Dynamic. Deliberate. Doable.

Personalized LEARNING

for Emergent Bilinguals

Tamara Sniad

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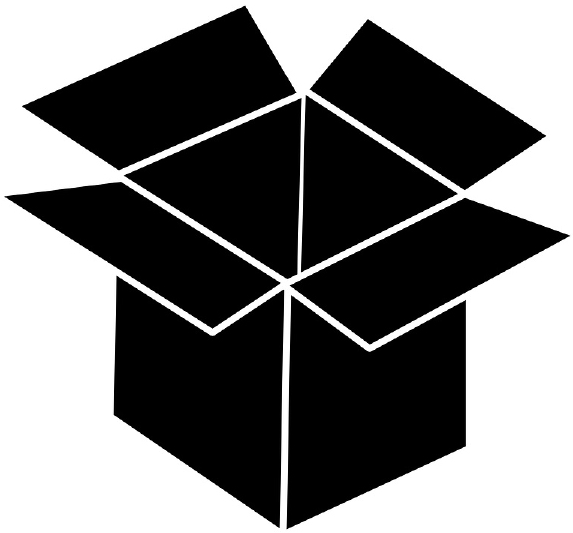
Concerned with the availability of interesting, age-appropriate reading choices for first graders, in 1955, publisher William Spaulding challenged a then unknown author to write a children's book using only the 250 words expected for the first-grade reading level. It took some time, reportedly two years, but the now beloved Dr. Seuss eventually wrote the book, The Cat in the Hat. A few years later, on a dinner party bet, the same author wrote Green Eggs and Ham, using only 50 sight words.

In 1891, James Naismith, a physical educator in a Massachusetts training school, needed to keep his rather rowdy athletes in shape and occupied during the winter. So he nailed some peach baskets up on opposite sides of the gym, gave the men a ball, and challenged teams to get the ball in their opponent's basket. To keep the players from pummeling each other, he started creating rules for the makeshift game — a game today known as basketball.

Introduction

In 1953, psychologist Morris Stein, founder of the Center for the Study of Creativity, wrote "creative work is a novel work that is accepted as tenable or useful or satisfying by a group in some point in time." (p. 311). He continued to say that creative products arise from a 'reintegration' of existing materials and ideas with the addition of new elements. In other words, while originality is certainly part of creativity, it is not through complete disregard of prior work that record-crushing skyscrapers are built, medical breakthroughs are conceived and/or come to fruition, and endearing children's books are written. Rather, their designers actively seek and study what has already been created, including factors that may have historically restricted earlier endeavors. What has kept skyscrapers from being taller in the past? Why have certain treatments not worked in the past? What story can be told with an allotted word list? By studying and understanding the parameters and prior limitations, imaginative new approaches can emerge.

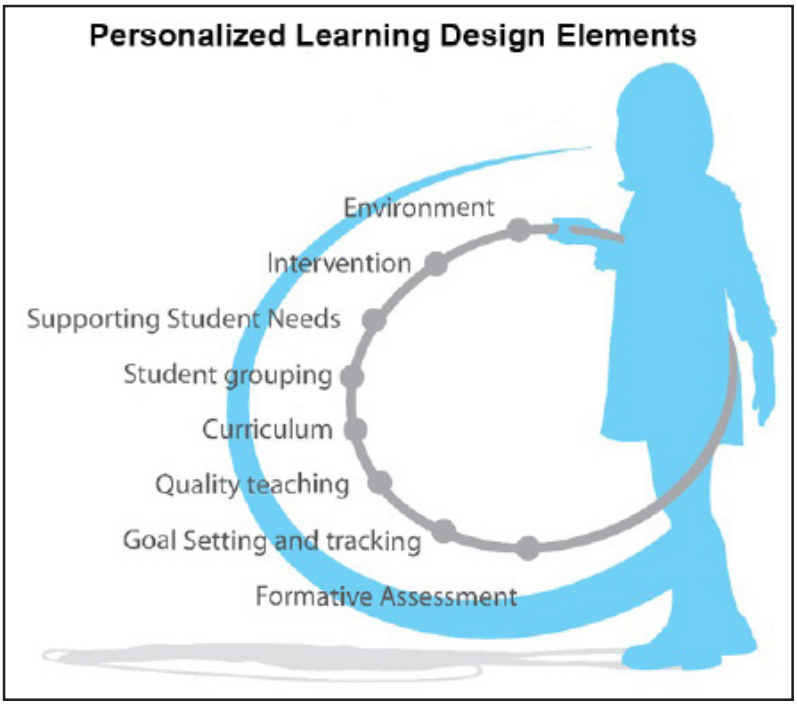


Stein continued, however, to distinguish between creative products and the creative experience. While an individual may have a creative experience, the experience may not necessarily lead to a new product, or something beyond what already exists. He wrote that the novelty of the outcome is largely circumstantial, related to the people involved in the endeavor, time,

place, and problem being addressed. Thus, he suggested, the actual product may not be as indicative of an individuals' creativity as the process.

What does this have to do with personalized teaching? Just about everything. Educators frequently report feeling constrained by the competing and often conflicting demands of their curriculum, students, assessment requirements, supervisors, and parents. They fear, with all the mandates and pressures, they are unable to be the kind of personalized learning leader they want to be. They want to "think outside of the box," but see the mandates and other contextual factors as stifling their creativity. My goal, through this guide, is to encourage educators to regard these parameters in the ways an engineer might approach 'laws' of physics, building ordinances, and the availability of materials. Put another way, rather than going outside of the box to be creative, I will argue, what teachers need to do is to jump right in.

The content and approach in this guide stems from my work as a teacher educator in one of the first — and at the time of publication, only — five states that require that all preservice teachers complete a course on teaching Emergent Bilingual (EB) students as part of their certification program. Since its inception in 2011, when Pennsylvania passed the mandate, the course has evolved considerably. I will discuss why and how the course has changed in a later section. But important to this introduction is that I now begin each semester with the above anecdotes to acknowledge the potential challenges and highlight the craetive nature of the work. Along with the curriculum and standards, the inclusion of emergent bilinguals in a social studies, math, science, literature, or art class is a critical factor shaping the learning context. Taking time and energy to learn what we can about these learners, what they bring to the classroom and lessons, and what we as educators can do to support their language and content development will most certainly better prepare us to make creative, personalized pedagogical choices.



Drawing on current research on teaching and learning and second-language

acquisition, as well as personal experience as a practitioner and mentor of new and veteran teachers, I will address key areas and questions most important to K–12 classroom teachers of diverse language and literacy backgrounds. While this guide primarily focuses on personalized teaching (of content to) emergent bilinguals, readers will likely find strategies and suggestions that support students of all language backgrounds. In support of this, the following principles undergird this guide:

1. All students can learn.
2. Not all students learn the same way and/or at the same time.
3. New learning is strengthened through connections with prior learning.

While this guide primarily focuses on personalized teaching (of content to) emergent bilinguals, readers will likely find strategies and suggestions that support students of all language backgrounds.

The body of this guide is divided into two sections. The first focuses on personalized content instruction for EBs, including setting achievable learning objectives, strategies for communicating content, and approaches to assessment. The second section offers guidance to content area teachers on building the language skills of the EBs in their classes — targeting the academic language specific to the content and activities of their lessons. Central will be the identification of the vocabulary and grammar appropriate to learning targets as well as concrete, doable practices to increase their use and usefulness in a lesson through oral language and literacy.

Before diving into the pedagogics, I provide a brief, foundational overview of complexity and chaos theory of language learning. This theory, which has roots in natural sciences and was brought to the field of language education by Diana Larsen-Freeman, will inform the description of personalized learning in the culturally and linguistically diverse (CLD) classroom presented in the guide.

What is chaos theory? (And how does it apply to language and learning?)

The world is not made up of static entities, but rather forms that change, acclimate, and eventually stabilize — until they change again.

Originating in the natural sciences, chaos/complexity theory concerns the study of complex, dynamic, self-organizing, and adaptive systems. The premise is rooted in the belief that the world is not made up of static entities, but rather forms that change, acclimate, and eventually stabilize — until they change again. Larsen-Freeman (1997) introduced this premise as a broader lens, as she calls it, to encompass and account for what some have seen as competing, or incongruent, theories of language acquisition. Is language acquisition

a cognitive process or a social one? Are there predictable stages of acquisition, or is it dependent on context and social relationships? In chaos and complexity theory, the answers may be yes and yes.

