The background features three stylized, pink, abstract human figures. Each figure has a circular head and a body with two curved lines extending downwards, resembling legs or arms. The figures are arranged in a slightly overlapping, horizontal line across the middle of the slide.

Academic English for ELL and SEL Students

Objectives

- Identify the Language-Literacy Connection.
- Develop an understanding of the importance of Academic English and the differences between Academic English and Social English.
- Analyze steps in effective vocabulary instruction.
- Utilize understanding of Stages of Second Language Acquisition to scaffold instruction.
- Apply strategies and review activities to teach Academic English and vocabulary systematically.

English Language Learners

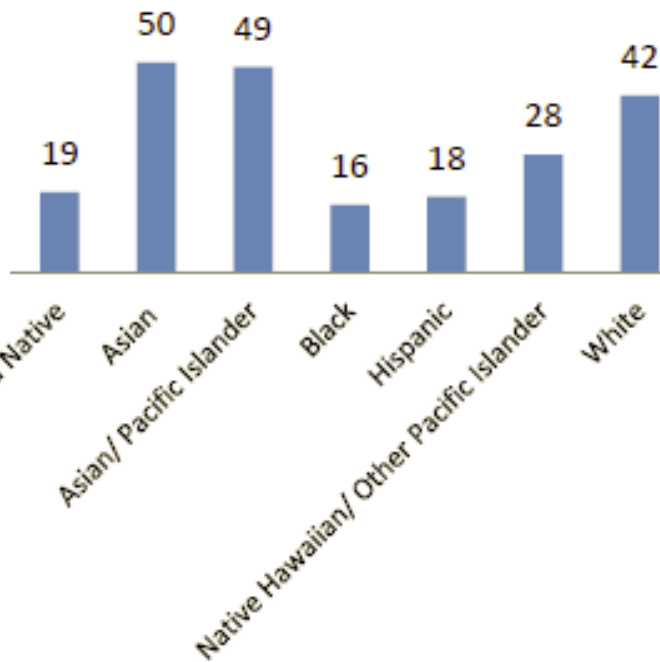
- Approximately one in ten students in the United States is an English learner.
- English learners are our fastest-growing student population.
- We also tend to think about English learners as new to the classroom, or as starting out in the very early grade levels.
- These students are also very diverse with over 400 languages spoken by ELLs.

Standard English Learners

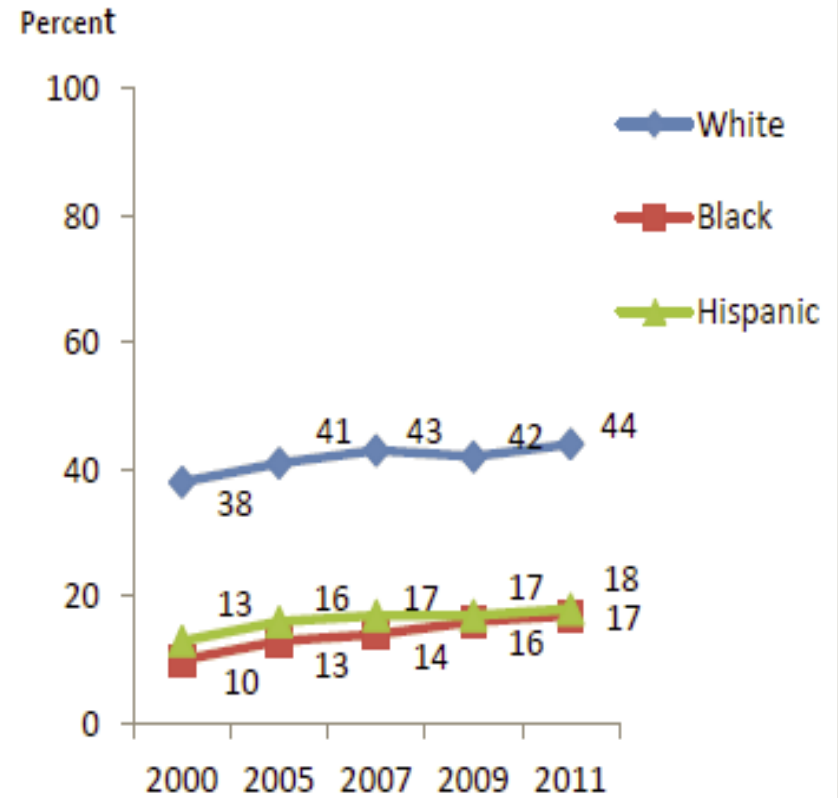
The invisible subgroup?

