II Fórum de Língua Inglesa

Elaboração e Implementação de Currículos

Center for English Language Learners: Technical Assistance

April 2016

II Fórum de Língua Inglesa
Construção e Implementação de Currículos

Who We Are

The Center for ELLs at the American Institutes for Research

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Center for **ENGLISH LANGUAGE** Learners
at American Institutes for Research ■

AIR
AMERICAN INSTITUTES FOR RESEARCH

ENSURING SUCCESS
for English Language Learners
in School Districts

Our EXPERTISE

EARLY CHILDHOOD EDUCATION. Improve school readiness through curriculum and teacher training using COLLTS (Cultivating Oral Language and Literacy Talent in Students), a research-based program to prepare prekindergarten and kindergarten dual-language learners for mastering kindergarten English language arts standards.

K–12 CURRICULUM AND INSTRUCTION. Assist districts and schools as they implement curriculum and instruction to meet the new College and Career Readiness Standards; provide teacher training to revise and enhance curriculum and English language arts lessons.

TEACHER EVALUATION AND SUPPORT. Ensure state and district teacher evaluation systems support effective English language instruction; provide guidance on alternative assessments and accommodations for English language learners; develop student learning objectives to measure performance.

DISTRICT AND SCHOOL IMPROVEMENT. Review current programs and policies, helping identify English language learners who are at risk (as well as those English language learners who are excelling); develop resources and structures to improve outcomes for English language learners.

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Overview of Presentation

- COLLTS (Cultivating Oral Language and Literacy Talent in Students)
  - Early Childhood Program Overview
- Approaches to English as a Second Language Instruction
- ACCELL (Attaining Core Content in English Language Learners)
  - Research Base
  - Model
  - Developing Vocabulary
  - Building Reading Comprehension

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Cultivating Oral Language and Literacy Talent in Students

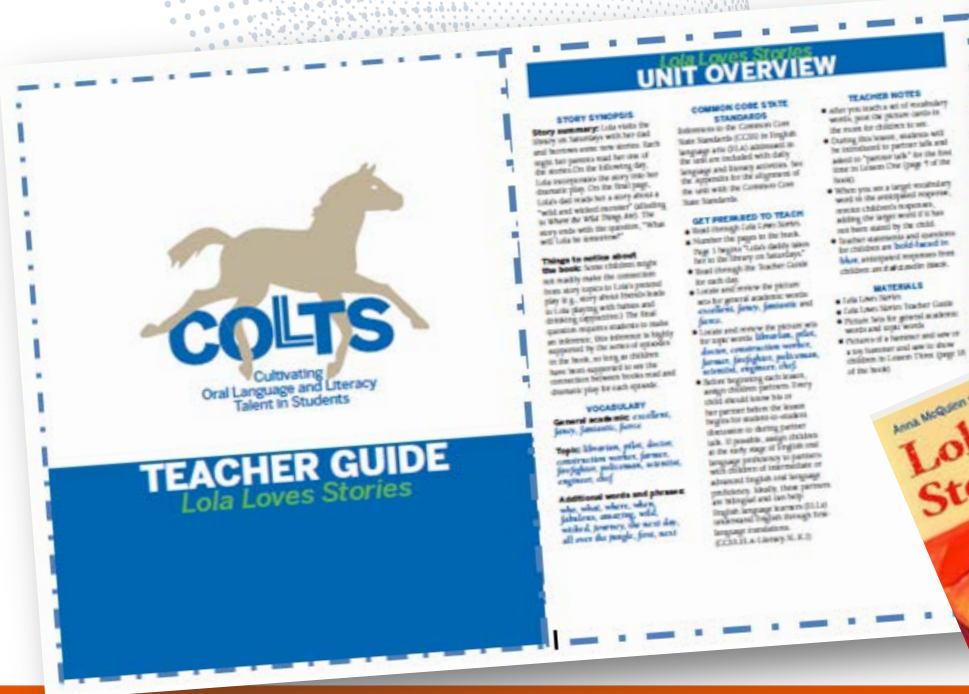Center for English Language Learners at American Institutes for Research
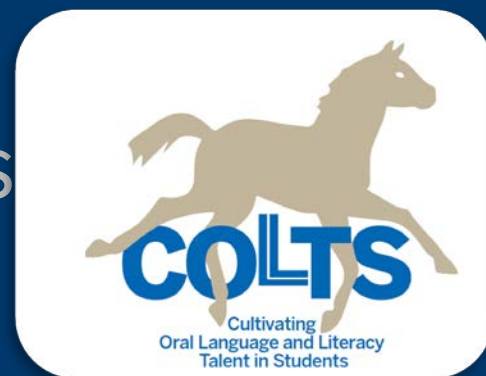
Program Overview

