Chapter 1 Reflection Questions

REFLECTION QUESTIONS, PAGE 9

1. What terminology does your district use to describe students whose parents or guardians report speaking one or more language(s) other than or in addition to English in the home?

2. What terminology does your district use to describe students who qualify for ELD services based on their level of English proficiency?

3. What procedures does your district have in place to identify the unique strengths and needs of individual MLs?

APPLICATION ACTIVITY 1.1: REFLECTION QUESTIONS, PAGE 17

1. What is an area of strength for you in terms of recognizing MLs' strengths?

2. What is an area where you would like to improve in terms of recognizing MLs' strengths?

REFLECTION QUESTIONS, PAGE 21

1. What do you notice about how the language expectation can be used to develop a student-friendly language objective?

2. What do you notice about how the language objective can be used to determine possible language mini lessons?

3. What questions do you have about language objectives or integrating language and content instruction?

APPLICATION ACTIVITY 1.3: REFLECTION QUESTIONS, PAGE 24

1. Which of the look-fors stands out to you? Why?

2. What is a step that you might take to implement one of the look-fors in your classroom or support others in implementing the look-for?

REFLECTION QUESTIONS, PAGE 28

1. What area(s) am I strongest in?

2. What area(s) am I weakest in?

3. What is one example of how each leadership skill affects my work with MLs?

4. What implications are there for my leadership in advocating for and supporting MLs?

APPLICATION ACTIVITY 1.4: REFLECTION QUESTIONS, PART 1, PAGE 30

To create your vision, consider these questions:

1. Which aspects of your core beliefs from Figure 1.12 resonate the most with you?

2. What content from your core beliefs can you synthesize into succinct key ideas and values regarding equitably educating MLs?

APPLICATION ACTIVITY 1.4: REFLECTION QUESTIONS, PART 2, PAGE 31

1. Which aspects of your department, school, or district's vision resonate the most with you?

2. In which aspects can you take a lead role to equitably educate MLs so that they excel? You may want to highlight these aspects in your elevator speech.

CHAPTER 1 REFLECTION QUESTIONS, PAGE 32

1. Which core beliefs resonated the most with you? Why?

2. What are your three takeaways from this chapter? Why?

Chapter 2 Reflection Questions

REFLECTION QUESTIONS, PAGE 33

1. What role might culture be playing in this scenario?

2. What other factors might be at play?

3. As an advocate for MLs in this scenario, what might you do to encourage stronger relationships between the elementary teachers and the ML families?

REFLECTION QUESTIONS, PAGE 35

1. How do you define culture?

2. Why is an understanding of culture important for your work with MLs?

APPLICATION ACTIVITY 2.3: REFLECTION QUESTIONS, PAGE 39

1. What impact might culture have on MLs' participation in classroom discussions in general?

2. What might be preventing Ms. Montrose's MLs from being more active participants in the class discussions?

3. What might Ms. Montrose do to support greater participation on the part of her MLs? Consider linguistic supports, student groupings, and other types of support she could offer.

REFLECTION QUESTIONS, PAGE 40

1. How do you think your cultural beliefs and expectations around teaching and learning may differ from those of MLs that you teach or work with?

2. How might you address these differences in your context?

APPLICATION ACTIVITY 2.4: REFLECTION QUESTIONS, PAGE 46

1. What is the underlying message that Mr. Gerard is sending to Cinta about her home language and culture?

2. What steps could Mr. Gerard take to become more comfortable learning and using the names of students that might be unfamiliar to him?

APPLICATION ACTIVITY 2.6:
REFLECTION QUESTIONS, PAGE 53

1. In what ways is the unit plan relevant to the lives of the students in the class? In what ways could the unit be made more relevant to their lives?

2. What steps could the teacher take to build on the backgrounds and experiences of the MLs in the class?

3. What might he need to be cautious about related to students' own experiences with the topic?

4. What additional recommendations do you have for activities that would strengthen students' engagement with the unit and bring in diverse perspectives?

REFLECTION QUESTION, PAGE 55

Which scenario is a better example of intentional and strategic use of MLs' home languages? Why?

APPLICATION ACTIVITY 2.7: REFLECTION QUESTIONS, PAGE 63

1. What do you think was Ms. Monahan's goal in inviting the assistant principal into her classroom?

2. What else might Ms. Monahan do to advocate for the MLs in her school?

1. What new understandings do you have about how your own culture shapes who you are as an educator?

2. What are two ideas that you have for drawing on students' cultural backgrounds and experiences to make connections to content in your classroom? Or what ideas do you have for building on MLs' cultural and linguistic assets in your school or district?

