Evidence-Based Principles to Guide English Language Development in the Common Core Standards Era

presented by

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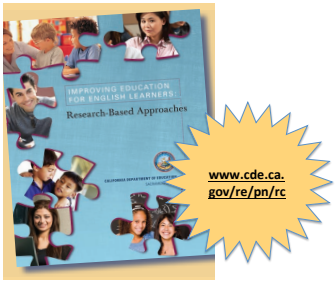
Presentation Objectives

- In this session, we will consider:
  - The role of oral language in school success
  - The need for structured verbal engagement for English Learners and struggling readers
  - Features of academic language proficiency that support literacy and learning
  - Evidence-based principles to inform academic language acceleration across the grade levels for career and college readiness

Based Upon the Most Current Research-Based Approaches



www.cde.ca.gov/re/pn/rc

Productive Partners Setup

1. Make eye contact with an elbow partner.
2. Determine who will be partner #1 and #2: #1 is seated on left; #2 is seated on right.
3. No #3s (second #2 will share after first #2).
4. Observe the "4 Ls" for working with a partner.

Productive Partners

Use the 4 Ls:

1. **L** = Look at your partner.
2. **L** = Lean toward your partner.
3. **L** = Lower your voice.
4. **L** = Listen attentively.

Language for Attentive Listening

Everyday	Academic English
Huh?	*Will you please repeat that?*
What?	*Will you please restate your idea?*
What do you mean?	*Can you explain to me what you mean by ___?*
I don't get it.	*I don't quite understand your ___ (perspective, example, conclusion)*

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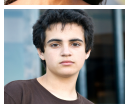
Long-Term English Learners

- Lived most or all of their lives in the U.S.
- Verbally bilingual
- Surrounded by other long-term ELs
- Inadequate academic literacy
- Characteristically passive in class
- Academic performance:
  - Below grade level in reading & writing
  - Grade retention common
  - High-risk for dropping out



Olsen, L. (2010)

Example #1 - Long-term Adolescent English Learner

Extended Verbal Response

- Listen to this 7th grade long-term English learner describe differences between cell phones and landline phones.
  - *How would you characterize her vocabulary use?*

Response Frame

*I would characterize her vocabulary use as ___ **(adjective: imprecise)***

Everyday	Academic
bad	imprecise, _____
normal	representative, __
casual	_____
boring	_____

Example #1 - Long-term Adolescent English Learner

What do we notice about this student's English language use?

- Lack of precise topic vocabulary
- Run-on simple sentences
- Lack of clarity in the explanation
- An informal conversational register

Example #2 - Long-term Adolescent English Learner

Formal Writing Prompt

- Evaluate your current study place and determine whether you should make any changes to create a more productive work environment.
- Write a detailed expository paragraph, including a clearly-stated topic sentence, transitions, and supporting details.

Example #2 - Long-term Adolescent English Learner

Extended Written Response

Well actually I study in my livingroom almost sometime. Because I don't usually do my homeworks. Every time when I pick up my pen to work on my homeworks. I got disturb from my little bros., and sister. They come into the livingroom and chasing each other aroun. Man I was like sitting in hell with a demon. In my living room I had a desk. Which it is about 6 ft. by 3, a lamp, dictionary, pens and school stuff. I had a 27 inch TV in front of me.

9th grade (7 years in U.S., Level 3 for 5 years)

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Example #2 - Long-term Adolescent English Learner

What do we notice about this student's English language use?

- Imprecise vocabulary use: *school stuff*
- Inconsistent and inaccurate use of habitual present tense: *I study; I got disturb; I had a desk*
- Errors with:
  - Adverbs of frequency: *almost sometime*
  - Count/non-count nouns: *homeworks*
  - Sentence fragments: *Because I don't usually do my homeworks.*
  - Inappropriate register: *Well actually; Man I was like*

These English Learner oral language proficiency errors…

- Are not unusual among long-term ELs
- Are not simply performance mistakes, rather errors reflecting a lack of linguistic knowledge
- Are in some cases "fossilized errors" resulting from years of benign instructional neglect
- Can be addressed through explicit and sustained language instruction

A Fossilized Error

- An error that a student has been making verbally for an extended period of time that has become part of the speaker's linguistic schema (e.g., omitting the –s on plural nouns) so the student is essentially writing what s/he has been saying (with no intervention or issues) for years.

Revised EL Writing with a Program Devoid of Language Development

My livingroom isn't a good study place. First of all, every time when I pick up my pen to work on my homeworks. I got disturb from my little bros., and sister. **In addition,** they come into the livingroom and chasing each other aroun. **Furthermore,** I was like sitting in hell with a demon. **Moreover,** in my living room I had a desk. Which it is about 6 ft. by 3, a lamp, dictionary, pens and school stuff. **In conclusion,** I had a 27 inch TV in front of me.