- We know from research that language learning is social, influenced by context, and developed through connections to prior experiences and knowledge.
  - We also know we cannot predict or Control the connections students will make or when they will make them.
- We know that language acquisition involves some attention to forms and opportunities to experience those forms in multiple contexts, test hypotheses, and get feedback in order to understand patterns and exceptions.
  - And, we also know that language norms and forms do change. The 'targets' are often moving, thus learning is never 'complete.'
- We know that there are both trends in second-language development and variation across second-language learners, as they most often have first language knowledge and world experiences as resources for new learning.
  - And, we know that learners have different goals and (social) beliefs about language learning and language learning environments that shape their learning efforts and choices.

Teaching involves creating optimal learning conditions, such that ALL learners have access, opportunity, and motivation to participate in content-based learning activities.

So what does this view of language acquisition mean for language teaching practice? The perspective of this guide is that teaching involves creating optimal learning conditions, such that ALL learners have access, opportunity, and motivation to participate in content-based learning activities. We cannot predict or know when a learner will make sense of the content or when the meaning or pattern of some language form will 'click' (de Bot, Lowie, & Verspoor, 2007; Kramsch, 2012; Larsen-Freeman, 2002, 2011; Larsen-Freeman & Cameron, 2008). What we can do is provide ample opportunities for students to be exposed to these and use them for meaningful purposes. We can encourage students to make links to their own prior experiences and learning. We can lower learners' anxiety and self-doubt by creating supportive environments in which each member values what each other member brings to and constructs in the classroom. We can foster personal relationships and community connections. We can be prepared to address questions or new interests that emerge in lessons through our own deep content knowledge and skills as a learning facilitator. And, we can do it in creative ways that make language a deliberate and prevalent component of our teaching. This, precisely, is the purpose and goal for this guidebook.

PART I: Personalized Content Instruction for EBs

To personalize the learning experiences of EBs, educators must be in sync with how, what, and when language supports are necessary for students' comprehension and/or production.

Teachers who are passionate about their subject matter relish opportunities to spark interest, curiosity, and wonder among students with the content and approaches to their lessons. As discussed in the introduction, accomplishing this in classrooms of mixed linguistic, cultural, and educational backgrounds takes creativity, skills, patience, and a deep understanding of the function and use of language in the classroom. Language is the primary vehicle for direction giving, relationship building, content delivery, and assessment. As EBs develop their skills in another language — the language of instruction — they will likely miss out on much of this if appropriate support and modifications are not provided. In other words, to personalize the learning experiences of EBs, educators must be in sync with how, what, and when language supports are necessary for students' comprehension and/or production. To this end, we will start by taking a closer look at classroom practices.

Consider the following from the Common Core State Standards Initiative Standards for Mathematical Practice (Common Core State Standards Initiative, 2011).

1. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form (Kindergarten)
2. Order three objects by length (Grade 1)
3. Find a percent of a quantity as a rate per 100 (Grade 6)
4. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation (Grade 6)
5. Perform operations with numbers expressed in scientific notation (Grade 8)
6. Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates (Grade 8)
7. Solve quadratic equations with real coefficients that have complex solutions (High School)
8. Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step (High School Algebra)

All of these standards describe activities that demonstrate content knowledge or skill. What differentiates them is the level and amount of language needed to complete the task. Some might be accomplished with minimal language use and others require language to accomplish. Specifically, numbers 2, 3, 5, and 7 require students to use their content knowledge and understanding to DO the work. Numbers 1, 4, 6, and 8 require students to use their language skills to DESCRIBE the work. The first set are arguably achievable targets for all students in an inclusive content

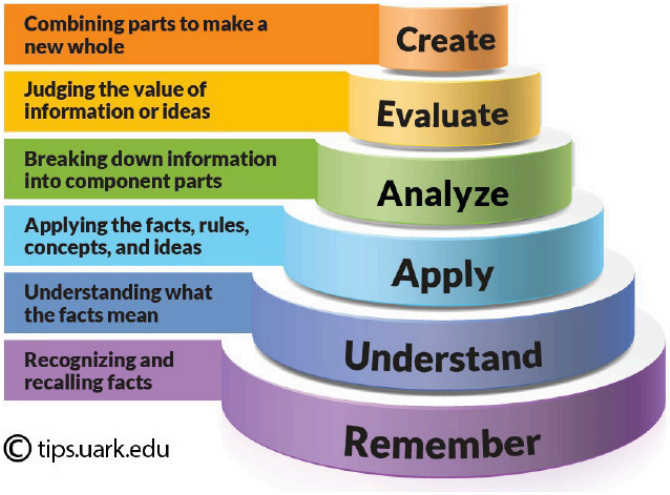
lesson.[1] These are the CONTENT objectives, or the cognitive work of the lesson. The second set needs adjustment based on EBs' language levels. These are the LANGUAGE targets, or the linguistic work of the lesson. The latter group will be addressed in PART II of this guide. The first will be addressed now.

Simply put, we cannot lower our content standards or expectation based exclusively on a student's English language proficiency.

How do I create learning targets that all learners (EBs included) can achieve?

The relationship between language and thought is a complicated and fiercely debated topic among researchers in fields of linguistics, anthropology, education, and the neurosciences. Does language determine or shape or influence our thoughts and perceptions of the world? Is language necessary for 'thinking'? Is there human thought without language? While intriguing, these are not questions we need answered because the school-age children and youth we are addressing in this guide do have language. Though novice in the language of instruction, some may also have (strong) literacy skills in another language and some may have background in the content being taught in the classroom. Thus, unless we have evidence to the contrary, we must assume that our EB students are able to cognitively work with age-appropriate concepts and processes being presented in a lesson. Simply put, we cannot lower our content standards or expectation based exclusively on a student's English language proficiency.

A useful, and likely familiar, guide for crafting high-quality, workable objectives is the acronym S.M.A.R.T. (Specific, Measurable, Attainable, Relevant, and Time-bound). Objectives following this structure articulate the particular skill as well as when it will be performed to demonstrate proficiency. The relevancy and attainability are more behind-the-scenes decisions that are not necessarily stated, but implied in the skill selected for the objective. Another common guiding acronym is A.B.C.D. (Audience, Behavior, Condition, and Degree). In statement style, educators include which learners are expected to meet the objective as well as what they will be able to do, in what context (or with what supports), and to what level of acuracy.



[1]While the strategies and supports in this guide may be helpful for a wide range of students, the guide does not specifically address EBs with learning disabilities.

Whichever format is used, to ensure the subject-matter objectives stay focused on the CONTENT work, I offer two additional 'rules of thumb.' First, when content knowledge and skills development are the target, avoid specifying language-based actions (e.g., using such terms as explain, describe, argue, debate, and write) and focus on verbs that describe the CONTENT work (see Table 1). As noted above, current mandates and standards require language use and literacy throughout the curriculum, so I am far from suggesting that we eliminate language-based objectives from unit and lesson plans. Rather, we are making a clearer distinction between objectives that focus on CONTENT and those that focus on language. For example, rather than "Students will be able to describe how to calculate percentage from a fraction," which requires students to not only be able to do the calculation but also use language skills to describe it, we might have "Students will be able to calculate percentage from a fraction." And we create a separate goal for the language usage. Language usage and development in the content area classroom, and how we might set appropriate targets for EBs, will be addressed in Part II of this guide.

Table 1. Measurable Action Verbs to Create EB-Inclusive Content Objectives*

Math	Science	Social Studies and History	Art, Music, and Drama	English Language Arts	Physical Education
Calculate	Record	Locate	Critique	Contrast	Manipulate
Draw	Compare	Distinguish	Perform	Sequence	Record
Identify	Predict	Analyze	Compose	Generalize	Climb
Count	Apply	Compare	Harmonize	Question	Swim
Group	Calibrate	Criticize	Display	Reconstruct	Bat
Convert	Demonstrate	Defend	Whistle	Synthesize	Pitch
Estimate	Insert	Formulate	Tap	Design	Skip
Sequence	Operate	Map	Hum	Predict	Swing
Measure	Report	Appraise	Assemble	Systematize	Predict
Solve	Conduct	Conclude	Recreate	Arrange	Measure
Operate	Dissect	Deduce	Originate	Organize	Skate
Diagram	Prepare	Evaluate	Create	Sort	Stretch
Compare	Weigh	Contrast	Illustrate	Record	Race
Predict	Convert	Induce	Produce	Represent	Clock

*The list is not exhaustive, nor are the verbs limited to the content area columns.

