

Evidence-Based Facilitator Guide Intermediate Academic Content and Literacy for English Learners

Recommendation 2. Integrate Oral and Written Instruction into Content-Area Teaching

Updated March 2023



Professional Development Facilitator's Guide

Recommendation 2. Integrate Oral and Written Instruction into Content-Area Teaching

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Materials Checklist

Item	Consumable Y or N	Quantity	Notes
Computer			
Projector			
Clicker			
PowerPoint presentation on flash drive or computer			
Handouts			
Chart paper and pens			
Sticky notes			
Agenda			
Sign-in forms			
Evaluation form			
Articles to be read			
Miscellaneous			

Idaho State Department of Education Introduction

About the guide

Designed to help instructional leaders deliver effective training to teachers, this guide provides one of four evidence-based recommendations for supporting literacy among English learner students in grades 4–8. It includes practical application ideas and examples, as well as resources for immediate implementation. This guide is based on *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School*, a practice guide from the Institute of Education Sciences (IES). More information is available at ies.ed.gov/ncee/wwc/PracticeGuide/19.

This guide, as well as the accompanying presentation materials, were compiled by the Region 17 Comprehensive Center at Education Northwest for the Idaho State Department of Education.

How to use the guide

This guide is designed to complement the training provided to an instructional leader (e.g., coach, teacher, administrator) who supports teachers in using evidence-based strategies to improve outcomes for English learner students in grades 4–8. The instructional leader will be trained to facilitate and lead learning in a school and/or district. This guide includes a suggested script for each slide in the accompanying PowerPoint presentation. The facilitator can also use the supplemental handouts. For more information on word recognition, phonological awareness, decoding, sight words recognition, and language structure, see courses.lumenlearning.com/suny-hccc-childrenslit and courses.lumenlearning.com/literacypractice.

Note: *The PowerPoint presentation that corresponds to this guide is based on the **second** of four IES recommendations. There are four presentations total, and the first 20 slides are the same in each one. Thus, if you are delivering more than one of these presentations to the same audience during the same professional learning event, after describing the session outcomes (see slide 1), you can skip to slide 21 after your first presentation and begin with the section that starts with, “Today’s presentation is focused on taking a closer look at Recommendation 2 ...”*

The design of this guide gives facilitators the flexibility to respond to school or district needs in a targeted manner. Each evidence-based practice can be provided as a brief training session over the course of a school year. These recommendations can be grouped into common threads and provided as a full- or half-day professional development session. The practices and subsequent activities are not content specific; they can help improve literacy across all content areas in grades 4–8.

What participants need to bring

Participants should bring their core instructional materials, teacher manuals, textbooks, and/or grade-level standards. Throughout the professional learning session, they will be asked to reference and make connections to the instructional tools (i.e., core instructional materials, Curriculum Connection) they are using.

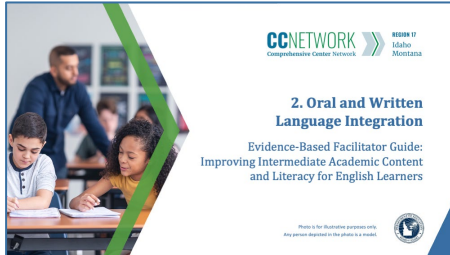
Presenter’s facilitation agenda

Outcomes

- Describe four evidence-based research practices for teaching academic content and literacy to English learners.
- Identify and apply practice recommendation 2 to current core materials by identifying the World-Class Instructional Design and Assessment (WIDA) suggested scaffolds.
- Practice the integration of academic language use and writing through interactive strategies such as jigsaw, conversation stems, and graphic organizers.

Slide

Suggested script



1

Welcome

(Introduce yourself and your colleagues, and allow participants to introduce themselves.)

Today's presentation on teaching academic content and literacy to English learner (EL) students was developed in partnership with the Idaho State Department of Education and the Region 17 Comprehensive Center. Our shared goal is to help Idaho educators provide EL students in grades 4–8 with the language and literacy learning they need to succeed.

Quote

“Words are not just words . . . It is through words that we build, refine, and modify our knowledge. What makes vocabulary valuable and important is not the words themselves so much as the understandings they afford.”



The Challenge of Advanced Study: The Interdependence of Reading and Learning M. I. Adams, 2009, p. 180



2

Quote

Read and reflect on this quote. What does this quote make you think about? What implications does it have for you and your students?

