

SpringBoard offers research-based instructional strategies and practices that help teachers effectively differentiate instruction so that English Language Learners (ELL) develop their linguistic skills as they develop knowledge and academic skills.

Key Needs For ELL Students (Effective Learning Principles)	SpringBoard Tools and Design Elements to Support English Language Learners
<p><b>Set Objectives for Student Learning and Provide Feedback</b></p> <p><i>Research shows that students who have a clearly stated target for learning and are aware of expectations for outcomes know what to focus on and what to screen out as they process new information (Hill &amp; Flynn, 2006).</i></p>	<ul style="list-style-type: none"> <li>• SpringBoard’s <b>instructional framework</b> provides clearly defined learning targets tied to outcomes that not only set high expectations, but also clarify what students need to know and be able to do, with performance indicators identifying how well students are progressing toward that goal.</li> <li>• The <b>Unit Overview</b> identifies key concepts students will learn in the unit.</li> <li>• The <b>Learning Focus</b> helps students make connections between their experiences and what they are learning.</li> <li>• <b>Previewing the Unit</b> helps students identify the skills and knowledge they will need to be successful in their study of the unit.</li> <li>• <b>Scoring Guides</b> help students understand expectations for performance on <b>Embedded Assessments</b> that measure student learning.</li> <li>• <b>Check Your Understanding</b> and <b>Writing Prompts</b> provide multiple opportunities to monitor student progress and provide feedback.</li> <li>• <b>Learning Targets</b> are aligned to the <b>Common Core State Standards</b> and set clear learning goals for each activity.</li> </ul>
<p><b>Support Language Acquisition</b></p> <p><i>Effective instruction for ELL students is predicated upon strategic instructional practices that help students acquire language through meaningful use in context that develops language fluency and builds academic knowledge simultaneously (Rojas, 2007).</i></p>	<p>SpringBoard’s instructional approach supports multiple ways for students to learn both social and academic language and to incorporate it into reading, writing, speaking and listening activities.</p> <ul style="list-style-type: none"> <li>• Students keep <b>Reader/Writer Notebooks</b> in which they create word maps and make notes about word meanings, connections among words, pronunciations, and usage.</li> <li>• A <b>Word Wall</b> in SpringBoard classrooms provides ongoing displays of <b>content area and Academic Vocabulary</b> as reminders for students to use new vocabulary in their daily activities.</li> <li>• <b>Strategies</b> such as think-pair-share, group discussions, and jigsaw support language development for both academic and social language.</li> <li>• <b>Teacher strategies</b> support language acquisition as teachers model effective ways (such as a <b>think-aloud, real aloud, and guided reading</b>) to analyze text by talking through challenging reading passages to help students understand new vocabulary and make meaning from text.</li> <li>• <b>Language and Writer’s Craft</b> lessons develop students’ language skills. Students are asked to apply the concepts learned in writing and speaking tasks throughout the unit.</li> </ul>

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<p><b>Support Students in Developing Listening, Speaking, Reading, Language, and Writing Skills</b></p> <p><i>It is important that teachers integrate language and content area instruction in their planning to consider how they are developing key concepts and ELL students' ability to read, write, listen, and speak about academic concepts using language and grammatical structures effectively (Seidlitz, 2008).</i></p>	<ul style="list-style-type: none"> <li>• In addition to supporting language acquisition, SpringBoard activities provide students with specific learning strategies that aid them in developing the reading, writing, language, speaking and listening expectations outlined in the <b>Common Core State Standards</b>.</li> <li>• <b>Reading strategies</b> such as guided reading practice, summarizing, paraphrasing, using context clues, and annotating text help students understand content language and how to make meaning from their reading.</li> <li>• <b>Writing strategies</b> such as guided writing, self-editing/peer-editing, sharing and responding, plus a focus on grammar and language structures help students translate the language they hear into effective writing.</li> <li>• <b>Speaking and listening strategies</b> such as choral reading, oral presentations, role playing, and note-taking help students learn new language from peers as well as through formal class activities.</li> <li>• <b>Summarizing and note taking</b> are higher level thinking skills that require students to synthesize information and decide what to keep, delete, or substitute. Consumable student editions foster these skills by providing space for students to mark and annotate texts and to summarize information or respond to <b>Key Ideas and Details</b> questions asked in the note-taking section.</li> </ul>
<p><b>Model the Use of Verbal and Nonverbal Cues, Questioning, and Advanced Organizers</b></p> <p><i>Students need an array of scaffolding support such as oral, procedural, and instructional in order to ensure success on desired outcomes (Echevarria et al., 2008).</i></p>	<p>With the SpringBoard program, the teacher plays an integral role in supporting student learning. By using cues, questions, and advanced organizers for higher-level cognitive skills (such as compare-contrast), teachers can enhance students' ability to activate prior knowledge and make connections to what they already know about a topic.</p> <ul style="list-style-type: none"> <li>• Lesson design is consistent with <b>AP Instructional Practices</b>, and presents a flexible framework to make strategic adjustments to the content, product, or process based on students needs.</li> <li>• <b>Suggested teaching steps</b> provide guidance in instructional strategies and approaches for developing content knowledge, using questioning as a tool to help students connect learning, and scaffolding learning to aid comprehension and retention.</li> <li>• <b>Instructional strategies</b> such as tiered higher-level questions, advanced graphic organizers, and guided reading and writing practices help develop students' reading, writing, and oral literary skills.</li> </ul>
<p><b>Provide Collaborative Learning Opportunities</b></p> <p><i>Collaborative learning practices enhance all students' reading, writing, speaking, and listening skills and provide ELL students with a low-risk means of practicing language skills (Rojas, 2007).</i></p>	<ul style="list-style-type: none"> <li>• SpringBoard activities provide multiple options for collaborative work, increasing opportunities to enhance effective oral communication. Working in <b>collaborative groups</b>, ELL students interact with peers to explore and extend their knowledge of both language and content in small groups that help reduce anxiety as they negotiate meaning and adjust their language.</li> <li>• <b>Collaborative learning strategies</b> foster language and literacy development; examples include Literature Circles, think-pair-share, Socratic Seminar, Reader's Theater, writing groups and other discussion groups.</li> <li>• <b>Differentiated Instruction Signal Boxes</b> provide suggestions in the Teacher Edition assist teachers with effective grouping practices, linguistic accommodations, and structured conversations (e.g., sentence stems) to develop ELL students' communication skills.</li> </ul>
<p><b>Provide Nonlinguistic Representations of Concepts</b></p> <p><i>Providing nonlinguistic representations of key concepts helps students connect new and prior learning and create a deeper understanding of content (Hill &amp; Flynn, 2006).</i></p>	<p>SpringBoard activities require students to use a variety of nonlinguistic strategies to help them make meaning from, create, and present texts.</p> <ul style="list-style-type: none"> <li>• <b>Graphic organizers</b> guide students in collecting, organizing, and analyzing information learned during class discussions</li> <li>• <b>Word maps</b> and <b>word sorts</b> help students acquire new language and apply that language to content understanding.</li> <li>• <b>Visual and auditory prompts</b> provide opportunities for students to comprehend and extend understanding of key concepts.</li> <li>• <b>Performance-based Embedded Assessments</b> provide opportunities for students to demonstrate learning through nonlinguistic projects such as photo essays, storyboards, and multimedia projects.</li> </ul>