Building Language Strategies and Tools for English Learners

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CABE 2017

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Common Core Writing Standards

English Language Arts/English Language Development Framework

English Language Development (ELD) Standards -Key Shifts-

• Used in Tandem with Common Core ELA Standards and Content Areas

Integrated
• All Content Areas
• ELA with ELD Considerations
• All of the Time

Designated
• Specialized Attention to Critical Language Skills
• Protected Time

• 3 Modes of Communication
  • Collaboration, Interpretive, Productive

• 3 Levels on Continuum
  • Emerging, Expanding, Bridging

• Key Themes

Meaning Making
Language Development
Effective Expression
Content Knowledge
Foundational Skills

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Building Background on Writing Essentials

Spoken Language
• Create a classroom filled with opportunities for collaborative conversations
• Point out powerful language examples in daily read- and write-alouds
• Model think-alouds across content areas
• Increase student ‘talk time’
• Immerse students in multiples exchanges to notice and practice language
• Provide dialogue to ask and answer questions to build understanding
Oral Proficiency Tip:

“When in doubt, talk it out!”

Written Language

- Note: Once the basics are taught, the strategies will be utilized in the context of text type writing
Three Tiers of Words

“While the term tier may connote a hierarchy, a ranking of words from least to most important, the reality is that all three tiers of words are vital to comprehension and vocabulary development, although learning tier two and three words typically requires more deliberate effort (at least for students whose first language is English) than does learning tier one words.”

-Tier One Words

“Tier One words are the words of everyday speech usually learned in the early grades, albeit not at the same rate by all children. They are not considered a challenge to the average native speaker, though English language learners of any age will have to attend carefully to them.”

-Tier Two Words

“Tier Two words (what Standards refer to as general academic words) are far more likely to appear in written texts than in speech. They appear in all sorts of texts: informational texts (words such as relative, vary, formulate, specificity, and accumulate), technical texts (calibrate, itemize, peripherally), and literary texts (misfortunate, dignified, faltered, unabashedly). Tier two words often represent subtle or precise ways to say relatively simple things - saunter instead of walk, for example. Because Tier Two words are found across many types of texts, they are highly generalizable.”
Tier Three Words

“Tier Three words (what the Standards refer to as domain-specific words) are specific to a domain or field of study (lava, carburetor, legislature, circumference, aorta) and key to understanding a new concept within a text. Because of their specificity and close ties to content knowledge, Tier Three words are far more common in informational texts than in literature. Recognized as new and “hard” words for most readers (particularly student readers), they are often explicitly defined by the author of a text, repeatedly used, and otherwise heavily scaffolded (e.g., made a part of a glossary).”

-Common Core State Standards: Appendix A-


Accessing Words and Phrases

Known

Know As Fast as a Snap!

Sound it Out!

Find it!

Unknown

Read and Write as Fast as a Snap!

• Fry’s Instant Word List

• Dolch’s Basic Sight Words List

• Rebecca Sitton’s Spelling List

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Known Words: Fast as a Snap

“For instructional purposes these are usually referred to as sight words or sight vocabulary because we would like our students to recognize them in less than a second. Why? Because this enhances their chance of getting to the end of the sentence in time to remember how it began.”


Vocabulary

“...the most powerful way to teach new terms and phrases is to use an instructional sequence that allows for multiple exposures to students in multiple ways.”

-24 times practice to reach 80% competency-


Understanding Relations of Words & Their Meaning

• Highlights Exposure To and Targets New Vocabulary

• Anchors Vocabulary from Wide and Extensive Independent Reading Experiences

• Applies Vocabulary and Concept Development to Reading, Writing, Listening, and Speaking

• Increases Vocabulary Acquisition


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Tip: Using the Organizers

- Add to Class Bank when Reading, Writing, or Discussing
- Demonstrate How to Utilize Vocabulary Words when Writing Aloud
- Promote Students to Keep Own Banks in Writing Folders
- Add Non-Linguistic Representation and Mnemonics to Help Build Understanding

Building on Cumulative Vocabulary

Vocabulary Tools

- Shapes
  - square
  - circle
  - triangle
- Food
  - apple
  - grapes
  - ham
- Colors
  - red
  - yellow
  - blue
  - pink
  - purple
- Clothing
  - shoe
  - dress
  - pants
  - shirt
  - socks