(Give participants a few minutes to share their thoughts with a partner or in groups of four and then ask participants to share with the entire group. If in a virtual environment, enter thoughts in the chat or use a virtual engagement tool.)

Every day, teachers and students across Idaho are using language to provide instruction, exchange ideas, and discuss learning. Language is at the center of the learning process. Learners use words to describe what they are seeing, understanding, and communicating about their learning. Regardless of whether we teach math, English language arts, or any other subject—as teachers, we are the most important factor in student learning. Put another way, we all teach language: The language of our content.

Reference: Adams, 2009.

Slide



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Suggested script

Idaho Content Standards

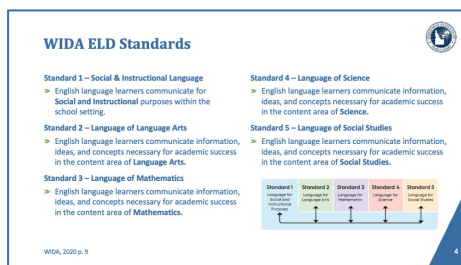
Recognizing the value of consistent, real-world learning goals to ensure all students are graduating from high school prepared for college, career, and life, our state reviews and updates content area standards—including updated standards for English Language Arts/Literacy, Math, and Science in 2022.

(Pull up the website for the content standards: sde.idaho.gov/academic/standards. Show participants where the literacy standards and their content standards are.)

These standards inform the curriculum a district adopts. Standards and curriculum work together to guide teachers in understanding what students should know and be able to do. Our goal today is to provide some tools for improving language and content instruction for English learner students in grades 4–8.

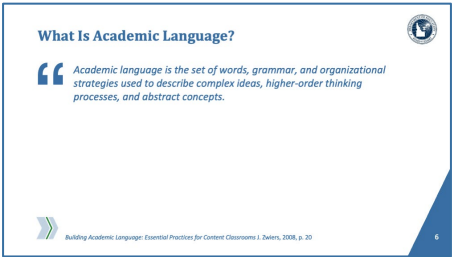
The information presented in today’s session addresses Idaho’s Content Standards—including English Language Arts, Social Studies, Science, and others—in which we ask students to listen, speak, read, or write.

Reference: Idaho State Department of Education, n.d.

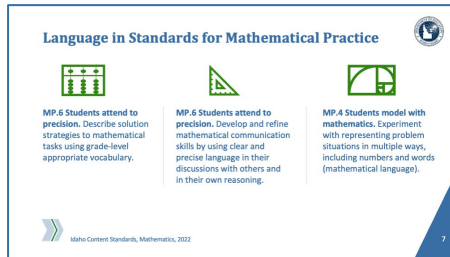


WIDA ELD Standards

These are the World-Class Instructional Design and Assessment English Language Development Standards, or the WIDA ELD Standards for short. The ELD Standards Statements illustrate the integration of content and language. They show language use for learning in the content areas and address the language of schooling.

Slide	Suggested script
4	<p>Note that Standard 1, Language for Social and Instructional Purposes, is foundational for engagement and learning in every discipline. Language is a part of the entire school day and engaging multilingual learners in situations where they can simultaneously learn content and language will increase their opportunity to engage fully in content learning and leverage their language assets as support for their academic achievements.</p> <p>Reference: WIDA, 2020a.</p>
 <p>5</p>	<p>What Is Academic Language?</p> <p><i>(Allow time for participants to turn and talk to a neighbor. Ask volunteers to share their responses using this sentence frame: “Academic language is …” Then show and read the next slide.)</i></p>
 <p>6</p>	<p>What Is Academic Language? (Continued)</p> <p>Academic language is “the set of words, grammar, and organizational strategies used to describe complex ideas, higher order thinking processes, and abstract concepts.”</p> <p>Reference: Zwiers, 2008.</p>

Slide



Language in Standards for Mathematical Practice

MP.6 Students attend to precision. Describe solution strategies to mathematical tasks using grade-level appropriate vocabulary.

MP.6 Students attend to precision. Develop and refine mathematical communication skills by using clear and precise language in their discussions with others and in their own reasoning.

MP.4 Students model with mathematics. Experiment with representing problem situations in multiple ways, including numbers and words (mathematical language).