Chapter 3 Reflection Questions

APPLICATION ACTIVITY 3.1: REFLECTION QUESTIONS, PAGE 68

1. What are some scaffolds that work best for the MLs in your classroom or context?

2. What factors do you (or your colleagues) take into consideration when selecting appropriate scaffolds for MLs (e.g., prior schooling, home language literacy), and why?

3. How do you (or your colleagues) differentiate the scaffolding that you provide in order to leverage the strengths and meet the needs of MLs of varying language proficiency levels?

4. What steps do you take to plan for the gradual removal of scaffolds?

REFLECTION QUESTION, PAGE 79

Which strategies do you use to model activities, academic strategies, or skills with your students?

REFLECTION QUESTIONS, PAGE 81

1. What are your takeaways from these considerations in ML student groupings?

2. What other considerations do you use when grouping students?

3. What is a new way of grouping students that you would like to try?

REFLECTION QUESTIONS, PAGE 82

Review the list of scaffolds in Figure 3.1, then answer these reflection questions:

1. Which category of instructional scaffolding (i.e., materials, practice, grouping) would you like to strengthen in your context? Why?

2. What step will you take next?

REFLECTION QUESTIONS, PAGE 86

Review Figure 3.8, and answer the following questions:

1. What takeaways do you have about how to gradually remove scaffolds based on Figure 3.8?

2. Are there any recommendations that you disagree with? Why?

APPLICATION ACTIVITY 3.4:
REFLECTION QUESTIONS, PAGE 93

1. What specific language objectives do you have for your MLs for this unit? What are the language or language skills that you will be focusing on during the unit?

2. What are the strengths that your MLs have? How can you build on these strengths during this unit?

3. As you think about the scaffolds discussed in this chapter, what is one scaffold that is new to you, or that you would like to use more effectively that you plan to incorporate into this unit?

CHAPTER 3 REFLECTION QUESTIONS, PAGE 94

1. If you are teaching in a collaborative setting, how might you divide the work to plan and prepare for teaching scaffolded units?

2. What steps will you take to strengthen scaffolded instruction for MLs in your upcoming instructional units?

Chapter 4 Reflection Questions

REFLECTION QUESTIONS, PAGE 96

Reflect on the scenario from Mr. Hernandez's science classroom.

1. How did Mr. Hernandez prepare the emergent MLs in his class to participate in the small group discussion?

2. What additional scaffolds or supports might you add to this activity? Why?

REFLECTION QUESTIONS, PAGE 99

Reflect on student speaking time in your context.

1. How often do MLs have the opportunity to engage in discussion with their peers about what they are learning?

2. If opportunities for MLs to engage in discussions are limited, why might this be?

3. Where do opportunities exist to build in more time for ML peer interaction?

APPLICATION ACTIVITY 4.1
REFLECTION QUESTIONS, PAGE 100

Compare Ms. Michael's and Mr. Thomas's lessons.

1. Which teacher, Ms. Michael, or Mr. Thomas, more effectively prepared their emergent MLs to participate in the pair discussion? Explain why.

2. What recommendations would you make to Ms. Michael about how to improve the peer learning task she provided to her students?

REFLECTION QUESTION, PAGE 103

Which prompt related to combatting climate change in Figure 4.3 is more effective? Why?

REFLECTION QUESTIONS, PAGE 104

Think about a peer learning activity that you included in a previous lesson that you taught.

1. To what extent did you include authentic opportunities for MLs to speak, time for students to strengthen and deepen their responses, and engaging discussion prompts?

2. What might you do to improve that activity if you were to teach it again?

REFLECTION QUESTION, PAGE 107

How might the MLs in your classroom have different understandings or expectations for what a conversation looks like (e.g., both in terms of nonverbal communication and communication patterns)?

APPLICATION ACTIVITY 4.2: REFLECTION QUESTIONS, PAGE 115

1. The class described in the vignette is composed of six emergent MLs at the low intermediate level of language proficiency. How might you differentiate the instruction to meet the needs of emergent MLs of varying language proficiency levels?

2. How might a classroom teacher without the benefit of an English language development (ELD) co-teacher adapt some of the strategies Ms. Rawlings uses during her small group lesson to meet the needs of emergent MLs?

REFLECTION QUESTIONS, PAGE 121

1. Which peer learning activity would you like to try in your context?

2. What scaffolds will you embed in the activity to support the MLs in your classroom?

CHAPTER 4 REFLECTION QUESTIONS, PAGE 127

1. How do you plan to incorporate peer learning activities for MLs into your instruction in more systematic and intentional ways?