- Units are based on high-quality children's books and aligned to Common Core State Standard kindergarten English language arts standards.

Literature

Informational

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Program Materials

- Include books, a program overview, a teacher guide, and auxiliary materials.

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Curricular Sequence: Days 1–4

Prereading

1. Story introduction and story recall
2. Building background
3. Preteaching key vocabulary

Interactive Reading

1. Questions
2. Partner talk
3. Embedded vocabulary support
4. Closure

Postreading

1. Center-based vocabulary development

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Curricular Sequence: Day 5

Foundational Skills Development

1. Phonological awareness
2. Print concepts

Writing Development

1. Informational
2. Argument
3. Narrative

Approaches to English as a Second Language (ESL) Instruction

Content-Based Instruction

Sheltered Instruction

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Content-Based ESL Instruction in the United States

- ESL-certified teacher provides language instruction that uses content as a medium for building language skills.

- Although content is used as a medium, the focus is still primarily focused on learning English.

- Goals are proficiency in English and preparation to meet academic content standards.

- Class format: Teachers usually have a dedicated ESL teacher or may receive ESL pull-out instruction where they work with a specialist for shorter periods during the day.

United States Department of Education, 2012

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Sheltered English Instruction in the United States

- Teacher provides instruction that introduces both language and content, using specialized techniques to accommodate English learners' (ELs') linguistic needs.

- Instruction focuses on teaching academic content rather than English itself, even though acquisition of English may be an instructional goal.

- Goals are preparation to meet academic achievement standards and proficiency in English.

- Classrooms may be all EL or mixed with ELs and English-proficient students; teacher may be a general education teacher or an ESL-certified teacher.

United States Department of Education, 2012

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Research Base

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Research Base: Academic Content and Literacy

- A recent Institute of Education Sciences Practice Guide (Baker et al., 2014) states that student learning is greater when:
  - Students learn academic vocabulary intensively across several days.
  - Oral and written English language instruction is integrated into content-area teaching.
  - There are regular structured opportunities to develop writing.
  - There are small-group instructional interventions for struggling students.

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Research Base: Capitalizing on Home Language Knowledge and Skills

- There is transfer from the first to the second language. If a student understands a *concept* in his or her first language, he or she only needs to learn the *label* in the second language.

- Students whose first language shares cognates with English have even more of an advantage. They also have the label.

  – One third to one half of words in English share cognate status with Spanish.

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The Model

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ACCELL: Reading and Writing Routines

Reading:

1. Previewing/reviewing the text
2. Preassessing comprehension
3. Reviewing reading standards and objectives
4. Enhancing background knowledge
5. Developing vocabulary
6. Building reading comprehension
7. Developing language
8. Building speaking and listening skills
9. Reassessing comprehension

Writing:

1. Reviewing writing standards and objectives
2. Preparing to write
3. Writing

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Exemplar Text

The Secret Garden

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The Secret Garden by Frances H. Burnett

See handout, page 2, for text.

The Secret Garden book cover (1911), Project Gutenberg Archives

Your Turn

ACTIVITY 1: Read the Text Excerpts

1. Turn to *page 2* of your handout.
2. Read the text excerpts.
3. Clarify any confusion with a partner.

Developing Vocabulary

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VOCABULARY SELECTION

Vocabulary Selection

- Frequency
  - Use tools such as the First 4000 Words Text Analyzer, WordSift, or the Academic Word List Highlighter to select frequently encountered English words.
  - See page 8 of the handout for resources.