9th grade (7 years in U.S., CELDT 3 for 5 years)

The Goal of English Development: Accurate Oral Fluency

- **Oral Fluency:** ease of target language production and listening comprehension
- ➢ **Accurate Oral Fluency:** ease of producing accurate target language forms (vocabulary, syntax, grammar) and ability to follow along and comprehend while listening to more sophisticated language

Areas of Emphasis in the Common Core Standards

- **Reading:** Informational Text Analysis, Evidence Gathering, Comprehension of Domain-Specific and High-Use Vocabulary
- **Writing:** Informational Text Summary, Justification, Argumentation, Research
- **Language:** Academic Discourse/Register
- **Speaking:** Discussion, Formal Presentation

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Language Students Must Master for College and a Professional Career

- Academic vocabulary: high-utility words and domain-specific words
- Complex and varied sentence structures
- Control of "fossilized grammatical errors"
- Functions for college/career interactions
- Academic discourse: advanced speaking and writing forms for the disciplines

Language Functions for Academic and Professional Interactions

Expressing an Opinion
I think/believe that
In my opinion
From my perspective
From my point of view

Drawing Conclusions
Based on my experience, it seems that
The data suggests that
Based on __, I assume that
After reading __, I conclude that

Agreeing
I agree with (a person) that
I share your point of view.
My perspective/experience is similar to _'s.
My idea builds upon _'s.

Disagreeing
I don't quite agree.
I disagree (somewhat, completely).
I see it differently.
I have a different point of view.

Asking for Clarification
What do you mean by __?
Will you explain that again?
I have a question about __.
I don't quite understand __ (the directions).

Paraphrasing
So what you are saying is that
In other words, you think
If I understand you correctly, your opinion/suggestion is that

Handout, page 9

Language for Common Core Informational Text Analysis

Key Vocabulary for Main Idea and Details in a Nonfiction Text:

main idea	point/message	topic sentence	title
mainly	primarily	addresses	focuses on
details	support/supporting	examples of	reasons for

Key Vocabulary for Referring to a Nonfiction Text:

paragraph	section	chapter	article	reading selection
selection	text	report	informational text	nonfiction text

Q & A for Main Idea and Supporting Details

Q: What is the **topic** of this article/report/paragraph/section?
A: The **topic** of this _____ is _____.

Q: What is this paragraph/section/selection/article/report **mainly about**?
A: It is **mainly about** _____.
A: This _____ **focuses on** _____.
A: This _____ is **primarily about** _____.
A: This _____ **addresses** the topic of/reasons for _____.

Handout, page 10

Language for Common Core Informational Text Summary Writing

Informational Text Summary ~ References

Academic Language for Summarizing
Use the following academic phrases, verbs and terms to effectively write your summary of an article.

Citation	Verbs	Summary
1st: author's full name: first/last (Michelle Gomez) 2nd etc.: author's last name (Gomez) *or* the author the writer the reporter the researcher the journalist	*discusses* *examines* *explores* *investigates* *focuses on* *addresses*	(the specific topic/issue)
	points out *states* *emphasizes* *reports* *describes* *explains*	*that/how* (important detail)
	concludes	*that* (conclusion)

Handout, page 11

ALL Students are AEL: Academic English Learners

- Academic English is not a natural language that we acquire through extensive listening and social interaction.
- Academic English—including vocabulary, syntax, and grammar—must be explicitly and systematically **taught**, not just **caught**.

Features of Academic Language

- **Vocabulary:** domain-specific and high-use words used across disciplines, moving from more basic to advanced
- **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 form and are combined into sentences
- **Register:** the style of language use or degree of formality reflected in word choice and grammar

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Register: A Linguistic Definition

- The words, syntax, style, and grammar used by speakers and writers in a particular situation or in a particular type of writing:
  - Writing a text message to invite a friend to a party
  - Writing an email message to a teacher requesting an extension on a research report
  - Asking a coach for permission to miss practice
  - Asking a manager at an internship to clarify expectations for a task

Demands of an Academic Register

What are common challenges faced by U.S. immigrants?

Students' Default Conversational Register
Jobs. The language. Learning English.

Formal Academic Discussion Register
One challenge faced by immigrants is learning a new language.

Formal Academic Text
One challenge experienced by recent immigrants is learning an entirely different language. English communication and literacy skills are critical for adult immigrants if they want to have jobs that pay well or attend college.

