

EMERGENT BILINGUALS AND ACADEMIC LANGUAGE ACQUISITION
THROUGH THE USE OF SENTENCE FRAMES

By

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Abstract

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Emergent bilinguals are a growing demographic in the United States, but little research has been completed on certain aspects of language acquisition, such as the commonly known practice of using sentence frames as a means for academic language acquisition in the middle school classroom. In order to learn more about practices being implemented within my own classroom and to add to the body of research on academic language acquisition, I analyzed the effectiveness of student writing with and without use of sentence frames within the existing curriculum in a pilot study utilizing a mixed methods approach.

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Introduction

As public school teachers, we are faced with the challenge of teaching many different types of learners, including emergent bilinguals. We do our best to research scaffolds that will help all students succeed, as it is our commitment to teaching in a public school setting. Sometimes we find strategies that work, and other times we are at a loss. My hope is to look specifically at the strategy of using sentence frames as a scaffold for emergent bilinguals and determine the value of this practice not only for my students, but possibly for other educators and researchers to explore as the number of English language learners (ELLs) grows in the United States.

For purposes of clarity, the following terms will be used interchangeably to describe emergent bilinguals. The terms ELL, second language learners, and emergent bilinguals describe students whose first language is a language other than English. All names in this thesis are pseudonyms meant to protect the anonymity of those involved in this research.

As I look out at my middle school English class of 32 from the front of the room, I notice several students staring blankly at their papers five minutes after instructions are explained for the five-paragraph essay comparing and contrasting the two main characters and their evolution in *Freak the Mighty*, a middle school novel. Their peers are writing on their graphic organizers and drafting their essays. At the moment, I think to myself, “What is the problem? I’ve just spent the last day and a half reviewing directions for this essay, brainstorming the evolution of the characters, and providing graphic

organizers and outlines for students to make notes on. Can the students still not demonstrate their understanding of the curriculum?” I start to second guess my abilities, even though I know in my heart I am a great teacher.

Looking at the students who have not started the essay, first I see Tomas, a twelve-year-old level three long-term English language learner (LTEL), born in the United States to immigrant parents from Mexico whose first language is Spanish. Next is Paklit, a level two ELL, who immigrated to the United States from India and is fluent in Punjabi, Hindi, and another language used only in her religion. Kinder is a student whose parents speak fluently in Hmong, but insists he can't speak his first language and demonstrates little academic vocabulary in English. Another student slow to start on her essay is Mae, a student with an IEP and also a level two second language learner from Vietnam who moved to the United States in second grade. The common thread for the majority of these students and the smattering of other students with 504s and IEPs who have not started the essay is that they are ELLs. I see this repeatedly in my classes and wonder what I might do to reach the needs of all students in more efficient ways, because after the blank stares, it is my job to run from student to student, getting them started on their essays. Then I repeat this on day two as they move into their body paragraphs, and again on day five, running once again, student to student, to make sure they have a handle on their conclusions. I am working as hard as my students at this point, but unsure if the help I am providing is actually improving their ability to write.

In my 13th year of teaching and my first year with Forester Unified, I found myself working with larger populations of emergent bilinguals at Meadow Middle. At

this time, I was introduced to a framework for teaching ELLs in the mainstream classroom called Constructing Meaning (CM) by my fellow team members and the famed Sunny and Alexa, two instructional coaches who had 20+ years' experience in the district. Sunny and Alexa readily promoted the CM framework to scaffold instruction for those with limited language skills. The mighty duo was working in the classroom next door to stabilize a long-term substitute situation gone wrong, so I had the chance to chat with them on occasion. I asked about the CM framework, but both coaches insisted I would need training in CM before I could get the big binder labeled "CM" that all the effective teachers were using. CM seemed to be an initiation or club, a secret code of how to improve language in the classroom, and I wanted in.

Luckily, one day while exploring a ramshackle closet at our school site, I hit the jackpot and found a big, abandoned CM binder. I dusted it off and threw it in my bag. That was the beginning of my explorations with sentence frames.

While I wouldn't be officially trained until the following year, I played with the concepts in the large binder. One of those concepts was the sentence frame.

Literature Review

Introduction

English language learners make up a significant portion of public school students in the United States. English language learners need instruction in different areas to be successful, including instruction in comprehension, vocabulary, and learning the English language (Kinsella, 2005). The problem is that many ELLs lack academic language in both their primary and secondary languages, making it difficult to succeed with academic tasks (Donnelly & Roe, 2010). In order for English language development to be successful, lessons need to be structured to match students' English language proficiency levels (Beck, McKeown, & Kucan, 2008). In order to understand the complexity of teaching ELL students in the most appropriate ways, this literature review will begin with the history of ELLs in the U.S., followed by ELL access to an appropriate education, two meta-analyses of research on ELLs commissioned by the U.S. government, and studies on how ELLs acquire academic language.

History of English Language Learners in the United States

English language learners have historically been an important demographic in the United States educational system, especially when it comes to developing effective educational policy to address the specific learning needs of ELLs. Title VII, the Bilingual Education Act passed in 1968, was the first federal law created to recognize the challenges faced by bilingual students, or ELLs. It was this law that dispersed funds to

help those in the United States struggling with language (National Center for Education Statistics, n.d.). From 1968 to 2002, Title VII was amended numerous times. In 2002, Title III of the NCLB Act, otherwise known as No Child Left Behind, replaced the Bilingual Education Act, Title VII. New terminology introduced included English Language Acquisition, Language Enhancement, and Academic Achievement Act, also recognized as Title III (National Center for Education Statistics, 2018).

Title III of the NCLB requires schools to report Adequate Yearly Progress, or AYP, for ELLs at each school site in our nation (National Council of Teachers of English, 2008). The act allows states to interpret the definition of ELLs, which has led to an inconsistent, broad interpretation of who ELLs are and a variety of approaches by states to address their needs. For example, in California, Proposition 227, passed in 1998, mandated that all California Public Schools use English as their primary language of instruction. The mandate also stated that ELLs are to be educated “overwhelmingly in English” (National Council of Teachers of English, 2008, p. 1). In 2016, the passing of California’s Proposition 58 overturned parts of Proposition 227, allowing districts the ability to provide the quickest route to learning English, including bilingual education once again (California Teachers Association, 2016).

According to numbers gathered by the federal government, in 2017, 9.5% of public school students in the United States were defined as ELLs (National Council of Teachers of English, 2008). Spanish is the primary language of over 77% of those students (National Council of Teachers of English, 2008). In 2017, over 20% of California’s public school students were ELLs (California Department of Education,

2018). A majority of the ELLs speak Spanish as their home language, while students who speak the other top 10 native languages each make up less than 2.5% of the total ELL population (California Department of Education, 2018). The other top 10 languages are Vietnamese, Mandarin, Arabic, Filipino (Tagalog), Cantonese, Korean, Hmong, Punjabi, and Russian. Students with a first language in Spanish make up over 82% of the population of ELLs (California Department of Education, 2018). With so many second language learners in the country's public schools, it is important to know the challenges faced by these students and their families.

Challenges Faced by Second Language Learners and Their Families: Access to an Appropriate Curriculum

What is known about how second language learners, including ELLs, learn is limited in comparison to the data that exists documenting how students aged 3–18 years old typically learn (Goldenberg, 2013). This alone has implications for many second language learners in the United States. How can best practices be implemented when so little research has been conducted? This is one of the questions brought up by Claude Goldenberg, Stanford University professor and former member of both the National Research Council Committee for the Prevention of Early Reading Difficulties in Young Children and the National Literacy Panel (NLP), which “synthesized research on literacy development” (Goldenberg, 2008, p. 8) for language minority students. Goldenberg states, “Unfortunately, the state of our knowledge (research on ELLs) is modest” (Goldenberg, 2008, p. 8).

What is evident, according to researchers, is ELLs and second language learners are falling far behind their English only speaking peers (Goldenberg, 2008). According to the National Assessment of Educational Progress, there were major gaps between second language learners and native English learners in math and reading (National Assessment of Educational Progress, 2017). For example, in 2017, ELLs in 4th grade scored 37 points below non-ELLs in reading, and 8th grade student scores showed an even wider gap, with ELLs falling 43 points below their non-ELL peers (National Assessment of Educational Progress, 2017). Evidence on scores from 2007 were similar, with 4th grade ELLs scoring 36 points below non-ELLs in reading, and 8th graders scoring 42 points below non-ELLs in reading (Goldenberg, 2008). Academic achievement for ELLs is low, and the gaps are large (Goldenberg, 2008). In fact, in 2007, ELL gaps were 3–18 points wider than the gap between those who were and were not entitled to free and reduced lunch programs. Based on ELL achievement gaps, the federal education department commissioned a major review of all research on how ELLs learn (Goldenberg, 2008).

Two Major Reviews on English Language Learners

Two major reviews of how ELLs learn were completed in 2006, one by the NLP and the other by the Center on Education, Diversity, and Excellence (CREDE). These two bodies of research are the most significant studies to date aimed at identifying effective approaches to help ELLs succeed academically (Goldenberg, 2008).