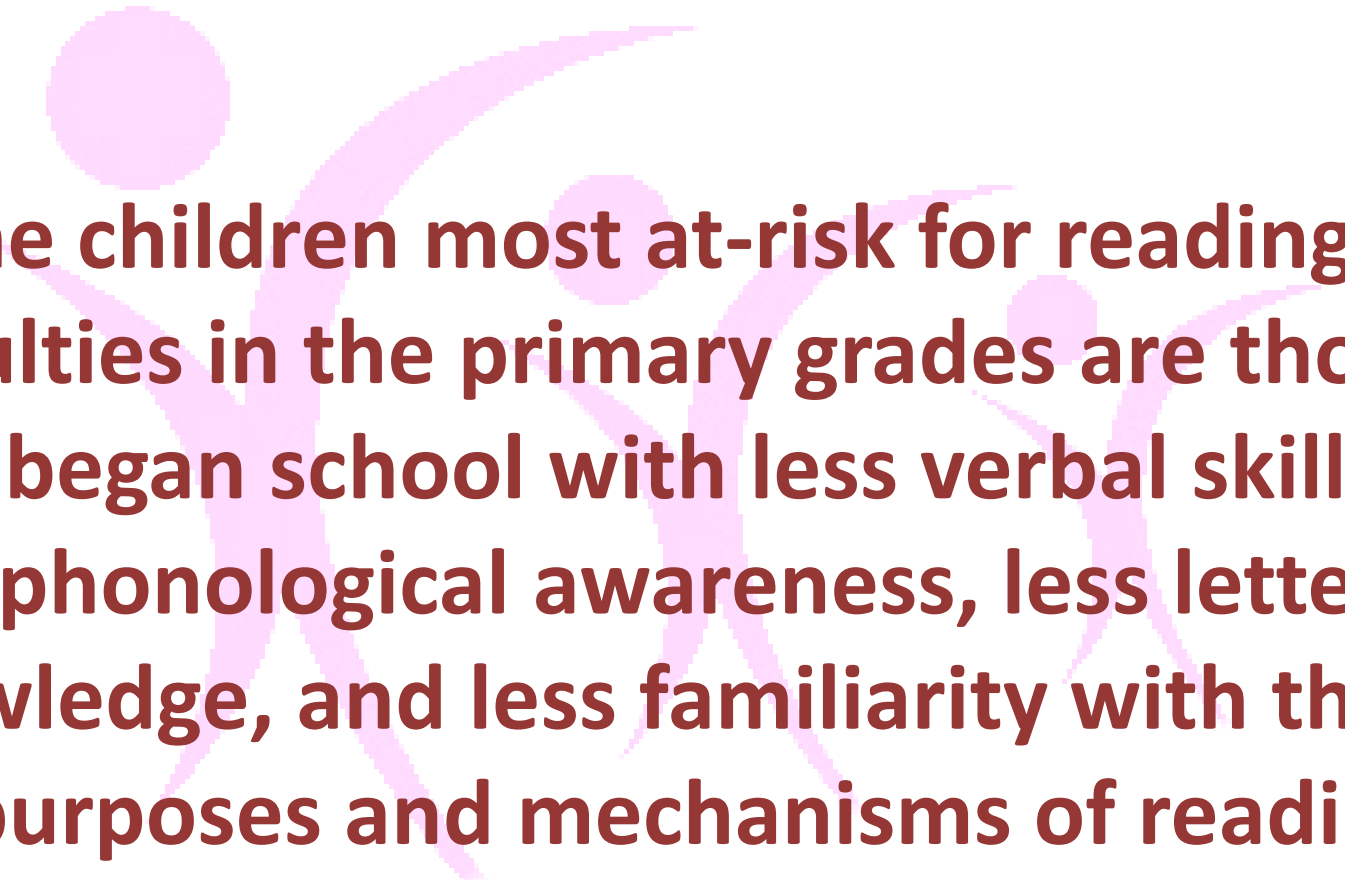
According to the Nation's Report Card on 4th Grade Reading 2011

Percentage of Students Proficient on NAEP Reading



Gaps in Reading Proficiency by Race





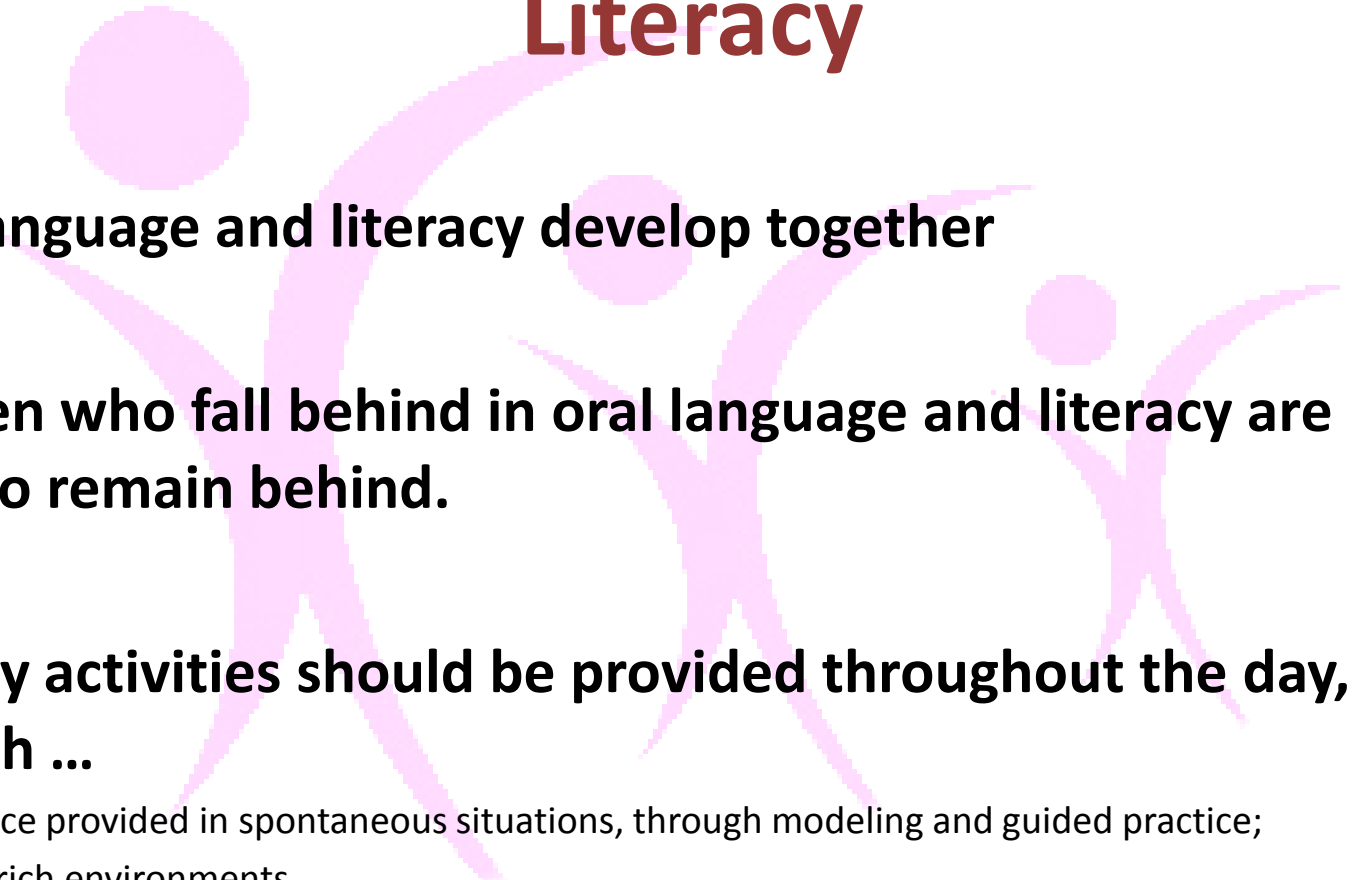
“The children most at-risk for reading difficulties in the primary grades are those who began school with less verbal skills, less phonological awareness, less letter knowledge, and less familiarity with the basic purposes and mechanisms of reading”

(Burns, Griffin, and Snow, 1999, p.15).