Terms to Discuss Register

- Everyday
- Casual
- Conversational
- Playground
- General
- Spoken
- Private

- **Academic**
- **Formal**
- **Official**
- **Classroom**
- **Precise**
- **Written**
- **Public**

Academic Language to Ask for Assistance

- **Could you please explain_____?** — *the homework directions*
- **I don't quite understand _____?** — *this direction word*
- **I'm unsure about _____?** — *where I should write*
- **Will you please explain ___ again?** — *the listening task*
- **I have a question about _____.** — *the word synonym*
- **Did you say to _____?** — *record or restate my idea*
- **If I understand you correctly, should I _____?** — *restate his/her idea before I write it down*
- **What do you mean by _____?** — *a past-tense verb, a myth*
- **Can you provide an example of __?** — *a bias, a homonym*

Academic Language to Check for Understanding

Everyday English
- So you think __.
- So you're telling me that _.

Academic English
- So your example, opinion, solution is __.
- So what you are proposing is __.
- In other words, you believe that __.
- If I understand you correctly, you think that __.

Academic Language to Express an Opinion

Everyday English
- I think __. I don't think __.

Academic English
- I believe __.
- In my opinion, __.
- Based on my experience, __.
- From my perspective, __.

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Terms for Academic Directions

Everyday Terms	Academic Terms
Answer	**Respond**
Finish	**Complete**
Repeat	**Restate**
Talk about	**Discuss**
Share (out)	**Report**
Think about	**Consider**

Precise Terms to Contribute to a Lesson Discussion

Everyday Terms	Academic Terms
Idea	**Example, Perspective**
Answer	**Response, Contribution**
Guess	**Prediction, Hypothesis**
Reason	**Justification, Evidence**
Steps	**Solution, Process**

Precise Questions Elicit More Precise Responses

- What precise ***synonym*** did you use to replace the everyday verb __?
- Can you justify your ***perspective*** with ***evidence*** from the article?
- What ***experience*** has influenced your ***decision***?
- What ***prediction*** can you make about the author's ***point of view*** on __?

Academic Language to Contribute a Response

Everyday English

- My idea is …
- My answer is …

Academic English

- My example … My point of view …
- My reason … My solution …
- My prediction … My experience …
- My perspective … My observation …

Video Observation Task

English Learner Instruction using Academic Register

- Observe Dr. Kinsella instruct long-term English Learners. Take note of precise terms she uses while setting up the lesson task and establishing expectations.

One precise term I recorded was _____.

What Does the Research Say?

ELD Instruction should:

- Explicitly teach elements of English
- Be form-focused with meaningful applications
- Include respectful and timely error-corrections
- Emphasize oral language development, to support academic literacy and interactions
- Infuse meaningful, accountable, and structured interactions with clear language targets

Saunders & Goldenberg, 2010

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Evidence-Based Principles to Guide ELD (SEI) in the Common Core Era

1. Augment core English classes with a dedicated ELD (SEI) period.
2. Explicitly teach language elements.
3. Utilize consistent instructional routines.
4. Orchestrate peer interactions with clear language targets.
5. Monitor language production conscientiously.

DISCUSS DESCRIBE DEBATE · SPEAKING & LISTENING LANGUAGE · RESEARCH WORD · ACADEMIC WRITING ARGUMENT · SYNTHESIZE IDEAS COLLABORATE

Video Observation Task

Gr. 7 English Pre-reading Discussion

- What was the discussion prompt?
- What vocabulary needed to be clarified?
- What process needed to be modeled?
- What sentence frame(s) would have guided students in discussing responses?
- What sentence frame(s) would have guided students in reporting a partner's response?

DISCUSS DESCRIBE DEBATE · SPEAKING & LISTENING LANGUAGE · RESEARCH WORD · ACADEMIC WRITING ARGUMENT · SYNTHESIZE IDEAS COLLABORATE

Dr. Kinsella's Coaching Notes

- Visibly display the discussion prompt.
- Clarify potentially unfamiliar vocabulary.
- Provide model responses: verbal/written.
- Provide a sentence frame for discussion with specified grammatical targets.
- Build a precise word bank.
- Model the interaction process.
- Provide a sentence frame for reporting.

DISCUSS DESCRIBE DEBATE · SPEAKING & LISTENING LANGUAGE · RESEARCH WORD · ACADEMIC WRITING ARGUMENT · SYNTHESIZE IDEAS COLLABORATE

Planning & Observation Tool

Setting Up ***The teacher…***

- directs students' attention *(board, text, etc.)*
- establishes lesson and language objectives
- displays, explains and models steps for each task
- checks for understanding of various lesson tasks
- assigns active-listening tasks
- assigns fast-finisher tasks

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DISCUSS DESCRIBE DEBATE · SPEAKING & LISTENING LANGUAGE · RESEARCH WORD · ACADEMIC WRITING ARGUMENT · SYNTHESIZE IDEAS COLLABORATE

Lesson Task Comprehension Check

- Show the number of fingers that represents your understanding of the task directions.
  - **3** ~ I understand what to do. I can explain the directions to my partner.
  - **2** ~ I am somewhat confused.
  - **1** ~ I am thoroughly confused.