The NLP was made up of 17 researchers with advanced knowledge in language development, assessment, literacy, language minority student learning, and quantitative

and qualitative research methods. The NLP identified over 3,000 studies on ELLs conducted between 1980 and 2002 to consider for use in its review. Of those, less than 300 met the review inclusion criteria (Goldenberg, 2008), which required that the study be empirical, focus solely on minority language populations, and focus on children between the ages of 3–18 years old (Goldenberg, 2008).

The NLP sought to identify, assess, synthesize, and comprehensively report on research available on language minority children related to the following five categories: Development of Literacy, Cross-linguistic Relationships, Sociocultural Contexts and Literacy Development, Instruction and Professional Development, and Student Assessment (August, Shanahan, & Escamilla, 2009). The first major finding of the panel was “instruction that provides substantial coverage in the key components of reading—identified by the National Reading Panel as phonemic awareness, phonics, fluency, vocabulary, and text comprehension—has clear benefits for language-minority students” (August & Shanahan, 2006, p. 3). Instruction on these components is beneficial for both native speakers and non-native speakers, but the report revealed that ELLs benefit from strategies that address these components simultaneously (August et al., 2009). Educators should also make slight adjustments to the curriculum to provide the best reading instruction to ELLs. One example is emphasizing practice on phenomes that do not exist in their home language (August et al., 2009).

The second finding also related to instruction:

“Instruction in the key components of reading is necessary—but not sufficient—for teaching language-minority students to read and write proficiently in English.

Oral proficiency in English is critical as well—but student performance suggests that it is often overlooked in instruction.” (August & Shanahan, 2006, p. 4)

Second language learners need to learn the fundamentals of reading and writing, but this alone is not enough. ELLs also need access to oral language skills backed by a strong reading and writing program. Oral language skills relate to the third finding of the NLP review: “Oral proficiency and literacy in the first language can be used to facilitate literacy development in English” (August & Shanahan, 2006, p.5).

Students come into the classroom not as blank slates, but as learners with a wealth of information and complex ideas in their first language (August et al., 2009). Finding ways to tap into students’ prior knowledge in their first language is key to producing advantages in second language acquisition (August et al., 2009). Evidence shows that students have the ability to tap into higher order vocabulary skills in order to interpret metaphors and understand complex ideas in their second language (August et al., 2009). The executive report of the meta-analysis also states that transferability of reading comprehension, reading strategies, and spelling and vocabulary skills promotes literacy (August & Shanahan, 2006).

The fourth finding, “individual differences contribute significantly to English literacy development” (August & Shanahan, 2006, p. 5), supports research that demonstrates that learning a second language is a cumulative process, meaning that skills develop hierarchically with one skill building on the last (August et al., 2009). In literacy, some skills cannot develop until others have been acquired; these skills are called precursory skills. For example, for students to develop comprehension skills, students

must first learn to recognize words and develop good decoding skills and spelling skills (August et al., 2009). Individual differences in the rates of learning and skill acquisition are highly variable and dynamic. For instance, student's age, first language, and acquisition of vocabulary and reading in the native language can be highly predictive of skill development in the second language (August et al., 2009).

The fifth finding of the NLP review was that “most assessments do a poor job of gauging individual strengths and weaknesses” (August & Shanahan, 2006, p. 6).

Research suggests that assessments are critical in order to build on skills already acquired, but most assessments available are neither gauged nor appropriate for ELLs (August et al., 2009). In terms of placement, there is little evidence that teachers can make effective judgment calls on a student's ability to acquire reading skills. There is also little evidence that older ELLs are appropriately identified for special education, as some of their learning deficiencies may be due to the long process of gaining English fluency (August et al., 2009).

The last finding reported from the NLP's comprehensive literature review stated the following: “There is surprisingly little evidence for the impact of sociocultural variables on literacy achievement or development. However, home language experiences can have a positive impact on literacy achievement” (August & Shanahan, 2006, p.7)

The NLP meta-analysis investigated six socio-cultural factors to determine their impact on ELL achievement: immigration status; discourse and interactional characteristics; other socio-cultural factors; parent and family influence; district, state, and federal policies; and language or status prestige (August et al., 2009). The literature

provided little evidence on which to gauge the impact of these factors; in fact, the only information provided in most of the studies reviewed was that research on the impact of these factors was lacking (August et al., 2009). What the research did reveal is that family and school have an influence on reading and literacy opportunities and that students perform best when they are presented with material in the language with which they are most comfortable. The panel also discovered that material that was culturally relevant or familiar facilitates comprehension (August et al., 2009).

The CREDE conducted the other major literature review to examine how ELLs learn. The CREDE report was produced over two years by a group of four researchers. Similar to the NLP review, the CREDE panel also only included empirical data, but the review was not as comprehensive as the NLP review, including 30 studies from U. S. school districts.

The findings revealed the importance of providing a supportive sociocultural school environment for ELLs where students experience natural (conversational) language, academic language, and cognitive development to thrive in both the student's language one (L1) and language two (L2) (Thomas & Collier, 2002). The results of the analysis found that every school context is varied and can heavily impact learning for ELLs (Thomas & Collier, 2002). The analysis of several of the studies showed students educated in both L1 and L2 after 4–7 years of bilingual education outperformed all students in all subject areas (Thomas & Collier, 2002). The analysis also revealed short-term programs are not sufficient for ELLs starting with no English proficiency. Twenty-four references in the analysis state the greatest predictor of L2 achievement is the

amount of formal schooling in L1 (Thomas & Collier, 2002).

The major findings in both the NLP and CREDE research projects were the following:

- *teaching students to read in their first language promotes higher levels of achievement in reading English*
- *what we know about good instruction and curriculum in general holds true for English learners as well; however,*
- *when instructing English learners in English, teachers must modify instruction to accommodate students' language limitations* (Goldenberg, 2008, p. 14).

Further findings based on this data illustrate the importance of emphasizing academic language skill development that students need to master curriculum across content areas (Shatz & Wilkinson, 2010).

Academic Language Acquisition and Education

Lily Wong Fillmore and Catherine Snow make the claim that teachers are not given enough training in educational linguistics to handle the variety of language development taking place in the classroom (Wong Fillmore & Snow, 2000). The authors give the example of a student who is excited about telling her teacher about an activity that she and her mother did outside of school related to class material. When the student addresses the teacher, she uses the phrase “me and my momma.” The teacher smiles

warmly and responds, “I can’t understand you. It’s my mother and I.” The student shuts down and does not finish telling her story. This example shows how important it is for teachers to understand exactly how much progress can be expected in a unit of time especially when it comes to English Language Learners (Wong Fillmore & Snow, 2000).

Studies of language patterns for Native American, Native Hawaiian, Puerto Rican, and African American students have revealed that home and community language patterns are essential for functioning outside of school (Wong et al., 2000). “Acquiring academic discourse patterns is an important part of the educational development of all students, but it is neither necessary, nor desirable to promote it at the expense of language patterns children already have” (Wong et al., 2000, p. 16). The same research also revealed that even advanced ELL speakers may use conversational patterns or narrative organizations that differ from the mainstream patterns of language (Wong et al., 2000).

To understand ELL underachievement, a team from UCLA investigated the relationship between ELL achievement and opportunities to learn (OTL) relevant to improving ELL achievement, especially opportunities to acquire academic language (Aguirre-Munoz et al., 2006). The main research questions of the UCLA study included the following:

1. *To what extent and in what ways are students exposed to key OTL variables in classrooms?*
2. *What is the impact of academic language and other OTL indicators on ELLs’ and non-ELLs’ performance on Language*

Arts Performance Assignment (LAPA)? (Aguirre-Munoz et al., 2006)

The research models to explain the role of academic language in EL achievement at that time did not show which antecedents led to ELL success. Therefore, Aguirre-Munoz and her team created a specific environment to investigate strategies that might lead to successful academic language attainment in order to provide guidance for academic reform (Aguirre-Munoz et al., 2006).

To examine this, a group of teachers were trained in the functional grammar technique, following the systematic functional linguistics theory, which helps students build on existing schemas or language knowledge (Aguirre-Munoz et al., 2006). Teachers attended a four-day training on instructional strategies to incorporate functional grammar in the classrooms, followed by two days of follow-up professional development on academic language instruction (Aguirre-Munoz et al., 2006).

Study results showed that teachers who did not complete the training did not expose students adequately to functional grammar concepts. The comparison teachers tended to focus on broader topic information or general structures of essays, while teachers exposed to the training used more prewriting activities that helped students develop ideas before writing. The trained teachers also used more scaffolds and supports for language learners in their classrooms. Both sets of teachers were observed using whole group instruction in the classroom, while small group instruction has been shown to improve academic language (Aguirre-Munoz et al., 2006).

A test was provided for all students called the Language Arts Performance Assignment (LAPA). The students taught by faculty with high implementation levels of their training in functional grammar received higher scores on the LAPA than students taught by the comparison group (Aguirre-Munoz et al., 2006). The functional grammar training proved successful for those who implemented the strategies.

