Selected Instructional Aids
from

Biography-Driven Culturally Responsive Teaching

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TEACHERS COLLEGE PRESS

Teachers College, Columbia University
New York and London

Contents

Hearts Activity
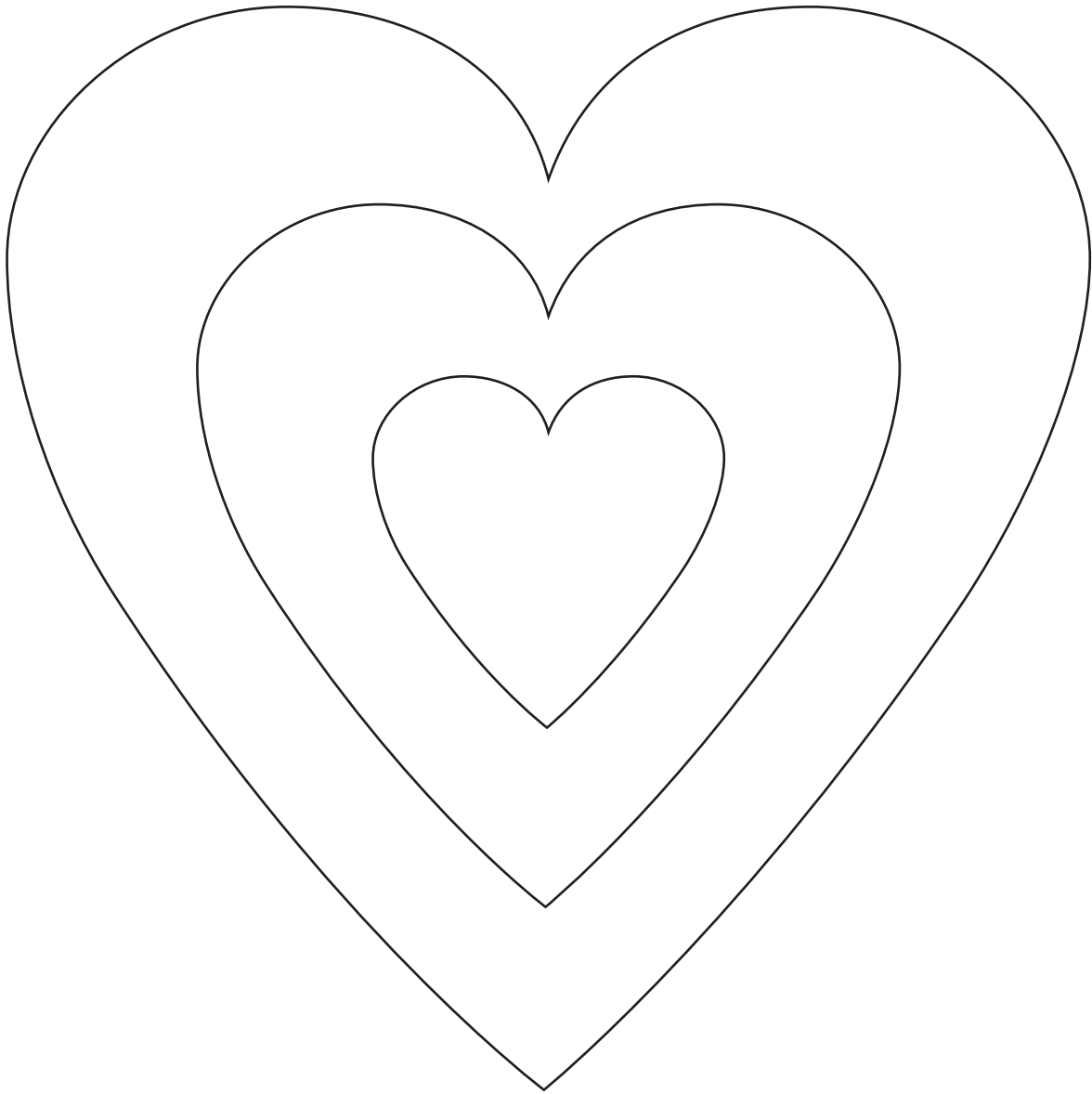
1. Take a piece of paper and draw hearts on the page to mirror those illustrated here. (A page-size set of hearts is included on the next page.)

