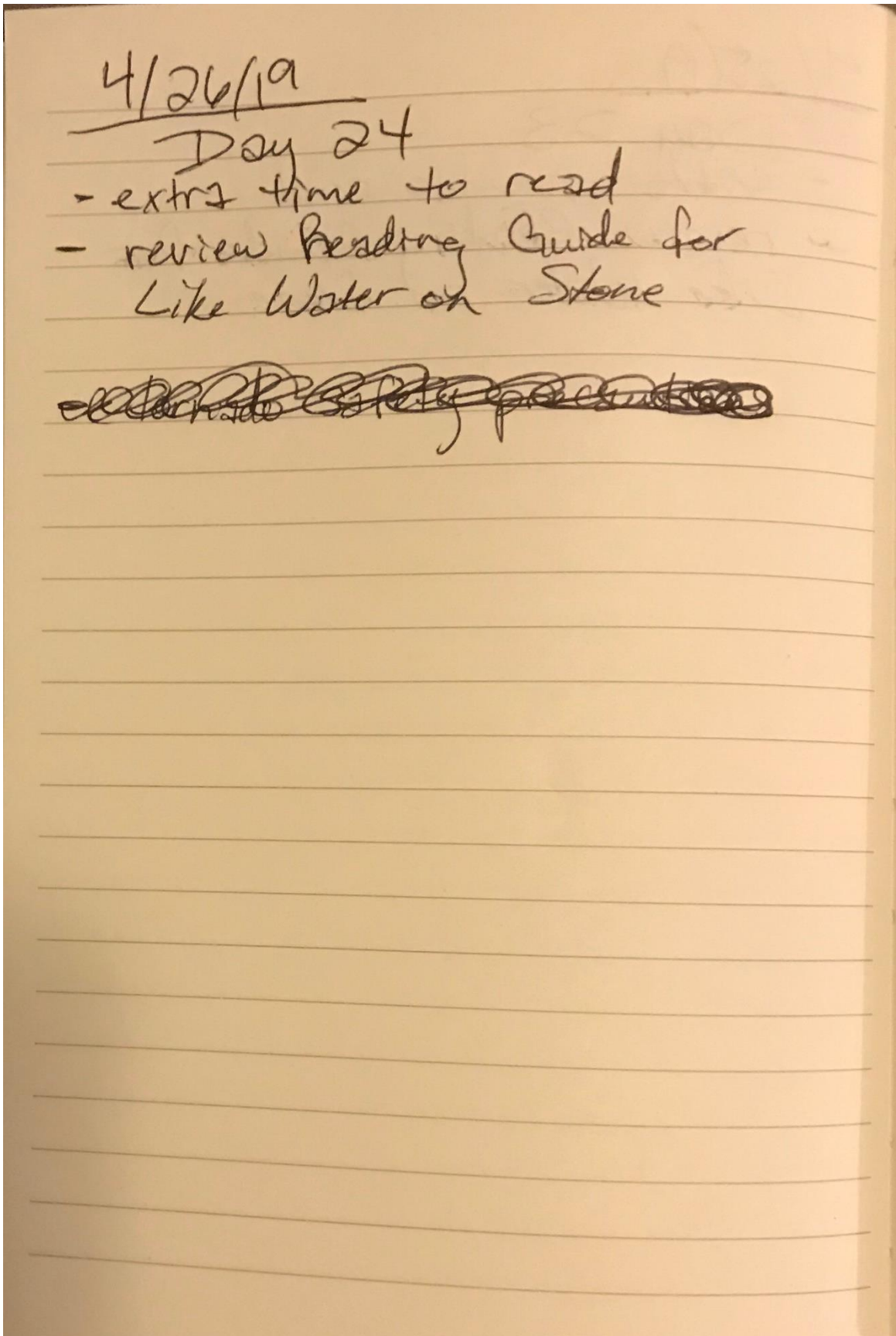
* students absent for
state testing



4/25/19

Day 23

- extra time to read
- review Reading Guide for Like Water on Stone

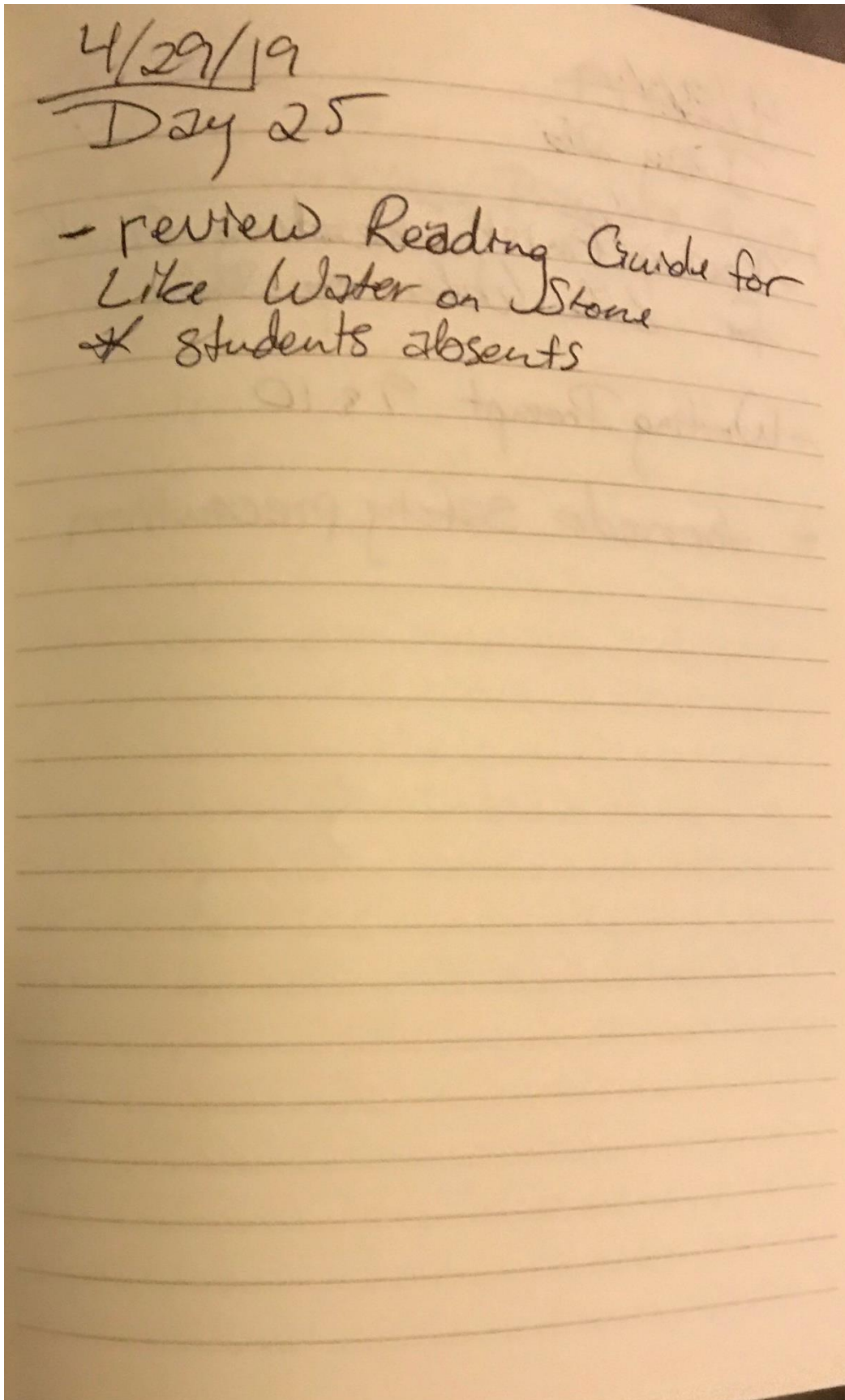


4/26/19

Day 24

- extra time to read
- review Reading Guide for Like Water on Stone

~~extra time to read~~

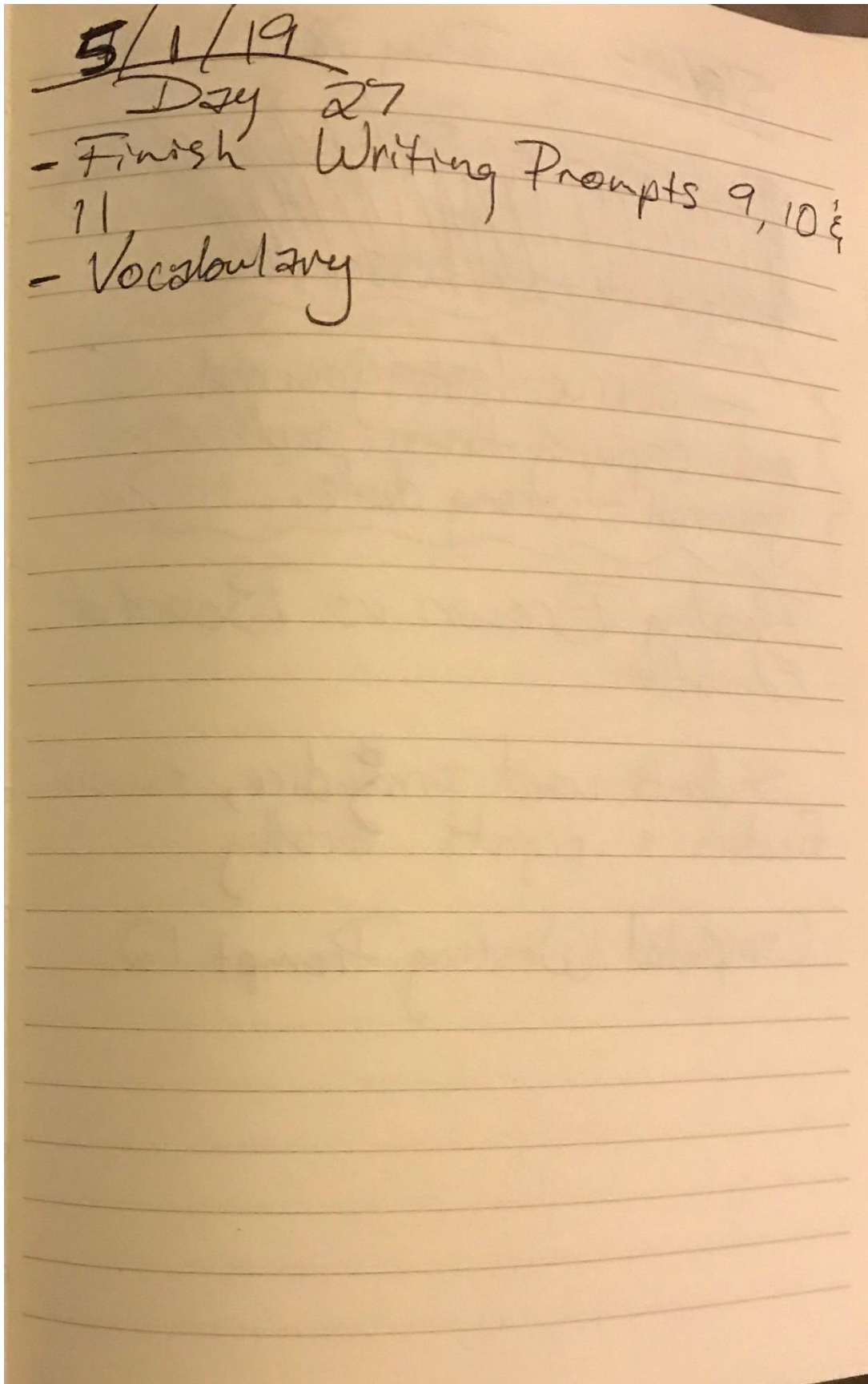


4/29/19
Day 25

- review Reading Guide for Like Water on Stone
* students absents

4/30/19
Day 26

- Review/Finish Reading Guide for Like Water on Stone
- Writing Prompt 9 & 10
- tornado safety precaution



5/8/19

Day 28

~~Book Fair & Spring Assembly
Reviewing the lessons.~~

— Sorry lost journal
and copying from another
journal - wrong date.

Reading Brown vs. Board of
Education

Students used prejudice, racism,
freedom & rights orally

Completed Writing Prompt 12

5/3/19 Day 29
Students began watching
Remember The Titans
- called out riot & racism
Students took special attention
to the scene when Coach
Yoast stopped his white
football players from joining
in the "riot"

5/16/19

Day 30

Watched Remember the Titans

Students identified racism,
prejudice & freedom

- they also spent time talking
about the difficulties they saw
in watching the players learn
to work as a team.