After the study, the researchers made the following recommendations. First, academic language needs to be explicitly taught. Supports must be put in place for ELLs to access rigorous curriculum, as unsupported access can create larger gaps in achievement between ELLs and English only students (Aguirre-Munoz et al., 2006).

Second, instructional strategies should build on students' prior language schemas. Using text adaptations at lower levels and graphic displays instead of complex text will not provide the exposure to rigorous text at the appropriate level. While some of these supports may be needed with lower level ELLs, a gradual release of scaffolds is needed in order to expose students to rigorous content (Aguirre-Munoz et al., 2006).

Third, the systemic functional linguistic approach to academic language combined with access to rigorous content in English Language Arts and other content areas is vital to ELL success (Shlepppegrell, 2002). This incorporation of functional grammar is achieved through key metalinguistic functions. Those functions represent the field, or in other words what is going on; the tenor, also called point of view; and the mode, which is known as text structure. ELL students should be explicitly taught how to identify these three items in text (Aguirre-Munoz et al., 2006).

According to the study, in order to be sensitive to the special instructional needs of ELLs, the following OTL strategies should be put into place:

- *Include more specific examples of academic language coverage.*
- *Items targeting ELL process strategies should reflect the need for balance among whole group, group work, and independent work, and the need to include activities within these delivery formats for negotiation of meaning.*
- *Items targeting scaffolding and adaptation of content should be designed around specific English language development levels.*
- *Include items incorporating types of ELL support strategies with content coverage.*
- *Include items that target metacognitive strategies to develop reading comprehension.*
- *Include more items that target comprehensible input.*
- *Include items that target the extent of instructional time spent addressing management issues in the classroom.*
- *Collect information from teacher logs and lesson plans.*
- *Collect additional information through discourse analysis.*

(Aguirre-Munoz et al., 2006, p. 8)

The first four bullets of the OTL strategies address the specific needs of using academic language strategies, such as sentence and speaking frames, in order for

students to make the most gains in their language development (Aguirre-Munoz et al., 2006).

Academic Language and the Use of Sentence Frames

Academic language is the language needed to access content in an academic setting. This language can be found across academic content areas in school. A leading scholar at University of California states that “academic language is the language used in the classroom and workplace, the language of text, the language assessments, the language of academic success, (and) the language of power” (Scarcella, n.d., p. 2).

Many ELLs have sparse opportunities to practice English outside of school. An important point made in a study conducted in 2008 is that some ELLs may not be literate or may not have acquired academic language in their first language (L1) or their second language (L2) (Donnelly & Roe, 2008). While native speakers are being challenged to use new vocabulary within content areas, some ELLs are being asked to learn content vocabulary, literacy skills, and a second language simultaneously (Carrier, 2005).

According to experts in the field, it takes between seven and ten years to develop academic language (Thomas & Collier, 1979). While most ELL students develop conversational English at a proficient level, many do not become proficient in academic language (Carrier, 2005) According to a study by Carhill and Colleagues (2008), only 19 out of 274 students scored at or above the normed proficiency on a test for academic English. Compared to native speaking peers, ELLs who had been educated in English with that same class of 274 fell into the second percentile (Shatz & Wilkinson, 2010).

Scaffolds need to be put into place to allow ELLs to access the curriculum. Many textbooks and articles on content literacy suggest building vocabulary, but rarely account for the grammatical structures that ELLs need to access the curriculum (Carrier & Tataum, 2006). Sentence frames provide scaffolds needed for ELLs to participate in classroom learning by providing language needed for writing and speaking (Carrier & Tataum, 2006). Visually similar to cloze sentences, sentence frames are not a fill in the blank activity. Sentence frames or “sentence walls” (Carrier & Tatum, 2006, p. 285) present language structures for immediate use in the classroom. Sentence frames provide an example or template of the vocabulary and language structures students encounter when they read about the topic they are studying (Carrier & Tataum, 2006).

Sentence frames or walls should provide ELLs an entry point to discussions and written assignments to engage ELLs further in authentic ways to practice their emerging academic English skills (Carrier & Tataum, 2006). Sentence walls and frames require explicit instruction from the classroom teacher in order for students to access the language. Students need to receive guidance on how to insert vocabulary into the sentences, which is best taught through lessons (Carrier & Tataum, 2006).

In the field of English language development, terms or specific vocabulary that stand alone are called bricks. The language structure that connects the bricks is called mortar. Mortar are words and phrases that help students make relational connections between the bricks (Dutro & Morgan, 2001). For example, a sentence frame can be used with the following science concept. “The more mass an object has, the stronger the gravity field generates” (Tretter et al., 2014, p. 40). “To understand this concept, students

must not only understand the terms mass and gravity (i.e., the bricks) but also the comparative language structure of *the more _____, the stronger the _____ (i.e., the mortar)*” (Tretter et al., 2014, p. 14). Another example of sentence frames that encourage students to use academic language is an example provided by a social studies teacher. In the lesson students are learning how to take a position on a topic they read about in a news article. The following frames were provided:

*According to this article, a zero-tolerance policy is
(necessary/unnecessary) because _____. First, the author states
that _____. In addition, the author argues that
_____. I agree with the author’s claim that _____.
However, I disagree with the claim that _____. In my
opinion, _____.* (Frey & Fisher, 2011, p. 17)

These types of frames can be used for meaningful discussion in the classroom and ensures that academic language is maximized for ELLs to access the content. The frames also provide for meaningful group work (Frey & Fisher, 2011). A study of middle school English classrooms (2007) indicated that an average of four students answered 74% of the questions (Frey & Fisher, 2011). This gives less time for students to practice language when a small minority of the students are doing the talking. Academic talk allows students to deepen their understanding and apply their knowledge. However, whole group discussion allows for multiple participants to share and practice their skills (Frey & Fisher, 2011).

While many English language development experts have referred to sentence frames as a strategy to use in classrooms to encourage academic talk and writing, few studies have been published on their application. This leads to a gap in the research available on the strategy of using speaking and writing frames in the classroom as an effective measure to increase access to the curriculum (Reyes, 2015).

Conclusion of Literature Review

The ELL population is growing significantly each year (National Center for Education Statistics, n.d.), and students will be best served if instructional strategies used in classrooms match what the research states in terms of how ELLs learn. While researchers have identified broad areas for improvement for ELLs (August & Shanahan, 2006), research-based teaching strategies to address ELLs' needs in the classroom are vague. The struggles and areas for improvement are apparent, and the learning gap between native speakers of English and ELLs are wide (National Assessment of Educational Progress, 2017). As research states, academic language is a barrier for ELLs (Shatz & Wilkinson, 2010). As more research is completed on specific strategies to use in the classroom by teachers, and as more teachers utilize research-based English language development (ELD) strategies in the classroom, improvements can be made for a large population of learners in the United States whose educational needs are not being met (Shatz & Wilkinson, 2010).

Methods

Participants

This research study involved 29 ELL students from a Meadow Middle School 7th/8th grade class, ranging from ELD levels two through four based on English Language Proficiency Assessments for California (ELPAC) scores, with the majority at ELPAC level three. The class at Meadow Middle School was taught by the researcher.

The ELPAC is a standardized test given to all newcomers to the United States entering a California school and to California students classified as ELLs. Students are classified into 4 levels of proficiency (California Department of Education).

Two students designated as “novice learners” by the initial ELPAC were excluded from the research, as they were recent newcomers to the United States and did not have enough English language acquisition to fully participate in the Expanding/ Intermediate level EL Achieve curriculum being used with the other students in the study. The two students excluded had only participated in the 2019 Initial ELPAC given to all ELL newcomers to the United States within 30 days of enrollment at a school district in California, but not in the 2018 Summative ELPAC.

Four more students were excluded due to human error. One student took the tests out of order, and the other three students were administered the wrong tests during one of the testing administrations.

Permission was granted from Forester City Schools by the Superintendent, Dr. Denise Decker, after requesting permission by email to conduct the research within the

district. An Institutional Review Board (IRB) application was submitted, and an exemption for IRB #18-142 was granted on March 1, 2019

Forester City Schools, the district where the pilot study took place, is located in northern California. While the county this district is located in is primarily rural, the school district is located in the largest city in the county and has some features of a city school, while being surrounded by rural areas in all directions. Forester City Schools is also the largest school district in its county with a diminishing population due to a shift in economic stability in the area.

Forester City Schools served just under 3,750 students in the 2017/ 2018 school year. Of those students, 71% were socioeconomically disadvantaged, and 17.8% were English language learners. According to the California Dashboard, English only students in this district performed 35.5 points below standard, and ELLs in the district performed at 88.6 points below standard in the 2017/2018 school year (CA Dashboard).

The district currently hosts two middle schools: Meadow Middle School and Fawn Run Middle School. The research was conducted in the Meadow Middle School, the smaller of the two schools. Meadow Middle serves a more socioeconomically disadvantaged population compared to Fawn Run. In 2017/2018, Meadow Middle served 79.5% socioeconomically underprivileged students, while Fawn Run Middle School served 66.2 % economically disadvantaged students. The 2017/2018 ELL rates differ slightly at the two sites as well. Meadow served 18.7%, while Fawn Run Middle School served 13.7 %. Percentage-wise, the ELL population has been steadily growing in the district.