DISCUSS DESCRIBE DEBATE · SPEAKING & LISTENING LANGUAGE · RESEARCH WORD · ACADEMIC WRITING ARGUMENT · SYNTHESIZE IDEAS COLLABORATE

Planning & Observation Tool

Response Frames ***The teacher…***

- explains purpose of response frame
- visibly displays the frame
- models an adept response verbally and visually
- prompts rehearsal of frame using model response
- identifies and explains unfamiliar vocabulary
- guides incorporation of precise academic words
- identifies and explains grammatical targets

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Academic Discussion: Write

- Rewrite two ideas from your brainstorming list. Use the academic sentence frames and include precise word choices.
  - *I try to earn respect from my peers by being ___ (adjective: honest, athletic)*
  - *In the past, I have earned respect from my peers by (verb + ing: participating in)*

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Academic Language to Report Someone Else's Idea

Everyday English

- __ said that …
- __ told me that …

Academic English

- __ pointed out that … According to __,
- __ indicated that …
- __ observed that …
- __ emphasized that …

Planning & Observation Tool

Monitoring ***The teacher…***

- attends to targeted students
- circulates to listen to and read responses
- redirects off-task or idle students
- provides feedback that elicits accurate use
- preselects student(s) for initial reporting
- coaches students to speak audibly *(public voice)*
- uses varied strategies to elicit additional reporting
- records contributions *(chart, white board, etc.)*

Learn More about Dr. Kinsella's Work

- Santa Clara County Office of Education
  www.sccoe.org/depts/ell/kinsella.asp
  www.sccoe.org/depts/ell/teacherresources.asp
- California Department of Education
  Office of Middle and High School Support
  archived webinars: http://pubs.cde.ca.gov/TCSII
- Kinsella Secondary ELD Webinar (2/9/11)
  http://www.schoolsmovingup.net/webinars
- In the STARlight: Research and Resources for English Learner Achievement: http://www.elresearch.org

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The End

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Language Strategies for Academic Interaction

Expressing an Opinion
I think/believe that
In my opinion
From my perspective
From my point of view

Drawing Conclusions
Based on my experience, it seems that
The data suggests that
Based on __, I assume that
After reading __, I conclude that

Agreeing
I agree with (a person) that
I share your point of view.
My perspective/experience is similar to _'s.
My idea builds upon _'s.

Disagreeing
I don't quite agree.
I disagree (somewhat, completely).
I see it differently.
I have a different point of view.

Asking for Clarification
What do you mean by __?
Will you explain that again?
I have a question about __.
I don't quite understand __ (the directions).

Paraphrasing
So what you are saying is that
In other words, you think
If I understand you correctly,
your opinion/suggestion is that

Reporting a Partner's Idea
__ indicated that
__ pointed out to me that
__ emphasized that
__ shared with me that

Reporting a Group's Idea
We decided/agreed/determined that
We concluded that
Our group sees it differently.
We had a different approach.

Soliciting a Response
What do you think?
We haven't heard from you yet.
Do you agree?
What are your thoughts?

Holding the Floor
As I was saying
What I was trying to say was
If I could finish my thought
I'd like to complete my thought.

Offering a Suggestion
Maybe we could try __.
You/We might think about __.
You/We might consider trying __.

Interjecting an Idea
Can I say something?
Can I add an idea?
I have another approach/idea.

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Academic Language to Discuss Nonfiction Text

Key Vocabulary for Main Idea and Details in a Nonfiction Text:

main idea	point/message	topic sentence	title
mainly	primarily	addresses	focuses on
details	support/supporting	examples of	reasons for

Key Vocabulary for Referring to a Nonfiction Text:

paragraph	section	chapter	article	reading selection
selection	text	report	informational text	nonfiction text

Q & A for Main Idea and Supporting Details

Q: What is the **topic** of this article/report/paragraph/section?

A: The **topic** of this _____ is _____.

Q: What is this paragraph/section/selection/article/report **mainly about**?

A: It is **mainly about** _____.

A: This _____ **focuses on** _____.

A: This _____ is **primarily about** _____.

A: This _____ **addresses** the topic of/reasons for _____.

Q: What is the **author's main idea/point**?

A: The **author's main idea/point** is that _____.

Q: What is/are the **most important detail(s)** in this paragraph/section?

A: One **important detail** in this paragraph/section is _____.

A: An **essential detail** in this paragraph/section is _____.

A: Another **significant detail** in this paragraph/section is _____.

A: The most **critical/vital detail** in this paragraph/section is _____.