- Importance to Text
  - Select words that will be critical for answering text-dependent questions.

- Conceptual Complexity
  - Select words to preteach that are not easily imageable, that are abstract, and/or that have a high degree of relatedness.

Vocabulary Selection

Frequency

- Language learners' reading comprehension is compromised because they do not know common English words that English-proficient students are likely to have acquired.
  - The 100 most frequent English words account for about 50 percent of words that readers encounter in text.
  - The 1,000 most frequent English words account for about 70 percent of words that readers encounter in text.
  - The 4,000 most frequent English words account for about 80 percent of words that readers encounter in text.

Source: Graves & Sales (2009)

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Vocabulary Selection: Frequency

First 4000 Words List

Rank	Word
1	little
2	even
3	good
4	long
5	year
6	day
7	use
8	work
9	go
10	thing
11	well
12	look
13	another
14	around
15	man
16	great
17	same
18	came
19	come
20	right

1st Quartile   **2nd Quartile**   **3rd Quartile**   **4th Quartile**

The child stared at him, but she stared most at her mother. She always did this when she had a chance to see her, because the Mem Sahib--Mary used to call her that oftener than anything else--was such a tall, slim, pretty person and wore such lovely clothes. Her hair was like curly silk and she had a delicate little nose which seemed to be disdaining things, and she had large laughing eyes. All her clothes were thin and floating, and Mary said they were "full of lace." They looked fuller of lace than ever this morning, but her eyes were not laughing at all. They were large and scared and lifted imploringly to the fair boy officer's face.

Seward Reading Resources:
http://www.sewardreadingresources.com/img/fourkw/4KW_Teaching_List.pdf

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Vocabulary Selection: Complexity

Conceptual Complexity

- Words that are conceptually complex are more difficult to acquire.
- Conceptual complexity is determined by a word's...
  - Imageability
  - Concreteness
  - Relatedness
  - Number of meanings
- If students know the meaning of the word in their first language, the word in the second language will not be conceptually complex for them. They will only need to acquire a new label.

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Vocabulary Selection: Complexity

Imageability

- A word is easily *imageable* if little effort is required to form an image of it in your mind.

- If you wanted to draw a picture of the word, how much context would be required? A word that could be drawn without context is easily *imageable*.
    - Easily imageable words: dinosaur, pencil, rain
    - Somewhat imageable words: prevent, abando
    - Not imageable words: spirit, promise, merely

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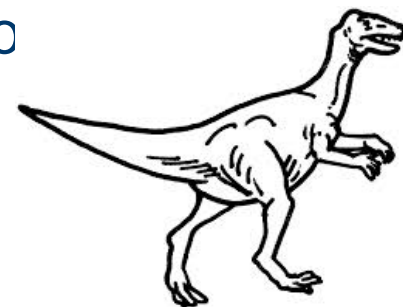
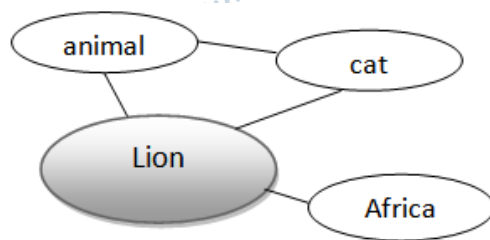# Vocabulary Selection: Complexity

Concreteness

- A word is *concrete* (tangible) if its referent can be easily perceived through the senses.