Research Question

Most English language development curricula created for emergent bilinguals includes the use of sentence frames, although there are few studies that examine the actual use of sentence frames as an instructional strategy used to improve academic language acquisition and student writing. The research question posed is:

“Do sentence frames have an impact on academic language acquisition and writing in emergent bilinguals at the middle school level?”

My purpose was to closely analyze student writing with and without the use of sentence frames in order to determine if academic language frames have an effect on student writing outcomes in my classroom. Research was performed to inform my teaching practices and to add to the body of work currently available on the use of sentence frames in classrooms. This pilot study is groundwork for replication for a dissertation and larger study in the future.

Methodology

The research study initially included 29 students located at Meadow Middle School enrolled in my 7th /8th grade ELD class. Collected student work was analyzed to determine if students using sentence frames score higher on Writing Rubrics created by EL Achieve. The rubric measures four criteria important to student writing. The criteria are measured in two broad areas: content and language.

The study was designed using four existing assignments occurring in the classroom between the months of March and April, 2019. Tests were administered weekly to measure student comprehension of class materials covered in class. Students in the class had a broad understanding of how to use sentence frames at the time of the tests. Sentence frames, as a scaffold for expository writing, including summary frames, had been used for the majority of the school year at least twice monthly for writing assignments leading up to this study.

The first and third tests were summary writing assignments based on reading passages at a Lexile reading level range of 800-900. The content was taught using a close read strategy. Students numbered the paragraphs, highlighted the main ideas, and circled vocabulary words. The class read the text with the teacher, stopping to discuss key vocabulary, central ideas, and supporting details. A word bank was created during the discussion of words important to the understanding of the article.

Directions and the class created word bank were posted during the administration of the summary writing tests. Students had access to the article and the vocabulary word bank for independent reading and reference, and had 35-40 minutes to complete the paragraph in each testing session.

Students sat in two sections of the classroom, dividing the students with frames from those without the frames. Students were asked to complete the assignment independently and asked to keep their voice levels at zero, meaning no talking during the test. Students were instructed that I would be available for questions if they were not sure

what to do, as this is my normal procedure in the class when students are completing a formal assessment of their learning.

During each session of testing, a few students had questions about how to get started or what paper they should use to write it on. I answered their questions in a manner consistent with how I would usually answer questions or support students during a test or quiz, using statements such as “Do your best,” “The directions are posted on the overhead,” or asking if they wanted me to read the directions for them again. I reread the directions for a few who seemed confused, and then students got started and stayed focused during the 35-40 minute allotted time. Students who finished early were asked to take out their independent reading book or an extra credit sheet to complete; both of these choices provided low motivation for students to rush through the assignment.

The following steps were taken in order to answer the research question and analyze work completed by the students in the Meadow Middle 7th/ 8th ELD class.

Random selection was used in the process to determine student placement in the testing groups and the control groups. Names were placed in an online randomizer, and student names were chosen at random to be placed in Group A or Group B.

After Group A and B participants were determined, a coin was flipped to determine the first assignment of the group and the order in which the assessments would take place.

The group that received “Heads” would receive the frames first. Heads was flipped and Group A was chosen to go first and receive the sentence frames along with the writing prompt, reading assignment, and student created word bank (See Appendix

A). Group B received only the writing prompt, reading assignment, and student created word bank.

On testing days, Groups A and B were divided into two separate areas of the classroom, creating a separation for those with frames and without frames. Students were provided with lined paper and asked to write their lunch numbers in lieu of their names to prevent any bias on my part during test scoring.

On the first day of testing, Group A received the sentence frames for a summary writing assignment, while group B was not provided with sentence frames for the assignment in this round of testing.

The second day of testing, Group B was provided sentence frames for an expository writing assignment from Unit 2 in EL Achieve using existing frames from the assignment in the student interactive notebook (See Appendix A). While only one group had the frames, both groups were allowed to use their notes and the word bank from their interactive notebook.

On the third day of testing, Group B received the sentence frames again, completing an assignment using the same frames and test type that were provided to Group A on the first day of testing, but using a different article at the same reading level band as the first test. Group A did not receive frames, but did receive the student created word bank.

On the last day of testing, Group B was provided sentence frames for an expository writing assignment from the Unit 2 in EL Achieve using existing frames from the assignment in the student interactive notebook (See Appendix A). While only one

group had the frames, both groups were allowed to use their notes and a word bank created from their interactive notebook.

Once testing was complete, all tests were scored in order of test completion using the rubric in Figure 1. Once completed, scores were entered into an Excel sheet for easy calculation of results, and student numbers were converted to an alias to protect the students' identity.

During initial scoring, qualitative patterns emerged from the writing on the tests. I chose three patterns to explore further within the scored writing. Tests were then analyzed and coded for those three patterns. They were coded using different color highlighters, signifying the three patterns to be explored further and included in the research.

Tools

The rubric was the primary tool used in this study. The rubric measures four criteria important to student writing. The criteria are measured in two broad areas: content and language. Content consisted of scores in the area of “content knowledge” and “writing skills”; language consisted of “bricks” and “mortar” (See Table 1).

Table 1: Writing Rubric (Secondary Constructing Meaning Rubric Template)

Criteria		Score 4	3	2	1	
Content	Content knowledge	Understanding and use of critical concepts from assigned reading or other provided sources; includes important details to support ideas/solutions	Demonstrates a thorough and critical understanding of the concepts; effectively integrates appropriate details/examples throughout	Demonstrates a sound understanding of the concepts; chooses some adequate details/examples	Demonstrates some understanding of the concepts, but misconstrues certain aspects; develops ideas with some facts and general details/examples	Demonstrates poor understanding of the concepts and does not use them appropriately; utilizes generalizations without adequate supporting details/examples
	Writing skills	Use of introduction, transitions, and conclusion to support form and content of essay; students attend to precision; the organization of ideas and sentence structure used help the reader understand the concepts expressed	Introduction, transitions, and conclusion successfully support the form and topic; precise explanations help the reader understand the concepts	Introduction, transitions, and conclusion generally support the form and topic; most explanations are clearly stated and help the reader understand the concepts	Introduction, transitions, and conclusion are adequate, but may not fit writing strategy; explanations are adequate to convey meaning but lack precision	Poor introductory, transition, and concluding statements which do not support topic; unclear explanations impede the reader's understanding of the concepts
Language	Bricks	Use of appropriate content vocabulary, phrases, and clauses	Writing demonstrates a thoughtful and fluent use of content vocabulary, learned phrases, and clauses	Writing demonstrates appropriate use of content vocabulary, phrases, and clauses	Writing demonstrates some use of content vocabulary, phrases, and clauses	Writing demonstrates limited use of content vocabulary, phrases, and clauses
	Mortar	Use of functional academic language and formal style with an emphasis on words and transitional phrases for expository writing	Writing displays fluent use of academic language and formal style with sentence variety	Writing displays appropriate use of academic language and generally follows a formal style	Writing displays some academic language, but may disregard some of the more formal stylistic choices	Writing neglects or misuses academic language, which detracts from the formal style

The curriculum used was from the nonprofit curriculum company called EL Achieve. EL Achieve has two programs that are used within our Forester City Schools: Systematic ELD and Constructing Meaning. Systematic ELD assignments in combination

with Constructing Meaning strategies were used in all lessons presented as part of the adopted curriculum and strategies used in Forester City Schools. An important tool used during the pilot study was a rubric created by EL Achieve as part of the Constructing Meaning program meant to be used with expository student writing. The rubric measures both writing content, including subsections of “writing skills” and “content knowledge,” as well as Language, which includes “Bricks,” also known as content vocabulary, and “Mortar,” the use of functional academic language (Dutro & Morgan, 2001).

Two types of assignments were measured: (1) Summary Writing with and without the Single-Paragraph Expository Writing Frame, and (2) Expository Writing from the EL Achieve student interactive handbook with and without writing frames (See Appendix A).

Results

The quantitative results from the student writing tests indicate that overall student writing in the 7th/8th grade ELD classroom at Meadow Middle School attained higher scores when the sentence frame treatment was applied, especially in academic language. Three measures were taken using the rubric (See Table 1). The first measure used all criteria in the rubric, the second measure was taken using only the “Language” criteria from the rubric, including “bricks” and “mortar,” and the third measure was taken using only the “mortar” component from the rubric. On all three measures, the mean score is higher on the tests taken with frames, suggesting that the writing frames had a positive effect on test scores (see Table 2).

Table 2. Results from all Tests with Number, Mean, and Standard Deviation

Variable	<i>N</i>	<i>M</i>	<i>SD</i>
Results with frames using all content and language criteria from the rubric	22	12.318	2.223
Results without frames using all content and language criteria from the rubric	22	11.023	2.239
Results with frames using only language criteria (bricks & mortar) from the rubric	22	6.045	1.253
Results without frames using only language criteria (bricks & mortar) from the rubric	22	5.295	1.212
Results with frames using only mortar criteria from the rubric	22	3.091	0.781
Results without frames using only mortar criteria from the rubric	22	2.500	0.787

The *t*-test results in Table 3 measuring all criteria from the rubric shows that the data was approaching significance with a *p*-value of .061 (see Table 3).