Idaho Content Standards, Mathematics, 2022

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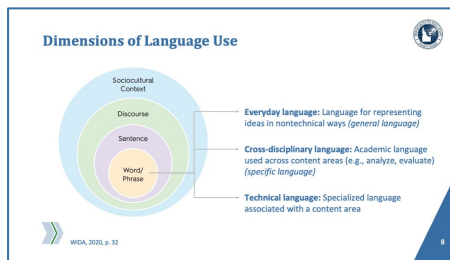
Suggested script

How are the WIDA, Academic Language, and Content Standards Related?

Let's look at an excerpt from the Idaho Mathematics Content Standards. The standards acknowledge that "discussing mathematical thinking with peers gives each student the opportunity to internalize a cohesive structure for numbers." In order to discuss and communicate mathematical concepts, students need to use precise mathematical language.

The Standards for Mathematical Practice complement the content standards so that students increasingly engage with the subject matter. Here are two examples where the Standards for Mathematical Practice specifically address developing mathematical language and vocabulary expectations throughout K–12 for all students to grow in mathematical maturity and expertise. What specific considerations must be considered when teaching EL students?

Reference: Idaho State Department of Education, n.d.



8

Dimensions of Language Use

Formerly described as the "Features of Academic Language," the WIDA standards describe the dimensions of language use to conceptualize the linguistic system within a sociocultural context. Language users make choices in all three dimensions (word/phrase, sentence, discourse) based on the intended audience. It is important to understand language dimensions as the factors that relate to language acquisition for multilingual learners.

WIDA expanded the continuum of K–12 performance definitions into six grade-level cluster Proficiency Level Descriptors to support consistent interpretations by state, local, and school-based educators and to address developmental

Slide	Suggested script
	<p>differences in the complexity and range of language uses needed by primary and secondary students.</p> <ul style="list-style-type: none"> • The discourse dimension refers to how language is organized to communicate ideas together in a text (think paragraph length and cohesion) and imparts overall meaning across an entire text. • The sentence dimension helps shape how a text is sequenced and connected and contributes to its grammatical complexity. • The word/phrase dimension adds precision to communication and focuses on how language users strategically select everyday, cross-disciplinary, and technical language to convey precise meaning more effectively. • Everyday language refers to the language for representing ideas in nontechnical ways—like “dogs” instead of “canines.” This is also known as “general language.” • Cross-disciplinary language refers to the common academic language used across content areas—words like “analyze,” “evaluate,” and “summarize.” This is also known as “specific language.” • Technical language refers to the specialized language associated with a content area—like “mitosis,” “imperialism,” and “pi.” <p>Reference: WIDA, 2012; WIDA, 2020a; WIDA; 2020d.</p>

Slide

4 Key Language Uses

- Reflect the most high-leverage genre families across academic content standards
- Are present across all grade levels and disciplines

WIDA, 2020, p. 26

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Suggested script

Four Key Language Uses

As part of developing the WIDA ELD Standards Framework, 2020 edition, WIDA researchers analyzed academic content standards from several states, research literature, and evidence-based disciplinary practices. The updated standards emphasize four Key Language Uses: Narrate, Argue, Inform, and Explain. While each discipline has unique ways of applying each, they also share common aspects across all disciplines. The choice to update the name of the “Key Uses of Academic Language” in the 2016 edition to “Key Language Uses” in the 2020 edition reflects the belief in multiple, multilingual competencies and an expanded view of language proficiency. Key Language Uses bring focus and coherence to the language of schooling, helping educators make choices that prioritize and coordinate content and language integration.

Additional Resource

WIDA Standards Framework FAQ: Key Language Uses
prod.wida.us/sites/default/files/Website/News/2021/February/WIDA-StandardsFAQ-%20KeyLanguageUses.pdf

Reference: WIDA, 2020a; WIDA, 2020b.

Distribution of Key Language Uses

WIDA ELD Standard	Narrate	Inform	Explain	Argue
Language for Social and Instructional Purposes				
Language for Language Arts				
Language for Mathematics				
Language for Science				
Language for Social Studies				

1. Most prominent
 2. Prominent
 3. Present

WIDA, 2020, p. 26

Distribution of Key Language Uses in the Content Areas

The four Key Language Uses are present in all content areas.