The second 'rule of thumb' is to avoid specifying language-based products or assessments as part of the CONTENT objective. Essays, presentations, and reports all require high levels of language control and proficiency. If included, these will likely keep EBs from achieving the stated CONTENT goal. For example, rather than "Students will be able to

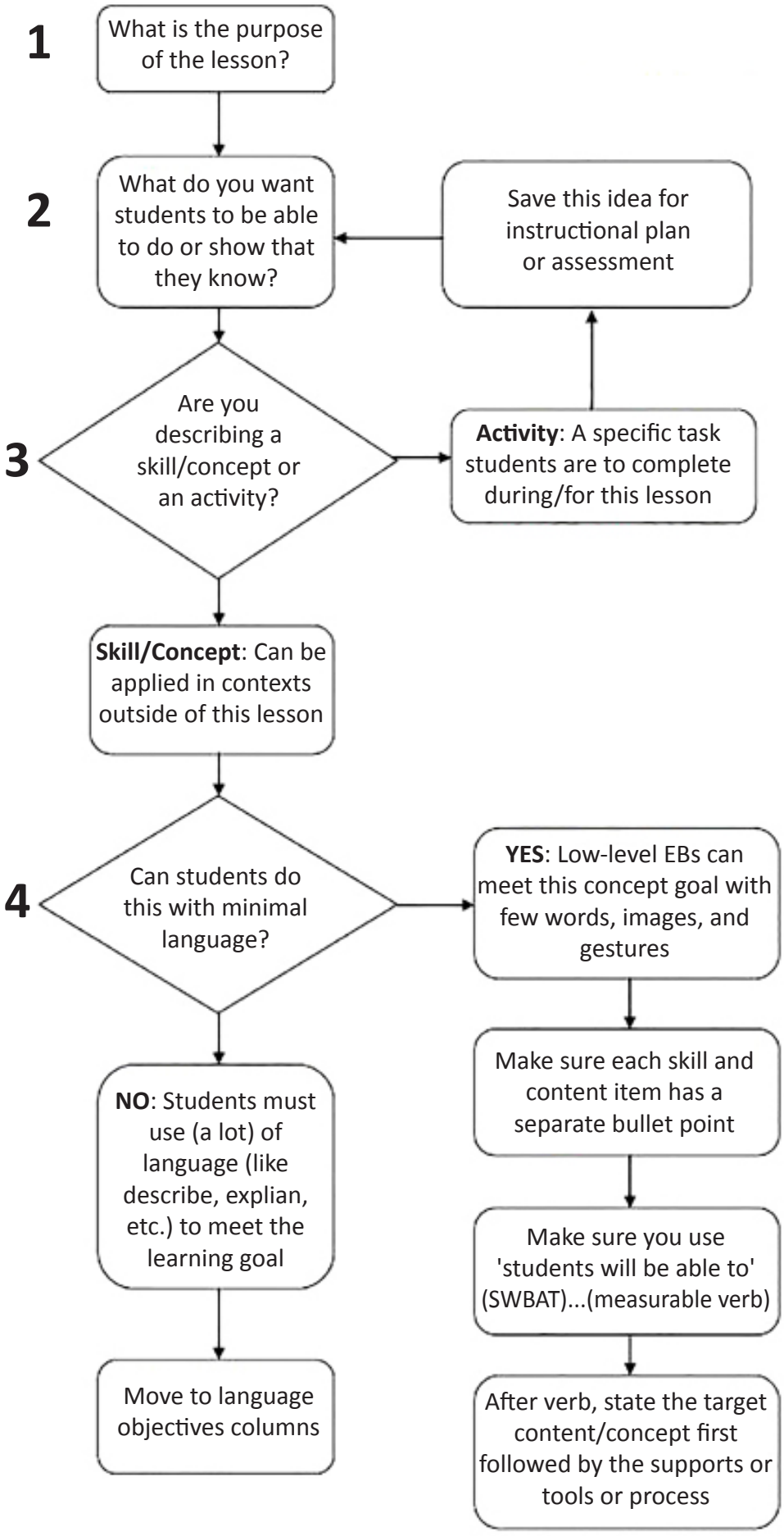
give an oral presentation of their reasoning using evidence from a text," we might have "Students will be able to provide rationale using evidence from course materials." Presentations, reports, and writing activities can and certainly should be used in the classroom with students, including EBs. But to personalize EB students' learning, they must be selected and adjusted to be appropriate for their language levels (again, see Part II of this guide). This is difficult to do if the language-based tasks are embedded in the CONTENT objectives.

Below I provide a step-by-step guide to crafting clear, meaningful, and achievable CONTENT goals.

Always begin with the purpose of the lesson. Why will students 'need' or, more importantly, want to learn what you are teaching?

1. Always begin with the purpose of the lesson. Why will students 'need' or, more importantly, want to learn what you are teaching? Make sure to go beyond what is provided in the curriculum or beliefs about what will prepare students for future schooling requirements. Consider students' perspectives on the usefulness and level of interest of the topic. Being prepared with this as you begin your planning will improve the continuity and connectedness of your lesson with prior learning, student experiences, and future activities.
2. Be specific in your expectations for student production or performance. What is the target skill(s) and/or concept(s)? Keep in mind the discussion above regarding content and language-based tasks.
3. Take a moment to reflect on your response to #2. If you have said your goal is for students to complete a set of math problems or complete a timeline (unless you are teaching students HOW to do a timeline), you have identified a task or activity, not a learning target. Revise these to a skill (e.g., "solve two digit addition problems") or demonstration of knowledge (e.g., "recall and sequence the events leading up to WW II").
4. Last, reflect on your selection to ensure that you are focusing on content rather than language skill. If, through personalized modification, students can perform the skill with minimal language, you have successfully identified a content objective. As you refine this objective or objectives, limit the action verbs in each (e.g., rather than "recall and sequence," revise to "recall events" and "sequence events") and include supports when applicable (e.g., "sequence event when provided graphics of key historical figures"). As stressed above, save — do not discard! — the learning targets involving language-based tasks. Part II of this guide will provide insight in ways to smoothly incorporate and expand these as part your lessons.

Diagram 1. Creating Content Objectives



How can I convey content (given my learners ' developing English proficiency)?

"Look mom!" my 2.4 year old says to me excitedly. "It's free!" "It's what?" I say. "Free! Free!" He replies. I look around confused. "What's free?" "Free!" He points. I see a school bus. Why is he telling me the bus is free? "Do you mean it costs no money?" I ask. "No," he says. "It's free! [holding up his fingers one at a time] One. Two. Free." That's when I noticed the number 3 painted on the side of the bus.

The individuals in the above scenario attempt to communicate using language and soon come to the realization that language alone will not be adequate to achieve the desired outcome of shared comprehension. In part, the impediment is due to the language developmental stage of one of the speakers, but also, in part, to a lack of shared contextual awareness. The parent (me!) was simply not noticing or experiencing the environment in the same way, so did not have a frame of reference to decipher his message. Our desire to communicate, however, led us to employ several linguistic and paralinguistic strategies, including pointing/gesturing, visual cues, clarifying questions, and repetition to eventually reach shared understanding. And, as exemplified in this scenario, we learn to do this at a very young age.

By using our breadth of discourse support strategies, we provide EBs greater access to content information, cultivate more positive relationships in the classroom, and help EBs increase their participation in school activities.

As a teacher educator, I often hear, "My students don't speak English and I don't speak their language, so how can I teach them?" In these moments, I (re)tell the stories of Dr. Seuss and Coach Naismith as models for the creative process. I remind my students of the creative nature of teaching and encourage them to consider students' funds of knowledge (Moll, Amanti, Neff, & González, 1992) and draw on their full repertoire of communicative resources. By using our breadth of discourse support strategies (see Table 2), we provide EBs greater access to content information, cultivate more positive relationships in the classroom, and help EBs increase their participation in school activities. As they become more comfortable and engaged as valued class members, we will be able to better assess what these students know and are able to do with the content.

The heading of this section is deliberately worded with "convey". *Convey* is defined by the Cambridge Advanced Learner's Dictionary as "to express a thought, feeling, or idea so that it is understood by other people" (Cambridge University Press, 2008, p. 307). While many of these strategies focus on the role of the instructor in communication, it must be noted that, in order for teachers and students to understand each other, they must *work together* to come to some shared meaning in the introduction of (new) content. Building from Vygotsky's sociocultural approach to cognitive development (1978), this process of talking through ideas, problems, questions, content, etc. is often referred to as collaborative dialogues (Kessler & Bikowski, 2010; Smith, 2003; Swain and Lapkin, 1998).