No matter their race, creed, zip code, or first language, every child in this nation is entitled to a quality public education. It's the one and only way to place the promise of the American dream within reach of everyone.

Dr. Thelma Meléndez de Santa Ana, Assistant Secretary for Elementary and Secondary Education, February 3, 2010, National Association for Bilingual Education, Denver, CO

Concepts of Early Language and Literacy

- 
- ✧ **Oral Language and literacy develop together**
 - ✧ **Children who fall behind in oral language and literacy are likely to remain behind.**
 - ✧ **Literacy activities should be provided throughout the day, through ...**
 - Practice provided in spontaneous situations, through modeling and guided practice;
 - Print rich environments
 - Naming pictures
 - Print materials are available in all learning areas

“Matthew Effects”

in Academic Language and Literacy Development

Because poor readers tend to read considerably less than better readers, the gap between good and poor readers in **number of words read, and both receptive and expressive vocabulary**, becomes progressively greater as the child advances through school.

“The rich get richer and the poor get poorer.”

Cunningham, A. & Stanovich, K. (Summer 1998)
What reading does for the mind. *American Educator*.

Developmental Implications of Language Differences for Diverse Students

The 30 Million Word Gap

- *Children from high SES families have heard 30 million more words than children from underprivileged (low SES) families by the age of 3.*
- *“follow-up data indicated that the 3-year old measures of accomplishment predicted third grade school achievement.”*

Developmental Implications of Language Differences for Diverse Students

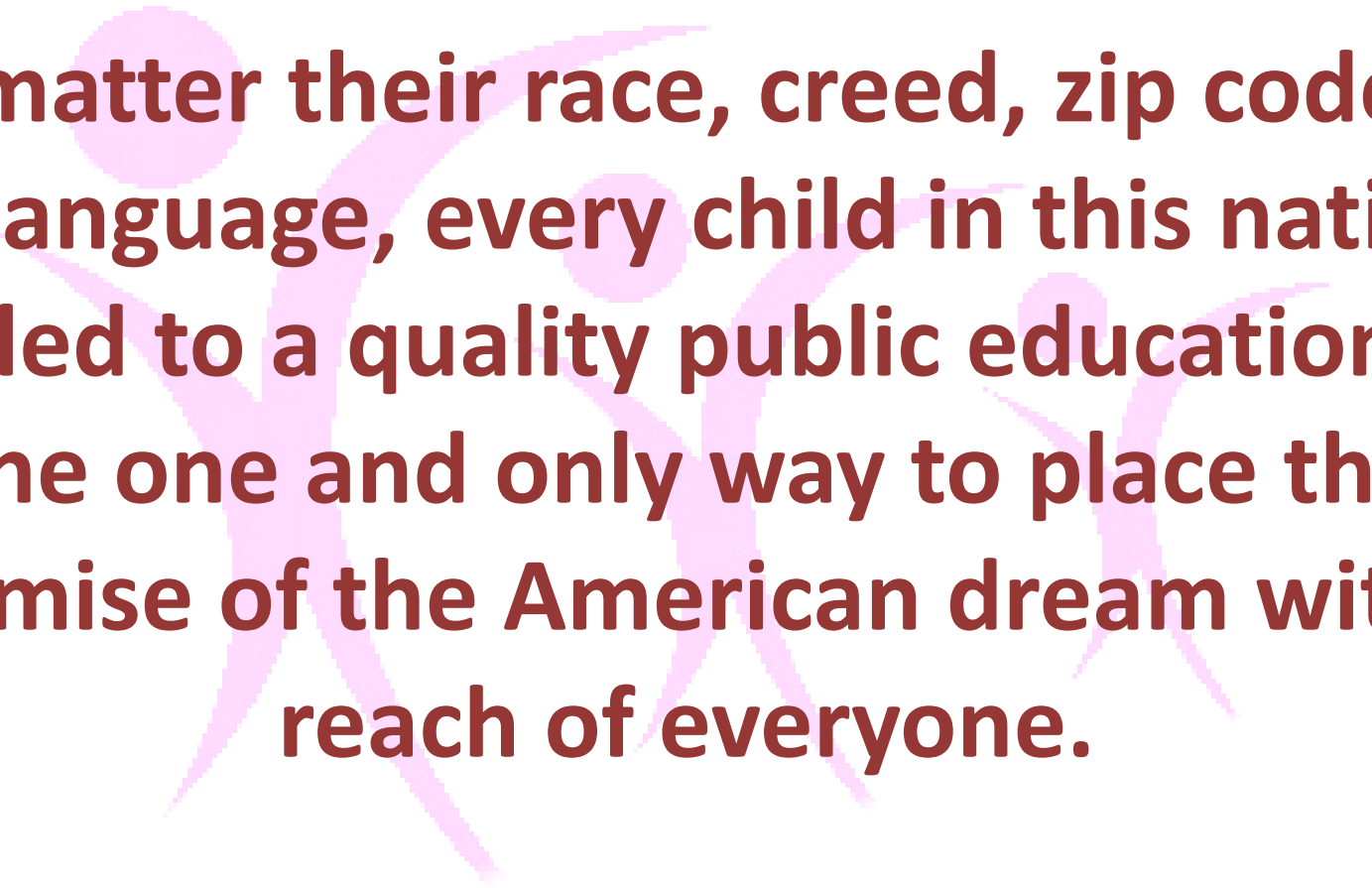
The 24 Thousand Hour Gap

- *at Kindergarten, English Learners with an average of as much as 2-3 hours per day of exposure to the English Language will still be 15,000 total hours behind their monolingual English speaking peers.*
- *by 5th grade, rather than closing this gap via ESL methods, English Learners are now nearly 24,000 total hours behind (about ½) their monolingual English speaking peers with respect to exposure to and experience with the English Language. Indeed, they never catch up.*

We can't "narrow the gap" unless we dramatically increase:

**STUDENT RESPONSE
To
INSTRUCTION**

Intentional Teaching



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Evidence of the Dire Need to Increase Student Engagement & Academic Language Practice in Mixed-Ability, Linguistically-Diverse Classrooms

- **Only 4% of English Learners' school day is spent engaging in student talk.**
- **Only 2% of English Learners' day is spent discussing focal lesson content (but not necessarily using relevant academic language).**



~Believe it or not, teenagers do not always know how to talk.