(Using the Most Prominent, Prominent, and Present symbols or numbers, have participants identify how prominent each of the identified Key Language Uses are in their content area and grade level.)

Slide

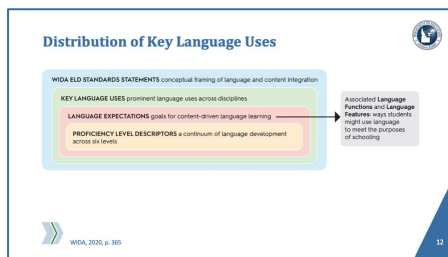
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Distribution of Key Language Uses

WIDA ELD Standard	Narrate	Inform	Explain	Argue
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●	●	●
3. Language for Mathematics	○	●	●	●
4. Language for Science	○	●	●	●
5. Language for Social Studies	●	○	●	●

WIDA, 2020, p. 290

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Suggested script

Handout 1: Distribution of Key Language Uses

Distribution of Key Language Uses in the Content Areas (Continued)

Here is an example illustrating the distribution of the most prominent Key Language Use for middle school. What do you notice?

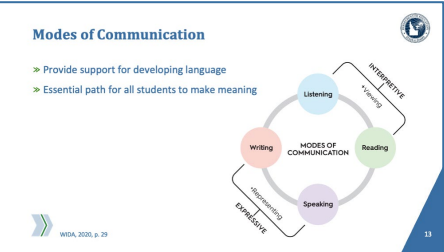
(Have participants compare their answers with each other and with the example on the slide.)

Reference: WIDA, 2020a.

Language Expectations

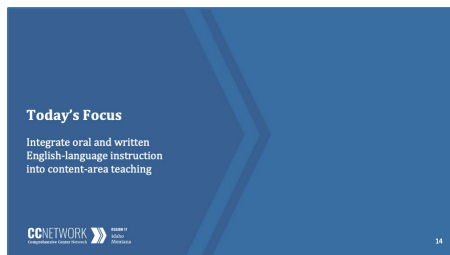
So far, we have discussed the standards and Key Language Uses within the WIDA ELD Standards Framework. The third component is language expectations. Language expectations can be described as goals for content-driven language instruction. They make common patterns of language use in academic contexts visible and are the most similar statements to what educators generally find in academic content standards.

Language expectations revolve around a set of language functions. Language functions are common patterns of language used to meet the purposes of schooling. For example: Explaining phenomena, explaining how they arrived at a mathematical solution, writing fictional narratives, or informing peers of newly gained knowledge. Language expectations can be learned through explicit instruction, and while English learners may take various paths to develop and reach language expectations, they should be offered access to the same high expectations for content-driven language development.

Slide	Suggested script
	<p>Additional Resource: WIDA Standards Framework FAQ: Language Expectations wida.wisc.edu/sites/default/files/Website/News/2021/February/WIDA-StandardsFAQ-LanguageExpectations.pdf</p> <p>Reference: WIDA, 2020a; WIDA, 2020c.</p>
<p>13</p> 	<p>Modes of Communication</p> <p>As quoted in the WIDA Guiding Principles of Language Development, “multilingual learners use and develop language through activities that intentionally integrate multiple modalities, including oral, written, visual, and kinesthetic modes of communication” (WIDA, 2019, p. 13). As part of the 2020 edition’s mission to increase accessibility options for students and emphasize multimodal forms of communication, language expectations are articulated in two expanded communication modes: interpretive (listening, reading, and viewing) and expressive (speaking, writing, and representing).</p> <p>Additional Resources: WIDA Standards Framework FAQ: Proficiency Level Descriptors wida.wisc.edu/sites/default/files/Website/News/2021/February/WIDA-Standards-FAQ-PLDs.pdf</p> <p>WIDA Guiding Principles of Language Development wida.wisc.edu/sites/default/files/resource/Guiding-Principles-of-Language-Development.pdf</p> <p>Reference: WIDA, 2019; WIDA, 2020a; WIDA, 2020d.</p>

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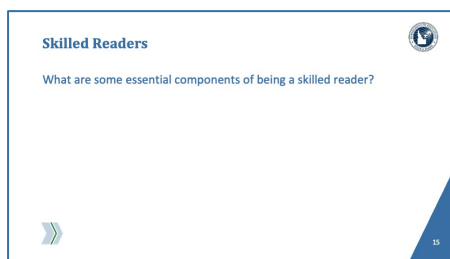
Suggested script



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Today's Focus

Today, our focus is integrating oral and written English instruction into content-area teaching. Let's pause for a moment and think about the learners in our classrooms—specifically, EL students and academic language learner (ALL) students.