Table 2: Discourse Support Strategies

Visual Support	WHILE using language, teachers and peers can gesture; use facial expressions; hold up pictures and objects, point to charts, graphs, wall hangings, and objects (careful with pointing to people, as this may be offensive); show videos; use computer programs; and demonstrate all tasks and procedures.
Modified Speech	WHILE using language, teachers and peers can slow rate, exaggerate intonation and stress, simplify grammatical structure, simplify vocabulary, and ask students if they understand.
Personal and Prior Knowledge	Teachers can encourage students to recall prior learning and personal experiences through pair-work, individual interactions, group discussions, or art activities, then guide students to make connections between these and new content.
Encourage (trans)languaging	Teachers can ask students to draft writing in their first or blended language, encourage collaborative work, provide multilingual directions and readings, and use cognates and other language comparisons in support of deeper content and language development (Garcia, 2009; Garcia & Lin, 2016).

By encouraging students to participate in conversation and respond to speech and text (particularly when they are not ready for language production), teachers will facilitate both language and content learning. Additional strategies for this are provided in Part II.

How can I assess what students know or can do (given my learners' developing English proficiency)?

The activities and products used to gauge students' skills and knowledge should have purpose, clear links to the content, and meaning to the students. Without this alignment, assessments may seem artificial, trite, and counter to any efforts made throughout the lesson to demonstrate real-world applications of the content. The term "authentic" has been used broadly to describe a range of assessment types, mostly in the realm of what I have described here. After reviewing 109 scholarly articles that use the term "authentic assessment," Frey, Schmitt, & Allen (2012) concluded that, to earn the label 'authentic,' a classroom assessment task (1) "involves the student deeply, both in terms of cognitive complexity and intrinsic interest" and (2) is designed to "develop or evaluate skills and abilities that have value beyond the assessment itself" (p. 14).

The activities and products used to gauge students' skills and knowledge should have purpose, clear links to the content, and meaning to the students. Without this alignment, assessments may seem artificial, trite, and counter to any efforts made throughout the lesson to demonstrate real-world applications of the content.

Putting this into practice, for example, after a lesson on the format of a business letter, teachers might ask students to recreate the layout by producing a real formal letter. Higher level English users might write their own letter, lower level English users might co-construct a letter or dictate to a teacher, showing the teacher where each part goes, or write a letter in their first language (see above for translanguaging in the classroom). Doing a multiple-choice or fill-in-the-blank test on parts of a letter would NOT be an authentic assessment, as these do not deeply involve students nor assess skills useful outside of the test itself.

For the EBs in the classroom, in addition to being authentic, the assessment must also be designed such that a student's developing language proficiency will not mask what he/she knows or can do with the content. If written without language-based activities or requirements, the CONTENT objectives will provide flexibility in the amount and type of language demands for the assessment. To illustrate this, we can return to the CONTENT objective, "Students will be able to provide rationale using evidence from course materials." In Table 3, I offer assessment ideas that all meet the goal of having students provide evidence to support their rationale, but the type, amount, and level of language involved in each task is personally modified.

CONTENT objective: Students will be able to provide rationale using evidence from course materials.

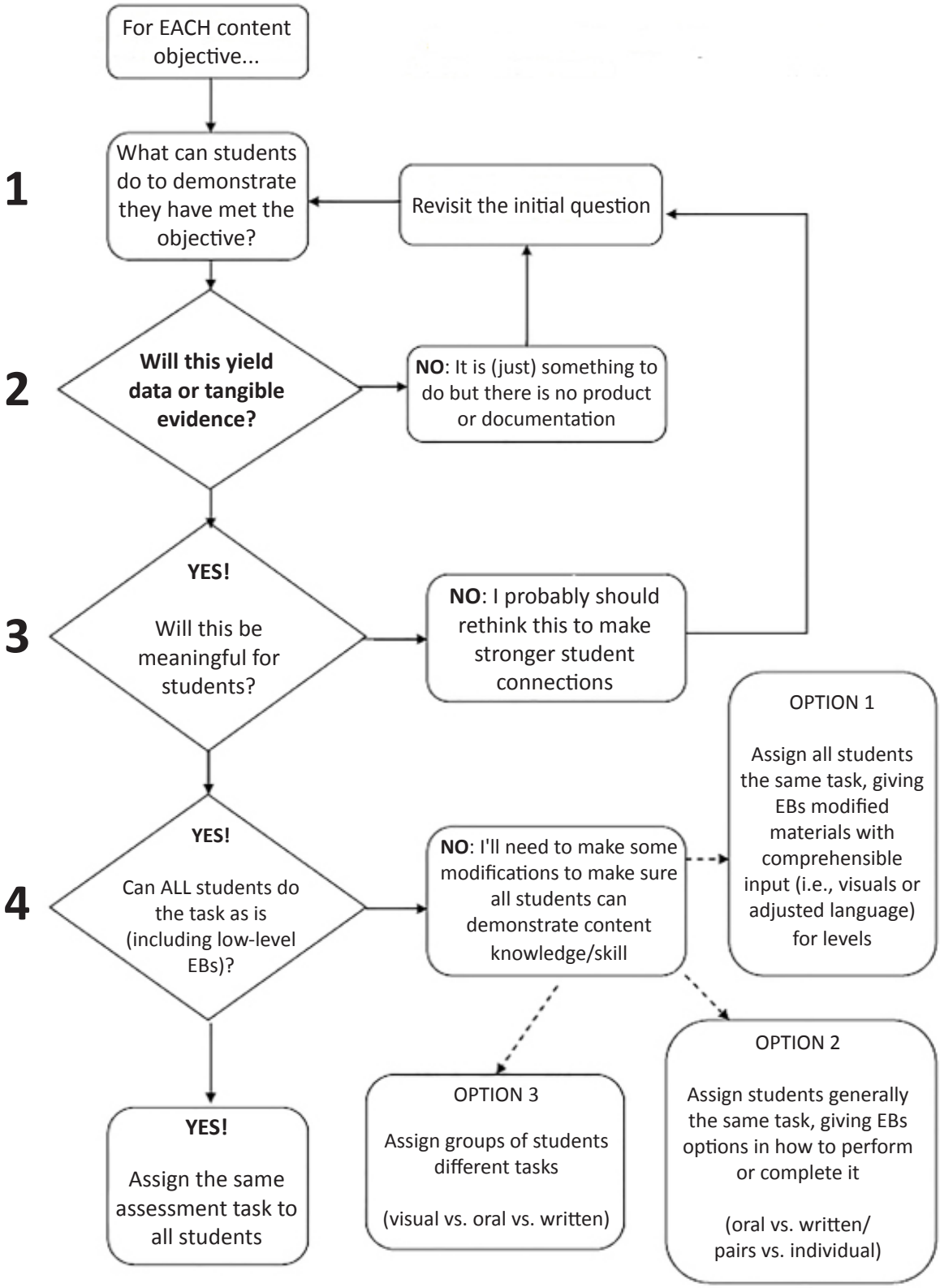
NOTE: Beware of any inclination to 'just make it easier' for the EBs. Modifications for language are appropriate and necessary for students to participate in the lesson. But simplifying the content demands is not. For example, recall the CONTENT objective "Students will be able to calculate percentage from a fraction." If the selected assessment includes word problems, then language modifications should certainly be incorporated. However, if the assessment includes numerical fractions, students, including the EBs, could have the same assessment. Some educators might be tempted to give the EB students fewer problems to solve. Barring evidence that students need other types of learning supports or modifications, this is an unnecessary and potentially harmful move. Not only could this impact competent students' confidence with the content, it also limits their access, exposure, and practice with the content, leading to (further) learning gaps. Rather, as described above, keep standards and expectations high and provide (language) supports to help students reach them.

Table 3: Sample Personalized Content Assessments Based on (English) Language Proficiency

Higher Level English Users	Mid-Level	Novice Levels
Deliver a persuasive presentation on a topic to the teacher and give examples from course materials (text or images) with each opinion. Present a news broadcast, including summary statements of events followed by examples from course materials. Present a talk show interview on a topic or a mock trial. The host or attorney must ask for examples (from course materials) after the interviewee responds. Create an educational video on a topic to show to peers or younger grades and use course materials to support claims. Write a position paper or news article and give examples from course materials after each statement or opinion. Create a website with subject headings for each section. Include examples from course materials under each heading.	Deliver a persuasive presentation on a topic to the teacher and give examples from course materials (text or images) with each opinion. Present a Public Service Announcement with a peer to the teacher or small group, include summary statements of events followed by examples from course materials. Create a persuasive poster (to be safe, healthy, a good citizen, etc.) to be hung in the classroom or hallway. Include images and text examples from course materials. Create a webpage with images and brief captions. Use voiceover technology to include examples from course materials to explain each picture and caption. AND/OR do any of the first column tasks in the students' language of choice and use translation software, if needed, for the instructor.	Respond to teacher's questions on a topic using nonverbal responses, images, and key terms from course materials. Create a cartoon with references to course materials (text and images). Use voice recording to describe the meaning, or answer in-person questions from the instructor (see above). Create a persuasive poster with a peer (to be safe, healthy, a good citizen, etc.) to be hung in the classroom or hallway. Include images from course materials. Create a Webpage with images and brief captions. Use voiceover technology to include examples from course materials to explain each picture and caption. AND/OR do any of the first or second column tasks in the students' language of choice and use translation software, if needed, for the instructor.

