**LINKING ACADEMIC ENGLISH MASTERY TO THE DEMANDS OF INTEGRATED ENGLISH LANGUAGE DEVELOPMENT**

Presented by Ivannia Soto, Ph.D.

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**INTRODUCTION**

*What we know for sure...*

There are over **6 million** K-12 students in California.

- **ELL Demographics** – We have increasing numbers of ELLs in California and the country.
  - There are now approximately **1 million 600 thousand** ELLs in California.
  - The number of proficient ELLs, as measured by the CELDT (EA overall), is **1.1 million**.
  - The number of redesignated ELLs in California is approximately **153,000**.

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**WHO ARE LONG-TERM ENGLISH LEARNERS (LTELs)?**

- ELLs who have been in U.S. schools for **six years or more** without reaching sufficient English proficiency to be reclassified as fluent in English.

- The majority (59%) of English Language Learners (ELLs) at the secondary level are Long-Term English Learners (LTELs).

*(Olsen, 2010)*
**WHAT IS ACADEMIC ENGLISH?**

**ALL students are AESL**

*(Academic English as a Second Language)*

- Academic English is not natural language. It must be explicitly taught.
- Essential Components of Academic English
  - Vocabulary (Frayer model)
  - Syntax (sophisticated)
  - Grammar (complex)
  - Register (Think-Pair-Share and Reciprocal Teaching)

*(Kinsella, 2007)*

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### OLD PARADIGMS

- Learn English
- Academic content
- Language
- Academic Content
- Academic vocabulary as overlap

*(CA Together, 2012)*

### NEW CCSS PARADIGM:

**LANGUAGE IS CENTRAL TO ALL ACADEMIC AREAS**

- MATH
- SCIENCE
- LANGUAGE ARTS

- *instructional discourse*
- *expressing and understanding reasoning*

*(CA Together, 2012)*

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### ACADEMIC ENGLISH

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*Kinsella, 2007*

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### ACADEMIC VOCABULARY

To enhance academic vocabulary, teachers need to specify the words, phrases, sentences, and strategies to participate in class discussions, to show evidence of understanding and express complex concepts in writing, and to express oneself in academic writing.

*Calderon, 2016*

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### GRAMMAR/SYNTAX IN CONTEXT

According to the Freemans (2016), grammar and syntax in context are a set of internalized rules about language use that people acquire over time, both for first and second language.

*Freemans, 2016*

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*(Zwiers, 2016)*

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*Freemans, 2016*
VIDEO: WHITTIER HIGH SCHOOL ELLS

As you watch the video, write down evidence of the following:

- What are these students' language assets?
- What are their language needs?

Scaffolding Think-Pair-Share

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<td>1. What was your AHA moment so far?</td>
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(Adapted by Soto-Hinman, 2009)

Language Strategies for Active Classroom Participation

- **Expressing an Opinion**
  - I think/believe that . . .
  - It seems to me that . . .
  - In my opinion . . .

- **Asking for Clarification**
  - What do you mean?
  - Will you explain that again?
  - I have a question about that.

- **Soliciting a Response**
  - What do you think?
  - We haven’t heard from you yet.
  - Do you agree?
  - What answer did you get?

- **Predicting**
  - I guess/predict/imagine that . . .
  - Based on . . ., I infer that . . .
  - I hypothesize that . . .

- **Paraphrasing**
  - So you are saying that . . .
  - In other words, you think . . .
  - What I hear you saying is . . .

- **Acknowledging Ideas**
  - My idea is similar to/related to . . .’s idea.
  - I agree with (a person) that . . .
  - My idea builds upon . . .’s idea.

(Kinsella & Feldman, 2006)

TPS Consensus

- What I said and justify why?
- What my partner said and justify why?
- A combination and justify why?
- A whole new idea and justify why?
ELA/ELD FRAMEWORK OVERVIEW
Presented by Ivanna Soto, Ph.D.

DISTRICTS HAVE A DUAL OBLIGATION TO ENGLISH LANGUAGE LEARNERS

1. Provide meaningful access to grade-level academic content via appropriate instruction (Integrated ELD)
2. Develop students’ English language proficiency (Designated ELD)

(\textit{Lau v. Nichols; Castañeda v. Pickard; NCLB; Title III})

INTEGRATED & DESIGNATED ELD: WORKING IN TANDEM

\textbf{Integrated ELD:} All teachers with ELs in their classrooms use the CA ELD Standards in \textit{tandem with} the CA CCSS for ELA/Literacy and other content standards.

\textbf{Designated ELD:} A protected time during the school day when teachers use the CA ELD Standards as the focal standards in ways that build \textit{into and from} content instruction.