~And when they get into college or a work place, their awkward silence is mistaken for ignorance or apathy.

Social Language vs. Academic Language

“My teacher explained to me that how important the book was for the student and persuaded me read many book. I get A in English through out high school and I never take ESL. I gree that some student need class but you has not made a correct decision put me in English class. Please do not makes me lose the face. I have confident in English. “

Dr. Robin Scarcella, *University of California at Irvine*

Why is academic language so important?

- Students who master academic language are more likely to:
 - be successful in academic and professional settings
- Students who do *not* learn academic language may:
 - struggle academically
 - be at a higher risk of dropping out of school

“3 Legged Stool” of Academic Literacy

**Vocabulary/
Knowledge**



**Cognition/
Thinking**

**Academic
Engagement
(speaking/writing)**

Components of Academic Language?

- **Vocabulary: the specialized words used in academic settings:** content specific (e.g. magma) & high use academic terms (e.g. analyze, comparatively, variable)
- **Syntax: the way words are arranged in order to form sentences or phrases**
- **Grammar: the rules according to which the words of a language change their form and are combined into sentences**

Academic Language...

the linguistic glue that holds the tasks, texts, and tests of school together. If students can't use this glue well, their academic work is likely to fall apart.

The Third Language of Academic English, *Five key mental habits help English language learners acquire the language of school.* By Jeff Zwiers

Academic Language...

the set of words and phrases that:

- (1) describe content-area knowledge and procedures,*
- (2) express complex thinking processes and abstract concepts, and*
- (3) create cohesion and **clarity in written and oral discourse.***

Frequency of Word Use in Major Sources of Oral and Written Language

(Hayes & Ahrens, 1988)

Rare Words per 1,000

I. Printed texts

Abstracts of scientific articles	128.0
Newspapers	68.3
Popular magazines	65.7
Adult books	52.7
Children's books	30.9
Preschool books	16.3

II. Television texts

Prime-time adult shows	22.7
Prime-time children's shows	20.2

III. Adult speech


Expert witness testimony	28.4
College graduates talk to friends/spouses	17.3

What Should We Do?

1. Give English Language Learners extra time and instruction.
2. Assign the best teachers to English Learners.
3. Use evidence-based techniques for teaching basic word recognition skills.
4. Provide lots of practice reading and frequent assessments to assess progress.
5. Provide structured academic conversation.
6. Provide several years of intensive, high-quality instruction to master English Language skills.

- American Educational Research Association. Winter 2004

Stages of Second Language Acquisition



- Preproduction
- Early Production
- Speech Emergence
- Intermediate Fluency
- Advanced Fluency

Preproduction Stage

- **Student Characteristics**

- minimal comprehension
- doesn't verbalize
- nods "yes" and "no"
- draws and points

- **Effective Teacher Prompts**

- circle the....
- show me...
- where is...?
- who has...?

Early Production Stage

- **Student Characteristics**

- Has limited comprehension
- Produces one or two word responses
- Participates using familiar key words and phrases
- Uses present tense verbs

- **Effective Teacher Prompts**

- Yes/No questions
- Either/or questions
- One or two word answers
- Lists/Labels

Speech Emergence Stage

- **Student Characteristics**

- Has good comprehension
- Can produce simple sentences
- Make pronunciation and grammar errors
- Misunderstands jokes

- **Effective Teacher Prompts**

- Why...?
- Explain...
- How...?
- Use phrases/short answers

Intermediate Fluency Stage

- **Student Characteristics**

- Has excellent comprehension
- Makes few errors

- **Effective Teacher Prompts**

- What do you think...?
- What would happen if...?