2. What is one peer learning activity that you would like to try next in your class? What steps will you take to ensure that your MLs are prepared to participate?

Chapter 5 Reflection Questions

REFLECTION QUESTIONS, PAGE 131

1. What do you notice about how Mrs. Saunders approaches identifying vocabulary to teach and the strategies she uses to introduce and practice that vocabulary?

2. What takeaways do you have about the ways in which Mrs. Saunders addresses academic vocabulary development with her MLs?

3. What are some strategies that you use to teach and practice academic vocabulary with MLs?

REFLECTION QUESTIONS, PAGE 132

1. How do you define academic language?

2. What are your beliefs about teaching academic vocabulary?

3. What questions do you have about teaching academic vocabulary to MLs?

REFLECTION QUESTION, PAGE 146

What strategies do you use to assess your students' familiarity with content vocabulary?

REFLECTION QUESTIONS, PAGE 154

1. Which activity for practicing key vocabulary would you like to try out in your context? Why?

2. How can you include opportunities for students to use the new vocabulary when speaking, reading, writing, and listening in your instruction?

CHAPTER 5 REFLECTION QUESTIONS, PAGE 164

1. How do you plan to adapt your current strategies for teaching new vocabulary to MLs?

2. What is one new activity for practicing vocabulary with MLs that you would like to use? How will you adapt it for your context?

3. What is one skill for supporting MLs with learning new vocabulary independently that you would like to try out in your classroom? Why?

Chapter 6 Reflection Questions

REFLECTION QUESTIONS, PAGE 166

1. What takeaways do you have about the way in which Ms. Zavala-Aguilera embeds academic-language practice into her calendar routine?

2. What do you notice about how she supports students in practicing academic language at the sentence level?

3. What are some ways that you or your colleagues include academic-language practice outside of specific content instruction time (e.g., practicing language for explaining reasoning during a warm-up activity)?

REFLECTION QUESTIONS, PAGE 171

Consider how a lab report is different from a poem.

1. What is different about the purpose of each?

2. What are the features that make each unique?

REFLECTION QUESTIONS, PAGE 175

1. How prepared do you feel to analyze the academic-language demands of the content you teach or to support colleagues in analyzing the language demands of their content?

2. Who might you collaborate with to do this work?

APPLICATION ACTIVITY 6.3: REFLECTION QUESTIONS, PAGE 175

1. What might be difficult for MLs in terms of the content?

2. What might be difficult for MLs in terms of the language expectations?

3. How can you scaffold this problem so that MLs can access its meaning and answer it?

4. What could you explicitly teach MLs in order to support them in independently tackling a similarly structured or worded problem in the future?

REFLECTION QUESTION, PAGE 184

What do you notice about the sentence stems that Dr. Toppel provided her students?

APPLICATION ACTIVITY 6.4: REFLECTION QUESTIONS, PAGE 187

1. What did you notice about the language of the text that you analyzed?

2. What other types of questions might you ask students that would help students identify key features of texts in your content area?

APPLICATION ACTIVITY 6.5: REFLECTION QUESTIONS, PAGE 188

1. How might an activity like this support MLs in building their understanding of academic language at the discourse level?

2. How might you scaffold an activity like this for MLs of varying proficiency levels?

3. How might you adapt this activity for your teaching context?

REFLECTION QUESTIONS, PAGE 190

1. As you think about the sentence- and discourse-level strategies that we have shared in this chapter, what is the strategy that you would most like to try in your context or share with colleagues?

2. How might you collaborate with other educators to support the integration of academic language at the sentence and discourse level?

REFLECTION QUESTIONS, PAGE 193

1. What are your takeaways from Figure 6.8?

2. What changes might you want to make to how you currently collaborate with other educators to support MLs or to how teacher expertise is leveraged in your context?

REFLECTION QUESTION, PAGE 193

Reflect on your approach to academic-language instruction for your MLs. How have you identified your students' strengths?

1. What types of academic language from your content area at the word/phrase, sentence, and discourse levels might be challenging for MLs?

2. How can you embed opportunities for academic-language development at the sentence and discourse level into content instruction?

3. How might you collaborate with ELD or content teachers to strengthen your teaching of academic language?

Chapter 7 Reflection Questions

REFLECTION QUESTIONS, PAGE 199

Now, think about a rationale for your answer.

1. Why did you choose your answer?

2. Has this approach worked for you and your MLs? Why, or why not?

APPLICATION ACTIVITY 7.1: REFLECTION QUESTIONS, PAGE 200

1, What would you need to know in order to solve this problem?