Table 3. Results of t-test for Measure I Using All Criteria in the Rubric

Null hypothesis	$H_0: \mu_1 - \mu_2 = 0$	
Alternative hypothesis	$H_1: \mu_1 - \mu_2 \neq 0$	
<i>t</i> value	<i>df</i>	<i>p</i> value
1.93	41	.061

Results of *t*-test for Measure II using only the criteria of language (bricks and mortar) show that the data was significant at a *p* value of .050 (see Table 4).

Table 4. Results of t-test for Measure II Using Only Functional Language Criteria (Bricks & Mortar)

Null hypothesis	$H_0: \mu_1 - \mu_2 = 0$	
Alternative hypothesis	$H_1: \mu_1 - \mu_2 \neq 0$	
<i>t</i> value	<i>df</i>	<i>p</i> value
2.02	41	0.050

Results of *t*-test for Measure III using only the criteria of functional language criteria (mortar) shows that the data was most significant with measure III at a P- Value of 0.017 (See Table 5).

Table 5. Results of t-test for Measure III Using only the Mortar Criteria in the Rubric

Null hypothesis	$H_0: \mu_1 - \mu_2 = 0$	
Alternative hypothesis	$H_1: \mu_1 - \mu_2 \neq 0$	
<i>t</i> value	<i>df</i>	<i>p</i> value
2.50	41	0.017

Student scores across all averages were highly correlated, suggesting that student performance remained stable across all factors as reflected in the correlation table (see Table 6).

Table 6. Correlation Table Comparing Scores With Frames (WF) and Without Frames (WOF)

	All Criteria WF	All Criteria WOF	Language Crit. WF	Language Criteria WOF	Mortar WF
All Criteria WOF	0.699 0.000				
Language Criteria WF	0.944 0.000	0.793 0.000			
Language Criteria WOF	0.538 0.010	0.950 0.000	0.657 0.001		
Mortar WF	0.935 0.000	0.659 0.001	0.957 0.000	0.498 0.018	
Mortar WOF	0.579 0.005	0.899 0.000	0.664 0.001	0.937 0.000	0.523 0.013

Cell Contents: Pearson correlation p value

Coding

As scoring with the rubric was taking place, unexpected patterns emerged within the student writing. I took note of those occurrences and chose the three most prevalent. Examples of the code were then highlighted on student work with a specific color highlighter in order to find codes within the areas of research that were being examined.

Codes were also recorded in an online sheet so they would not be forgotten between work periods.

The first pattern to emerge was “Memorized Language to Start a Summary” within the student summary writing without frames. A yellow highlighter was used to record this pattern of usage, in which students mimicked or had memorized the summary frames used earlier in the year, as students were already exposed to frames approximately twice monthly for the six months leading up to the study. It was apparent that students had remembered to include the name of the article in their introduction even when no frames were present to follow for doing so. This practice occurred in 9 out of 14 students on both the article from Newsela “National parks throughout the world” (Encyclopedia Britannica) and the article “Koala forest homes are being cleared to make room for cattle pasture,” adapted by Newsela.

One student example of this was exemplified in the following writing passage, “In the article, “National parks throughout the world” by Encyclopedia Britannica talked about some of the national parks throughout the world.” This was written by a student named Ninh without frames who came from a country in East Asia at the beginning of last year and had little exposure to the English language before her move. Her summary continues in the next sentence without reference to the frames she had been previously been exposed to, but her first sentence is almost word for word (see Appendix B).

One more example from the same test with writing that referenced the article’s name in the first sentence was from Drew. Drew was in the test group who wrote without the use of frames on this assignment. Without the use of frames, he wrote, “The article

titled “National parks throughout the World” introduces the idea of National Parks and how important they are,” again using the pattern from the sentence frames this student was previously exposed to twice monthly, but with no access to the frames at the time this writing was completed (see Appendix B).

Again, in another testing session with a different article, “Koala forest homes are being cleared to make room for cattle pasture” by Joshua Robertson, the same pattern emerged for 9 out of the 14 article summaries written without frames. In Jesus’s writing, he states in his first sentence “The article ‘Koala forest homes are being cleared to make room for cattle pasture’ states ‘two years ago the Australia national symbol was listed endangered.’” (See Appendix B.) Another student, Jose, writes, “The article ‘Koala forest homes are being cleared to make room for cattle pasture’ claims that cutting trees down can cause koala’s to die.” (See Appendix B.)

The next set of code was made for students that only used the frames to get started or in areas where they were stuck in their writing. They were provided with full access to the frames, but only chose to use them where needed. The name of this code is “Frames Where Needed.” This code was marked using a green highlighter on writing where students had access to the frames, but only chose to use them where needed, and did not follow the frames for the entire assignment.

The first three examples are from the summary test on “National parks throughout the world.” Jose uses the first frame to get started, but then writes the rest of the article without assistance from the frame (see Appendix B). June also uses the beginning sentence in the frame for assistance and another frame from the middle of the passage

where she is stuck (see Appendix B). Azul, again, uses the frame only to start his paragraph, but writes the rest of the sentences in his summary without the frames, even though he has been provided with them (see Appendix B).

The next set of writing assignments are gathered from the two summary assignments based on the articles “Koala forest homes are being cleared to make room for cattle pasture” by Joshua Robertson and “National parks throughout the world” by Encyclopedia Britannica, adapted by Newsela. Again, students were given frames, but some chose to use them only to get started on their writing or when stuck. Meadow Middle School students Alma, Mae, Kali, Ninh, Amani, Jose, June, and Azul only used the sentence frames for the first sentence then continued on with their writing without the frames (see Appendix B). Cam used her frames to get started, and then once again in the concluding sentence where she got stuck (see Appendix B).

The last set of coding was used on the last assignment, which was a one-paragraph writing assignment specific to a class lesson and text from the student interactive notebook. The instructions were very specific to what information was needed from the writer. The instructions stated to write a paragraph that explained why Zion National Park was famous or iconic, where the park was located, what the nearest major cities were, and how far away and in what direction the park was located. While the prompt could be answered in four sentences, some students without the scaffold of the sentence frames added extra detail to improve the reader’s understanding of the information asked for. This code is named “Added Detail.” Out of 12 assignments without frames, three of the students included extra detail. These details were marked

with an orange highlighter for easy coding. Peter, Pratik, and Cam included extra details in their writing when asked to write without frames.

After remembering that color codes may not be compliant with the American With Disabilities Act, I changed the highlighted color codes to three codes that did away with the use of colors. The yellow highlighted code for “Memorized Language to Start a Summary” was changed to boxed sentences. The green highlighted code for “Frames Where Needed” was changed to bubbled sentences. The last orange highlighted code was turned to stars, indicating “Added Detail.”

Discussion

When sentence frames were applied to the writing assignments in the ELD classroom at Meadow Middle School, the mean writing scores were higher overall. This was especially true when it came to the academic language components of the rubric, bricks and mortar, and especially the “mortar” component in isolation. The bricks are vocabulary words, but the mortar is what connects the bricks. The mortar is the language that creates relational connections between the bricks (Duturo & Morgan, 2001). This language is typically used in academic (school) settings and is more formal in nature. This concept explains why we saw the greatest difference in scores isolating the mortar component of writing. Naturally, this area would most likely be the area in which students would have the least practice and a scaffold might be most helpful. This language is reserved for academia and is typically not used within the home, with friends on the playground, or in social settings.

Again, while all the means were higher for the overall student scores with frames, the *t*-test score using all criteria on the rubric was only approaching significance with a *p* value at .061 (see Table 3.). This makes sense because students were allowed to use their articles and word walls to access and express the overall ideas in the readings. This especially helped in the understanding that we might not expect to see a big difference in student knowledge between those with frames and without frames, but only in how they were able to correctly express the ideas.

The next criteria tested was the academic language component. The academic language component included both the bricks and the mortar components of the writing expressed on the tests. Students had access to the articles and student-created word banks in both groups with and without frames. In analyzing the *t*-test for this set of criteria, we can conclude that the result was significant with a *p* value of .05 (see Table 4.). In the field of education most researchers agree that results with *p* values of .05 are significant.

The last criteria analyzed with a *t*-test was the mortar component of the rubric in isolation. This component by far was the most significant with a *p* score of .017 (see Table 5). In the field of education, most researchers agree that results with *p* values of .05 are significant. The fact that the mortar component was the most significant suggests that emergent bilinguals may perform better on writing assessments with the assistance of some scaffolding in the area of academic language.

Some of the most interesting discoveries in my research took place while reading through and scoring the assignments. My first big discovery was that many students had memorized language from a particular sentence frame for summary writing that had been used for about the previous six months, twice monthly.