A: An interesting but **nonessential detail** in this paragraph/section is ___.

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Informational Text Summary ~ References

Academic Language for Summarizing
Use the following academic phrases, verbs and terms to effectively write your summary of an article.

Citation	Verbs	Summary
1st: author's full name: first/last (Michelle Gomez) 2nd, etc.: author's last name (Gomez) *or* the author the writer the reporter the researcher the journalist	*discusses* *examines* *explores* *investigates* *focuses on* *addresses*	(the specific topic/issue)
	points out *states* *emphasizes* *reports* *describes* *explains*	*that/how* (important detail)
	concludes	*that* (conclusion)

Formal Written Summary For An Exam/Assignment

In the article entitled "LAUSD Goes 'Sweatfree'," Lawrence Gable investigates Los Angeles Unified School District's decision to not purchase products from vendors that were manufactured in sweatshops. First, Gable reports that LAUSD, the second-largest school district in the country, spends millions annually on furniture, uniforms, and equipment. The powerful district is placing pressure upon vendors to only obtain merchandise from factories that offer safe and legal working conditions. The article also describes the working conditions LAUSD requires. No children may be employed, and all laborers must earn a "non-poverty" wage and have the right to form a union. In addition, Gable explains LAUSD's main reason for taking this action. The large urban district serves thousands of immigrant families, with many parents and relatives employed by sweatshops in Southern California. Finally, Gable concludes that the district plans to enforce its "sweatfree" policy by charging a $1,000 penalty for any violation, and by working with unions and community members who will inform the district about any manufacturers who ignore labor laws.

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Linguistic Scaffolds for Writing Effective Language Objectives

An effectively written language objective:

- Stems from the linguistic demands of a standards-based lesson task
- Focuses on high-leverage language that will serve students in other contexts
- Uses active verbs to name functions/purposes for using language in a specific student task
- Specifies target language necessary to complete the task
- Emphasizes development of expressive language skills, speaking and writing, without neglecting listening and reading

Sample language objectives:

Students will **articulate** main idea and details using **target vocabulary: topic, main idea, detail**.
Students will **describe** a character's emotions using **precise adjectives**.
Students will **revise** a paragraph using correct **present tense and conditional verbs**.
Students will **report** a group consensus using **past tense citation verbs: determined, concluded**.
Students will use **present tense persuasive verbs** to **defend** a position: **maintain, contend.**

Language Objective Frames:

Students will _(function: active verb phrase)_ using __(language target)__ .

Students will use __(language target)_ to __(function: active verb phrase)_ .

Active Verb Bank to Name Functions for Expressive Language Tasks

articulate	defend	express	narrate	share
ask	define	identify	predict	state
compose	describe	justify	react to	summarize
compare	discuss	label	read	rephrase
contrast	elaborate	list	recite	revise
debate	explain	name	respond	write

Language objectives are most effectively communicated with verb phrases such as the following:

Students will **point out similarities between**…
Students will **articulate events in sequence…**
Students will **express agreement**…
Students will **state opinions about**….

Sample Noun Phrases Specifying Language Targets

academic vocabulary	complete sentences	subject verb agreement
precise adjectives	complex sentences	personal pronouns
citation verbs	clarifying questions	past-tense verbs
noun phrases	prepositional phrases	gerunds (verb + ing)

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Language Objectives with Expressive Verbs and Specified Language Targets

Related to Reading Standards:

Students will…

- make predictions using future tense, and text feature vocabulary (e.g. headings, captions).
- formulate pre-reading questions using appropriate question structure.
- articulate main idea and details using key vocabulary: main idea, detail.
- prioritize arguments in a text using target adjectives: important, essential, significant.
- specify bias in a text by identifying adjectives and opinions.
- articulate cause and effect relationships within a thinking map using subordinating conjunctions: since, because, when.
- describe a character's emotions using precise adjectives.
- retell a narrative story using past tense verbs and adverbs of time (e.g. the next day, later that week)
- read text passages containing target vocabulary with prosody
- ask and answer "how" questions about main events using the past-tense.

Related to Writing Standards:

Students will…

- express an opinion in a topic sentence for a persuasive paragraph using strong verbs.
- write a persuasive paragraph using correct present and conditional verb tenses.
- articulate a position using strong present tense verbs: support, maintain, contend, believe.
- qualify a position using adverbs: agree/disagree…somewhat, entirely, absolutely, completely
- justify a position using relevant details and complete sentences.
- develop a supporting detail using complete and varied sentences.
- replace everyday vocabulary with precise word choices.
- write a personal narrative using regular and irregular past-tense verbs.
- provide anecdotes to support a point using regular and irregular past-tense verbs.
- summarize a non-fiction text using general present tense and citation verbs.
- revise sentence fragments into complex sentences.
- write habitual present tense sentences about a classmate's routines using correct pronouns and subject verb agreement.
- provide cohesion between sentences in exposition with appropriate transitional expressions.
- compose complex and simple sentences to support points in expository and persuasive writing.
- utilize precise word choices to convey actions, feelings, descriptors in narrative writing.
- utilize vocabulary, syntax and grammar reflective of academic register within writing.
- edit final drafts of sentences and paragraphs for appropriate tense, subject-verb agreement, pronoun reference, fragments and run-on sentences.