2. How does background knowledge play a part in your understanding of this problem?

3. How would you approach trying to solve this problem? What resources would you use?

REFLECTION QUESTION, PAGE 207

What ways do you activate your MLs' existing prior knowledge?

REFLECTION QUESTION, PAGE 214

Which topics from the bulleted list might you prioritize with your MLs? Why?

CHAPTER 7 REFLECTION QUESTIONS, PAGE 227

1. How will you change or refine how you approach the activating and teaching of background knowledge to MLs?

2. Who will you collaborate with in activating and teaching background knowledge, and how will you collaborate?

Chapter 8 Reflection Questions

REFLECTION QUESTIONS, PAGE 230

1. What strategies has Chef Renaldo used to support MLs' writing development?

2. What suggestions do you have for Chef Renaldo to further strengthen the themed dinner project?

APPLICATION ACTIVITY 8.1:
REFLECTION QUESTIONS, PAGE 234

1. What are the themes that you noted as you read this section? How do these themes apply to your work with MLs?

2. What questions do you have?

3. What is something that surprised or interested you from the research?

REFLECTION QUESTIONS, PAGE 237

1. What do you notice about the two texts?

2. Why might the simplified text be more confusing for MLs?

APPLICATION ACTIVITY 8.3:
REFLECTION QUESTIONS, PAGE 238

1. What might make the text difficult for MLs at lower levels of language proficiency?

2. How might you amplify rather than simplify this text to make it more accessible to MLs?

APPLICATION ACTIVITY 8.4:
REFLECTION QUESTIONS, PAGE 244

1. How does this strategy support MLs in understanding both the language and the math needed to solve a word problem?

2. What additional scaffolds might some MLs need to engage in this activity?

REFLECTION QUESTIONS, PAGE 246

Consider the reading strategies that we shared in this section:

- Text engineering

- Gallery walk of images

- Writing questions based on text features

- Three Read Protocol for math

- Collaborative close reads

Which is a strategy that you would like to try next in your context or that you would like to discuss with a colleague?

REFLECTION QUESTIONS, PAGE 252

1. How do you support MLs in strengthening their writing, or what ideas do you have to support MLs in reflecting on how to make their writing stronger?

2. How do you celebrate student writing, or what ideas do you have to celebrate student writing?

CHAPTER 8 REFLECTION QUESTIONS, PAGE 262

1. What is one takeaway that you have related to how to strengthen MLs' engagement in reading and writing across content areas?

2. What is a new peer learning strategy that you would like to use to support MLs' engagement with reading or writing?

Chapter 9 Reflection Questions

REFLECTION QUESTIONS, PAGE 263

1. What are some challenges you face assessing your MLs' acquisition of language and content?

2. What do you do to address these challenges?

APPLICATION ACTIVITY 9.1: REFLECTION QUESTIONS, PAGE 266

1. What elements of the FAST SCASS formative assessment definition stand out to you? Why?

2. Which of your ML assessments from Application Activity 9.1 are formative assessments?

3. Where do you see opportunities to embed more formative assessments of MLs into your context?

APPLICATION ACTIVITY 9.1: REFLECTION QUESTIONS, PAGE 266

Review the types and purposes of the assessments you included in Figure 9.1 and respond to the questions below.

1. Which type of assessment (*as*, *for*, or *of* learning), do you see most often in your context with MLs?

2. How do you use the data from the assessments in your context?

APPLICATION ACTIVITY 9.2: REFLECTION QUESTIONS, PAGE 273

Review your list of formative assessments and the categories of formative assessment outlined in Figure 9.4.

1. What categories would you divide those assessments into?

2. Which types of formative assessment would you like to add to your toolbox?

REFLECTION QUESTIONS, PAGE 275

1. What may be standing in the way of this student demonstrating what she knows on this question?

2. What could the teacher do to make this assessment more valid for Gao-Jer?

APPLICATION ACTIVITY 9.3:
REFLECTION QUESTIONS, PAGE 277

1. Is this a valid assessment for you? Why, or why not?

2. Is the main issue at hand construct, content, or predictive validity?

3. What kind of support would help you show what you know and can do in geometry?

APPLICATION ACTIVITY 9.5: REFLECTION QUESTIONS, PAGE 286

1. How can you adapt the analysis template for MLs in your context?

2. How does framing the writing's strengths allow you to note which supports are needed in instruction?

CHAPTER 9 REFLECTION QUESTIONS, PAGE 296

1. How has your thinking evolved on formative assessment for MLs by reading this chapter?

2. Which ideas would you like to implement from this chapter?

3. What do you think your biggest challenges will be in doing so, and how can you address these challenges so your MLs will benefit?