Advanced Fluency Stage

- **Student Characteristics**

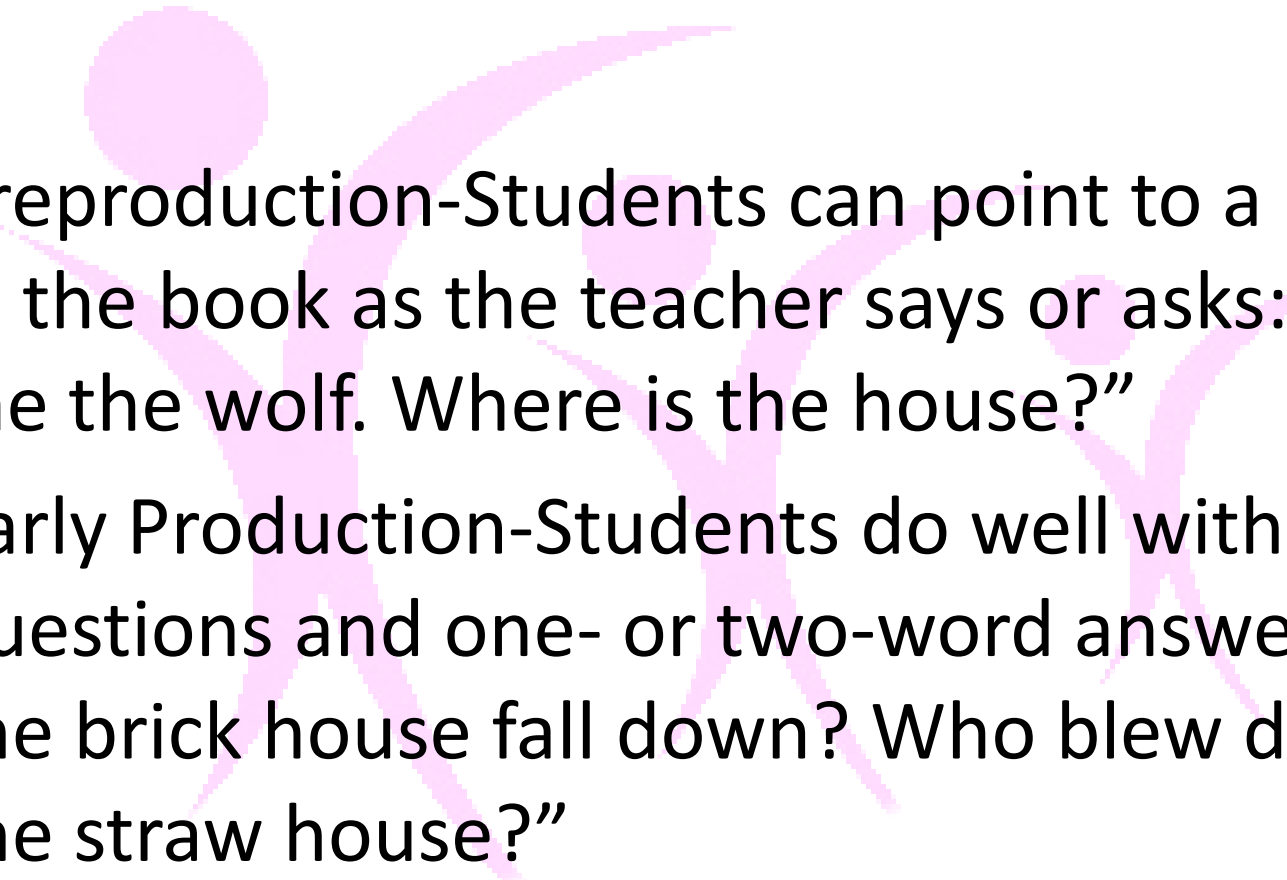
- The student has a near-native level of speech

- **Effective Teacher Prompts**

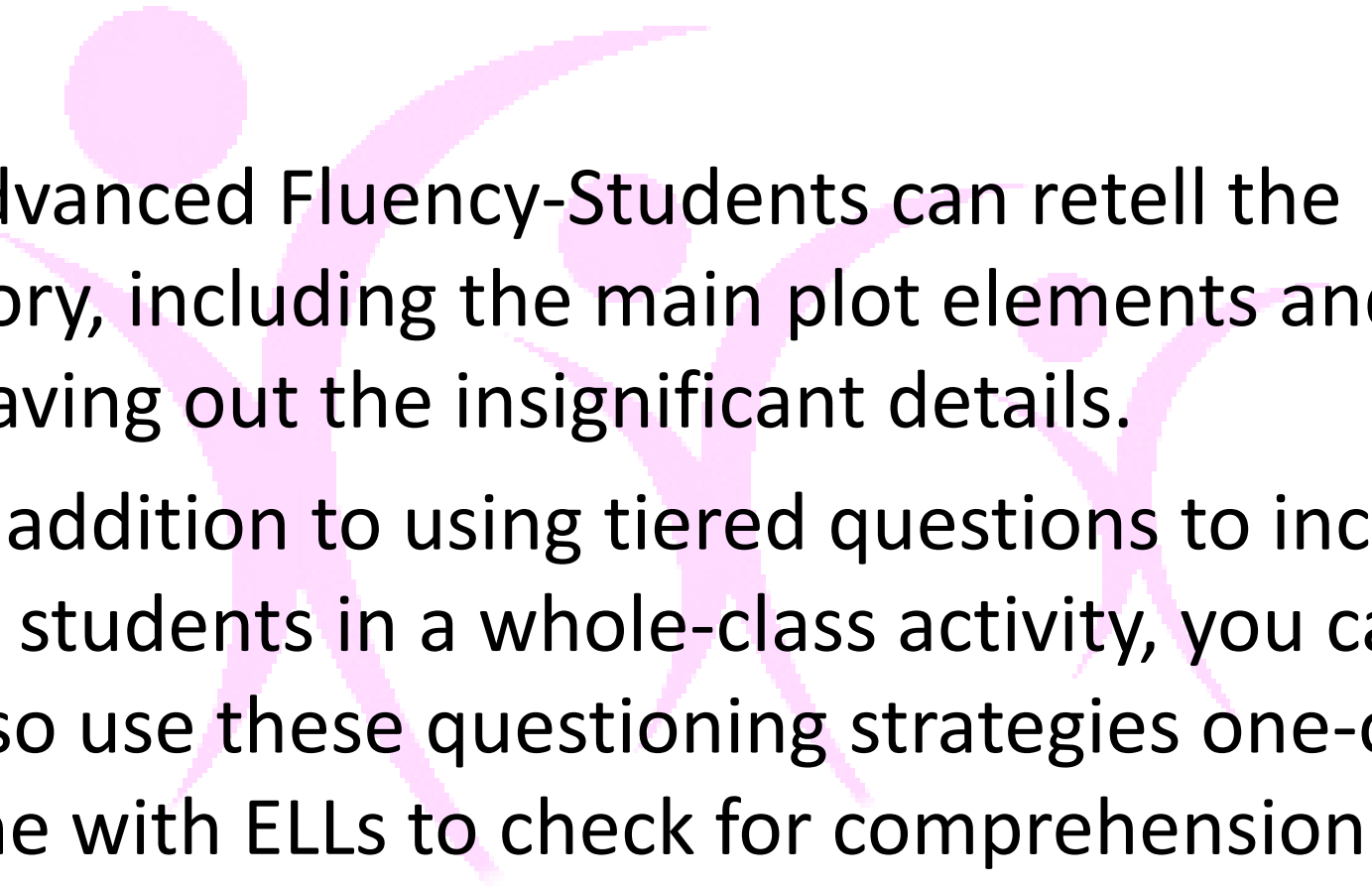
- Retell...
- Decide if...