- How easily can you feel, smell, see, hear, or taste a referent of the word?
  - Very concrete words: eggs, throne, pencil, run
  - Somewhat abstract words: expensive, peered
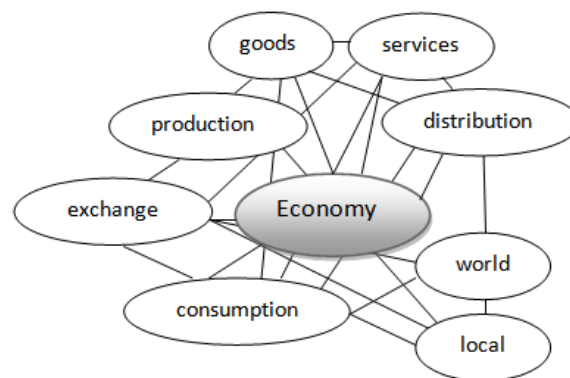 - Very abstract words: era, indeed

Vocabulary Selection: Complexity

Relatedness

- The degree to which understanding the word requires an understanding of related concepts is relatedness.
- Words that have dense networks of other related concepts have high relatedness.

Low relatedness

High relatedness

VOCABULARY SELECTION

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Vocabulary Instruction: Extended

Teacher-Directed Extended Instruction

- More intensive instruction for abstract words
  - Use an illustration and a synonym to explain a word's meaning.
  - Provide a definition. Make sure it is the one used in the target text.
  - Provide the home-language definition and cognate status.
  - Repeat the sentence from the text that uses the word.
  - Invite students to talk about the word.

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Vocabulary Instruction: Extended

Teacher-Directed Extended Instruction

Students see:

disturb — molestar

Talking in the library will <u>disturb</u> people who are trying to work.

Sentence Frame: I was disturbed by _____ when _____.

The teacher says:

- **Picture Connection:** Look at the picture of the two girls. The girl on the phone has disturbed, or bothered, the girl who is writing. She is talking in a loud voice on her cell phone. The other girl is trying to finish her homework.

- **Explanation:** Let's talk about the word *disturb*. *Disturb* means to bother someone. *Disturb* in Spanish is *molestar*. Let's spell *disturb*. [*d,i,s,t,u,r,b*] What word have we spelled? [*disturb*]

- **Partner Talk:** Tell your partner about a time that someone disturbed you. Start your sentence with, "I was disturbed by_____."

- **Story Connection:** In the story, Mary's mother does not want to be bothered, or *disturbed* by, Mary's crying. When we read the story, put your thumbs up when you hear the word "disturb."

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Vocabulary Instruction: Embedded

Teacher-Directed Embedded Instruction

- Less intensive instruction for concrete words
  - Define the word in situ.
  - Use gestures to demonstrate the word.
  - Show the word in illustrations from the text.
  - Provide examples using concepts that are familiar to students.

Vocabulary Instruction: Embedded

Teacher-Directed Embedded Instruction

Word	English as a Second Language (ESOL) Techniques
sour	**Define and provide an example.** *"In this sentence, sour means unhappy or in a bad mood. Do you know what else it can mean?"*
expression	**Define and demonstrate.** Make a happy or sad face.
governess	**Define and show a picture.**

Vocabulary Instruction: Strategies

Student Word Learning Strategies

- It is not feasible to directly teach students all of the words they need to know to be successful readers.

- It is important to teach students word learning strategies, such as:
  - Context clues
  - Reference materials (e.g., online dictionaries, bilingual dictionaries)
  - Cognates (for languages that share cognates with English)
  - Morphology (e.g., using prefixes and suffixes to determine word meanings)

Student Word Learning Strategies: Cognates

1. Mary never remembered seeing familiarly anything but the dark faces of her Ayah and the other native servants.

Spanish Word	English Cognate	Letters in Spanish word that are not the same as those in the English word
familiarmente	familiarly	The suffix "ly" in English is "mente" in Spanish.
nativo		

2. There was something mysterious in the air that morning. Nothing was done in its regular order and several of the servants seemed missing.

Spanish Word	English Word	Letters in Spanish word that are not the same as those in the English word
misterioso		

Your Turn

ACTIVITY 2: Develop Vocabulary

- Turn to *page 3* of your handout.
- Work with a partner to select four words that you think are important for understanding this passage.
- Select the method you would use for teaching them.
- If you have time, elaborate on the method.

