

Agenda Session 4

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- Housekeeping (3-3:10) Report on previous Gp Rdg Anal
- Catch-up - Video ELD or SDAIE? (3:10-4:00) / CELDT Levels with Video / Intro to students in our HSS CAT
- Review Informal EL Student Assessment (4:00-4:15)
- Activity: Standards Overview and Treasure Hunt (4:15-4:45)*
- BREAK (10 min.)
- Effective Practices for encouraging classroom talk and comprehensible input (4:55-5:05)
- Group Reading Analysis Gibbons (p.32-34) and *Time for H&J lesson (Assignment #1) planning (5:10-5:55)*
- Closure (5:55-6:00)



Strategy Differentiation

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- What makes this an ELD lesson rather than a Math lesson using SDAIE strategies?
- Why?
- What could make it more SDAIE?



Quick: ELD, ELA, or both?

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1. Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat.
2. Use decoding skills and knowledge of academic and social vocabulary to begin independent reading.
3. Write a few words or phrases about an event or character from a story read by the teacher.
4. Write captions or phrases for drawings related to a story.
5. Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.



ELL Levels

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— = Heavy line separates clusters of standards
B = Beginning
EI = Early Intermediate
I = Intermediate
EA = Early Advanced
A = Advanced

■ ES vs. *ES



Spheres of Effective Practices for ELs

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- Curricular
 - Graphic organizers, images, reduced text
- Instructional
 - Increased wait time, inter-sentence pausing, strategic group learning, gesturing
- Assessment
 - Increased time, more select-response questions



Effective Practices drawn from the Qualitative Research

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- Communitarian goals
- Protracted language events
- Multiple representations of language
- Building on prior knowledge



STAGES OF LANGUAGE DEVELOPMENT (Based on English Language Development Standards)

BEGINNING	<ul style="list-style-type: none"> • Initial silent period. • Communicate basic needs with one or two word answers. • Use gestures, hand signals, facial expression, and drawings to show comprehension. • Comprehend simple vocabulary commands. • Understand and follow very few simple oral directions. • Tell part of a story, using simple words and phrases. • Comprehend a lot more than what they can say.
EARLY INTERMEDIATE	<ul style="list-style-type: none"> • Use basic vocabulary and syntax. Make frequent errors w/ limited comprehension and communication. • Oral production necessitates repetition to be understood. • Understand and follow simple oral directions. • Can comprehend social conversation spoken slowly • Retell a story based on a picture sequence and using simple phrases with limited vocabulary. .
INTERMEDIATE	<ul style="list-style-type: none"> • Understand most social conversations at normal rate. • Begin to use dialogue. • Formulate their own simple questions. • Language production may be fragmented by search to find correct manner of expression (hum, hum hum) • Produce longer sentences in their speech, but meaning may be obscured due to frequent grammatical errors. • Listener needs to concentrate in order to understand the message.
EARLY ADVANCE	<ul style="list-style-type: none"> • Retell stories in greater detail including characters, setting, plot, summary, and supporting details. • Speech in conversation and classroom discussion is fluent. Occasional lapses that don't impact meaning. • Participates and initiates extended social conversations with peers and adults. • Answers and formulate instructional questions. • Recognizes appropriate ways of speaking (purpose, audience, & subject matter). • Uses simple figurative language and idiomatic expressions.
ADVANCED	<ul style="list-style-type: none"> • Respond and uses idiomatic expressions appropriately. • Speak clearly and comprehensibly using standard English grammatical forms, sounds, intonation, pitch, and modulation. • Identify the main ideas, points of view, and fact/fiction in broadcast and print media. • Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing. • Varies speech according to purpose, audience, and subject matter. • Future linguistic enhancement and refinement will still be necessary.

**English Language Development Standards for California Public Schools, K – 12 (2002)
California Department of Education.**

Table 1

*Strategies of Second Language Ac***A: Preproduction****Characteristics**

1. Listening
2. Student responds nonverbally
3. Ten hours to 6 months of exposure to English

Teaching strategies

1. Ninety percent teacher talk
2. Total Physical Response (TPR)
3. Modeling
4. Active student involvement
5. Yes/no questions
6. Use of pictures
7. Use of props and hands-on activities



B: Early production

Characteristics

1. Continued listening
2. Student responds with one or two words, and nonverbally
3. Three to 6 months to 1 year of exposure to English

Teaching strategies

1. Fifty percent to 60% teacher talk
2. TPR with responses—verbal and nonverbal
3. Answering who, what, where, and either/or questions with one-word answers
4. Role-playing
5. Completing sentences
6. Questions to be answered with phrases (e.g., Where . . . ? In the house.)
7. Labeling (older learners)



C: Speech emergence

Characteristics

1. Sight vocabulary (older learners)
2. Students speak in phrases and sentences
3. One to 3 years of exposure to English

Teaching strategies

1. Forty percent teacher talk
2. Scaffolding and expansion
3. Poetry, songs, and chants
4. Predicting
5. Comparing
6. Describing
7. Social interaction (cooperative learning with information gaps)
8. How and why questions
9. Language experience approach
10. Problem solving
11. Group discussion
12. Labeling
13. Listing, charting, graphing



D: Intermediate fluency

Characteristics

1. May seem fluent, but needs to expand vocabulary and Cognitive Academic Language Proficiency
2. Engages in dialogue
3. Three to 4 years of exposure to English

Teaching strategies

1. Ten percent teacher talk
2. Essay writing
3. Analyzing charts and graphs
4. More complex problem solving and evaluating
5. Continuing with how and why questions; students must research and support their answers
6. Pre-writing activities—writing process, peer critiquing, etc.
7. Literacy analysis

