SpringBoard®

Mathematics 2014© - Courses 1, 2, and 3/PreAlgebra
Support for English Language Learners

SpringBoard offers research-based instructional strategies and practices to support and advance English language learners at all levels on the continuum. Students demonstrate knowledge of content through a variety of communicative modes. Specific examples on showing how SpringBoard Math meets these English language development standards are provided below.

Key Needs For ELL Students (Effective Learning Principles)	SpringBoard Tools and Design Elements to Support English Language Learners
Set Objectives for Student Learning and Provide Feedback	• SpringBoard's instructional **framework** 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. • The **Unit Overview** identifies key concepts students will learn in the unit. • **Learning Objectives** are aligned to the **Common Core State Standards** and set clear learning goals for each activity. • The **Essential Questions** lay out the key objectives students will master in the unit. • **Getting Ready** helps students identify the knowledge they will need to be successful in their study of the unit and connects to prerequisite skills. • **Scoring Guides** help students understand expectations for performance on **Embedded Assessments** that measure student learning. • **Check Your Understanding, Practice, and Activity Practice** provide multiple opportunities to evaluate understanding, monitor student progress and provide feedback. Students are asked to communicate their mathematical reasoning by justifying and explaining their solutions. • **Mini-Lessons** for additional opportunities to develop prerequisite skills and solidify language acquisition.
Support Language Acquisition *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).*	SpringBoard's instructional approach supports multiple ways for students to learn both social and academic language and to incorporate it into mathematical activities and discussions. • **Developing Math Language** support in the Teacher Editions provide strategies for teachers to incorporate into instruction at point of use. • Students keep **Math Notebooks** in which they create word maps and make notes about word meanings, connections among words, pronunciations, and usage. • An interactive **Word Wall** in SpringBoard classrooms provides ongoing displays of **Math Terms and Academic Vocabulary** as reminders for students to use new vocabulary in their daily activities. • **Strategies** such as think-pair-share, discussion groups, paraphrasing, sharing and responding, and critique reasoning support language development for both academic and social language. • **English/Spanish Glossary** in both the print and digital editions provides language scaffolding and support for key math terms.

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Key Needs For ELL Students (Effective Learning Principles)	SpringBoard Tools and Design Elements to Support English Language Learners
Support Students in Developing Listening, Speaking, Reading, Modeling and Writing Skills *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).*	SpringBoard activities provide students with specific math learning strategies that aid them in developing reading, writing, language, speaking and listening skills. • **Reading strategies** such as summarizing, paraphrasing, shared reading, and close reading help students understand content language. • **Writing and modeling strategies** such as marking the text, note taking, interactive word wall, visualization, use manipulatives, and create representations are fostered by providing space for students to mark and annotate texts and visually represent problems. • **Speaking and listening strategies** such as read aloud, think aloud, predict and confirm help students learn new language from peers as well as class activities. • **Summarizing** is a higher level thinking skill that requires students to synthesize information and decide what to keep, delete, or substitute. Program strategies include: identify a subtask, predict and confirm, graphic organizer, and summarize/paraphrase/retell.
Provide Learning Opportunities that include a variety of communication modes (collaborative, interpretive, and productive) *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).*	SpringBoard activities provide increasing opportunities to enhance effective communication in mathematics. • Working in **collaborative groups**, ELL students interact with peers to explore and extend their knowledge of both language and math content that help build confidence as they interpret meaning and adjust their language. • **Collaborative learning strategies and debriefing** foster using language in meaningful ways in the mathematics content area. • **Differentiated Instruction/ELL Support** boxes provide suggestions in the Teacher Edition for supporting these students. • **Standards for Mathematical Practice** are embedded throughout each activity to incorporate communication of these habits of mind, particularly Construct Viable Arguments and Critique the Reasoning of Others are beneficial for ELLs.
Provide Nonverbal or Visual Representations of Concepts	SpringBoard activities require students to use a variety of nonlinguistic strategies to help them make meaning from, create, and present texts. • Opportunities to sketch and create Models and Visual Representations connect the pictorial to the symbolic strengthening content understanding and English language acquisition. • Graphic organizers guide students in collecting, organizing, and analyzing information learned during class discussions • Opportunities to use Manipulatives and other concrete objects to represent mathematical ideas solidify conceptual learning. • Performance-based Embedded Assessments provide opportunities for students to demonstrate learning through a variety of formats- models, tables, graphing, open ended responses, and numerical calculations.

For more information - http://springboardprogram.collegeboard.org

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