Analyzing the eighteen assignments that included similar language in the first sentence had me thinking about the summary frames we had used twice monthly and their influence on student writing without frames. As the scaffold was removed, the majority of the students still had the ability to start their writing without assistance from the frame. This leads to the belief that sentence frames, if used over time and then removed, can provide students with the confidence they need to start an assignment,

helping them not to feel discouraged and enabling them to get started on a writing assignment. The term for this removal of a scaffold is called “gradual release of responsibility,” as termed by many scholars.

The last code was for added detail. Students without the frames were asked to write a simple paragraph in which they had very specific information to report. While this question could be answered within a simple four-sentence paragraph, some of the students without frames chose to add more detail to their writing, which enhanced the paragraph. It makes me believe that there is a possibility that these students felt the freedom to write more without having the constraint of the frames to write within.

As the emergent bilingual population continues to grow in the United States, it is critical that research on this population continues. There are very few studies specific to scaffolds that are being used in the classroom with second language learners. I plan to continue research in this area and apply it to a larger pool of students with similar demographics across California. I hope to see the gap in research in this area of academic language acquisition eventually filled so all students can reach their greatest potential without language as a barrier to success. As stated, “Academic language is the language of power” (Scarcella, n.d., p. 2).

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Appendices

Appendix A



Assignment #1

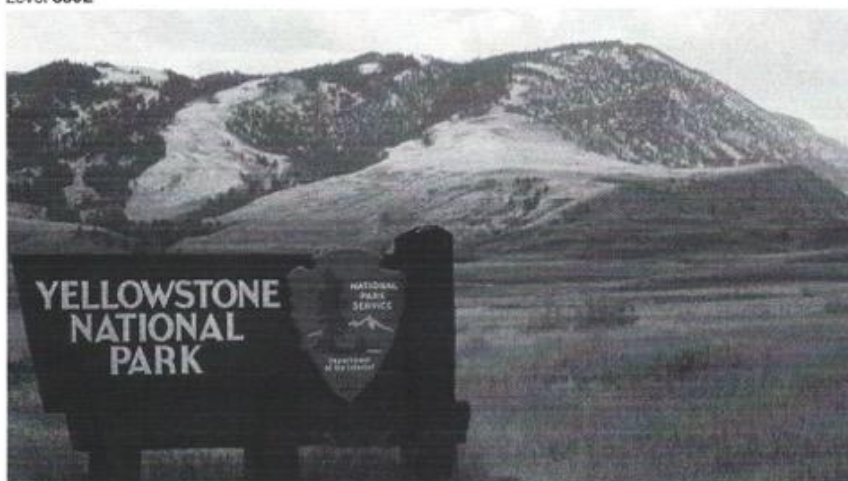
Appendix A

National parks throughout the world

By Encyclopaedia Britannica, adapted by Newsela staff on 09.18.17

Word Count **680**

Level **830L**



Yellowstone National Park was the world's first national park. It became a national park in 1872. That is more than 100 years ago! Photo from: National Park Service.

A national park is an area set aside by a country's government. Sometimes the government already owns the land. In other cases the government tries to purchase lands it wishes to make into a park. Many national parks are created to preserve the natural environment. Most of the landscapes, plants and animals in a national park are kept in their natural state. Some parks protect areas where important events in history occurred.

Some national parks do not allow visitors. In others, visitors must follow rules to keep the plants and animals from being hurt.

The world's first national park was Yellowstone National Park. It was established in the U.S. state of Wyoming in 1872. Many other parks have been established since then in the United States and around the world. In 1962 the first World

Conference on National Parks brought together people from more than 60 nations. Many international groups have helped develop national parks around the world.

Africa

Many national parks in Africa were created to protect animal life. Virunga National Park is one of these parks. It lies in the Virunga Mountains in eastern Democratic Republic of the Congo. It is Africa's oldest national park. Virunga protects mountain gorillas, okapis, elephants, lions and many kinds of rare birds.

Serengeti National Park in Tanzania is home to huge herds of animals. They include creatures such as wildebeests, gazelles and zebras. It is the only place in Africa where giant animal migrations still take place.



Kruger National Park is the largest national park in South Africa. It is home to lions, elephants and rhinoceroses. Kruger also preserves many archaeological treasures that are thousands of years old.

Asia

Fuji-Hakone-Izu National Park is in Japan. The centerpiece of the park is Mount Fuji, one of the most beautiful places in the country.

Keoladeo Ghana National Park is a bird sanctuary in India. It is home to more than 360 different kinds of birds. Also in India, the Bandhavgarh National Park has many Bengal tigers.

Australia

Australia has more than 500 national parks. Royal National Park was established in 1879, making it the second national park in the world.



National parks are important to the Australian Aboriginal peoples because land is sacred to them. National parks protect native plants, animals and important Aboriginal sites. These sites include ancient rock engravings and artwork. They show how Aboriginal people lived in the past.

Europe

In Great Britain there are 15 areas set aside as national parks. Cairngorms National Park in Scotland is the largest national park in Great Britain. It is home to some of Britain's threatened animals.

Snowdonia National Park is on the west coast of Wales. It is home to Mount Snowdon. At 3,560 feet, it is the highest mountain in Wales and England. Legend says that King Arthur fought a battle on Mount Snowdon, where he killed the giant Rhita Gawr.

Olympus National Park is located in Greece. The park is home to Mount Olympus, the tallest mountain in the country. It is associated with the 12 main gods of Greek mythology.



North America

The United States has many parks with breathtaking scenery. Grand Canyon National Park in Arizona is one of the most famous. Yosemite National Park in California is also a popular tourist destination.

Canada set up its first national park in 1885. The park preserves the mineral hot springs on the eastern slopes of the Rocky Mountains. Like the United States, Canada has many historical parks. They mark places such as military forts and trading posts.





Assignment #1

Appendix A

South America

The Torres del Paine National Park in Chile is one of the most famous national parks in South America. It is one of the most untouched places on the planet. Venezuela's Canaima National Park includes Angel Falls, the world's highest waterfalls.



Assignment #1 Appendix A

Drafting Template for Single-Paragraph
Summary

Expository Writing

Identifying the topic	The <i>article / chapter / film /</i> _____ titled " _____ "	<input type="radio"/> examines <input type="radio"/> addresses <input type="radio"/> introduces <input type="radio"/> supports <input type="radio"/> _____	<input type="checkbox"/> the idea of <input type="checkbox"/> the relationship between <input type="checkbox"/> the importance of <input type="checkbox"/> the reasons for <input type="checkbox"/> _____	<hr/> <hr/> <hr/> <hr/>
Introducing the content	The <i>article / chapter / film /</i> _____ uses / relies on / cites	<input type="radio"/> facts <input type="radio"/> examples <input type="radio"/> information <input type="radio"/> expert opinion <input type="radio"/> _____	<input type="checkbox"/> to explain <input type="checkbox"/> to discuss <input type="checkbox"/> to describe <input type="checkbox"/> to support <input type="checkbox"/> _____	<hr/> <hr/> <hr/> <hr/>
Including key details	_____ _____ _____ _____	<input type="radio"/> is a key detail <input type="radio"/> is a powerful example <input type="radio"/> is essential information <input type="radio"/> _____	<input type="checkbox"/> that illustrates <input type="checkbox"/> that explains <input type="checkbox"/> that suggests <input type="checkbox"/> since <input type="checkbox"/> _____	<hr/> <hr/> <hr/> <hr/>
Additional key details	Another important idea from the <i>article / chapter / film /</i> _____ is _____	_____ _____ _____ _____	<input type="checkbox"/> which demonstrates <input type="checkbox"/> which indicates <input type="checkbox"/> which exemplifies <input type="checkbox"/> because <input type="checkbox"/> _____	<hr/> <hr/> <hr/> <hr/>
Conclusion	The examples / details / information / ideas found in the <i>article / chapter / film /</i> _____	<input type="radio"/> support <input type="radio"/> confirm <input type="radio"/> reinforce <input type="radio"/> emphasize <input type="radio"/> _____	<input type="checkbox"/> the value of <input type="checkbox"/> the need for <input type="checkbox"/> the link between <input type="checkbox"/> the causes of <input type="checkbox"/> _____	<hr/> <hr/> <hr/> <hr/>

Assignment #2 Appendix A

Preserving Redwood National Park
 Protecting the redwoods
 Learning about

is important because _____.

There _____ reason(s) why
 are a couple of
 is one main

I believe _____ work to
 we should
 people should +

_____ . The
 preserve
 save

first reason is _____.

another reason is _____.

Many people have been

_____ by _____.
 inspired
 touched
 moved

Redwood National Park must be
 _____.

Koala forest homes are being cleared to make room for cattle pasture

By Joshua Robertson, The Guardian, adapted by Newsela staff on 08.23.16

Word Count 619

Level 870L



A koala feeds on eucalyptus leaves in its new enclosure at the Singapore Zoo, May 20, 2015, in Singapore. AP/Wong Maye-E

In Queensland, a state in Australia, the government relaxed the rules about cutting down trees. New maps now show that many forests where koalas live have been destroyed. Two years ago, the koala, Australia's national symbol, was listed as endangered.

The koala's homeland made up a huge part of all forests cut down in the last two years. Two conservationist groups, the World Wildlife Fund and the Australian Koala Foundation, found this to be alarming.