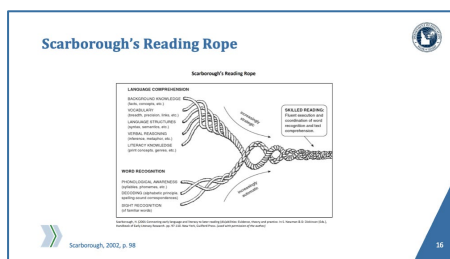
15

Skilled Readers

As teachers, one of our goals is to develop skilled readers so that students are prepared to conceptualize and reach their college and career goals.

What are some essential components of being a successful/skilled reader? Think about a skilled reader you know and describe to a partner how they think and what they can do.

(Have participants share their responses with the entire group as you generate a mind map.)



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Scarborough's Reading Rope

The ultimate goal of reading instruction is to produce skilled readers. Dr. Hollis Scarborough's Reading Rope is a solid representation of what it takes to become a skilled reader. Let's consider two essential components represented in Scarborough's Reading Rope: Language comprehension and word recognition.

In the illustration, the twisting ropes represent the underlying skills and elements that come together to form the two essential components of skilled

Slide

Suggested script

reading. For either of the two essential components to develop successfully, children need to be taught the elements necessary for automatic word recognition (i.e., phonological awareness, decoding, sight recognition of frequent or familiar words) and strategic language comprehension (i.e., background knowledge, vocabulary, verbal reasoning, literacy knowledge). Word recognition is developed through intentional, systematic, and explicit instruction in the structure of the English language, such as phonics. Language comprehension is developed in various ways, such as conversation, teacher “read-alouds,” and student-to-student dialogue.

What happens when components are not addressed? If one strand of the rope is not strong? Being more deliberate in the integration of these skills is the key to a solid foundation for our readers. The science of reading tells us we cannot focus our attention on strengthening strands in isolation.

*(You can find a more elaborate explanation of Scarborough’s Reading Rope in the book *Steps to Success*: textbooks.opensuny.org/steps-to-success.)*

Reference: Scarborough, 2002a.

Simple View of Reading (SVR)

Adequate WR Adequate LC	Poor WR Adequate LC
Adequate WR Poor LC	Poor WR Poor LC

Word recognition (WR): Phonological awareness, decoding and encoding skills
Language comprehension (LC): Skills related to language comprehension



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The Simple View of Reading

So, we know that we need to account for language comprehension and word recognition. How does that help us get more targeted with our instruction and intervention? Using the Simple View of Reading, we can think about four basic reader profiles.

Look at Box 1. Readers may have adequate word recognition and language comprehension. We hope that all our readers are at least adequate in the two

Slide	Suggested script
	<p>components—and wouldn't it be great if they were really good in both? ELs and ALLs usually do not fall into this category.</p> <p>Look at Box 2. Readers may have poor word recognition but adequate language comprehension, which results in poor reading comprehension. In other words, when text is read chorally or is read to them, these learners can make adequate inferences and answer the kinds of questions that demonstrate an understanding of the text.</p> <p>Look at Box 3. Readers may have adequate word recognition but poor language comprehension, which results in poor reading comprehension. Some ELs fall into this category, especially if their first language shares an alphabetic sound system, such as Spanish. Native English speakers who fall into this category are sometimes referred to as “word callers.” They can read every word but cannot understand the text. A more technical term is “hyperlexic.”</p> <p>Look at Box 4. Readers may have poor word recognition and poor language comprehension, which results in poor reading comprehension. We need to be cautious here when considering EL students. We would not want to identify an EL student as having this double deficit, as it may not be a deficit at all. Rather, it may be a matter of needing more language development.</p> <p>Our task is to figure out why a reader is having difficulties. We want to find each reader's strengths and capitalize on them. We also want to find each reader's weaknesses and intervene. Again, Box 1 is the goal because we know that students who have success with reading comprehension are skilled in both word recognition and language comprehension.</p>

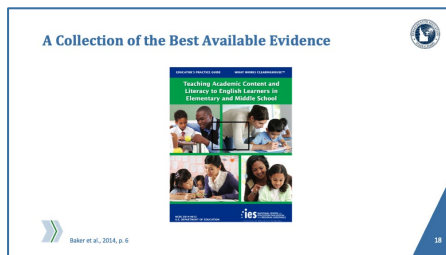
Slide

Suggested script

All teachers share the goal of helping students develop reading comprehension across content areas. The Simple View of Reading is a big concept. Let's take a moment to synthesize this information. What key ideas can we take away? When thinking about Scarborough's Reading Rope, SVR, and the concepts related to supporting language development, it becomes clear that all teachers are teachers of language.