Classroom Examples

- *Content Objective:* To help students learn the basics of summarization.
- A 1st grade teacher is teaching students to summarize using a Big Book version of *The Three Little Pigs*. She can help her ELLs acquire a better understanding of summarizing by using tiered questions in different ways depending on the stage of the student.

- 
- Preproduction-Students can point to a picture in the book as the teacher says or asks: “Show me the wolf. Where is the house?”
 - Early Production-Students do well with yes/no questions and one- or two-word answers: “Did the brick house fall down? Who blew down the straw house?”

- Speech Emergence-Students can answer “why” and “how” questions with phrases or short-sentence answers, and can also explain their answers: “Explain why the third pig built his house out of bricks.”
- Intermediate Fluency-Students can answer “What would happen if” and “Why do you think” questions: “Why do you think the pigs were able to outsmart the wolf?”

- 
- Advanced Fluency-Students can retell the story, including the main plot elements and leaving out the insignificant details.
 - In addition to using tiered questions to include all students in a whole-class activity, you can also use these questioning strategies one-on-one with ELLs to check for comprehension.

Where Do we start?

Everyday Language

figure out

group

guess, think

See, observe

show

tell

write down

home

clues, proof

Scientific Language

conclude

categorize, classify

predict, infer

analyze, discover

demonstrate

report, explain

record

habitat

evidence

Using Sentence Frames to Scaffold Students' Use of Academic Language

Sentence stems are short phrases that provide models for how to use academic language, vocabulary and correct grammar in context.

Sentence Frames

- I believe/imagine/predict
- I agree with _____ that ...
- I conclude/
deduce/suspect/speculate ...
- As _____ already pointed
out, I think that ...
- I want to find out more
about/I am beginning to
wonder if...
- _____ told me/explained
to me/mentioned/shared ...
- I found out that ...
- I learned/ heard/
discovered ...
- I was surprised that ...
- I now realize
- In my opinion ...
- I think ...
- _____ emphasized
that . .
- It seems to me that ...

Effectively Teach Students to Use Sentence Frames

- Introduce the sentence frame
- Use a volunteer to model how to use them
- Practice with students the language they will use in the frame
- Give students time to practice
- Give feedback on students' output

Instructional Routine for Teaching Critical, Unknown Vocabulary Words

Adapted from Anita L. Archer, PhD.

Used to provide explicit, direct instruction of priority target words.

Step 1	Introduce the word. a. Write the word on the board b. Read the word. Have the students read the word. c. Repeat for unfamiliar words.	Example This word is <i>reluctant</i> ." What word? _____ Yes, reluctant.
Step 2	Present a student friendly definition. a. Tell students the explanation, or b. Have students read explanation with you.	Reluctant means you are not sure you want to do something. "When you are not sure you want to do something, you are"
Step 3	Illustrate the word with examples. <ul style="list-style-type: none">• Concrete examples• Visual representations• Verbal examples	"If your mother asked you to try a new food, you might be reluctant." "You may be reluctant to watch a scary movie."
Step 4	Check Students' Understanding Option 1: Deep Processing Questions Option 2: Examples/Non examples Option 3: Students generate examples Option 4: Sentence starter	"Why would a student be reluctant to go to a new school?" "Would you be reluctant to go to recess on a warm and sunny day?" "Tell your partner something you would be reluctant to do." Start your sentence by saying, "A cat might be reluctant to" Then tell why.

Vocabulary Review

Word	Example
Definition	Non-example

Word	Definition	Synonyms	Examples	Non- examples



Dictionary: Proceed with Caution

Things to consider when asking students to look up words in the dictionary

- Students must already have some knowledge of the word for the definition to make sense.
- The definition does not explain how the word is different from other analogous words.
- Definitions often use vague language with insufficient information.
- When reading definitions, students have difficulty taking syntax, structure, and part of speech into account.

Not All Definitions are The Same

Traditional Dictionary

- 1) the quality of or state of being delicate; fineness, weakness, sensitivity, etc.
- 2) a choice food

Student Friendly Definition

- 1) something good to eat that is expensive or rare:
Snails are considered a delicacy in France.
- 2) a careful and sensitive way of speaking or behaving so that you do not upset anyone; tact
He carried out his duties with great delicacy and understanding.

Dictionaries with Student- Friendly Explanations

- Oxford Elementary Learner's Dictionary
- Collins COBUILD Student's Dictionary
- *Heinle's Newbury House Dictionary of American English*
(<http://nhd.heinle.com/home.aspx>)
- *Longman Dictionary of American English*
(<http://www.ldoceonline.com>)

Strategies for Using the Dictionary

1. Locate the unknown word in the glossary or dictionary
2. Tell yourself what the text is about
3. Read each definition and select the best one
4. Try the possible meaning in the sentence
5. Ask yourself, *“Does this make sense?”*

Archer, 2005

Think-Pair-Share

Think

The teacher provokes students' thinking with a question, prompt, or observation. The students should take a few moments just to **think** about the question.

Pair

Using designated partners students **pair** up to talk about the answer each has developed. They compare their mental or written notes and identify the answers they think are best, most convincing, or most unique.

Share

After students discuss their reasoning in pairs for a few moments, the teacher calls for pairs to **share** their thinking with the rest of the class.