2. For each layer of the heart, do the following:

   - *Outside Layer of the Heart.* Record the words that come to mind when you hear the words *sociocultural, linguistic, cognitive,* and *academic.*

   - *Middle Layer of the Heart.* Record tools and strategies you use in practice to learn about these dimensions of your students.

   - *Center of the Heart (or outside the heart for additional space).* Write about an experience from your classroom practice that comes to mind when you think of the socio-cultural, linguistic, cognitive, and academic dimensions of the CLD student biography.

3. Consider connections to your own practice, as reflected in your completed heart.
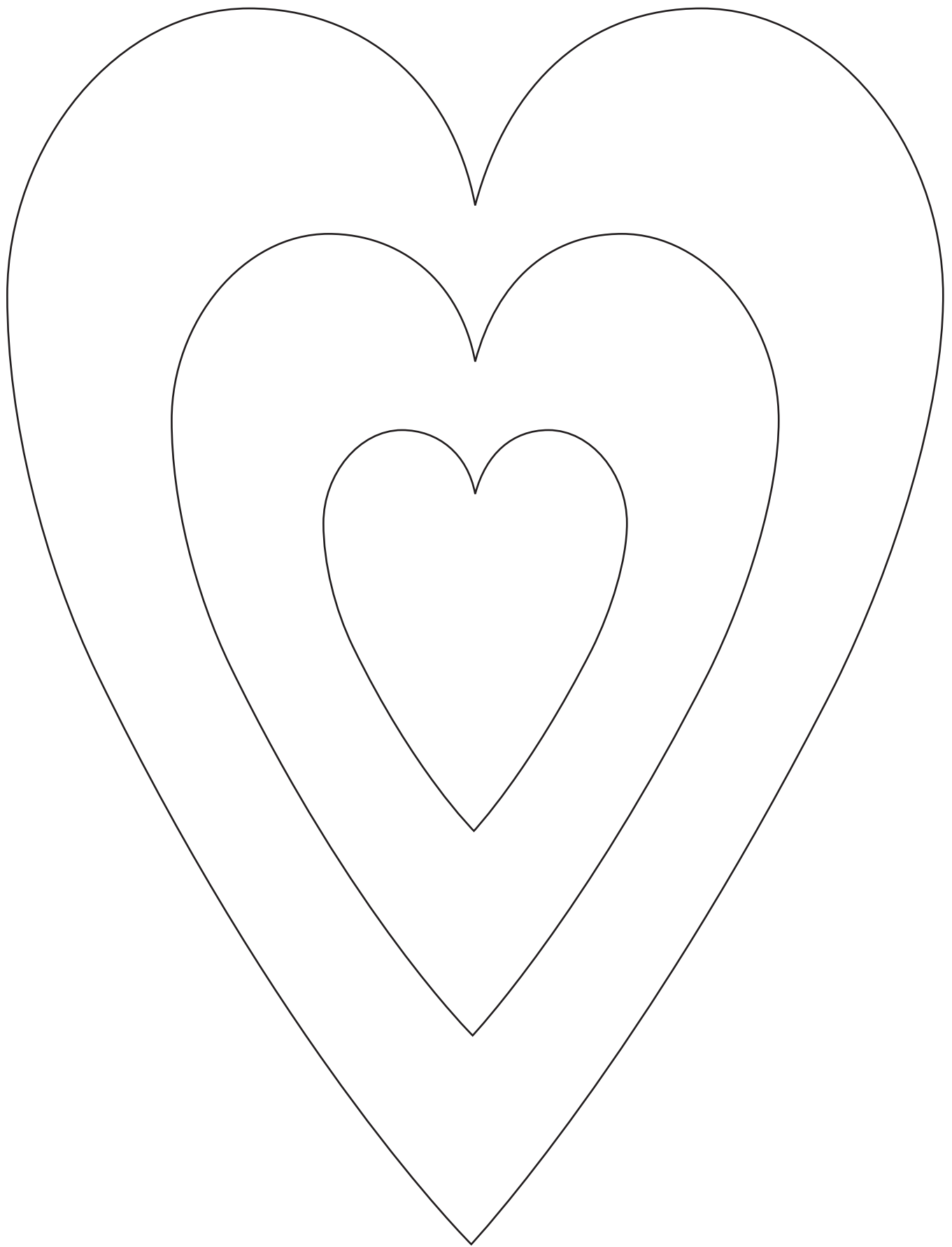
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CLD Student Biography Card: Front
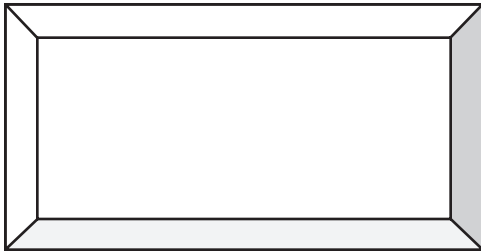
CLD Student Biography Cards can support teachers in documenting student progress, making decisions about grouping configurations, and continually scaffolding to meet students' sociocultural, linguistic, cognitive, and academic needs.