Below, after Diagram 2, I provide a step-by-step guide to creating meaningful, appropriate and personalized assessments for your CONTENT goals.

Diagram 2. Differentiated Content Assessments



1. Start with your desired performance or product for each objective. What do you want to see or hear students say or do to demonstrate their abilities? You may have several options in mind, or one in particular. For example, if you want students to demonstrate they can distinguish between recyclable and non-recyclable items, you could have them make lists or sort objects/images or create a public service poster. If you want students to be able to solve two-digit multiplication problems, you could have them complete a page of these and/or demonstrate the steps. (Remember: having them describe their process is a language-based activity. This will be addressed in the following section of the guide.)

   Once you have your performance or product ideas, ask yourself the questions in Diagram 2 for each assessment and for each objective.

2. Assessing whether or not students have gained the target skills or knowledge requires data. Data provide evidence and allow us to systematically track progress. So, as you contemplate your choices of assessment, you must consider whether or not the task will yield (adequate) recordable information. Not all classroom activities need to provide data. If you choose an activity, such as a discussion or game, and you are not planning to collect data, certainly keep it in your lesson. The goal is to balance the need to collect data with work you and your students do to meet the learning objective. Just keep in mind, as you plan, that at some point in the lesson you will need a task to serve as your assessment.

   As you contemplate your choices of assessment, you must consider whether or not the task will yield (adequate) recordable information.

   For example, returning to our above example, all three of the activity choices for the recyclable items identification would indeed yield data. If students write lists or create public service posters, you will have physical evidence to evaluate. To ensure you have data from students sorting objects/images, have a checklist or rubric to document your observation and/or photograph the final sort as a record. For the math objective, the completed page of problems will serve as data.

   Most classroom activities could be designed to provide data. However, there are some pitfalls to avoid. For one, students' individual participation or responses in a whole-group discussion tend to be very difficult to track. Along the same lines, you need to be careful not to take one student's response as indication

that the whole class has acquired the skills or knowledge. Again, these can be addressed through what I am calling 'in-the-box' solutions, such as using individual whiteboards or hand gestures to gathering data on each student.

Research shows that learning improves and outcomes are better when the content is made relatable and the tasks have real-world meaning.

3. Having activities that yield data and are aligned with learning targets is a baseline criteria for classroom assessments. However, research shows that learning improves and outcomes are better when the content is made relatable and the tasks have real-world meaning. Thus, the next-level question in choosing appropriate content assessments for linguistically diverse classrooms is to consider what students will find worthwhile and relevant.

   Returning again to the recycling objective, there is a much greater likelihood that students will find public service posters, or perhaps signs to hang around their school over recycling and trash bins, more meaningful than making a list to be viewed only by their teacher. For the math objective, word problems (or real world problems, as described below) help bring meaning and purpose to arithmetic.

4. The final consideration for the assessment is whether or not students of all language levels can complete the assessment as originally designed. If the answer is yes, such as the recycling signs (students could use images with or without language labels), then assign the same to all students. If the answer is no, such as the use of word problems in math assessments, then some personalized modifications are necessary.
   a. Option 1 calls for providing more comprehensible input both in giving the directions and the materials provided. For example, the word problems might be adjusted with simplified language and visual aids, or replaced with 'real-world' problems conveyed primarily though visuals and symbols.
   b. Option 2 suggests having students work in pairs rather than individually on an assessment or providing their responses orally rather than in writing. For example, some students might answer yes/no questions while presenting their recycling poster, while others might give a more formal presentation.

c. Option 3 recommends giving students of different levels of language proficiency different assignments — with the same content goal. For example, whether students make posters or sort recyclable and non-recyclable objects, the same content, whether students can distinguish items, is able to be assessed.

In all of these, it is helpful to keep in mind that content is the focus. Thus, teachers should be flexible and forgiving on grammatical and lexical errors, unless they impede comprehension. Similarly, students will benefit when they are encouraged to use all their linguistic resources (i.e., grammaring) as they work to understand the content and to communicate what they know.

PART II: Personalized Language Learning in CLD Classrooms

As suggested in the chaos and complexity theory (Larsen-Freeman, 1997), language learning is neither linear nor predictable, in part, because language itself is adaptive. Language usage is sensitive to context and has a way of changing or adapting through its use. As Gleick (1987) writes, "The act of playing the game has a way of changing the rules" (p. 24).

In prior publications (see Sniad, 2016), I have written about language objectives, and this method certainly works for many educators. In this guide, however, I will take a slightly different approach. Rather than delineating specific language goals and targets, I will focus on strategic selection and incorporation of language in content lessons to create optimal conditions for language learning. In optimal language learning conditions, learners, in comfortable environments, have opportunities to not only notice forms and patterns, but also to use them in meaningful ways. Our language goals, in other words, will be to 'flood' lessons with developmentally appropriate terms and structures necessary (or desirable) in order for EBs to participate in the content activities, but we will avoid demarcating what students will learn or be able to do as a result.

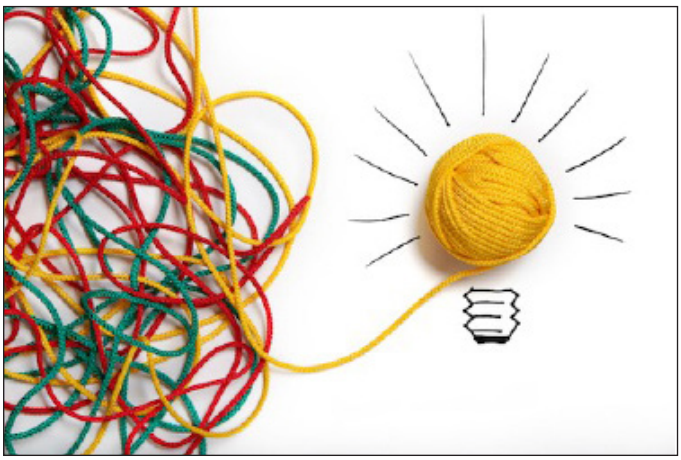
In optimal language learning conditions, learners, in comfortable environments, have opportunities to not only notice forms and patterns, but also to use them in meaningful ways.

The following sections will focus first on vocabulary, then on grammar. In addition to expanding oral communication skills, vocabulary is widely recognized, and well-documented, as one of the major components of reading (Anderson & Nagy, 1991; Biemiller, 2005; National Reading Panel, 2000). So embedded in each of these sections, you will find all four language skills: reading, writing, listening, and speaking. The decision to divide this

section into vocabulary and grammar is to help draw attention to the particular forms and structures of language, which sometimes gets lost in discussions of language usage (the four skills). Teaching vocabulary must focus on the 'right' words, appropriate to age, context, and literacy and language level, and go beyond mere definitions. Similarly, the incorporation of grammatical structures and word formation will contribute to both verbal and print language use. And it must be done with the 'right' forms and in a meaningful, connected, and deliberate fashion. Consequently, the remainder of this section will focus on identifying these 'right' forms and developing them through content-based lessons.

Vocabulary

Researchers of reading comprehension and vocabulary conclude that adequate comprehension of a text requires knowledge of approximately 98% of the words in the text (Nation, 2006; Schmitt, Schmitt, & Mann, 2011). This is much greater than was previously thought. As reading is an essential tool to learning a second language (Nation, 2015), as well as school success, it is critical that educators pay attention to and attend to the vocabulary needs of the EBs in their classrooms.



Several language, literacy, and cognition scholars have grappled with the question of what it means to 'know' a word. Some suggest varying levels or types of knowledge, such as receptive knowledge (being able to hear or read and understand the word) and productive knowledge (being able to write and speak the word in context). However, these are often unsatisfactory as word meaning and usage is often related to the context, speaker, topic, and neighboring words (Stahl and Kapinus, 2001; Nation, 2001). Thus, I suggest here that the goal for vocabulary development in the content area classroom is to enable students to gain exposure, awareness, and (additional) usage of forms in meaningful, detectible, and appropriate ways. To accomplish this, the National Reading Technical Assistance Center (2010), based on a review of current research on vocabulary instruction, recommends:

- Explicit exposure to targeted vocabulary words
- Frequent exposure to targeted vocabulary words
- Questioning and language engagement

The goal for vocabulary development in the content area classroom is to enable students to gain exposure, awareness, and (additional) usage of forms in meaningful, detectible, and appropriate ways.