LEVERAGE POINTS FOR LANGUAGE EQUITY

CA-ELD Standards

Proposition 58

ELD-ELA Framework

ELPAC
What's Unique About This Framework

- Integrates two sets of standards in all chapters - CA CCSS for ELA/Literacy and CA ELD Standards
- Discusses the standards in terms of five key themes
- Integrates multiple content areas and literacy
- Tells and shows
  - Deeply grounded in current research
  - Snapshots and vignettes illustrate the standards in action
- Focuses on equity and access
- Promotes collaboration and shared responsibility

California ELA/ELD Framework

![Diagram of California ELA/ELD Framework]

Key Themes of Standards

1. Meaning Making (comprehension)
2. Language Development (vocabulary, academic language, syntax, and text structure)
3. Effective Expression (L, S, R & W across content areas)
4. Content Knowledge (depth of knowledge across disciplines)
5. Foundational Skills (decoding skills)

Four Shifts Windowpane: Key Themes

<table>
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<tr>
<th>Four Key Words</th>
<th>Three Phrases</th>
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<tr>
<td>One Key Quote</td>
<td>Visual</td>
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</table>
ELA/ELD Framework Snapshot Analysis

After you read your snapshot or vignette, share with your elbow partner(s) or table:
1. What are students doing?
2. What is the teacher doing?
3. What are the academic language demands?

Snapshot Progression

What academic language progressions and similarities do you see across the snapshots?

<table>
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<th>Progressions</th>
<th>Similarities</th>
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Metacognitive Symbols

- Connection
- Question
- Resonates

Mark up your text (highlight, underline, write notes in the margin, etc.)
Be prepared to share your notes with others.
WHAT IS CONVERSATIONAL DISCOURSE?

- A key feature of conversational discourse is that it is used to create and clarify knowledge, not just transmit it.

- Language is not one solid tool but a dynamic and evolving mix of resources and flexible tools used to communicate, build, and choose ideas at any given moment.

What do you expect of your students during conversational discourse?

CHAPTER 3, “SPEAKING”

Benefits of Productive Group Work for ELL Students

1. They hear more language.
2. They speak more language.
3. They understand more language.
4. They ask more questions.
5. They are more comfortable about speaking.

Norms: Making Conversations Cooperative

- Make your contribution not more or less informative than is required at the current stage of the conversation.
- Don’t say ideas that you think are false or ideas that lack evidence.
- Be clear.
- Be relevant to the current stage of the conversation.

South El Monte HS: 10th Grade ELA

Group Work Procedure:
1. Everybody in the group contributes equally.
2. Be respectful of each other's opinions.
3. Stay focused on the task at hand.
4. Try not to give others your personal views.
5. No one is done until everyone is done.
Building Ideas: Given and New

**Given**
- Paraphrase
- Recap
- Zoom in on information just shared in conversation
- Common/familiar knowledge

**New**
- Build new ideas
- Variations
- Build multiple perspectives
- Connected to purpose of conversation

“Why talk if nothing new results?”

“The more genuine conversation is, the less its conduct lies within the will of either partner. . . . A conversation has a spirit of its own, and the language in which it is conducted bears its own truth within it—i.e., that it allows something to ‘emerge’ which hence forth exists.”

~Hans Georg Gadamer (1976)
CONVERSATIONAL SKILLS
Chapter 8: Classroom Applications for Conversational Discourse
The Skill of Clarifying Ideas

The Skill of Clarifying Ideas
- Clarifying can help to prompt a partner to produce more language, which
  - (1) provides input for the listener; and
  - (2) challenges the speaker to extend ideas.
- To clarify, a partner can do several things:
  - ask for definitions (Line 3);
  - ask for elaboration (Line 8); and
  - paraphrase (Line 6).

CLAIRIFYING IDEAS CONVERSATION
1  Isa:  So, the teacher asked us why people are biased in history.
2  Ana:  I think they want to look good.
3  Isa:  What do you mean by that?
4  Ana:  They lie like maybe leave out stuff so that they're like heroes or something.
5  Isa:  Yeah, like when the teacher said even us, we like don’t say the whole truth when we tell our parents stuff.
6  Ana:  So, you're saying that we are like those people who lie in history?
7  Isa:  Yeah, kind of. Remember that guy, John Smith. He made up stuff, like on Pocahontas, to sell books.
8  Ana:  Can you say more about that? I read it but don’t remember.

(Pages 26-28)

SCAFFOLDING CONVERSATIONAL SKILLS

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<td>2. What do you mean by that?</td>
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<td><em>Paraphrase response.</em></td>
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PLANNING FOR CLASSROOM DISCOURSE

Setting Up Classroom Discourse

- What are the norms that you will put in place for conversational discourse?
- How will you introduce conversational discourse for the first time?
  - Modeling, fishbowl
- What content will you use to introduce conversational discourse for the first time?

Clarifying Ideas

- How will you model clarifying ideas?
- What open-ended question will you pose for clarifying ideas?
- What will be your follow-up questions?