Insert a photograph of the student (this is a helpful visual reminder for you as a teacher).

Name:

Age:

Grade:

Country of Origin:

Time in USA:

L1: _____
R: _____
W: _____
L2 Proficiency
*(LAS/IPT/Other)***:**
O: _____
R: _____
W: _____
SLA: _____

Student Processing:

Learning Style:

Prior Academic Experiences:

Preferred Grouping:

School-Situated

Sociocultural

Complete the student's **demographic information** by interviewing the student, his or her family, or a past teacher.

Linguistic

Step One: Determine (informally or formally):

L1: Student's First Language
R: First Language Reading Proficiency
W: First Language Writing Proficiency

Step Two: Determine the CLD student's English language proficiency (scores can be obtained from the district/school ESL teacher as needed).

O: English Oral Proficiency (speaking/listening)
R: English Reading Proficiency
W: English Writing Proficiency
SLA: Stage of Second Language Acquisition

Cognitive

How does the student **process information** (e.g., solve a math problem, complete a science experiment, summarize a story)?

What **learning style** preferences should be taken into account for this student?

Academic

What **prior academic experiences**/exposure does the student have to promote content learning and transfer of knowledge?

In what **grouping** configuration is the student most comfortable (i.e., total group, partner, small group, or independent)?

CLD Student Biography Card: Back

Sociocultural Dimension
Home + Community + School =
♡ **Background**
Knowledge

_____
_____
_____
_____
_____
_____
_____

Sociocultural

Consider insights gleaned from conversations and inter-actions with students, parents, and colleagues (in both academic and non-academic settings) about what brings the student **life**, **laughter**, and **love**.

Linguistic Dimension
Valuing L1 & L2

_____
_____
_____
_____
_____
_____

Linguistic

Consider aspects of **comprehension**, **communication**, and **expression** in both the student's first language and second language.

Cognitive Dimension
Implications for Practice

_____
_____
_____
_____
_____
_____
_____

Cognitive

Consider ways the student's culture might influence how he or she **knows**, **thinks**, and **applies** new learning.

Academic Dimension
+   State of Mind   –
⟵——————————⟶

_____
_____
_____
_____
_____
_____
_____
_____

Academic

Consider factors that are helping or hindering the student's **access** to equitable educational opportunities, **engagement** in instruction, and **hope** for success in the learning community and in the future.

Biography-Situated

Adapted from Herrera (2007), pp. 17–18. Used with permission of KCAT/TLC, Kansas State University.

CLD Student Biography Card

Name: _____

Age: _____

Grade: _____

Country of Origin: _____

Time in USA: _____

L1: _____
R: _____
W: _____

L2 Proficiency
(LAS/IPT/Other):
O: _____
R: _____
W: _____
SLA: _____

Student Processing:
_____
_____

Learning Style:
_____
_____

Prior Academic Experiences:
_____
_____
_____

Preferred Grouping:
_____
_____
_____
_____

School-Situated

CLD Student Biography Card

Sociocultural Dimension
Home + Community + School =
♡ **Background**
Knowledge

_____
_____
_____
_____
_____
_____
_____

Linguistic Dimension
Valuing L1 & L2

_____
_____
_____
_____
_____

Cognitive Dimension
Implications for Practice

_____
_____
_____
_____
_____
_____

Academic Dimension
+ ←——— **State of Mind** ———→ –

_____
_____
_____
_____
_____
_____

Biography-Situated

Five Steps for Writing
Content and Language Objectives

Step 1

Identify the state **standard**, benchmark, indicator, etc.