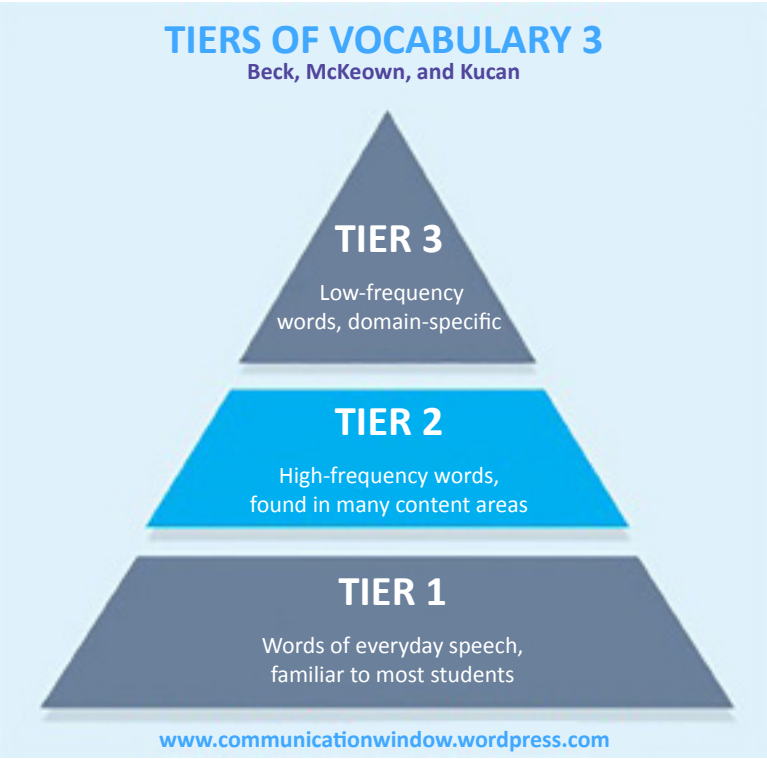
While some language is acquired through incidental learning, most literature on the topic advocates for deliberately drawing learners' attention to particular forms, or "explicit exposure". This may be accomplished through enhancements, visual cues, auditory cues, etc. (see below for details). While learners will likely not acquire the form through this means, the approach does set the groundwork for the NRTA Center's recommendation for frequent exposure of target words. This strategy, also called input flood, is grounded in a sizable body of scholarly work demonstrating the efficacy of verbal repetition (Ellis, 2002; Pigada & Schmitt, 2006) as well as print (Horst, Cobb, & Meara, 1998). Simply put, EBs need to see and hear terms in a variety of contexts throughout the lesson, and beyond (Han, Park, & Combs, 2008). Last, they also need opportunities to use the terms in appropriate contexts, to test out what they know, get feedback, and deepen their understanding of the forms through collaborative dialogue and negotiation for meaning (Long, 1996; Pica, 1987, 1994).

How do I know what vocabulary to emphasize in my lessons?

The selection of vocabulary to emphasize in lessons requires knowledge of our learners as well as language needs for the subject matter. To help educators select words to attend to in instruction, I turn to the three-tier approach to categorizing vocabulary introduced by Beck, McKeown, and Omanson (1987) and further developed by Beck, McKeown, and Kucan (2002).

Tier 1 words are high-frequency words that are typically referred to as 'basic' to English. These are words the English-dominant speakers are presumed to already know and are not often taught in content area classrooms.

Tier 2 words are used infrequently enough that students will likely not learn them incidentally, as they might Tier 1 words. Depending on grade level, English-dominant speakers may or may not be expected to already know these terms and they are sometimes taught in content area classrooms. These terms are often found across content areas and are often necessary for comprehension.



Tier 3 words are subject-specific terms that English-dominant speakers are often taught in content area classrooms as new terms for English-dominant speakers. These terms may be isolated to specific aspects of a course and are typically necessary for comprehension.

The more novice EBs in our classes will need support in acquiring Tier 1 vocabulary as well as the most essential higher level terms. When the focus is on content, allow or encourage students to use higher frequency words (Tier 1) to participate in learning activities. Mid-level EBs should focus on Tier 2 words as well as the Tier 3 words. Higher level EBs can expect to work on the same vocabulary as English-dominant students, but may need support in the other Tiers.

To illustrate, I will use a middle school science lesson on air quality. The purpose of this lesson is to raise awareness of air pollution, both what it is and how it happens, and empower students to do something about it. The lesson will begin with some photos of smog and other types of air pollution. Students will discuss in pairs and small groups what they see in the pictures. The teacher will facilitate group discussions, scaffolding to the issue of air quality. Students will then be guided to create their own questions and hypotheses about the quality of air around their school. This will lead to an experiment consisting of hanging note cards with a sticky substance on them around the school to collect air particles (i.e., dust). Students will then collect and analyze the data, compare it with their predictions, and craft a report. The lesson will conclude with students brainstorming solutions to air quality issues and creating public service announcements and materials to promote them.

To create the lists of possible key vocabulary words, as presented in Table 4, I considered every aspect of the lesson, from the introduction of the images, to the experiment, to the data analysis, to the PSAs. What terms repeat across these contexts? And what terms might be needed for students to follow directions for the activities? Are these terms appropriate for my students, given their language proficiency level? If not, what more common terms might they use to convey the same concepts?

For example, in my written lesson plan, the term “particulate matter,” a Tier 3 word, recurs throughout. This is a term I will target (or flood) for my higher level English users. For my novice-level English users, however, I will use the more common term “dust.” First, the term is adequate to describe the concept and, second, it is a term the student will more likely hear and use outside of the classroom (now that he/she might notice it from the lesson). In later lessons, should the concept return and the student seems comfortable with “dust,” I will flood with the Tier 3 words.

Less obvious, but equally critical, my terms also come from the

directions I plan to give for the learning activities. These terms include verbs (what students will do as part of the lesson), science equipment, and location terms (where students will go) as this lesson takes them outside of the classroom. Many of these are Tier 1 words, such as places in a school and 'simple' direction verbs. Others are more academic terms, or activities that might be used not only in a science class, but in other content area lessons. To personalize the vocabulary targets for EBs, imagine yourself giving the directions to your learners. What might you say or do? For example, for lower level English users, I might point and say "same or not same" as they compare dusty notecards. For the higher level English users, I might ask, without pointing, "What are the similarities and differences between the two?"

Table 4: Air Quality Lesson Vocabulary Lists

TIER 1	TIER 2	TIER 3
dust	conduct	particulate matter
around	experiment	dust mites
school	sample	microscope
clean	mold	glass slide
air	pollen	magnifying glass
hold	label	pollution
edge	table (graphic org)	
count	average (math)	
number	bar graph	
chart/graph	similarities	
same	differences	
different	reduce	
make less	location	
locker room	environment	
classroom	conditions	
playground	quality	
gym		
library		
office		
bathroom		
indoor		
place		

When do I "flood" my lessons with vocabulary?

Arguably, pre-teaching vocabulary heightens students' awareness of terms and may help students understand content as the terms are used in the lesson. Research suggests, however, that decontextualized presentation of vocabulary does not actually lead to long-term recall or usage; thus, by the time the term emerges in the lesson, students may not recognize it and/or may not remember the meaning. Select a few terms you plan to use often early in the lesson, considering again both content and direction giving. Pre-teach these through your hook, and draw students' attention to language supports, such as a word wall, or students' personal dictionaries. Then, as your lesson progresses, introduce additional terms through emphasis, repetition, and gestures, adding explicitly to the language support materials as you go.

For example, in my air quality lesson, I selected a few key terms to introduce before we delve into the primary lesson activities.

