

Message Time Plus®: Supports for Bilingual and ELL Teachers

This document was created to give teachers (and their coaches) tips and strategies for achieving highly effective Message Time Plus® (MTP) practices with English Language Learners (ELL) and bilingual students. The document highlights the effective practices of Message Time Plus® which can present challenges in bilingual and ELL classrooms. By following these suggestions, you are successfully implementing effective practice #15: Differentiates instruction in MTP for ELLs.

# on TELP	Effective Practice										
1	Plans to conduct MTP frequently so students benefit from this high utility practice										
Bilingual	<p>If you are doing MTP in both languages, double planning is required, and double the amount of classroom time. (Teachers who teach MTP in both languages often do MTP during their small group instructional time).</p> <p>To teach MTP in one language only, pick the language in which most of the class is learning and/or a subject area that the whole class learns in the same language anyway. If English is the language you chose to teach MTP, many of the suggestions for ELL instruction may be helpful for accomplishing effective MTP lessons.</p>										
ELL	Pick a time when the ELL students are <i>in</i> the room, so they can benefit from this differentiated practice.										
3	Plans a primary literacy objective based on standards and curriculum scope and sequence										
Bilingual	<p>If teaching in Spanish and English...</p> <p>The suggestions below are designed for teachers who are looking for objectives that meet their specific Spanish language curriculum needs.</p> <table border="1" data-bbox="443 1117 1906 1497"> <tbody> <tr> <td rowspan="4">Phonemic Awareness:</td> <td>syllables (ending in vowel sound, ending in consonant sound)</td> </tr> <tr> <td>rhyming words</td> </tr> <tr> <td>isolate sounds in word</td> </tr> <tr> <td>count the words in a sentence</td> </tr> <tr> <td rowspan="4">Phonics:</td> <td>Silent H (hora, hacia, huerto,)</td> </tr> <tr> <td>Hard and soft g (ga,gu/ge,gi,go)</td> </tr> <tr> <td>use of dieresis</td> </tr> <tr> <td>plurals/singulars-spelling changes</td> </tr> </tbody> </table>	Phonemic Awareness:	syllables (ending in vowel sound, ending in consonant sound)	rhyming words	isolate sounds in word	count the words in a sentence	Phonics:	Silent H (hora, hacia, huerto,)	Hard and soft g (ga,gu/ge,gi,go)	use of dieresis	plurals/singulars-spelling changes
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		spellings of c/s and b/v (these letters are often confused)
		palabras agudas
		acento penultimo
		Dieresis
	Vocabulary:	synonyms
		antonyms
		homophones
	Grammar:	Descriptive words (usually follow nouns, agree with gender and plurality of noun)
		Prefixes: des-, re-, in-, ante-, vice-, un-
		Suffixes: -ista,-ero/a, -ario/a, -able, -uno, -ito/a, -ion
		plural and singular noun/verb correspondence
		noun /adjective correspondence
	Writing:	Abbreviations (Sr., Sra.,Srta., EEUU, Ud., Uds., m. (masculine), f.(feminina), ejm. (ejemplo)...
		Use of capitalization (for proper nouns, but not for days of week, months of year, holidays)
		onomatopoeia
	Social Studies:	Aspects of Hispanic culture/heritage
		Aspects of United States culture/heritage/government
Bilingual	Primary literacy objectives do not need to match in Spanish and English. The PLO should be picked according to the standards/curriculum for each language.	
6	Includes and posts new or previously taught Tier 2 and 3 vocabulary words in message	
Bilingual	If teaching both Spanish and English MTP lessons, use clips (instead of tape) to quickly change one language's words to the other language's words between groups.	
ELL	Although ELLs may not know lots of Tier I words, the vocab words previewed in this step should be true Tier II and III words.	