Step 2

Identify the **key vocabulary** within the overarching standard.

Step 3

Identify the **content** (or concept within the content) you wish to teach. This is the "**WHAT**" of what you want to teach.

    Example: The students will identify the *elements of a short story* within a given text.

Step 4

Once you have identified the "**WHAT**" of the concept, it is time to decide the "**HOW**" of teaching it. This is where you will consider:

- Strategy to be used throughout the lesson
- Language functions to be targeted
- Grouping configurations throughout the lesson
- The four domains of *listening*, *speaking*, *reading*, and *writing*

Step 5

Revisit the content objectives and language objectives as they align with the state standard, and then align the course texts and materials with these objectives.
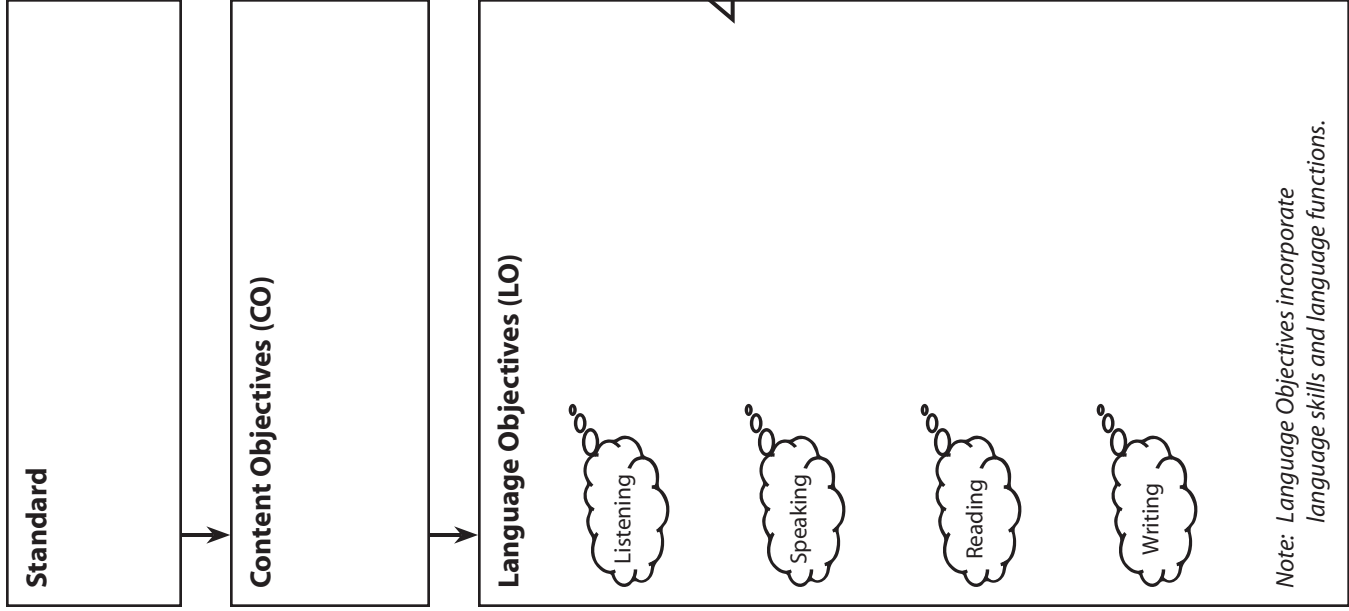
Content & Language Objectives
What Is MY Plan?

Putting It All Together

Final questions to consider:

- Are your content and language objectives written in student-friendly terms?
- Do your CO reflect grade-level concepts that are critical for CLD students to know?
- Do your LO reflect meaningful/purposeful activities that will actively engage CLD students in the learning process?

Strategy: Building Background

Academic connection:

Linguistic connection:

Cognitive connection:

Sociocultural connection:

Strategy: Vocabulary Development

Before critical concept introduction:

During instruction:

Varied grouping configurations:

During independent work:

For the assessment process:

Content Vocabulary

Standard

Content Objectives (CO)

Language Objectives (LO)

Listening

Speaking

Reading

Writing

Note: Language Objectives incorporate language skills and language functions.