Table 5: When to Flood Table

	Pre-Teach	During Lesson
Advanced Proficiency *Vocabulary (Tier 2 & 3)*	*(air) quality* *conduct (experiment)* *sample* *particulate matter*	*glass slide reduce* *conditions mold* *pollen table* *bar graph*
Mid-Level Proficiency *Vocabulary (Tier 2 & some 1 & 3)*	*(air) quality* *conduct* *experiment* *sample* *similarities/differences*	*microscope mold* *magnifying glass* *glass slide pollen* *table average* *bar graph*
Novice-level Proficiency *Vocabulary (Tier 1 & some 2)*	*dust (little or tiny)* *air (good or bad)* *clean/dirty* *count* *same/different* *more/less*	*around (school)* *hold* *edge* *chart/graph* *make less* *(school locations)*

During my hook or intro, I show students images of air pollution and ask if anyone has seen air like this. I point to the sky and spaces in between to indicate air. I ask how people might feel in this air — or for students to share how they felt if they had experienced it. I do the same with a picture of clean air, and hold each up as I say "clean" and "dirty." I then ask what makes one "clean" and one "dirty." Then, as I respond to students' suggestions, I show images of close-ups of the air. This may be cartoon images of dust, or actual pictures from a microscope.

How do I "flood" my lessons with vocabulary?

Some educators flood naturally. They regularly repeat new terms, they use gestures and vocal stress, they make ongoing connections between new terms and prior terms/concepts, they highlight or bold words in their materials, they use classroom visuals and word walls, and they scaffold students in writing and speech to use the terms themselves.

Others require more deliberate planning to incorporate these strategies into their lessons. Here are a few tips to do so:

1. Talk as you do (as you demonstrate anything, say out loud what you are doing and use key terms)

2. Do as you talk (point; gesture; write; hold up images, objects, and word cards, to draw attention to your oral use of a term)

3. Use visual cues (highlight, bold, underline, circle, etc. in print materials to draw attention to terms in use)

4. Encourage output (plan instructional activities to include use of new – level appropriate! – terms in students' oral language and writing in the classroom; provide supports to do so)

For example, during my air quality lesson I might:

Talk as I do	**Do as I talk**	**Use visual cues**	**Encourage output**
Describe each step, using key terms and synonyms, as I model how to make dust catchers Talk out my thought process during tour of school in selecting locations for dust catchers Use vocabulary and synonyms as I check in and assist during small group work	Act out coughing for pollution as I facilitate discussion of topic Shrug my shoulders when I ask question Physically point to different locations for dust catchers during a school tour (and while I am talking) Hold up materials as I name/describe them	Show pictures of air pollution and clean air Use a map of the school as I describe where we will go on our tour and give one to students to use as reference Highlight or bold or underline key terms in written materials Provide a word bank and/or word wall	Ask yes/no questions and give nonverbal gestures for students to use to demonstrate understanding Ask students to describe their process and findings – encouraging them to use key terms Require a written assignment with both drawings and text

In this section, I have offered suggestions for the selection and integration of vocabulary instruction in content area classes. By contextualizing new terms within the lesson, we provide both EBs and their English-dominant classmates meaningful language instruction and increased access to the content. Specifically, these strategies provide opportunities for learners to take notice of and gain some (new) understanding of the meanings and the usages of new terms as it relates to the target academic content.

In the following section, I will describe how similar approaches can be used to increase students' understanding and production of grammatical structures in the context of academic skill and knowledge building.

Grammar

"Okay, class, today we are going to talk about adverbs (or punctuation, or past tense)." While some of us might gleefully pull out pen and paper — outside of a class of, perhaps, linguistics majors or language teachers — groans are the likely response to such an announcement. Justified or not, the topic of grammar has gained the reputation of being boring, tedious, and irrelevant. The goal of this section is to offer ways to counter negative perceptions and reluctance to engage with grammar by connecting it to (real) communication, in a way that makes it contextualized, meaningful, and significant. As I will demonstrate in this section, the choices and forms used by speakers and writers, the order in which they use them, and the complexity of their structures, not only contribute to shared meaning making, but also provide indexical information about the speaker/writer, context, intended audience, and topic. In other words, by embedding the instruction of grammar in the teaching of content, teachers can draw students' attention to both the functional and social significance of various grammatical patterns in language exchange.

Before diving into strategies for selecting target forms for lessons/units and flooding lessons/units with the form, we need to define grammatical mistakes and errors and distinguish these from (nonstandard) language varieties and usage. According to Corder (1967, in Ellis, 1994), mistakes are related to an inaccuracy in performance rather than language knowledge or skill. In other words, a language user who makes a mistake, 'knows' the grammatically correct form and, for some reason, when speaking or writing, does not use the correct form in a particular moment. Errors, on the other hand, are more habitual and can be attributed to lack of awareness or proficiency in the form. It is errors, not mistakes, that may benefit from some form of correction.

By embedding the instruction of grammar in the teaching of content, teachers can draw students' attention to both the functional and social significance of various grammatical patterns in language exchange.

Both errors and mistakes also differ from the moment in which the forms used might be deemed acceptable by native speakers of English, but do not follow the prescriptive rules of the language. For example, prescriptive English grammar rules state that sentences cannot (or, better, should not) end in a preposition. However, native speakers of English do this with great frequency in casual conversation.

Husband to wife: I just wanted to let you know that I'm going to the movies Friday night.
Wife to husband: Oh. <u>Who are you going with?</u>

If the wife in the above dialogue were to follow the prescriptive rule, the interaction would be as follows:

Husband to wife: I just wanted to let you know that I'm going to the movies Friday night.
Wife to husband: Oh. <u>With whom are you going?</u>

While the second might better follow the grammar rules of English textbooks, depending on the local and historical context of this interaction, there may be social implications for the wife using this structure over the first. This consideration of the way language is used in context and for communicative purposes (as opposed to the study of isolated language forms) aligns with the concept of Functional Grammar introduced by Halliday (1994). According to Halliday, all language is organized around understanding the environment (ideational), and the interpersonal. The study of functional grammar systemically explores the structure of forms in relation to who the speakers are, their role(s) in the interaction, location of the talk, and broader sociopolitical context. Applying these concepts in the classroom, a functional approach to language provides students "a way of seeing how meaning and form are related in the different options available in the grammatical systems of the English language" (Schleppegrell, 2004, p. 1). Thus, teachers must keep language form instruction embedded in the context of purposeful, engaging exchanges of ideas. The remainder of this section, therefore, will focus on the functional and communicative nature of grammar as it pertains to academic instruction.

A functional approach to language provides students "a way of seeing how meaning and form are related in the different options available in the grammatical systems of the English language" (Schleppegrell, 2004, p. 1).

What grammatical forms/features do I focus on and when?

By taking a functional approach to grammar, we can take much of the traditional guesswork out of choosing what forms to focus on and when. In other words, rather than attempting to figure out what forms students might be ready for or in which order we should introduce them, we concentrate our attention on the communicative needs of learners to achieve particular personal or academic needs or goals. At times, the grammatical structures students already 'know' and use are sufficient to communicate their needs, interact with peers, and/or complete learning tasks. In these cases, infusing grammar instruction into a lesson may not be necessary, and perhaps attention is placed more on vocabulary or another language goal. In the following interaction, the EB's utterances contain errors (or mistakes). However we can see that these errors do not impede meaning.

1. Teacher: Sadie has four books. Asher has 6 books. How many do they have together? Or **total**. **Total** means having together. So all together, **total**, four and six?
2. Student: Ten book.
3. Teacher: Yes. Ten books. What did you do to get the **total**?
4. Student: I do four plus six.
5. Teacher: Lovely. You **did** four plus six. You **added** them and got a **sum**.

As indicated by the teacher's responses, the student's utterances were understandable – and the content was accurate. What we see in the teacher's contributions to this interaction is implicit correction and input flooding, both with grammar and vocabulary. As they are talking through the math problem, the teacher starts by emphasizing, or drawing attention to, the vocabulary word "total." In affirming the student's answer, she emphasizes the plural, which the student leaves out in her response (line 2), in a recast, then returns to the vocabulary with another question. Again, in line 4, the student responds with grammatical errors, but the correct content response. The teacher commends the student, then recasts her answer with grammatical correction to past tense. Notably, rather than explicitly address the error, the teacher continues with more vocabulary input as she recasts her own statement with more academic terms.

In this scenario, the teacher is able to see what the student knows because the errors in the EB's utterances do not obstruct the meaning. In such situations, when they are clearly understandable, it is hard to sell students on the need to pay attention to grammatical nuances. When the student's responses are hampered by grammatical structure, however, the desire to communicate could open them up to grammatical feedback. The teacher could pause for a moment and briefly explain or model the correct form(s). This is referred to as reactive instruction.

Teachers can also be proactive in grammatical instruction in their content areas. Specifically, if as we plan our content lessons, we believe our EBs' knowledge and usage of English grammar structures will be insufficient for them to communicate or understand the content, participate in the tasks, or work with their peers, we would be doing them a disservice if we do not address this language gap.