Deborah Tabart runs the Australian Koala Foundation, a group that wants to protect the koala. She was surprised by how much land people were allowed to clear. She is especially shocked because the koala has almost died out in parts of Queensland.

Tabart asked how this could have been allowed. She thinks the federal government, which makes decisions for all of Australia, should have made the decision about clearing the forests. Instead, the state government in Queensland decided very quickly.

One scientist, Martin Taylor, said they need to stop destroying the koala's home. Otherwise, there is no hope of saving Queensland koalas.

Government In Favor Of Saving Forests

A Queensland government bill will be discussed by parliament very soon. In Australia, the parliament writes and decides many of the country's laws. If the bill becomes law, then the rules about cutting down trees will become strict again.

The government argues that it is important to stop cutting down trees. The forests have helped stop pollution from running into the Great Barrier Reef. The government wants to protect the reef because many tourists come to see it. There are fish in the reef that are found nowhere else in the world.

The proposed changes are being strongly opposed by the group AgForce. It is a group in Queensland that tries to persuade state officials to make laws that help farmers. Other political parties oppose the bill as well. They are expected to vote against it.

Queensland Citizens Also In Favor

Peter Wellington is an independent member of parliament. He does not belong to any of the large Australian political parties. His vote might decide whether the bill passes or not. Wellington was supposed to meet people from Greenpeace, a conservation group. They were going to show him a list of Queensland citizens who want to put the old laws back in place. Almost 24,000 people have signed the list.

Earlier, about 200 people stood outside where parliament was meeting. They wanted to show that they are in favor of the laws.

Some people do not like parts of the bill. It does not make landowners show proof that they did not cut down forests illegally. The Queensland state government thinks this lets landowners off too lightly.

One Queensland lawmaker, Ian MacDonald, is concerned about the federal government. He does not want them interfering in permits already granted by the state government.

The World Wildlife Fund and the Australian Koala Foundation worked together to show how much koala homeland has been lost. They looked at state maps showing how the land is being used. Then, they compared the maps with the Australian Koala Foundation's koala population maps. The maps show that almost all of the clearing was done to make cattle pasture.

More And More Forests Cut Down

Many more forests were cut down than the year before. The single largest amount of clearing took place in western Queensland. Forty-five square miles of forests were cut down.

Many forests where koalas live were cleared in other rural areas as well. Almost all of the forests cleared are west of the Great Dividing Range. The Great Dividing Range is Australia's largest mountain range.

Clearing forests in Queensland has more than tripled in just the last five years.



Assignment #3
Drafting Template for Single-Paragraph
Summary

Appendix A

Expository Writing

Identifying the topic	The <i>article / chapter / film /</i> _____ titled " _____ "	<input type="radio"/> examines <input type="radio"/> addresses <input type="radio"/> introduces <input type="radio"/> supports <input type="radio"/> _____	<input type="checkbox"/> the idea of <input type="checkbox"/> the relationship between <input type="checkbox"/> the importance of <input type="checkbox"/> the reasons for <input type="checkbox"/> _____	<hr/> <hr/> <hr/> <hr/>
Introducing the content	The <i>article / chapter / film /</i> _____ uses / relies on / cites	<input type="radio"/> facts <input type="radio"/> examples <input type="radio"/> information <input type="radio"/> expert opinion <input type="radio"/> _____	<input type="checkbox"/> to explain <input type="checkbox"/> to discuss <input type="checkbox"/> to describe <input type="checkbox"/> to support <input type="checkbox"/> _____	<hr/> <hr/> <hr/> <hr/>
Including key details	_____ _____ _____	<input type="radio"/> is a key detail <input type="radio"/> is a powerful example <input type="radio"/> is essential information <input type="radio"/> _____	<input type="checkbox"/> that illustrates <input type="checkbox"/> that explains <input type="checkbox"/> that suggests <input type="checkbox"/> since <input type="checkbox"/> _____	<hr/> <hr/> <hr/> <hr/>
Additional key details	Another important idea from the <i>article / chapter / film /</i> _____ is _____	_____ _____ _____ _____	<input type="checkbox"/> which demonstrates <input type="checkbox"/> which indicates <input type="checkbox"/> which exemplifies <input type="checkbox"/> because <input type="checkbox"/> _____	<hr/> <hr/> <hr/> <hr/>
Conclusion	The examples / details / information / ideas found in the <i>article / chapter / film /</i> _____	<input type="radio"/> support <input type="radio"/> confirm <input type="radio"/> reinforce <input type="radio"/> emphasize <input type="radio"/> _____	<input type="checkbox"/> the value of <input type="checkbox"/> the need for <input type="checkbox"/> the link between <input type="checkbox"/> the causes of <input type="checkbox"/> _____	<hr/> <hr/> <hr/> <hr/>

Assignment #4 Appendix A



_____ is _____
 Zion National Park famous
 The park iconic
 popular

_____ its _____
 because of (descriptive phrase)
 for

Zion National Park is in the

_____ of the _____
 (direction) part United States
 region Country

The nearest major cities are

_____ and _____

_____ is about _____
 (City) (driving time)

_____ of Zion National Park.
 direction

Appendix B

Ninh
Appendix B

In the article "National parks throughout the world" by Encyclopaedia Britannica talked about ^{some of} all the national parks throughout the world. What I learned from the article is in 1962 the first World Conference on National Parks brought together people from more than 60 nations. A national park is an area set aside by a country's government. ~~They~~ Many of them are created to preserve the natural environment. In 1872 Yellowstone National Park in the U.S state of Wyoming became the world's first national park. The United Nations and the International Union for Conservation of Nature and Natural Resources are the international groups that have been important in the development of the world's national parks.

Drew
Appendix B

The article National parks throughout the world by Encyclopaedia Britannica, shows that many national parks are created to preserve the natural environment.

National parks are areas set aside by a country's government. Some parks don't allow any visitors. If the park does allow them they must follow rules to keep everything from being hurt by a human. In 1872 Yellowstone National Park in the U.S. state of Wyoming became the first park. There are big and beautiful parks in Africa, Asia, Australia, Europe, North America, and South America.

13/16

Jesus
Appendix B

The article "Koala forest homes are being cleared to make room for cattle pasture" states "two years ago the Australia national symbol was listed endangered." The article also states "The koala's homeland made up a huge part of all forest cut down in the two last years." I think the main idea of this article is the koala losing their homes. I think this because the article talks about why koalas are endangered and how they lost their homes. They also tells us how they lost their homes.

14
16Jose
~~XXXXXXXXXX~~
Appendix B

The article "Koolah forest homes are being cleared to make room for cattle pasture" claims that cutting trees down can cause Koolahs to die. The main idea in the article is about how cutting down trees can cause harm and Koolahs can be in danger. In Queensland, a state in Australia. The government talked about the situation about cutting down trees. Deborah Tabart runs the Australian Koolah Foundation. They are a group that wants to protect the Koolahs. She was shocked because of how the Koolahs almost died out in parts of Queensland. The federal government is the one who makes decisions for all of Australia. Which Tabart thought that the federal government should have made the decision about clearing the forest, but not the state government in Queensland decided instead quickly. In Australia, the parliament writes and decides many of the country's laws. The government argues that it is important to stop cutting down trees. The forests have helped stop pollution from running into the Great Barrier Reef. There are fishes in the reef that are found nowhere else in the world.

13/16 Mae
Appendix B

The Article titled "Koala Great homes are being cleared to make room for cattle pasture". The first part of the article examines that a huge part of the forests were cut down in the last two years, the reasons why people are doing this is because so that they can make cattle pastures. The next article is about information of how people shouldn't cut down trees, then one scientist "Martin Taylor" said that they need to stop cutting down trees, it was because of destroying koala's homes. After that people wanted to put back the old laws in place, then after that almost 24,000 people signed a list. Finally, people checked on maps, and it showed that almost all of the clearing was done to make cattle pastures. Clearing forests in Queensland has been more than tripled in just the last five years.

LUF

~~0000~~ Koala forest homes are being ^{cut} cleared to make room ^{1/16} for cattle ^{Appendix B}
Pasture
The new maps from today show that many forests where koalas lived have been destroyed. A scientist called Martin Taylor said that they need to stop destroying the koala's home because if they don't there won't be no hope saving Queensland koalas.

13/16

Kali
Appendix B

The article Koala Forest home are being cleared to make room for cattle pasture talks about people cutting down koala's homes. The article states that a lot of people disagree with what farmers are doing because the koala's have to leave their homes behind. Another thing that the article states is that almost 24,000 have signed the list to put the old laws back in place. The article also says that many more forest were cut down than the year before. One last thing that the article states is that many forest where koalas live were cleared in other rural areas as well.