Related to Classroom Discussion (Listening and Speaking):

Students will…

- restate a partner's response using paraphrasing expressions (e.g. so what you are saying is)
- listen for and point out similarities in ideas using target language: My idea is similar to/builds upon.
- report a group consensus using past-tense citation verbs: determined, concluded.
- articulate a perspective using strong present tense verbs: believe, agree/disagree, support
- analyze word parts to determine meaning using precise terms: prefix, suffix, root word
- define the unit concept stereotype using complete sentences and target vocabulary.
- listen for and record precise adjectives used by classmates to describe a character's reactions.

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ESSENTIAL ROUTINES FOR ENGLISH LEARNERS ~ PLANNING & OBSERVATION TOOL

Teacher: _____ **Observer:** _____

Date: _____**Period:** _____ **Subject:** _____ **Observation Duration:** ____**minutes**

Directions: *Record a √ after planning a lesson or observing instruction utilizing Dr. Kinsella's Essential Routines. Record notes during the observation to expand upon on using the Observation Feedback Frames provided on page 2.*

	The teacher . . .	√	***Notes***
Partner & Group Interactions	arranges seating conducive to partnering		
	pairs students appropriately		
	has previously taught expectations for partnering *(4Ls)*		
	pre-assigns partner roles *(1/2, A/B)*		
	has analyzed lesson for optimal partner/group tasks		
	refers to visible display of expectations and procedures for partnering and/or group tasks		
	refers to visible display of options for fast-finishers		
	cues partner 1/A, or group member #1 to initiate task		
Setting Up	directs students' attention *(board, text, etc.)*		
	establishes lesson and language objectives		
	visibly displays, explains, and models steps for each task		
	checks for understanding of task(s) *(partner cloze, group collaboration, reporting, listening tasks, etc.)*		
	assigns active listening tasks (acknowledge similarities, paraphrase partner's response)		
	assigns fast-finisher tasks (record 2nd sentence: elaboration, or explanation; read section)		
Response Frames	explains purpose of response frame		
	visibly displays the frame		
	models an appropriate response verbally and visibly		
	prompts rehearsal of the frame using the model response *(silently tracking, oral cloze, phrase-cued, chorally)*		
	identifies and explains unfamiliar vocabulary		
	guides incorporation of precise academic words		
	identifies and explains grammatical targets *(plural nouns, past-tense verbs, etc.)*		
Monitoring	attends to targeted students		
	circulates to listen to and read responses		
	redirects off-task or idle students		
	provides corrective feedback that elicits accurate use		
	preselects student(s) for initial reporting		
	coaches students to speak audibly *(public voice)*		
	uses varied strategies to elicit additional reporting *(partner nomination, random, all partner As, voluntary, etc.)*		
	records contributions *(chart, white board, visual organizer)*		

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Observation Feedback Frames

The teacher facilitated productive partner or group interactions by . . .

- _____
- _____
- _____

*Instructional goal(s) for **partner/group interactions** include:*

- _____
- _____

The teacher successfully set up the lesson and tasks by . . .

- _____
- _____
- _____

*Instructional goal(s) for **setting up** include:*

- _____
- _____

The teacher structured competent verbal and written responses by . . .

- _____
- _____
- _____

*Instructional goal(s) for **using response frames** include:*

- _____
- _____

The teacher effectively **monitored tasks, interactions and language use** by . . .

- _____
- _____
- _____

*Instructional goal(s) for **monitoring** include:*

- _____
- _____

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Academic Discussion Topic: *Earning Respect from Peers*

THINK: **Brainstorm ways you earn respect from your peers using everyday English. Draw from your background knowledge and experiences.**

1. _____
2. _____
3. _____

WRITE: **Rewrite two ideas using the sentence frames. Include precise word choices. Prepare to elaborate upon your idea verbally if you are asked to report.**

Frame 1: I try to earn respect from my peers by being _____ (adjective: *honest*)
Response: _____

_____

Frame 2: In the past, I have obtained respect from my peers by ____ (verb + ing: *participating*)
Response: _____

_____

Adjective Bank:	**Everyday** *nice* *good*	**Precise, Academic Adjectives** *supportive, loyal,* _____ *skilled in: creative with*
Verb Bank:	**Everyday** *helping* *winning*	**Precise, Academic Verbs** *assisting with; offering advice when* *excelling in;* _____

DISCUSS: **Listen attentively to, restate, and record notes on your classmates' ideas. Start by listening attentively, restating, and recording your partner's idea.**

- *If I understand you correctly, you earn respect by* _____
- *Yes, that's correct. No, not exactly.*

Classmates' names	Ideas
1.	
2.	
3.	