7	Includes and posts high-frequency words in the message
Bilingual	Use clips or something that allows you to post one language's words over the other language's words to save time between groups.
ELL	The high-frequency words for ELLs may be review words for others in the class. You may want to write the "review" words in a small box on the MTP board to review specifically with the ELL group before writing the message.
11	Gathers students in close proximity around the message board
Bilingual	Seat students by language dominance for MTP so you can monitor if there is a group that needs extra support.
ELL	Have the ELL students sit close to you or close to a stronger reader.
16	Thinks aloud about the process of planning and writing the message
ELL	Use consistent language. ("I was thinking about... So, I decided to write... Look for how I used...(objective)."
17	Supports children's comprehension of the message through the think aloud
Bilingual	Reference anchor charts in student's language.
ELL	Reference pictures and anchor charts.
18	References or uses language to support the primary literacy objective during the think aloud
ELL	If you have previously taught this PLO, use the same language to explain it now.
19	Sound stretches words as necessary during writing
ELL	Emphasize the vowel sounds and last consonant sounds in words, as these are often mispronounced or dropped by ELLs.
20	Writes the message with appropriate pacing, handwriting, and conventions
ELL	Hesitate after writing the 1st letter of words to give the ELLs a chance to say its sound.
ELL	Give "heads up" about what word you may write next. ("The next word comes from our review box!")
22	Shares the reading of the message with varying levels of support to maintain fluency
Bilingual	Spanish is easy to "sound out." Model and listen for <i>expression</i> and <i>phrasing</i> to assure proper fluency.
23	Guides students as they re-read after each sentence of the message
ELL	ELLs often are overwhelmed with the speed that their peers are able to read. Look for ways to give them a voice. For instance, occasionally ask the rest of class to silently read while ELLs read aloud.
24	Is explicit about the students' use of strategies while making predictions
ELL	Address motivation factors by telling ELLs that trying to read aloud during MTP is a great way to practice because they can hear their peers' voices pronouncing the words at the same time as they themselves are trying to pronounce the words correctly.

ELL	Hold ELLs accountable for 1st sound of words and the "review" high-frequency words.
26	Guides students to re-read the entire message
ELL	ELLs sometimes don't read aloud because they can't keep up. Before this step, point out a few words you want to make sure they read so they can focus on those.
27	Has established a method for calling 3-5 children to the board
Bilingual	If teacher is doing two messages, she could call 2-4 children for each message, resulting in 4-8 children scaffolded in all.
ELL	Make sure to scaffold ELLs as often as you do the other students!
29 and 30	Balances scaffolding techniques to teach all areas of literacy in context Scaffolds students in their zone of proximal development (instructional learning level)
ELL	<p><u>Phonemic Awareness</u></p> <ul style="list-style-type: none"> • Special attention should be given to rhyme, as it is much less-frequent in Spanish than in English. The vowel sounds are hard to distinguish. Teach the shape of your mouth (lips, tongue) to create the correct sound. • Diagraph: <i>th</i> is very difficult to pronounce. Teach and have students practice sticking tongue out to make /<i>th</i>/ sound. <p><u>Phonics</u></p> <ul style="list-style-type: none"> • English vowels are pronounced differently than in Spanish. Changing the vowel in a word and having students read the new word with correct vowel pronunciation is a helpful activity. <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • To find out if a student knows a word's definition, give two definitions and ask which one is correct. • If a student has a hard time using the word in a sentence, give a sentence frame for him to complete that shows understanding of the word. ("I devoured...___") • Give examples and non-examples of words associated with a vocab word. Allow the student to tell you which are valid associations of the word's meaning. (Word: flame. Examples: fire, smoke, hot, campfire. Non-examples: log, tree, wind, freezing) <p><u>Fluency</u></p> <ul style="list-style-type: none"> • Voice fluctuation for punctuation varies by culture and language. Make explicit and give practice to the English language ways of expressing questions and excitement denoted by punctuation. (? – voice goes up at the end of the sentence, ! – words are said with emotion right from the beginning of the sentence.)

- ELLs may need support to read a complete sentence from the message. Pick a sentence that is at their reading level, help them with the more difficult words, or have them read only part of a sentence.

Comprehension

- If asked to find text evidence of a certain question, the teacher may need to read the text aloud for the ELL student to find the information.
- Try reading aloud a small portion of text to help the student find evidence.
- Tell student two answers, and let him choose the correct answer.