Do you agree? Disagree? What things come to mind when you hear this? *(Take time to allow teachers to share.)*

Reference: Gough & Tunmer, 1986; Scarborough, 2002a; Scarborough, 2002b.



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IES Practice Guide

This information is based on a practice guide from the Institute of Education Sciences (IES), called Teaching Academic Content and Literacy to English Learners in Elementary and Middle School.

“The IES publishes practice guides to share evidence and expert guidance on addressing education-related challenges not readily solved with a single program, policy, or practice. Each practice guide’s panel of experts develops recommendations for a coherent approach to a multifaceted problem. Each recommendation is explicitly connected to supporting evidence. Using common standards, the supporting evidence is rated to reflect how well the research demonstrates the effectiveness of the recommended practices. Strong evidence means positive findings are demonstrated in multiple well-designed, well-executed studies, leaving little or no doubt that the positive effects are caused by the recommended practice. Moderate evidence means well-designed studies show positive impacts, but there are questions about whether the findings can

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Slide

Suggested script

be generalized beyond the study samples or whether the studies definitively show evidence that the practice is effective. Minimal evidence means that there is not definitive evidence that the recommended practice is effective in improving the outcome of interest, although there may be data to suggest a correlation between the practice and the outcome of interest.”

Reference: Baker et al., 2014, p. 72.

4 Recommendations for Teaching Academic Content and Literacy to English Learners

1. Teach a set of *academic* vocabulary words *intensively* across several days using a *variety of instructional activities*
2. *Integrate oral and written English-language instruction* into content-area teaching
3. Provide *regular, structured opportunities* to develop written language skills
4. Provide *small-group instructional intervention* to students *struggling* in areas of literacy and English-language development

Baker et al., 2014, p. 6

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19

Four Recommendations for Teaching Academic Content and Literacy to English Learners

The IES guide provides four recommendations on teaching academic content and literacy to EL students. Take a minute to read them. *(Wait for participants to read.)*

Why do you think IES identified these things? *(Wait and allow for sharing.)*

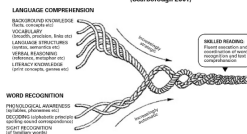
What do you notice about the italicized words? *(Wait and allow for sharing.)*

(More information about IES is available at ies.ed.gov. The IES practice guide will be referenced in the resources slide for participants, but it is not considered a handout.)

Reference: Baker et al., 2014.

Scarborough's Reading Rope

The Many Strands that are Woven into Skilled Reading
(Scarborough, 2001)



Scarborough, 2001, p. 98

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Scarborough's Reading Rope

What connections can you make to skilled reading and the four recommendations from IES? *(Allow time to share in partners or as a group.)*

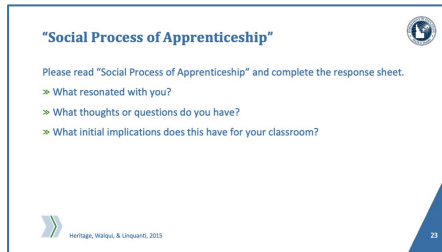
Let's go back to Scarborough's Reading Rope. In the area of language comprehension, skilled readers need language to talk about the text. Along those