REPORT: **Prepare to report a classmate's idea during the whole group discussion. Listen attentively, and utilize frames for reporting and citation.**

- *(name)*____ **(***pointed out/emphasized) that (she/he) earns respect by* _____

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In the STARlight

STUDENTS OF TODAY ACHIEVING RESULTS

Produced and designed by the San Bernardino County Superintendent of Schools
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visit http://www.elresearch.org

Questions for Reflection

1. Does your school provide a dedicated advanced course of English language study for English learners who have stalled in their second-language development and/or who have recently been reclassified with disappointing state exam scores?
2. The Common Core assessments focus on informational reading and evidence-based argumentative writing. How will the curricula you are currently using promote second language gains, and adequately prepare English learners for the language, speaking and writing demands of these assessments?
3. What, if any, research-informed instructional routines has your school site established across the disciplines to support English learners in learning vocabulary, reading text, participating in unified-class discussions, and productively collaborating with peers?
4. How could your unified staff serve as eloquent and articulate models of academic English register throughout the school day for students with limited exposure to advanced English outside the classroom?
5. What criteria should coaches and administrators consider when observing lessons for evidence checks of effective verbal engagement of English learners?

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In the STARlight

Research & Resources for English Learner Achievement

Issue 7

Research to Inform English Language Development in Secondary Schools

- Key Points
- Highlights
- Implications
- Resources

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December, 2011

Students of Today Achieving Results

Advanced, if not native-like proficiency in English, is imperative for language minority youths whose educational and professional aspirations hinge upon communicative competence in the dominant language. The ability to converse in English with relative ease is not a bold enough instructional goal. New national K-12 standards and assessments, and an increasingly sophisticated workplace exert tremendous pressures upon school-aged English learners to develop accurate fluency, or the ability to effortlessly produce error-free, contextually-appropriate language (Dutro & Kinsella, 2010).

As we design second-language instruction for adolescent English learners that fosters accurate fluency in speaking and writing, we must look to classroom principles and practices that are supported by available research.

1. Augment core English-Language Arts classes with a dedicated English Language Development period

Current research and best practices for Long-Term English Learners recommend clustered placement into grade-level content classes, including English-Language Arts, mixed with English proficient students. English learners need to interact academically with skilled English communicators to learn a target-like version of spoken English. To advance in their academic standing, they must also have access to rigorous curricula at their grade level (Olsen, 2010; Scarcella, 2003). English learners additionally require a dedicated time for second-language learning and practice. A number of researchers have observed that effective content teaching is not synonymous with effective language teaching (Gersten & Baker, 2000; Ramirez, 1992). In fact, due to time constraints, curricular complexities and aggressive testing schedules, English-Language Arts and other secondary content standards invariably trump instruction in relevant English speaking and listening skills. There is ample evidence that like other complex learning, proficiency in English requires targeted, systematic and explicit instruction in a clear course of second language study, rather than ad hoc, incidental lessons within another discipline (Norris & Ortega, 2000; Saunders & Goldenberg, 2010). Without informed, intentional instruction in how English works -- vocabulary, word usage, grammatical features, and syntactic structures -- and meaningful daily structured rehearsals, older English learners will not develop a competent command of English (Dutro & Kinsella, 2010).

2. Explicitly teach language elements within meaningful content

In their analysis of 77 studies focused on the effectiveness of second-language teaching practices, Norris and Ortega (2006) drew strong conclusions regarding the decided benefits of form-focused, explicit teaching methods for older English learners. The researchers pinpointed three essential elements of explicit language teaching: 1) conscientiously directing students' attention to a new word, grammatical form, or language rule; 2) clearly explaining and demonstrating the language element; and 3) providing ample opportunities for use of the language target in meaningful, scaffolded and monitored contexts.