DOTS Chart (Determine, Observe, Talk, Summarize)

The DOTS Chart provides a window that allows students, through pictures and words, to make public their immediate connections with a topic. Used throughout the lesson, the DOTS Chart helps students link new learning to build on existing knowledge.

Phase	Directions	Benefits to CLD Students
Before the Lesson **D** **Determine** what I know	• Give students a blank DOTS Chart before the lesson begins. • Have students place the name of the topic/concept that will be taught at the top of the chart. • Start by asking students to write things they know about the topic/story, putting each word, term, or phrase in the box of the letter with which it starts. • Students can be encouraged to write in their native languages or to draw to show their understanding. • Allow only 3–5 minutes for students to write/draw.	• Empowers students to tap into their background knowledge and bring information they can share. • Can be applied to any content area.

During the Lesson
 	
O **Observe** and make connections to what I am learning from teacher/text
 	
T **Talk** to peers
	• Have students write the target vocabulary around the outside of the chart as the words are introduced during the lesson.
	• Have students make associations with the words inside their charts with those outside the chart to demonstrate connections to the vocabulary words and extend learning.
	  • Students can demonstrate associations physically by drawing lines between the words that they connect.
	  • Have students share their associations with a partner or small group, because such discussion helps to solidify connections.
	• Students can add words that come up during the lesson, as well as words from text used for a reading.
		• Helps students connect the DOTS by linking and building on what they already know to develop and reinforce target vocabulary.
		• Gives students something concrete to hold on to throughout the lesson.

After the Lesson
 	
S **Summarize** what I have learned
	• Ask students to use their chart to do the following types of tasks depending on their language proficiency:
	  • Use the chart as a tool to write definitions.
	  • Use the vocabulary to complete a fill-in-the-blank/cloze exercise.
	  • Use the vocabulary to write a paragraph.
	• The teacher can create a checklist or a rubric to assess students' understanding of the vocabulary words or the paragraphs they created.
		• Provides students with a scaffold with which to strengthen connections and demonstrate their learning.

Name: _____

DOTS Chart
(<u>D</u>etermine, <u>O</u>bserve, <u>T</u>alk, <u>S</u>ummarize)

Topic: _____

A–B	C–D	E–F
G–H	**I–J**	**K–L**
M–N	**O–P**	**Q–R**
S–T	**U–V–W**	**X–Y–Z**

Mind Map

The Mind Map is an instructional strategy that can be used as a tool for documenting students' linguistic and academic growth throughout the lesson. Mind maps can be extremely helpful in providing students with a way to express their understanding through linguistic and nonlinguistic representations.

Phase	Directions	Benefits to CLD Students
Before the Lesson	• Before the lesson, ask students to create a mind map where they can put everything they know about the concept through linguistic and nonlinguistic representation (i.e., words and pictures). • Once the students have created their mind maps, encourage them to share with each other what they have drawn or written. • Observe as students share, to gain insights about their background knowledge about key concepts.	• Provides students with a means to focus on their prior knowledge in a meaningful way. • Allows students to make linguistic and nonlinguistic connections to new information.
During the Lesson	• Have students add new information and make connections between the things already on their mind maps and the new material they are learning. • Monitor students' understanding by closely observing the new connections they are making during the lesson.	• Helps students learn how to discover meaning on their own and how to make meaning out of new concepts.
After the Lesson	• At the end of the lesson, have students once more add to their mind maps by summarizing key points of their new learning—through pictures as well as words. • As a way of extending students' learnings, have them share their mind map with a peer, a small group, or even the whole class. • As a further extension, after the students have completed their mind maps, ask them to use that information to create persuasive or expository paragraphs that summarize what was learned during the lesson. • The teacher can create a rubric to assess students' understanding as demonstrated in their work with their mind maps.	• Provides students with a scaffold with which they can document and summarize key learning and concepts.