Grammar

- Be aware that languages have distinct syntax (order of parts of speech). Emphasize and make explicit where the focused part of speech is found in relation to the other parts of speech in the sentence. For example, in Spanish, the adjective comes after the noun (*the car blue*). In English the adjective comes before the noun (*the blue car*).
- Prepositions (*to* the store, *from* my mom, *by* the bank, etc.) are usually one of the last parts of a language to be used correctly by ELLs. They are mostly learned through continuous observation of correct usage and by correction when used wrong, rather than asking an ELL to “fill in the blank.” A cheerful, “*Try saying it this way... (then, restate phrase with the correct preposition)*” is a great way to frame a scaffold of preposition use.

Writing

- Languages use different rules for punctuation, and even directionality of print. While you may not be knowledgeable about the home language of your students, you can help your ELL students become knowledgeable about English punctuation rules by being explicit about them. (“I need a comma here because I want to separate the sequence word from the action in the rest of the sentence.”) Anchor charts displaying the English punctuation rules will be helpful to ELLs as a reference while they are being scaffolded on aspects of punctuation.
- Some languages have different rules for capitalization of proper nouns. For example, in Spanish, days of the week, months of the year, and titles of books are not capitalized. During scaffolding, have your ELL students reference capitalization rule anchor charts or calendars in English to be successful with learning the English rules of capitalization.
- Sometimes writers who write in Spanish as well as English tend to write words in syllable chunks, leaving

	<p>space between each syllable as if it were a different word! In scaffolding, have students count the number of words in a spoken sentence. For each word spoken, draw a line on the board, modeling a strategy the student should practice during independent writing. Drawing a line for each word in the sentence and then going back to write a word on each line will help the student stop putting spaces between syllables!</p> <ul style="list-style-type: none"> Some sounds in other languages are written with different letters than in English. Therefore, a good scaffolding activity for many ELLs is to isolate each sound in a word and decide what letter(s) correspond with that sound in English. The teacher says a vowel sound, student says the letter.
33	Engages all learners in a whole class mini-lesson based on the planned primary learning objective
ELL	<p>Pair ELLs with a peer who speaks or reads a little more English than the ELL student.</p> <p>If making an anchor chart with several examples, call on the ELL student after several examples have been discussed. The examples can serve as concrete supports for the ELL's answer.</p>
34	Encourages risk taking by ensuring that each child who finds an element of the message is successful
ELL	<p>For selective mutes, give them a choice (visual or auditory), and allow them to point to (or signal) the correct answer.</p>
38	Make reasonable predictions during the writing of the message
ELL	<p>Visual cues: repeated words, capital letters (mean beginning of new thought/sentence, proper noun), reference to the posted vocab and high-frequency words.</p> <p>Syntax cues: common prepositional phrases (the words <i>the</i> and <i>a</i> come after many prepositions (to the..., from a...))</p> <p>Cemented language phrases (such as, <i>Dear...</i>)</p> <p>Context Clues: use the more difficult vocabulary or phrases from the message in the think aloud so that ELLs will have just heard them and be more likely to be able to successfully find/read them in the message.</p>
39	Engage in the shared reading of the message during Steps 3, 5 and 7
ELL	<p>Occasionally, ask ELLs to read aloud while everyone else reads silently.</p> <p>Recognize the effort ELLs are making towards trying to keep up with the other students. Tell ELLs that they are not responsible to read all the words perfectly, but they <i>should</i> try the words on their own level and the words the teacher introduced, consistently.</p> <p>Praise effort made by ELLs.</p> <p>When writing in step 3, write the 1st letter of words and then hesitate until you hear ELLs saying its sound before writing the rest of the word.</p> <p>Seat an ELL student near a more fluent reader, so the ELL can hear strong reading. Often, ELL students will</p>

	attempt reading the message during Step 3 and Step 7, but tend to 'silent read' during Step 5. Selective Mutes- ask that they follow along, pointing with their finger at the words while the group reads.
41	State/restate what they found in the message "I found ..."
Bilingual ELL	Consistently ask all of your students to use this sentence frame. Consider writing it on a sentence strip at bottom of board until students use it automatically.
42	Participate in the whole class mini-lesson and can articulate the primary literacy objective
ELL	See suggestions for #33. ELLs will benefit from a sentence frame such as "Today, we learned that..." to state the primary literacy objective.