

**Slowing Down Instruction to Speed Up Academic Success:
Strategies Used with Cohorted English 9 and Algebra I
English Learners at Northridge Academy High School,
or
Lessons Learned from the EL Intervention Cohort**

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What Really Works in Education Conference
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Discussion and Sentence Frames

Class Discussion: Building Our Ideas

| | | | |
|--|---|---|--|
| <p>Individual Reporting</p> <p><input type="checkbox"/> I discovered from _____ that _____.</p> <p><input type="checkbox"/> I found out from _____ that _____.</p> <p><input type="checkbox"/> _____ pointed out to me that _____.</p> <p><input type="checkbox"/> _____ shared with me that _____.</p> | <p>Expressing an Opinion</p> <p><input type="checkbox"/> I think/believe that _____.</p> <p><input type="checkbox"/> It seems to me that _____.</p> <p><input type="checkbox"/> In my opinion, _____.</p> | <p>Disagreeing</p> <p><input type="checkbox"/> I don't agree that _____.</p> <p><input type="checkbox"/> I have a different view. _____.</p> <p><input type="checkbox"/> I see it another way. _____.</p> | <p>Paraphrasing</p> <p><input type="checkbox"/> So you are saying that _____.</p> <p><input type="checkbox"/> In other words, _____.</p> <p><input type="checkbox"/> What I hear you saying is _____.</p> |
| <p>Acknowledging Ideas</p> <p><input type="checkbox"/> My idea is similar to _____.</p> <p><input type="checkbox"/> I respect your idea that _____.</p> <p><input type="checkbox"/> I agree with _____ that _____.</p> | <p>Group Reporting</p> <p><input type="checkbox"/> We decided that _____.</p> <p><input type="checkbox"/> We concluded that _____.</p> <p><input type="checkbox"/> Our group sees the issue differently.</p> | <p>Clarifying</p> <p><input type="checkbox"/> I understand _____ but I don't get _____.</p> <p><input type="checkbox"/> Would you please restate that question?</p> <p><input type="checkbox"/> Let me see if I understand the question correctly.</p> | <p>When You Aren't Ready to Speak</p> <p><input type="checkbox"/> Please give me a minute to think.</p> <p><input type="checkbox"/> Let me hear what others have to say first.</p> <p><input type="checkbox"/> I'm not sure what I think about this yet.</p> <p><input type="checkbox"/> I don't know.</p> |
| Idea Starters for Writing | | | |
| <p>Beginning the Beginning</p> <p><input type="checkbox"/> It happened to me when I was _____ (personal story)</p> <p><input type="checkbox"/> Most people are surprised to learn that _____ (surprising fact)</p> <p><input type="checkbox"/> Have you ever wondered why _____ (rhetorical question)</p> <p><input type="checkbox"/> X once said, "_____." (quotation)</p> | <p>"Standard View" Starters (Good for persuasive writing counterclaims)</p> <p><input type="checkbox"/> Americans today tend to believe that _____.</p> <p><input type="checkbox"/> It is often said that _____.</p> <p><input type="checkbox"/> Many people assume that _____.</p> <p><input type="checkbox"/> My whole life I have heard it said that _____.</p> | <p>Introducing Quotations</p> <p><input type="checkbox"/> X states, "_____ ()."</p> <p><input type="checkbox"/> X reports that "_____ ()."</p> <p><input type="checkbox"/> In _____, X states that "_____ ()."</p> | <p>Beginning the Conclusion</p> <p><input type="checkbox"/> When you look at all the evidence, you will see that _____.</p> <p><input type="checkbox"/> It is evident by now that _____.</p> <p><input type="checkbox"/> There should be little doubt by now that _____.</p> |

Feldman, Kevin, and Kate Kinsella. *Narrowing the Language Gap: the Case for Explicit Vocabulary Instruction*. New York: Scholastic, 2005. Print.
 Graff, Gerald, and Cathy Birkenstein. *"They Say/I Say": the Moves That Matter in Persuasive Writing*. New York: W.W. Norton, 2007. Print.

CAP Protocol

Reading

As you read, mark places in the text to contribute to the discussion. Be prepared to cite specific passages in the text to support your talk.

C = Confirmed (something you already know)

A = Ask Questions (I would like to get clarity about . . .)

P = Provocative (Ideas, new or interesting)

Discussion

1. Choose a facilitator who makes sure everyone speaks and no one interrupts.
2. Each person shares one confirmation, one question, and one provocative idea.
3. Table talk question – How does this article relate to _____?
4. Be prepared to have someone report your findings to the whole class.

“Aha” Protocol

! Mark the ideas in the text that are new for you or said in a new way that you had not considered.