Mind Map

Student Academic Behavior Rubric

Name: _____ **Topic:** _____ **Total Score:** _____

Criteria	Beginning 1–2	Developing 3–4	Accomplished 5
Creative Use of Information	Student takes information from the mind map and uses it to create simple sentences. The ideas on the map have been depicted using a minimal combination of pictures and words.	Student uses information from the mind map to write sentences that summarize the important ideas of the topic. The ideas on mind map have been explained using a good combination of visuals and words.	Student uses the information from the mind map to write sentences that depict an in-depth understanding of the topic. The topic is being explained through extensive use of pictures and words.
Connections to the Map	Minimal link made between the concepts on the map and the paragraph.	Some connections made between the concepts on the map and the paragraph.	Extensive connections made between the concepts on the map and the details of the paragraph.
Knowledge of Topic	Student has basic information that reflects only a part of the discussion conducted during the class.	Student paragraphs show many facets of the learning gained during the class.	Extensive connections made between the concepts on the map and the details of the paragraph. Student examples and connections made represent the critical concepts learned as well as links to outside resources (past learning, prior experiences, and personal connections).

Comments

—Developed by Classroom Teachers

Vocabulary Quilt

The Vocabulary Quilt lets students activate background knowledge about vocabulary they will need for new learning. By updating their quilts throughout the lesson, students will strengthen connections with newly acquired information.

Phase	Directions	Benefits to CLD Students
Before the Lesson	• Choose eight vocabulary words based on their relevance to the lesson. • Create blank vocabulary quilts by folding a large sheet of paper horizontally and vertically to produce eight boxes. • Divide students into groups of four or five and give each group a vocabulary quilt. • Have students write each vocabulary word in a separate box on the quilt. • Explain to students that each individual should quick-write (in English or their native language) and/or draw in the box for each vocabulary word whatever comes to mind when he or she reads the word. • Give students 3–5 minutes to write something for each word. It may be helpful to have each student use a marker or pen of a different color. • Provide students with the opportunity to discuss in their groups the rationales for the associations they made.	• Provides students with the opportunity to share based on their background knowledge. • Incorporates both linguistic and nonlinguistic representations. • Allows for use of the native language. • Talk with peers allows for associations to be made.
During the Lesson	• Post the vocabulary quilts to make "interactive word walls" that students can continually revisit during the lesson. • Give students sticky notes they can use to write down additional information about the key vocabulary words as they encounter them in class readings or in the text. • Have students add to their quilts new information gleaned from class or small-group discussion. • Working as a facilitator, refer to students' vocabulary quilts and revoice the connections between students' initial associations and added text-related knowledge. • Confirm/disconfirm associations from preassessment.	• The focus on key vocabulary allows learners to selectively attend to the targeted words in relation to the content/standard. • Revisiting the students' words/images written before the lesson reminds students that what they know can often be associated with what they are learning.

After the Lesson	• Have students work together in small groups to define an assigned subset or all of the vocabulary words one last time.
	• Have groups share with the class the definitions they generated.
	• Have students individually or in pairs write a paragraph summarizing what was learned.
	• For limited English speakers, the following adaptations can be made to the writing activity:
	  • Have students dictate the sentences to a teacher, paraprofessional, or peer who can write them.
	  • Allow students to write in their native language.
	  • Pair the students with more proficient peers who can help them write the paragraph in English.
	• The teacher can create a checklist or a rubric to assess students' understanding of the definitions or the paragraphs they created.
		• Allows students to demonstrate their integrated knowledge of the vocabulary and content.
		• Allows accommodation for students who have limited ability to write English.

Vocabulary Quilt

Student Academic Behavior Checklist

Student Name: _____

Descriptors	Yes	No	Comments
Pronounces the target word orally before putting the picture or the word in the box			
Relates to words using prior experiences and background knowledge			
Uses descriptive words for the target vocabulary			
Connects to the words using the native language			
Infers meaning of the words beyond the text			
Attends to every word on the quilt			
Predicts what the story will be about based on the words on the quilt			

—Developed by Classroom Teachers

Ignite, Discover, Extend, Affirm (IDEA)

The IDEA strategy enables the teacher to activate students' background knowledge and then guide them in navigating the content-area curriculum. The strategy promotes synthesis and application of vocabulary, rather than rote memorization.

Phase	Directions	Benefits to CLD Students
Before the Lesson **I** **Ignite**	• Select five to seven key vocabulary words that are related to the same concept. • To **ignite** students' understandings of these words, have them think about what they already know about the words. • Showing students visuals of the words will help to activate their understandings of the words. • Have students discuss what they already know with a partner or in a small group.	• Uses students' prior knowledge as the basis for "igniting" understanding of new vocabulary.

