

Scaffolding *Storyworks 1* for Multilingual Learners

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Your
MLLs
Resource

TEACHERS CAN USE *Storyworks 1* in a variety of ways to scaffold instruction for multilingual learners (MLLs). The built-in online resources help with these key strategies:



- building background knowledge around each text
- providing opportunities for academic oral language production and active listening
- developing MLLs' vocabulary



LET'S LOOK at how you might utilize these resources and strategies to optimize your MLLs' learning.

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Build Background Knowledge

BACKGROUND KNOWLEDGE plays an essential role for all students, but especially MLLs, who bring with them rich background experiences that may differ from American background experiences. *Storyworks 1* provides many nonfiction articles and resources to help build knowledge. Let's look at a **Big Read Aloud**, "How to Save a Cheetah's Life."



BEFORE READING the article aloud to students, determine what background knowledge your MLLs already have about this particular topic. You can use a formative assessment activity to help. Have students draw what they know about the topic. They can also write what they know in English and/or their primary language.

You can use a format like this: →

What Do You Know About Cheetahs?
Draw what you know about cheetahs in the box.

Write what you know about cheetahs. You may write in English or your primary language.

ASSESSING MLLS' prior knowledge shows where you may need to further build knowledge. According to *Fisher & Frey (2009)*, knowledge building can be done in a variety of interactive ways, such as:

- viewing a series of pictures
- watching short video clips
- sharing short reading selections
- utilizing preplanned web searches
- going on field trips
- having guest speakers
- doing hands-on activities
- completing simulations

USING OUR EXAMPLE of "How to Save a Cheetah's Life," you can use several of its online resources to build knowledge. For example, you could:

- share the online **Video Read-Aloud** →



- read the **Background Builder** paired text that accompanies the Big Read-Aloud.

This short article introduces key facts via words and pictures.



- view pictures from the story online. When you're done, discuss what students wonder or notice about the pictures and videos.

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Promote Academic Oral Language Production and Active Listening

RESEARCH SHOWS that MLLs spend only about 5-10 percent of their school day in academic oral language production (*Soto, 2021*). This is problematic because the foundation of literacy for MLLs is academic oral language. In addition, academic oral language is a scaffold for writing.

TEACHERS SHOULD EMBED academic oral language into MLLs' daily—if not hourly—practice. Additionally, since MLLs (and most students) can actively listen to academic content for only about 15 minutes at a time, they should be given specific reasons to actively listen.

STORYWORKS | ARTICLES have embedded discussion opportunities through “Pause and Think” prompts.



PAUSE AND THINK: How can we assist multilingual students?

TEACHERS should embed academic oral language into MLLs' daily—if not hourly—practice.

TO ENCOURAGE DISCUSSION, you can:

- Pair MLLs with a partner who is a linguistic model (i.e., someone about one or two linguistic levels above them)
- Ask students to discuss their response to the “Pause and Think.” An example from the cheetah story is “Why did Kris need an animal friend?”
- Provide a sentence frame, such as, **“Kris needed an animal friend because ____ and ____.”** Model how to use and complete the sentence frame by finding evidence from the text and highlighting it.



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Promote Vocabulary Development

ONE OF THE ESSENTIAL COMPONENTS

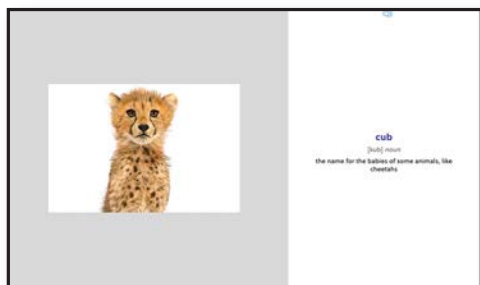
of academic language is academic vocabulary, which is often an area of need for MLLs.

According to *Beck, McKeown, and Kucan (2009)*, vocabulary can be divided into three tiers:

- **Tier 1** words are basic words (example: *book*).
- **Tier 2** words are high-frequency words that go across content areas (example: *summarize or analyze*).
- **Tier 3** words are content-area or discipline-specific words (example: *cheetah or cub in science or ELA*).

WHILE READING *Storyworks 1*, children will encounter plenty of rich vocabulary and content words. As an example, here's how you might approach building word knowledge with "How to Save a Cheetah's Life":

- Point out the key content words in **bold**. The bold words in this article include cub, animal shelter, peaceful, shy, and grumpy.
- These words are featured again in a **Vocabulary Slideshow** online. Use this resource as a visual and auditory support for each vocabulary word.



- In addition, to deepen children's understanding of these content words, I suggest using the *Scaffolding Frayer Model*, illustrated below:

Scaffolding Frayer Model	
Definition	Visual/Picture
4. Students put together their own definitions with a sentence frame.	3. Visual representation of target word.
Example/Model	Non-example
1. Examples: a thing characteristic of its kind or illustrating a general rule. Models: a system or thing used as an example to follow or imitate	2. Non-example: <ul style="list-style-type: none"> ▪ Opposite of the example. ▪ Characteristic closely related, but not quite it.

WHEN USING the *Scaffolding Frayer Model*, it is helpful to create a large poster with the four quadrants and work with students to complete each quadrant. Elicit student examples as a whole class. Then pairs of students should work to come up with more examples. Students can also share drawings and talk about how they connect with the target word. In other words, encourage oral language usage and practice when using the Frayer Model.



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Here’s how you might utilize this framework using the word cubs:

QUADRANT 1: Examples

- Build background knowledge with the videos and visuals mentioned previously.
- Elicit key examples associated with cubs, such as young, babies, and newborn mammals.

QUADRANT 2: Non-examples

- This requires critical thinking and deep understanding about what the key word is and is not. Non-examples can be the opposite of a word in the example quadrant, or a word closely related to the target word. Brainstorm non-examples, such as: adult, grown-up, large mammal, mother or father cheetah.

QUADRANT 3: Visual/Pictures

- Have students draw a visual of the target word. The visual is important, as students often recall the visual before the linguistic label.
- MLLs can share their visual with their partners and explain how it connects to the target word.

QUADRANT 4: Definition

- To culminate the process, students develop a definition of the target word. Teachers can provide a sentence frame for the definition, such as, “**Cubs are** _____, _____, **and** _____ **because** _____.”
- Finally, students can work with their partners to agree on a definition. Encourage them to use examples from the first quadrant. They can show they understand the word with a “because” statement.

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IT IS CRUCIAL to purposefully scaffold your MLLs' instruction, and *Storyworks 1*'s online resources provide simple, easy-to-use ways to do so.

I hope these teaching tips help you in providing the support your MLLs' need!



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