Word	Teaching Methods
1.	o Extended o Embedded o Student Strategy
2.	o Extended o Embedded o Student Strategy
3.	o Extended o Embedded o Student Strategy
4.	o Extended o Embedded o Student Strategy

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Building Reading Comprehension

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Ask Guiding and Supplementary Questions

- Start with a guiding question to help students focus on the main idea of a passage.

- Ask supplementary questions to help students understand the text and answer the guiding questions.

  - Language learners may need additional, supplementary questions to help them comprehend the text.

  - Some supplementary questions are used to help students answer guiding questions. These are sequenced.

  - Other "right-there" questions just help students understand the text.

  - Supplementary questions can inquire about word meanings as well as larger sections of text.

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Ask Supplementary Questions

- Make it easier for ELs to answer some supplementary questions by:
  - Defining key words prior to asking the question.
  - Restating phrases or sentences that will help ELs answer the question.
- Note that supplementary questions are text dependent! That is, the answers to these questions are found in the text.

Ask Supplementary Questions

Guiding question: How does the narrator describe Mary?

When Mary Lennox was sent to Misselthwaite Manor to live with her uncle everybody said she was the most disagreeable-looking child ever seen. It was true, too. She had a little thin face and a little thin body, thin light hair and a sour expression. Her hair was yellow, and her face was yellow because she had been born in India and had always been ill in one way or another.

Text dependent	Sequence to support understanding		
		Restate words or phrases.	The narrator says that Mary had a sour expression. What does it mean?
		Inquire about word meanings.	What word does the narrator use to describe Mary's face, body, and hair? What else does the narrator say about her hair and face?
		Inquire about larger sequences of text.	Why was Mary's face yellow?

Scaffolding Responses

Language learners with lower levels of proficiency also may need sentence starters, sentence frames, or word banks to help them answer all questions.

– Omitted words in sentence frames are words that carry the most meaning in the sentence.

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Scaffolding Responses

- The level of scaffolding can and should be adjusted depending on ELs' level of English proficiency.
  - Emergent-level proficiency: Sentence frames and word banks
  - Intermediate-level proficiency: Sentence starters
  - Advanced-level proficiency: Word/phrase banks

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Scaffolding Responses: Emergent

Word Bank

born	thin	yellow
ill	unhappy	

1. The narrator says that Mary had a sour expression. What does it mean?

   It means that Mary looked __unhappy__.

2. What word does the narrator use to describe Mary's face, body, and hair? What else does the narrator say about her hair and face?

   The narrator says that Mary's face, body, and hair were __thin__. Her hair and face were __yellow__.

3. Why was Mary's face yellow?

   The text says that her face was yellow because she had been __born__ in India and had always been __ill__ in one way or another.

Scaffolding Responses: Intermediate

1. The narrator says that Mary had a sour expression. What does it mean?

   It means that _____.

2. What word does the narrator use to describe Mary's face, body, and hair? What else does the narrator say about her hair and face?

   The narrator says that Mary's face, body, and hair _____. Her hair and face _____.

3. Why was Mary's face yellow?

   The text says that her face was yellow because _____ and

   _____.

Your Turn

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ACTIVITY 3: Developing Reading Comprehension

1. Turn to *page 4* of your handout.
2. Work with a partner to create supplementary questions for the guiding question.
3. Ensure that the questions are:
   - Aligned to both English-proficiency and content-area standards
   - Text dependent
   - Sequenced to support understanding
4. Consider using strategies to make it easier for ELs to answer your questions.
5. Share questions and comments with the group.

Activity 3

When Mary Lennox was sent to Misselthwaite Manor to live with her uncle, everybody said she was the most disagreeable-looking child ever seen. It was true, too. She had a little thin face and a little thin body, thin light hair and a sour expression. Her hair was yellow, and her face was yellow because she had been born in India and had always been ill in one way or another.

Question Types

Guiding Question	How does the narrator describe Mary's mother?
Supplementary Question	
Supplementary Question	
Supplementary Question	

References

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