Indirect, implicit language teaching methods have a comparatively negligible impact on student language learning. For example, if a teacher merely leads choral repetition of a model response to a lesson question but doesn't dissect the sentence for students and point out the grammatical and vocabulary targets, English learners are unlikely to independently extract the linguistic principles and produce an equally strong statement. Lightbown and Spada (2008) argue that instruction that helps English learners take careful notice of specific linguistic elements in lesson content increase the likelihood that students will acquire them

3. Utilize consistent instructional routines

Adolescent English learners must cope with the double demands of learning rigorous content in core courses and a second language (Short & Fitzsimmons, 2007). Compounding this curricular complexity is the diversity of instructional strategies utilized by teachers within and across the subject areas. When English learners are routinely adjusting to new classroom expectations and instructional practices, little cognitive capital is available to grapple with new concepts, language and skills. A consistent set of instructional routines with clear teacher and student roles, steps, and language targets maximize student engagement and second language development (Gersten & Baker, 2000; Goldenberg, 2008)

4. Orchestrate peer interactions with clear language targets

Oral language proficiency underscores advanced academic literacy (August & Shanahan, 2006); English learners understandably struggle to read and write what they cannot articulate verbally. To make second-language acquisition gains, English learners must have daily opportunities to communicate using more sophisticated social and academic English. However, when assigned interactive activities without established language goals, adolescent English learners focus more on "friendly discourse" than on producing and eliciting conceptually competent responses with linguistic accuracy (Foster & Ohta, 2005). Orchestrating peer interactions with clear roles, language targets, accountability for implementation, and meticulous monitoring ensures gains in oral language proficiency (Saunders & Goldenberg, 2010).

5. Monitor language production and provide productive feedback on errors

A critical component of effective language instruction is teacher feedback to students about the accuracy of their language use. Without form-focused instruction and productive feedback on their spoken and written English, adolescent English learners will never get a handle on their persistent and potentially stigmatizing errors (Spada & Lightbown, 2008). As English learners work independently or collaboratively on tasks, teachers must actively monitor their language production, carefully reading what they are writing and listening to what they are contributing. In doing, educators can more adeptly assess students' grasp of language targets and note unanticipated challenges in need of subsequent feedback. A prevalent approach to spoken error correction is "recasting," or merely reiterating a student's utterance without pointing out the problem. Research indicates that when teachers rely on this implicit approach, English Learners are unlikely to perceive that they are being corrected (Lyster & Ranta,1997). They are more apt to comprehend that the teacher is either validating their response or repeating it audibly for the class. Efforts to elicit the correct form and metalinguistic prompts have been shown to be more effective for short-term and long-term language learning than simple recasts. When students have linguistic awareness developed from conscientious instruction and structured practice, a teacher can more easily guide them in identifying an error and self-correcting.

Conclusion

With the burgeoning population of English learners in the United States, we cannot rely on good intentions, common teaching wisdom, and curricula designed for proficient English speakers to adequately address their acute second-language learning needs. The staggering numbers of Long-Term English Learners entering our secondary schools should serve as a wake-up call for serious introspection about existing English learner curriculum and instruction. Effective English language development has been proven by current research and promising practices to be far more than just "good teaching." We must provide a dedicated context for explicit and informed language instruction that re-engages discouraged English learners and equips them with the communicative confidence and competence to realize their academic and personal goals.

Adapted with permission from Kinsella, K. (2011). English 3D: Teaching Guide. Scholastic.

In the STARlight

Implications for Teachers

Support adolescent English learners in making tremendous strides in their scholarly demeanor and academic language proficiency:

- Model eloquent academic register: Most English Learners have limited opportunities to hear complex and articulate English for varied purposes outside the classroom. They depend on every teacher to provide a "real time" model of proficient English for advanced social and academic purposes.
- Don't code switch between academic register and casual vernacular *(OK, you guys… I need you to get in groups right now. Really. What is your perspective on this issue?)*. It gives students very confusing messages about appropriate language use in social, academic, and professional contexts.
- Devote a section of your classroom real estate to academic language that students can readily draw from to competently engage in routine classroom interactions. Prominently displaying high-use expressions for daily communicative tasks such as asking for clarification or articulating a perspective will prompt appropriate register.
- Analyze lessons for optimal verbal production opportunities and structure accountable partner or group interactions with clear language targets and relevant response frames.
- Praise and incentivize spontaneous use of previously taught language. If a student skillfully uses a recently taught term while offering a point of view during a class discussion, take a moment to commend the adept language use.
- Be diligent about structured academic interaction routines. To make measurable strides in their English communicative competence, students need to consistently produce and hear rich, varied, and increasingly complex sentences. If you fluctuate between occasionally orchestrating articulate discourse using lesson response frames and regularly allowing students to revert to casual vernacular, they will be confused, inefficient, and less likely to internalize course language objectives.
- Don't be apprehensive about correcting verbal production errors when you have already devoted time to formally teaching a particular word, expression or grammatical form. Instead of simply repeating the utterance correctly, elicit the correct form or rule from the student or the class with a clear prompt: e.g., *I heard you say "Steve Jobs invent the iPad." The iPad is 2 years old. Think about how you can correct your verb use.*"

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