Outcome

Become familiar with E.L. Achieve's **Vision of Explicit Language Instruction** in order to deepen understanding of how to provide appropriate and explicit language support.

Unprecedented Emphasis on Language

CCSS call on students to:

- Apply a multi-faceted knowledge of English in writing and speaking.
- Make informed, skillful language choices to express themselves.

Students are expected to demonstrate their understanding of content reading through discussions, presentations, and written performance tasks.
Research Break

Current literature makes clear that robust EL programs must include explicit instruction in English:

- Provide dedicated language instruction by proficiency level to learn how English works
- Backward map from a cognitive task to identify linguistic demands of communication for learning
- Emphasize the role of oral language interaction for complex thinking and as writing rehearsal

Alluding to language use — rather than explicitly sharing how it works — leaves ELs with a partial command of the structures of academic English.

From the work of: August, Brown, Canale & Swain; Cummins; Doughty & Williams; Dutro & Moran; Ellis; Lightbown & Spada; Mclaughlin; Norris & Ortega; Saunier; Carello, Goldenberg, & Macalister; Wong Fillmore & Snow

It’s a Daunting Task

While learning grade-level content, ELs must gain a multi-faceted knowledge of the English language.

- **Native language** = almost invisibly learned
  - Rules (syntax, discourse)
  - Vocabulary
  - Nuances (idioms, cadence, registers)
- **Academic language** = requires instruction in critical components

New language + academic language = careful instruction and a great deal of practice

Contrasting Syntax

Native speakers from several countries were asked to translate the sentence:

“The girl who sits next to you has two new books.”

**Spanish:** The girl who sits herself together to you has two books news.

**Khmer (Cambodian):** Girl who sit next to you have book new two.

**Japanese:** You next to sit girl new book two have.

**Vietnamese:** Girl sit next to you have two book new.

**Tagalog:** There two book the child female is sitting next you.

**Korean:** You next sit girl new book two have.
So Much Language To Teach; So Little Time!

Vision of Explicit Language Instruction

- Backward map from a meaningful task to identify the language students need to complete it.
- Plan, teach, and give students tons of practice so they take charge of language choices.

What Makes a Meaningful Task?

Tool for Acceleration

A Vision of Explicit Language Instruction

What to teach - Analysis

- Backward map from a meaningful cognitive task

How to teach it - Planning

- Vision

Tool

- Metacognitive awareness
- Engaging in social and academic conversations
- Expressing thinking orally and in writing
- Inform text structure
- Engage in standards-based, grade-level reading and writing
- Inform text structure

In Determining What to Teach, Focus on Language That Is …

High Leverage

- Supports the cognitive functions of academic content standards
- Useful to engage productively in school contexts (request clarification, make a case, justify a point, interact effectively with peers and adults)

Portable

- Can be applied in a myriad of high-value academic and real-life contexts
- Develops metalinguistic understanding

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Language Functions and CCSS

- **RL.K.2** - With prompting and support, retell familiar stories, including key details.
- **RI.2.3** - Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- **RL.4.3** - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- **RI.6.9** - Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
- **RL.8.2** - Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

Vision of Explicit Language Instruction

In a series of lessons with the ultimate goal of writing an essay comparing and contrasting how character development is addressed in two versions of a story, students need to discuss both stories by:

- (1) retelling the events,
- (2) describing characters' motivations and actions, and
- (3) using evidence from the text to back up their opinions about similarities and differences between the stories' approaches to character development.  

(Dutro, Núñez, & Helman, 2016)
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Vision of Explicit Language Instruction
To craft the essay, students must be able to organize their thoughts in writing by using:
▪ (1) comparative structures,
▪ (2) sequence words,
▪ (3) descriptions of actions and/or characters, and
▪ (4) transitional phrases to connect ideas.

Tool for Acceleration
What language is needed to communicate for a particular purpose?
What language is needed to comprehend and interpret complex text and express thinking orally and in writing?

Organize Mortar to Clue Students to Multiple Ways of Putting Sentences Together
Sentence Frames Should Teach Multiple Ways of Putting Sentences Together

And Provide Plenty of Examples ...

And Provide Plenty of Examples ...
Analyze the Linguistic Demands of Performance Tasks

By peeling back the layers of what is required – we can:

▪ Identify, teach, and practice requisite language for speaking, reading, and writing.
▪ Equip students with high-leverage language skills needed to meet core content standards.
▪ Differentiate by proficiency level so every student has an entry point to the learning.

Understand the Continuum of Language Helps Us ...

▪ Understand how language may be playing a role in the expression of content understanding.
▪ Engage students in the same cognitive work, supporting them with the language they need to understand the content and to express themselves, given their proficiency level.
▪ Identify the points of differentiation.

Tool for Acceleration

▪ Differentiate by proficiency level.
▪ Simplify the language, not the thinking work.
▪ Provide multiple examples.
So Much Language To Teach; So Little Time!

Student Practice

Oral language development precedes and is the foundation for written language development; in other words, oral language is primary and written language builds on it. Children’s language competence is strongly predictive of their facility in learning to read and write. (Catts, Adolf, & Weismer, 2006; Hart & Risley, 1995; Hoover & Gough, 1990; Snow, Burns, & Griffin, 1998)

Key Considerations for Effective Structured Student Talk

Reflection

- Use Present an Idea card to write an idea on a post-it about the Vision for Explicit Language Instruction.
- Share ideas at your table.
- Use your Build on an Idea card to comment on an idea presented.
English learners at all proficiency levels are capable of high-level thinking and can engage in complex, cognitively demanding social and academic activities requiring language as long as they are provided appropriate linguistic support.

Overview of the CA ELD Standards and Proficiency Level Descriptors, p. 6