Slide	Suggested script
20	<p>lines, students need to be talking and collaborating with their classmates—which allows teachers to hear how a student is understanding the text and class content. Teachers also need to be cognizant of the words students are using, because having those words in their oral vocabulary helps with word recognition.</p> <p>Reference: Scarborough, 2002a.</p>
<div data-bbox="205 558 648 812" data-label="Image"> </div> <p data-bbox="205 834 235 860">21</p>	<p>Recommendation 2</p> <p>Today’s presentation is focused on taking a closer look at Recommendation 2: Integrate oral and written English language instruction into content area teaching.</p> <p>The summary of evidence for this recommendation is strong. With the adoption of the Idaho content standards comes increased expectations for students’ oral and written communications. In addition, students are expected to read, comprehend, and articulate the meaning of written text. EL students face the double demands of building knowledge of a second language while learning grade-level content. As educators, we can use various strategies to integrate oral and written English-language instruction into content-area teaching to make challenging content comprehensible for EL students.</p> <p>Reference: Baker et al., 2014, p. 6, 13.</p>
<div data-bbox="205 1175 648 1429" data-label="Image"> </div>	<p>To carry out this recommendation, educators should ... <i>(Read the slide).</i></p> <p>Reference: Baker et al., 2014, p. 6.</p>

Slide

Suggested script

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"Social Process of Apprenticeship"

Please read "Social Process of Apprenticeship" and complete the response sheet.

- » What resonated with you?
- » What thoughts or questions do you have?
- » What initial implications does this have for your classroom?

Heritage, Watqui, & Unzuetti, 2015

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Social Process of Apprenticeship

*(Have participants read **Handout 2: Social Process of Apprenticeship** and write a response on the back of the handout.)*

This is a time to make connections to the WIDA Standards and Scarborough's Reading Rope.

Let's pause for a moment and think about the learners in our classrooms—specifically, EL students and academic language learners. *(Pause)*

Let's think about academic language learners. Could it be that we have some learners in our classrooms who are native English speakers but lack the academic discourse needed to succeed in school? *(Allow time for participants to respond.)*

In our classrooms, we **do** have learners who are native English speakers but lack the academic language needed to succeed in school. Linguists use the term *register*—students need the formal *register*, or the models of communication associated with the content. In content classrooms and school settings, there are specific terms, sentence structures, and ways of communicating that students need to know.

Our classrooms are the only place where EL and ALL students get the opportunity to develop their formal register and academic language. At home, students use "home language," that is, "the language in which they are loved" (Delpit, 2006). We need to view this register as a valid method of communication. It is not an inferior or "lower" language; it is simply the student's home language, which is different from the language they need to use at school.

Slide

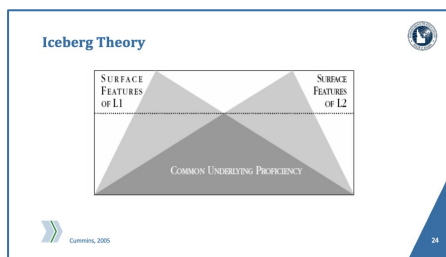
Suggested script

Another idea that is critical to today's focus is this: **We are all teachers of language.**

Core Curriculum/Program Connection: *(Ask participants to discuss the kinds of language structures that exist in their content areas. For example, "cause and effect" is often used in science.)*

Handout 2: Social Process of Apprenticeship

Reference: Delpit, 2006, p. 48–55; Heritage et al., 2015; Scarborough, 2002a; Scarborough, 2002b.



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Iceberg Theory

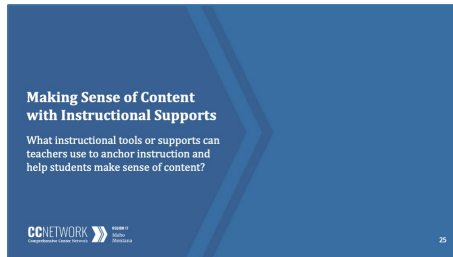
When thinking about language and apprenticing, the Iceberg Theory is a helpful tool. The diagram on the slide shows two icebergs that represent the linguistic or language interdependence of EL students. What we see above the waters are the outward differences between the languages students use. Below the waters are the commonalities in language structures that exist in academia and school settings.

The common underlying proficiency represents the cognitive/academic knowledge and abilities necessary for academic performance in both languages. There is an interdependence between using and understanding language. The first "How to" of Recommendation 2 is to strategically use instructional tools—such as short videos, visuals, and graphic organizers—to anchor instruction and help students make sense of content. This will benefit all students.

Reference: Cummins, 2005.