During the Lesson
 	
D **Discover**
	• Students **discover** the meaning of the words as they are taught in context by:
	  • Talking about the words within the context of the lesson.
	  • Reading a text/story in which the words appear.
	  • Generating and writing definitions of the words within the context of the lesson.
	• Be sure to have students make connections back to their initial ideas discussed during the "Ignite" phase.
		• Helps students learn how to discover meaning on their own and make meaning out of the new concepts.

After the Lesson **E** **Extend** **A** **Affirm**	• As a way to **extend** students' learning, have them create links between individual words by creating a vocabulary chain, where they organize vocabulary word cards (one vocabulary word per card) to show a connection/link between the vocabulary words/concepts. • Students can first do this orally, by sharing the links with peers and then with the teacher to **affirm** their understanding. • Have students independently use all of the vocabulary words to write a paragraph that shows their understandings. Allow students to draw their connections if they are in the preproduction or early production phase of second language acquisition. • The teacher can create a rubric to assess students' understandings of the words, as demonstrated in the paragraphs students wrote.	• Helps students extend on their learnings through listening, speaking, reading, and writing.

Ignite, Discover, Extend, Affirm (IDEA)
Student Academic Behavior Rubric

Student Name: _____

Group: _____

Category	Below Standards 1	Meet Standards 2	Above Standards 3	Score
Group Work				
Vocabulary Chain	Vocabulary connections unclear. The vocabulary words are wrongly placed in the chain.	Vocabulary connections made to students' prior experiences. Some vocabulary words are placed in order to show the connections that exist between them.	Vocabulary connections contain numerous details that relate to prior experiences of students. All of the words are appropriately placed in the chain to show the connections that exist between them.	
Supporting Details/ Group Discussion	No details added to the word chain. No evidence of student discussion.	Some details added to the word chain. Students in the group discussed word chain details with each other.	Many details added to the word chain. Extensive student discussion evident from the added details.	
Individual Work				
Individual Paragraph	The paragraph shows no connection with prior knowledge. Details not presented in a logical manner.	The paragraph shows some connections with prior knowledge. Details presented in a manner that shows some logic.	The paragraph shows evidence of thoughtful connections with prior knowledge. Details presented in a clear and logical order that shows thoughtful connections.	
Creative Use of Information	None of the sentences constructed include the vocabulary words in the chain.	A few sentences well constructed and follow the sequence of the vocabulary words in the chain.	All sentences well constructed and follow the sequence of the vocabulary words in the chain.	
Comments				

Thumb Challenge

The Thumb Challenge allows learners to practice language through interaction and to support each other in extending understanding of the target vocabulary or concepts. During strategy implementation, the teacher has the opportunity to informally assess learning by observing student interactions.

	Directions	Benefits to CLD Students
Onomatopoeia / **Metaphor** / **Simile** / **Alliteration** **Alliteration** / **Simile** / **Metaphor** / **Onomatopoeia**	• Take two sentence strips or a piece of paper and write the key vocabulary words or critical concepts on both sentence strips or sides of the paper. If sentence strips are used, tape them together after the vocabulary words have been written on them. • Make sure to write the same words/key concepts on both sides so the students are practicing the same words. • Have students sit facing each other, with the sentence strips/paper between them. • Ask both students to hold the sentence strips/paper together with a thumb and index finger with a thumb on the first word on each side. (Note: The words should be the same and in the same order for both students. For example, Alliteration would be the first word on the strips shown at the left.) • Have one student start by reading the first word/concept and then stating the definition/meaning of the word/concept. • If the student who began first struggles or does not know a word/concept, the other student starts sharing from the very first word. As the second student shares his or her definition/meaning, the first student's comprehension is stretched to the next level. • If the second student cannot complete the words/concepts, the first student begins again with the first word. • The student who finishes first is the winner. • Be sure to tell students that if at any point they are both unable to figure out a word, they can raise their sentence strip in the air as a signal that they need help from the teacher. • As the students are sharing, the teacher can go around and listen to students' comments and check for understanding. • If many students struggle with a certain word, bring the whole group back and review that particular word again with the entire class. • **Teacher Tip:** Laminate sentence strips with key vocabulary so they can be used repeatedly.	• Provides a great review/assessment activity for students across content areas. • Students do not have to rely on their ability to write their responses. Instead, they can state them orally. • The fact that students can challenge each other at any point stretches them to a higher cognitive level as they must justify their responses. • The focus is on engaging students and moving beyond factual knowledge to demonstrate learning in a participatory manner. Such participation makes thinking public and extends student learning and use of content-based English vocabulary.