Vocabulary Tools

- Opposites
  - movements
    - in
    - out
    - sit
    - stand
    - up
    - down
    - stop
    - go
    - run
    - walk
  - sizes
    - big
    - small
    - tall
    - short
    - wide
    - narrow

Defining Words

- Category
  - duck
  - bird
  - swims
  - tiger
  - cat
  - stripes

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Promoting Student Ownership of Vocabulary

Gathering Descriptive Language

Use Visuals to Enhance Descriptive Vocabulary
**Vocabulary:** There are recommended processes for teaching new terms and phrases:

1. Present the students with a brief explanation or description of the new term or phrase
2. Present the students with a nonlinguistic representation of the new term or phrase
3. Ask the students to generate their own explanations or descriptions of the new term or phrase
4. Ask the students to create their own nonlinguistic representation of the new term or phrase
5. Periodically ask the students to review the accuracy of their explanations and representations


**Vocabulary Map Tip:**

- Phase tool from direct instruction to guided to independent practice
- Ensure students can prove/support their thought process

**Vocabulary Map Tip:**

- Small groups of students can play different roles in defining a word

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My green card is for good behavior.

We use peace feet in the halls.
Vocabulary Tip:
• Use kinesthetic movement to increase vocabulary
  ▪ Student-generated
  ▪ Used during transitions
  ▪ Attention grabbers

Now, Let’s Try It!
-Glistening-

Vocabulary: Non-Linguistic

Vocabulary Tip:
• When using lyrics, poetry, or chants, highlight key vocabulary on sentence strips
Two vocabulary strategies I will try in my classroom:

•

•

How I plan to implement them:
Building Powerful Sentences

What is a sentence?

<table>
<thead>
<tr>
<th>Subject</th>
<th>Who? or What?</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>Predicate</td>
<td>What About?</td>
<td>Verb</td>
</tr>
</tbody>
</table>

Complete Thought that Makes Sense

Who/What Chart

- To add academic vocabulary
- To prompt students with questioning techniques
- To demonstrate sentence development

- Grades K-2: Utilized for complete sentence building
- Grades K-6: Utilized as a reference for quick summaries

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Draw a picture of something you see [pointing to the Who/What Chart].

What do you know about animals?
After learning about animals, write information about an animal.

Tip: Create a Chant to Help Students Spell “Because”

“Powerful word (It makes sentences strong),
b-e-c-a-u-s-e.”
(spelling out on fingers)

by Debbie Weitz Otto

- “Who or what are we going to write about?”
  - the blue bird
- “What about the blue bird?”
  - The bird is...
  - The blue bird flies.
- “Why can the blue bird fly?”
  - because it has wings

The Blue Bird

The blue bird flies because it has wings.

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Add a second sentence by asking additional questions:

- “What else do we know about the blue bird?
  - *It soars high in the sky.*

Use additional questions on the Who/What Chart as soon as students are ready.

The blue bird flies because it has wings.
It soars high in the sky.

Now, You Try It!
Now, You Try It!

Draw a picture of an animal.

What do you know about animals? After learning about animals, write information about an animal.

Powerful Sentences Chart
- To transform a simple idea into powerful sentences
- To brainstorm related words/synonyms
- To develop and verbalize new sentences

Build Powerful Sentences Using the Powerful Sentences Chart and Sentence Blueprint Cards

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Now, You Try It!
Create a Powerful Sentence

My students will write better.

Now, You Try It!

Spanish Powerful Sentences Chart

Oraciones Poderosas

**Sentence Blueprints Cards**

- To create a variety of powerful sentences
- To actively engage students in creating new blueprint patterns
- To develop and verbalize new sentences

**- Travelers-**

- Grades 2-6: Travelers
- Grades 3-6: Triple Deckers
- Grades 3-6: Double the Whos

- Grades 2-6: Travelers

The desperate 49ers panned for gold during the Gold Rush in California.

- Grades 3-6: Triple Deckers

Using a rocker, the desperate 49ers panned for gold during the Gold Rush in California.

- Grades 3-6: Double the Whos

James Marshall, a gold seeker, hunted for nuggets in the Sierra Nevada mountains in 1849 to prosper.

**-with Travelers-**

To prosper, James Marshall, a gold seeker, hunted for nuggets in the Sierra Nevada mountains in 1849.

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Two sentence strategies I will try in my classroom:

- 
- 

How I plan to implement them:
Thank You!

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