(Lyman, 1981)

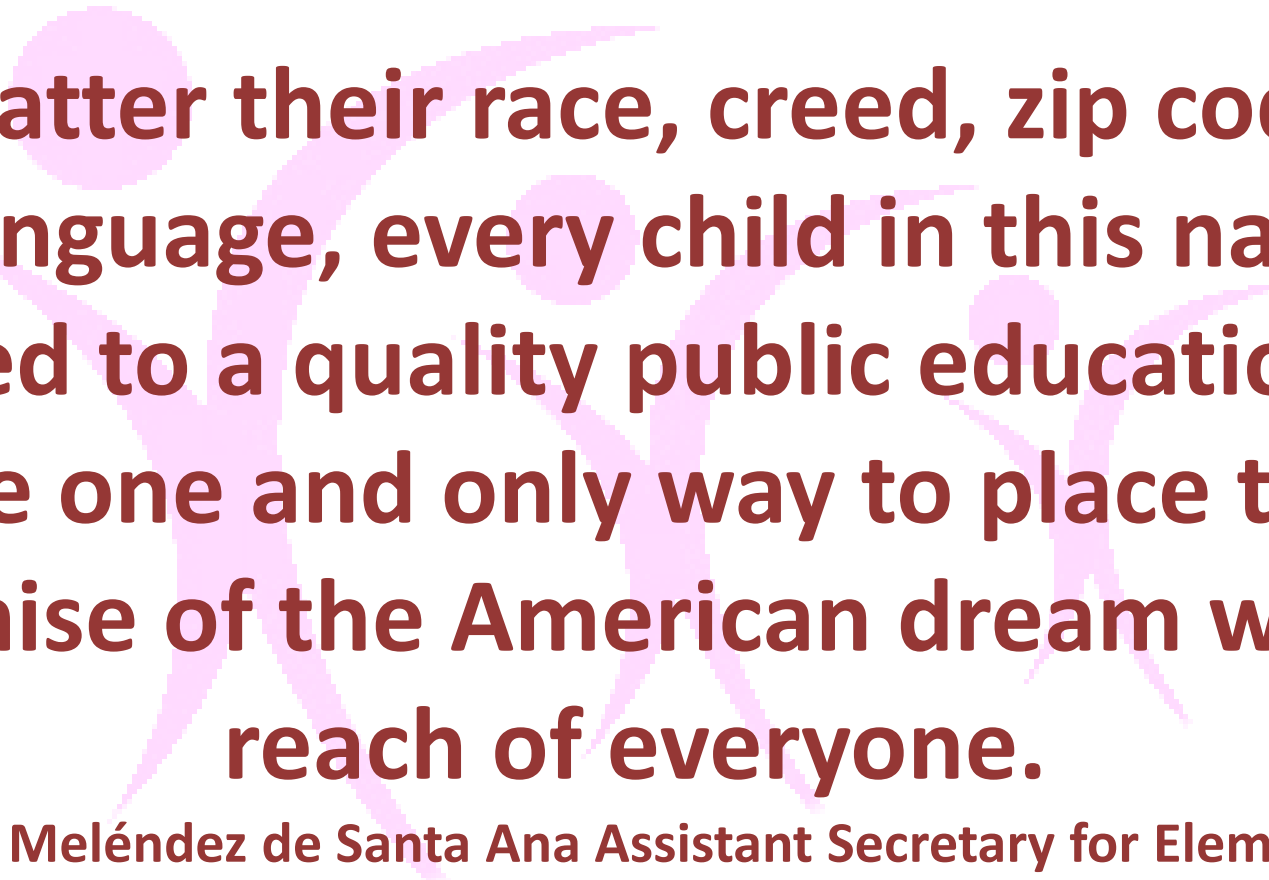
Think-Pair-Share Activity

- Ask a thought-provoking question.
- Give students time to think about the question on their own, as well as the language they will need to respond.
- Have students share their thoughts with a partner.
- Ask students to share thoughts with the whole group.

Directions

If you were going to write a biography, who would you write about?

Explain why.



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What Can You Do?

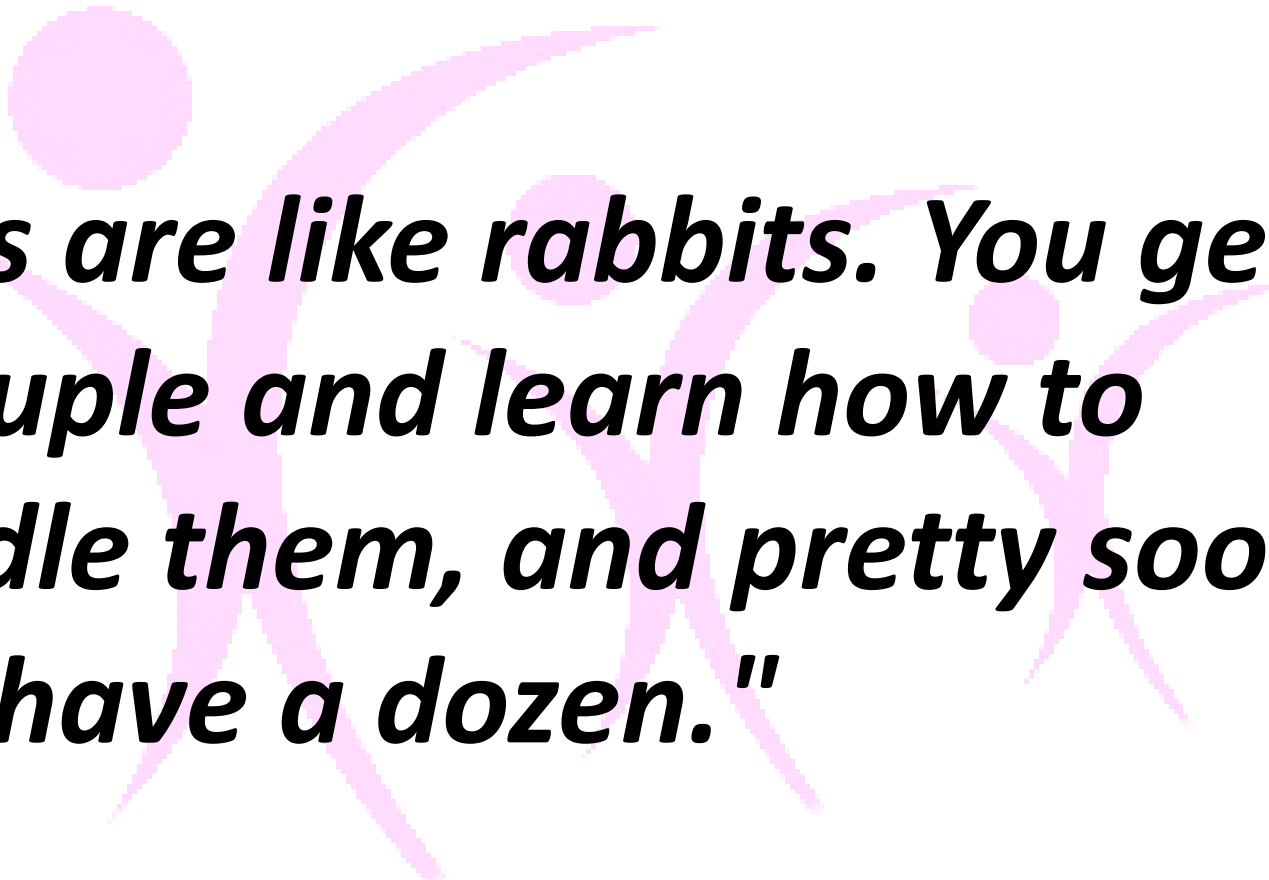
List 5 – 10 things you could begin doing tomorrow in your classroom.