16/16
Ninh
Appendix B

The article titled "Koola forest homes are being cleared to make room for cattle pasture" examines the idea of how the federal government of Australia wants to protect the forest from ~~the~~ people cutting it down. The article uses information to support their idea which is the forests have helped stop pollution from running into the Great Barrier Reef. The government wants to protect the reef because many tourists come to see it. There are fish in the reef that are found nowhere else in the world. The single largest amount of clearing the forests took place in western Queensland. Forty-five square miles of forests were cut down. Many forests where koalas live were cleared in other rural areas as well. Almost all of the forests cleared are west of the Great Dividing Range (Australia's largest mountain range) is a powerful example that explains how people ~~shoud~~ mustn't cut down the forests. Another important idea from the article is clearing forests in Queensland has more than tripled in just the last five years because that shows how cutting down trees is getting worse and worst.

9/16 Amani
Appendix B

The article is about, koala forest homes are being cleared to make room for cattle pasture. Koalas are in danger because people are cutting the trees and that is where they live. There was a like bit of koalas in Queensland. Two years ago in Australia koalas were listed as endangered because they had not were to live because people were cutting the trees.

NF

~~Jose~~ Jose
Appendix B

The article, "National parks throughout the world" states that the government tries to purchase lands it wishes to make into a park. Most national parks are created to preserve the natural environment. The central idea of the text is about national parks throughout the world. In 1872 yellowstone National Park in the U.S. State of Wyoming became the world's first national park. In Africa many national parks were created to protect animal life. Then Australia has more than 500 national parks. National Parkland accounts for almost 4 percent of Australia's land area. Royal National park was established in 1879, making it the second national park in the world.

3:25:19
Appendix B
June

The Article titled "National parks throughout the world" by Encyclopaedia Britannica introduces National Parks and how many Beautiful Creatures living in them. The importance of National parks is that people wants to see and stay in a beautiful environment. Some National park dont allow visitors. There Are many National parks around the World.

Azul
Appendix B

The article "National Parks Throughout the World" addresses the importance of national parks being created to preserve the natural environment. Some national parks are meant to protect animals, examples of that is many national parks in Africa were created to protect animals. Since Australia has more than 500 national parks Aboriginal people have lived in Kakadu National park, in the Northern Territory for at least 50,000 years.

8/16

Cam
Appendix B

The article titled "koala forest homes are being cleared to make room for cattle pasture." The article uses supports about koala's and make room for cattle because they cut down the tree's for the cattle, 2 years ago the koala in Australia was listed as in endangered animal. They didn't want to cut down the tree but the cattle's need grass. The information about this article is Martin Taylor said "stop cutting down tree's or else the koala's wouldn't have homes." To discuss that they stopped cutting down tree's. This article is a powerful example for not cutting down tree's because they are ruining animals home's. Another important idea from the article is many forests where koala's live they cleared it for another rural.

LUF

$\frac{9}{16}$ Peter
Appendix B

Zion National is a famous park for its different shades of color in the mountains. For example, it has creamy on top, pinkish in the middle, and redish on the bottom. It is located at New Vandy, in the Unit States. It's near city is Las Vegas. It is 2.5 hours from Las Vegas from the southwest.

13/16

Pritik
Appendix B

The Zion National Park is known for its pinkish sandstone canyons. It's located southwest of the United States.

Zion National Park is Utah. The closest city from the park is Las Vegas.

It's about 2.5 hours from Las Vegas.

*The Zion Park is very iconic.

*It has rivers, cliffs, and lots of other stuff you can explore.

I will like one day to go see it.

11/16

Cam
Appendix B

Zion national park is famous because of the colors. Zion national park is located at Utah SW South west. The nearest major city is at Las Vegas. It's 2.5 hours from Las Vegas to Zion national park. The sandstone is like pinkish. They have a really nice canyon and mountains.

Appendix C

Full Rubric Raw Data Appendix C

ID	Assessment 1 NP	Type 1	Assessment 2 RNP	Type 2	Assessment 3 KFH	Type 3
June	11	1	7	2	14	2
Kai	9	1	12	2	15	2
Jose	15	1	11	2	14	2
Fati	11	1	8	2	13	2
Azul	13	1	9	2	13	2
Ben	8	1	8	2	13	2
Sarab	12	1	7	2	15	2
Abril	10	1	11	2	14	2
Jesus	8	1	11	2	13	2
Kim	8	1	8	2	13	2
Chen	11	1	8	2	11	2
Alma	11	2	10	1	7	1
Chang	9	2	16	1	14	1
Amani	7	2	8	1	9	1
Drew	14	2	15	1	16	1
Rosa	8	2	11	1	10	1
Kali	13	2	14	1	13	1
Mae	12	2	16	1	13	1
Cam	6	2	12	1	8	1
Pritik	8	2	15	1	13	1
Peter	6	2	11	1	11	1
Ninh	13	2	15	1	16	1

1 = With Frames

2 = Without Frames

Student Removed due to absence during assessment 3&4

SU	7	2	14	1		
Students removed because took wrong test (25243 removed due to same test type wit						
SV	15	1	15	1	16	1
SW	6	1	8	1	5	2
SX	9	2	12	1	11	2
SY	15	2	16	2	12	2

Raw Data

Appendix C

Assessment 4	ZNP	Type 4	Avg 1	Avg 2
16	1	1	13.5	10.5
15	1	1	12	13.5
16	1	1	15.5	12.5
16	1	1	13.5	10.5
14	1	1	13.5	11
12	1	1	10	10.5
12	1	1	12	11
12	1	1	11	12.5
16	1	1	12	12
15	1	1	11.5	10.5
9	1	1	10	9.5
8	2	2	8.5	9.5
14	2	2	15	11.5
8	2	2	8.5	7.5
16	2	2	15.5	15
6	2	2	10.5	7
16	2	2	13.5	14.5
15	2	2	14.5	13.5
11	2	2	10	8.5
13	2	2	14	10.5
9	2	2	11	7.5
14	2	2	15.5	13.5

h same procedure)

12	2
8	1
16	1
16	1

Kaw Data: Academic Language Criteria Appendix C

ID	Assessment 1 NP	Type 1	Assessment 2 RNP	Type 2	Assessment 3 KFH	Type 3
[REDACTED]	5	1	3	2	7	2
[REDACTED]	5	1	5	2	8	2
[REDACTED]	8	1	5	2	7	2
[REDACTED]	5	1	3	2	6	2
[REDACTED]	7	1	3	2	6	2
[REDACTED]	5	1	4	2	8	2
[REDACTED]	6	1	3	2	8	2
[REDACTED]	5	1	5	2	7	2
[REDACTED]	4	1	6	2	7	2
[REDACTED]	4	1	4	2	6	2
[REDACTED]	5	1	4	2	5	2
[REDACTED]	6	2	5	1	3	1
[REDACTED]	4	2	8	1	7	1
[REDACTED]	3	2	4	1	4	1
[REDACTED]	7	2	7	1	8	1
[REDACTED]	4	2	5	1	5	1
[REDACTED]	6	2	8	1	7	1
[REDACTED]	6	2	8	1	6	1
[REDACTED]	3	2	5	1	3	1
[REDACTED]	4	2	8	1	6	1
[REDACTED]	3	2	5	1	4	1
[REDACTED]	6	2	7	1	8	1

Raw Data: Academic Appendix C

Assessment 4 ZNP	Type 4	Avg 1	Avg 2
8	1	6.5	5
8	1	6.5	6.5
8	1	8	6
8	1	6.5	4.5
6	1	6.5	4.5
6	1	5.5	6
5	1	5.5	5.5
6	1	5.5	6
8	1	6	6.5
8	1	6	5
5	1	5	4.5
4	2	4	5
6	2	7.5	5
4	2	4	3.5
8	2	7.5	7.5
2	2	5	3
8	2	7.5	7
7	2	7	6.5
5	2	4	4
6	2	7	5
4	2	4.5	3.5
7	2	7.5	6.5

Raw Data Mortar Criteria Only ^{Appendix} c



Assessment 1 NP	Type 1	Assessment 2 RNP	Type 2	Assessment 3 KFH
3	1	1	2	3
2	1	2	2	4
4	1	2	2	4
3	1	1	2	3
3	1	2	2	3
3	1	2	2	4
3	1	1	2	4
2	1	2	2	3
2	1	3	2	4
2	1	1	2	3
3	1	1	2	2
3	2	2	1	1
2	2	4	1	4
1	2	2	1	2
4	2	4	1	4
2	2	3	1	3
3	2	4	1	4
3	2	4	1	3
1	2	3	1	1
1	2	4	1	4
1	2	2	1	2
3	2	4	1	4

Raw Data Mortar Criteria Only Appendix C

Type 3	Assessment 4 ZNP	Type 4	Avg 1	Avg 2
2	4	1	3.5	2
2	4	1	3	3
2	4	1	4	3
2	4	1	3.5	2
2	4	1	3.5	2.5
2	2	1	2.5	3
2	3	1	3	2.5
2	3	1	2.5	2.5
2	4	1	3	3.5
2	4	1	3	2
2	2	1	2.5	1.5
1	2	2	1.5	2.5
1	3	2	4	2.5
1	2	2	2	1.5
1	4	2	4	4
1	1	2	3	1.5
1	4	2	4	3.5
1	4	2	3.5	3.5
1	2	2	2	1.5
1	3	2	4	2
1	2	2	2	1.5
1	4	2	4	3.5