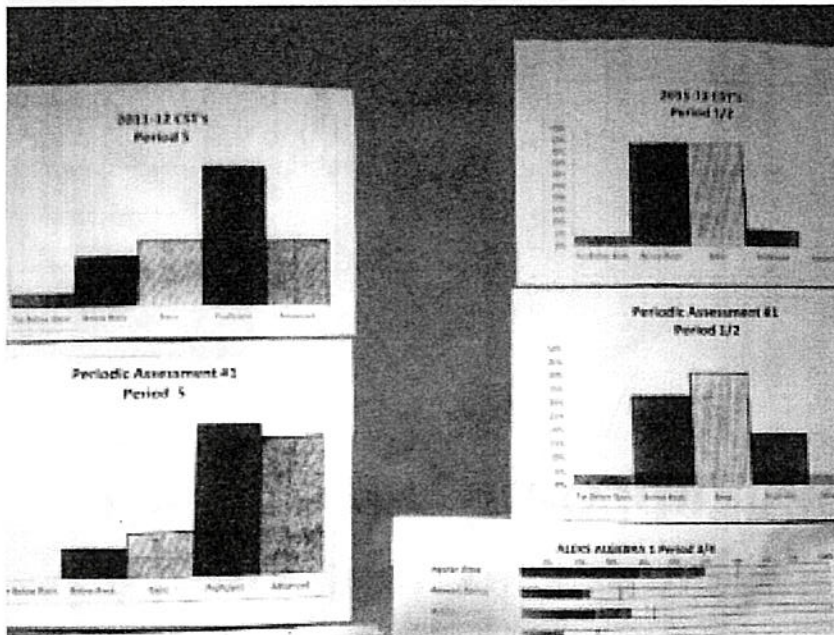
? Mark the ideas that you do not understand or align with your experiences.

Mark the ideas that you agree with or that you think are important.

Discussion

1. Choose a facilitator who makes sure everyone speaks and no one interrupts.
2. Each person shares one new idea, one question, and one important idea from the text.
3. Table talk question – Which new idea, question, and important idea best represents most people in the group?
4. Be prepared to have someone report your findings to the whole class.

MONITORING OF CLASS DATA



The table is titled "ALGEBRA 1 Period 3/4" and lists student names in the first column. The subsequent columns represent different assessment periods or scores. The data is presented as a grid of black bars, indicating the performance level for each student in each category.

| Student Name | Assessment 1 | Assessment 2 | Assessment 3 | Assessment 4 | Assessment 5 |
|--------------|--------------|--------------|--------------|--------------|--------------|
| Student 1 | Proficient | Proficient | Proficient | Proficient | Proficient |
| Student 2 | Advanced | Advanced | Advanced | Advanced | Advanced |
| Student 3 | Proficient | Proficient | Proficient | Proficient | Proficient |
| Student 4 | Basic | Basic | Basic | Basic | Basic |
| Student 5 | Below Basic | Below Basic | Below Basic | Below Basic | Below Basic |
| Student 6 | Proficient | Proficient | Proficient | Proficient | Proficient |
| Student 7 | Advanced | Advanced | Advanced | Advanced | Advanced |
| Student 8 | Proficient | Proficient | Proficient | Proficient | Proficient |
| Student 9 | Basic | Basic | Basic | Basic | Basic |
| Student 10 | Below Basic | Below Basic | Below Basic | Below Basic | Below Basic |
| Student 11 | Proficient | Proficient | Proficient | Proficient | Proficient |
| Student 12 | Advanced | Advanced | Advanced | Advanced | Advanced |
| Student 13 | Proficient | Proficient | Proficient | Proficient | Proficient |
| Student 14 | Basic | Basic | Basic | Basic | Basic |
| Student 15 | Below Basic | Below Basic | Below Basic | Below Basic | Below Basic |
| Student 16 | Proficient | Proficient | Proficient | Proficient | Proficient |
| Student 17 | Advanced | Advanced | Advanced | Advanced | Advanced |
| Student 18 | Proficient | Proficient | Proficient | Proficient | Proficient |
| Student 19 | Basic | Basic | Basic | Basic | Basic |
| Student 20 | Below Basic | Below Basic | Below Basic | Below Basic | Below Basic |

J. Mortensen

USE OF ALEKS

Remediation on individual basis.
Ability to assess mastery of standards.
Encourages individual accountability.

The screenshot shows the ALEKS website homepage. At the top, the ALEKS logo is on the left, and navigation links for LOGIN, ABOUT US, CAREERS, CONTACT US, NEWS, SUPPORT, and DOWNLOADS are on the right. Below the logo is a search bar. A secondary navigation bar includes HOME, WHAT IS ALEKS?, COURSE PRODUCTS, HIGHER EDUCATION, K-12, INDEPENDENT USE, and HOMESCHOOL. The main content area features a 'REGISTERED USERS' section with a login form (LOGIN NAME, PASSWORD, LOGIN button) and a 'FORGOT YOUR LOGIN INFO?' link. To the right, a 'TO LEARN MORE:' section offers 'Take the Tour' and 'Begin Free Trial' buttons. Below this is a 'WHAT'S NEW:' section with three bullet points: 'NCCCS Dev Math Modules Now Available', 'New Student History Feature Available', and 'New HS Courses for Exam Prep'. A large image of a smiling woman at a laptop is on the right. The bottom of the page is divided into three columns: 'HIGHER EDUCATION' (Instructors - Administrators), 'K-12' (Teachers - Administrators), and 'INDEPENDENT USE' (Parents - Students and Adult Continuing Educ. - Homeschoolers - Tutors). Each column contains a brief description of the product's benefits and a list of links: 'Free Trial', 'Success Stories', and 'Implementations'. An image of a man at a computer is associated with the Higher Education section, an image of three students with the K-12 section, and an image of a woman at a laptop with the Independent Use section.

J. Mortensen