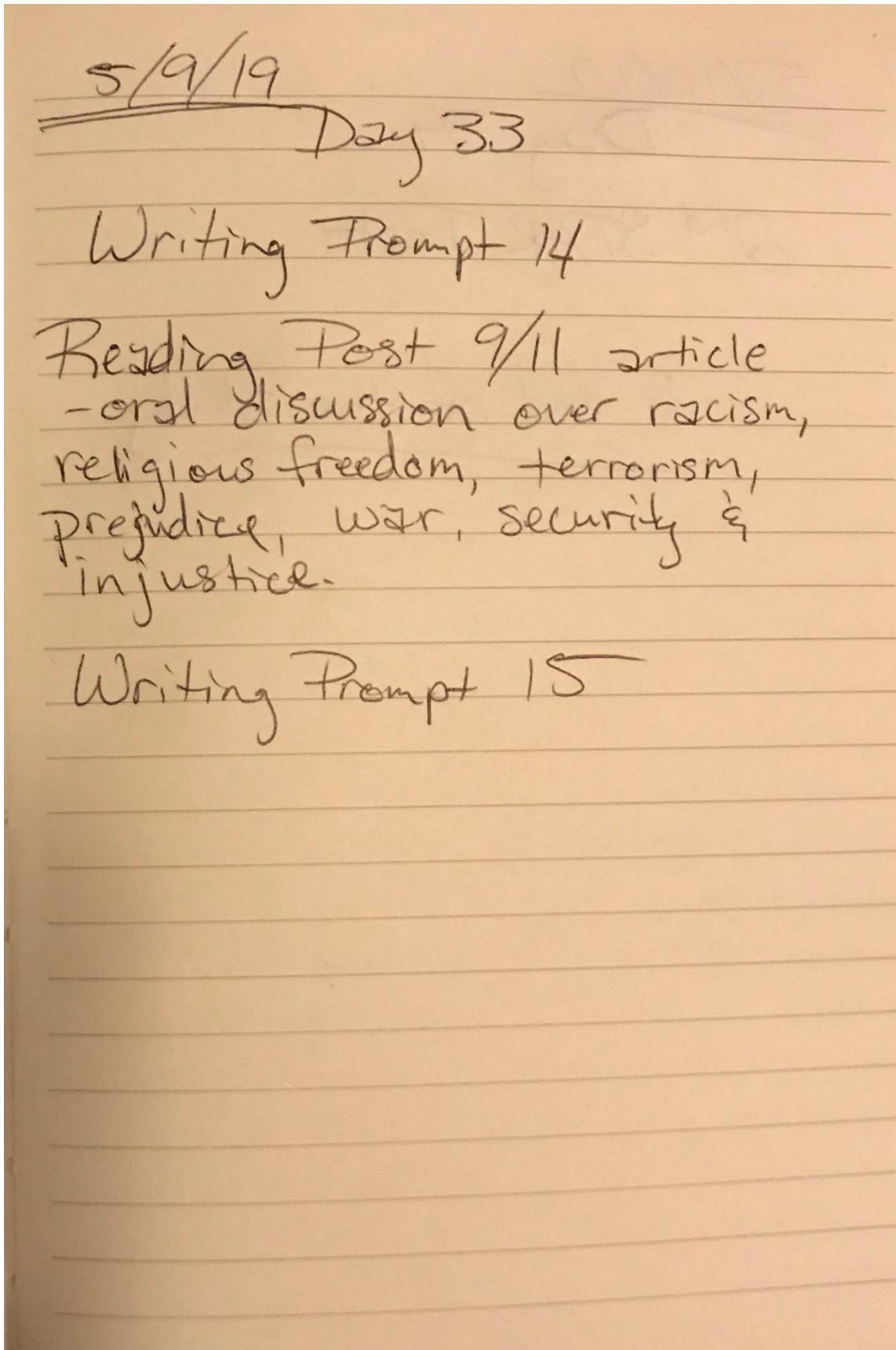
- as the scene from the first day
of school came up they also
mentioned the parents' noting
and wondered aloud why they had
such a problem with the schools
being "integrated" or joined using
their words.

5/7/19
Day 31
Book fair & Spring Assembly

5/8/19

Day 32

Finish Remember the Titans
& Complete Writing Prompt
13



5/9/19
Day 33

Writing Prompt 14

Reading Post 9/11 article
-oral discussion over racism,
religious freedom, terrorism,
prejudice, war, security &
injustice.

Writing Prompt 15

5/10/19
Day 34
2nd STAR Test
at end of the study