Drawing on the functional approach to grammar, we begin with the question: What do we want or need students to do? And what can our language learners do, consistently, already? The first question points to the types of forms that might be introduced and flooded throughout

a lesson. The second addresses the personalized adjustments to the number and complexity of forms based on the students' language levels. In the chart below, I provide examples of language forms that will provide students opportunities to participate in different communicative activities — or functions.

Language Function	**Target Forms**		
	Novice-level Proficiency	Mid-level Proficiency	Advanced Proficiency
Retelling historical events	(small set of) Irregular past tense verbs (e.g., *did*/*did not*, *went*, *came*, *had*)	Simple past (e.g., –ed) Adverbs of time (e.g., l*ater*, *since*, *for X years*). Propositions of time (e.g., *in X year*, *season*, *period of time vs. on X of week*)	Past imperfect (e.g., *had been running*), Past perfect (e.g., *had run*) Adverbs of frequency (e.g., *often*, *rarely*, *frequently*, *at times*, *occasionally*)
Comparing/ Contrasting	Demonstratives that point to particular objects or people (e.g., *this*, *that*, *those*) Comparative preposition (*like*/*not like*)	Comparative adjectives "*same as*" and "*different from*" Comparative suffix "-er" with than (e.g., *taller than*)	Comparative phrase "*as___as*" Use of "more" for three-syllable adjectives (e.g., *more beautiful*)
Expressing Causation	Simple compound sentences with causative conjunctions (e.g., *X because Y* or *X so Y*)	Explicit causative verbs (e.g., *X caused Y*, or *Y resulted from X*) Complex sentences (e.g., *Because of Y, X*; *Due to Y, X*; or *As a result of X, Y*)	Implicit causative verbs (e.g., *X destroyed Y*/*X made Y*) Elliptical syntactic patterns (e.g., *Inspired by X, she did Y*/*Anticipating X, he did Y*).
Sequencing	(Small set) of sequence adverbs (e.g., *first*, *next*, *last*)	Ordinal numbers (e.g., *first*, *second*, *third*, *fourth*) Adverb phrases (e.g., *when*, *after*, *before*)	Adverb phrases (e.g., *prior to*, *following*) Ordinal number phrases (e.g., *second to last*, *third from the beginning*)

Draw attention to the forms within the context of a lesson, provide opportunities for the students to see and hear the forms in meaningful ways, and encourage students to use the structures themselves when producing oral or print language.

These examples are only the 'tip of the iceberg.' I encourage readers to explore resources that provide a more extensive list of forms and functions, categorized by grade levels and/or proficiency levels.

How do I "flood" my lessons with the target grammatical forms/structures?

The strategies for flooding a lesson with grammatical forms and structures mirror those used for vocabulary instruction. The goal is to draw attention to the forms within the context of a lesson, provide opportunities for the students to see and hear the forms in meaningful ways, and encourage students to use the structures themselves when producing oral or print language. When we have a particular structure we are targeting in a lesson, it will be important to concentrate feedback on that structure alone (as long as the overall meaning of students' utterances or writing can be understood).

Here are some ways to flood a content lesson:

In (Teacher) Talk	In Text	In (Student) Talk	In Written Work
Stress the form or structure when you (first) use it. Use the same form/structure throughout the lesson. Write the form on the board as you (first) use the form. Have students signal when they hear the form in your speech.	Bold, highlight, or italicize the form in readings. Hang poster with the form and example on the wall. Have students find and circle the form in texts before or after a reading. Provide a simple handout with form and examples.	Provide explicit instructions that encourage use of target form in speech. Encourage students to self-correct if they make a mistake/error. Use a visual cue (e.g., point to wall poster) or verbal cue (e.g., ask them to say it again) Draw on whole learning community to support learners.	Include reading exercises with gaps in place of certain forms/structures. Have students fill in correct form in the context. Provide explicit instructions that encourage use of target form in writing. Circle errors and encourage students to self-correct.

To put this into practice, we can consider a reading lesson in which the students are using context clues to detect foreshadowing. One activity in the lesson requires students to predict what will happen next, document their prediction, then compare their prediction with what

they learn in the text. As the instructor of this lesson, I use several strategies to support my EBs' understanding of the story thus far, including drawing on prior knowledge, showing images, modifying language in the text, and providing vocabulary support. Given the extensiveness of the vocabulary instruction I already have embedded in my lesson, I make the decision to keep the scope of my grammatical work for this portion of the lesson quite narrow, focusing on the grammatical forms and structures needed to articulate their prediction.

Language Function	**Target Forms**		
	Novice-Level Proficiency	Mid-Level Proficiency	Advanced Proficiency
Making a prediction	Use clause: "*I think that*" Use "*will*" or "*will not*" before verb	Use clause: "*I believe that*" or "*I predict that*" Use modal "*might*," "*could*," "*should*," or "*will*" to express certainty	Use conditional: "*If X, then I believe/predict Y will/might/ could...*"

For this particular task, I group students by proficiency level, as indicated above. I do this so that I can provide appropriate language supports for their proficiency levels. For other aspects of the lesson, I will group them heterogeneously. Once grouped, I give the whole class the assignment to create a prediction using both images and their words. Then, I circulate to each group to give guidance on how to revise their predictions. For the novice group, I start with my own predictions and ask them if they agree or disagree based on their pictures. The novice students would then receive a page with sentence starters and blank spaces for them to write their own. Mid-level students will likely have something written down in addition to their images. I first have them sequence modals (e.g., will, might, could, should) written on index cards based on level of certainty. Once ordered, I ask them how certain or sure they are about their prediction and have them point to a modal card in the sequence. I then show them a prediction I wrote, using the target forms, and ask them to find the similarities and differences between mine and theirs, both in what I write about and how I write it. This will draw attention to the form. At that point, I instruct them to remodel their prediction based on my model and use of certainty indicators, or modals.

With the advanced proficiency group, I ask them the same questions about certainty using the modal cards. I also ask them what could make them more certain or less certain, and what would need to happen in order for their prediction to come to fruition. I will then present a model of predictions using target forms and ask them to recreate their predictions following the model.

As this is a content lesson, it is important to take notice that I start this task with what students know and understand about the CONTENT. I ask them to use their drawing and existing linguistics skills to communicate their ideas about what will happen in the story. Once they have focused on that, I draw students' attention to the form of expressing their prediction. In a way, I am being both reactive and proactive in my approach to language instruction. I preemptively prepare for grammatical instruction, but I offer it only after, and in response to, what I see the students are able to do.

Drawing on second-language acquisition research and the chaos/complexity theory introduced at the beginning of the guidebook, we are reminded to not expect this instruction to (instantaneously) yield accuracy or consistency.

Conclusion

This guidebook has provided both rationale and strategies for adjusting content instruction to improve EBs' understanding and engagement, and for attending to vocabulary and grammatical forms in content area instruction. Drawing on second-language acquisition research and the chaos/complexity theory introduced at the beginning of the guidebook, we are reminded to not expect this instruction to (instantaneously) yield accuracy or consistency. Rather, we have to trust that, through our exposure to more advance forms, in the optimal learning environment, students are beginning to take notice. If the forms we focus on in our lessons are also used in social language, our language learners may start noticing them outside of our classroom, and incorporate them into their linguistic repertoire. If they are more specific to a content area, it may take more exposure during class for students to gain competency, or it may not happen until the following year in another class. The rewards of language education are not always immediate, so it is critical that we appreciate the value of what we do in our classrooms to make learning meaningful and personal, and the support we provide towards EBs (eventually) meeting their language and academic goals.

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About the Author

Tamara Sniad, Ph.D., is an associate professor of teaching English as a second language (TESOL) with the College of Education at Temple University. Dr. Sniad's 20 years of experience in TESOL and urban education includes administrative and teacher development work in Camden, NJ; college access programming; national training for out-ofschool education; and university teacher preparation. She has conducted research on classroom discourse in work force readiness education as well as in-service and preservice teacher professional development. As a College of Education faculty member at Rowan University for two years and now at Temple, Dr. Sniad has taught courses on diversity and equity in education, linguistics, second language acquisition, and language teaching methodology. This array of educational contexts, research, and teaching experiences informs Dr. Sniad's perspectives on pedagogy and equity in the classroom and has shaped her current work preparing K–12 teachers to support English language learners in content area classrooms. Sniad is a recipient of the Temple College of Education Owlie Award for Innovative Teaching, and Temple University's prestigious Lindback Award for teaching excellence and originality. She has published in the *Journal of Pragmatics* and *Academic Exchange Quarterly*, and has presented at over 30 national and state conferences.

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