Think

Write

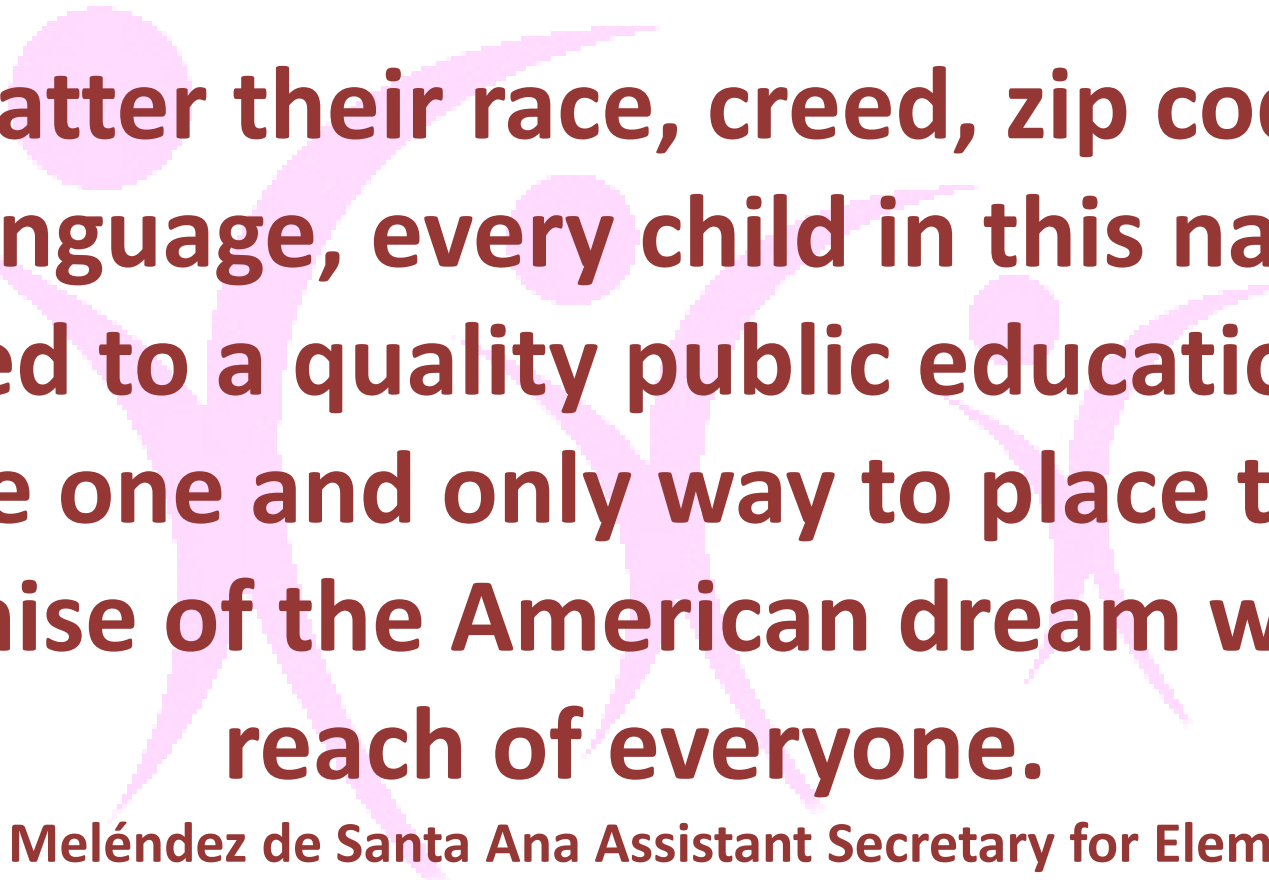
Pair

Share



"Ideas are like rabbits. You get a couple and learn how to handle them, and pretty soon you have a dozen."

[John Steinbeck](#), US novelist (1902 - 1968)



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Resources

<http://www.marks-english-school.com> –

features animated games students can play online

Ex. basketball – the student selects a 1 pt, 2 pt, or 3 pt shot. A sentence appears, the student clicks on an answer, and then shoots the ball. If the answer was correct, the ball goes in the hoop. If the answer was incorrect, the ball rounds the rim, but misses the hoop.

Resources

<http://np.harlan.k12.ia.us/ELL.htm> -

Contains student resources and websites – word games, dictionaries, stories, educational games, and much more

Contains parent resources

Contains teacher resources –

helpful hints for classroom teachers, ELL lesson plans, and professional reading

Resources

<http://www.manythings.org> –

has activities, games, quizzes, puzzles, etc.

Activities range from vocabulary (matching words to pictures) to idioms (sentences using idioms).

Resources

<http://www.colorincolorado.org/>

<http://www.nwrel.org/request/2003may/ell.pdf>

<http://olc.spsd.sk.ca/DE/PD/instr/strats/think/>

<http://www.enchantedlearning.com/Home.html>

www.centeroninstruction.org

<http://www.everythingsl.net/>

<http://www.freerice.com>

<http://pbskids.org/wordgirl/>

<http://www.mcsle12.net/SCHOOLS/peabody.es/ell.htm>