Thumb Challenge

Student Academic Behavior Rubric

Name: _____ **Topic:** _____

Category	Below Standards 1	Meet Standards 2	Above Standards 3	Score
Oral Explanation of Words	No explanations are provided, or explanations are unrelated to the topic.	Explanations are vague, somewhat related to text. Explanations include verbal and nonverbal representations.	All explanations for words are appropriate, detailed, and specific, using verbal representations.	
Student Interaction	No interaction is taking place between students.	Interaction is only related to the oral production of vocabulary words.	Student interaction is meaningful regarding word explanation, and there is turn-taking between students.	
Summary Sentence	No sentence is submitted or sentence is incomplete and unrelated to the text.	Sentences are accurate but simple.	Sentences accurately express the major ideas in the text and are meaningfully elaborated.	

Comments

—Developed by Classroom Teachers

Uncover, Concentrate, Monitor, Evaluate (U-C-ME)

U-C-ME is a tool that allows students to demonstrate their prior knowledge and connections to the particular topic or concept by writing down everything they know or have experienced that is related to the topic or concept before the lesson. During the lesson, students' attention is focused on specific information, and growth is monitored at the end of the lesson.

Phase	Directions	Benefits to CLD Students
Before the Lesson **U Uncover**	• Give students a blank U-C-ME template before the lesson. • Have students write the name of the topic/concept that is the focus of the lesson around the outside of the center oval. • Ask students to write down everything they "bring to the table" or know about the topic/concept inside the center oval. • Encourage students to write down information in their native language if they prefer. • Allow only 2–3 minutes for students to write.	• Uncovers what students already know, enabling them to build from the *known* to the *unknown*.
During the Lesson **C Concentrate**	• Once students have finished with the uncovering phase, have them think of specific questions they may have about the topic. Model this first by posing sample questions for two or three of the spokes. • Generate questions that require students' higher order thinking skills. • Have students pose their own questions on the remaining spokes. These questions will become the guide for student learning. • During instruction, make sure to concentrate on information that can be used to answer students' questions. • To guide students, it may be helpful to create a whole-class U-C-ME template on which key learning can be documented.	• Helps students learn how to focus on critical concepts during the lesson.

After the Lesson
 	
M   Monitor
 	
E   Evaluate
	• Have students monitor their learning by placing responses to each of the questions posed in the corresponding ovals.
	• Final evaluation of student understanding can be done by having students use what was in the ovals to summarize what they learned about the topic or concept:
	  • In written form (persuasive or narrative paragraph).
	  • In oral conversations with a peer (discussing what was learned and where or how it was learned).
		• Provides students with a scaffold they can use to document and summarize key learning.

<u>U</u>ncover, <u>C</u>oncentrate, <u>M</u>onitor, <u>E</u>valuate (U–C-ME)

Student Academic Behavior Rubric

Teacher Name: _____

Student Name: _____

Category	Below Standards 1	Meet Standards 2	Above Standards 3	Score
Sequencing	Many of the support details or arguments are not presented in an expected or logical manner.	Arguments and support are provided in a fairly logical order and are easy to follow.	Arguments and support are provided in logical order using the discussions from the class.	
Paragraph Narrative	Only a few arguments are specific to the chart.	Arguments are specific to the U-C-ME chart but do not go beyond the class discussion.	Arguments in the paragraph are specific to the U-C-ME chart and some even go beyond the class discussion.	
Sentence Structure	None of the constructed sentences follow the sequence of the U-C-ME chart.	A few sentences are well constructed and follow some sequence of the U-C-ME chart.	All sentences are well constructed and follow the sequence of the U-C-ME chart.	
Connections to Prior Knowledge	The paragraph shows no connection with the prior knowledge.	The paragraph shows some connections with the prior knowledge as shown through the U-C-ME chart.	The paragraph shows evidence of thoughtful connections with prior knowledge as shown on the U-C-ME chart.	
Comments				

—Developed by Classroom Teachers

U-C-ME

Uncover
Concentrate
Monitor
Evaluate