Slide

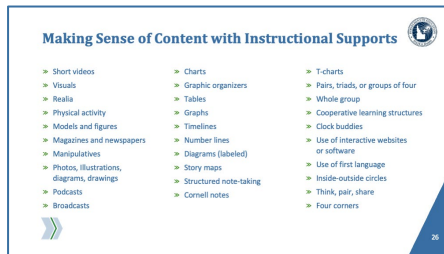
Suggested script



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Making Sense of Content with Instructional Support

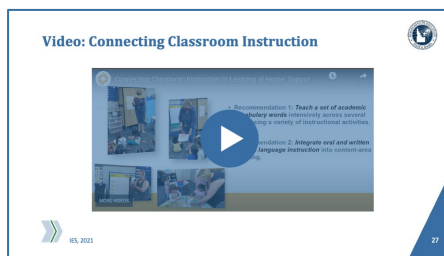
(Have participants write down as many examples as they can think of and share their responses with the entire group or use a virtual tool such as Jamboard.)



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Making Sense of Content with Instructional Support (Continued)

(After sharing some answers, have participants compare their answers to the list and discuss how the use of these tools can be integrated to support learning for EL students. For example: showing a video clip, then having students write their responses on a graphic organizer and discuss their responses in pairs or small groups is a way to integrate oral and written instruction.)





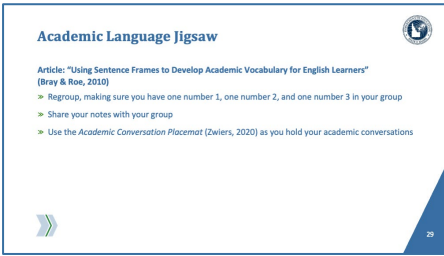
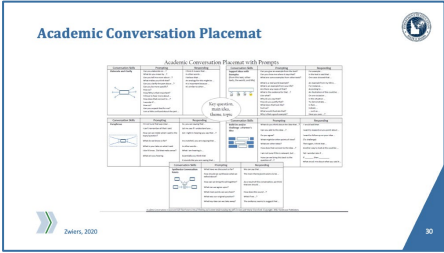
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Connecting Classroom Instruction

Video: *Connecting Classroom Instruction to Learning at Home: Supporting ELs to Develop Academic Vocabulary*, [youtube.com/watch?v=0I92_G5zfiM](https://www.youtube.com/watch?v=0I92_G5zfiM) (4:45)

Using a short video is an example of an instructional tool to anchor content instruction in a common shared experience. Videos should be short and relevant to the topic at hand so they can also serve to build background knowledge. We will use a video observation guide as a model for how to use interactive graphic organizers to help students make sense of content. Initially, teachers may need to explicitly model how to complete the graphic organizer. Teachers should also

Slide	Suggested script
	<p>encourage active learning by providing students with some questions to guide their viewing of the video or other visual material and follow up with opportunities for students to have discussions about the content and their responses. This is one way to integrate written and oral communication.</p> <p><i>(Use the video observation Handout 3 as participants watch the video. Begin the video at 8:31 and stop the video at various points to model checking for understanding and to give participants opportunities to discuss and share their notes. They should record notes from their colleagues, as well. The video clip ends at 13:16.)</i></p> <p>Handout 3: IES Video Note-Catcher</p> <p>Reference: IES, 2021.</p>
<p>Academic Language Jigsaw</p>  <p>Article: "Using Sentence Frames to Develop Academic Vocabulary for English Learners" (Bray & Roe, 2010)</p> <p>Read the first paragraph as a group or individually, then:</p> <ul style="list-style-type: none"> ➤ Number 1s: Read the sections "What is the concept that students need to understand?" and "What are the vocabulary words that students need to know to understand the concept?" ➤ Number 2s: Read the section "What is the language function that students need to use to think, talk, and write about the core concept?" ➤ Number 3s: Read the "Pause and Ponder" insert (on p. 32) and "Putting It All Together"  <p>»</p> <p>28</p>	<p>Academic Language Jigsaw</p> <p>You will be using the interactive Jigsaw activity to read the article provided. You will read "Using Sentence Frames to Develop Academic Vocabulary for English Learners" which will be divided into three sections:</p> <ul style="list-style-type: none"> • "What is the concept that students need to understand?" and "What are the vocabulary words that students need to know to understand the concept?" • "What is the language function that students need to use to think, talk, and write about the core concept?" • "Pause and Ponder" insert (on p. 32) and "Putting it all together" <p><i>(Note that "tier 1, 2, and 3" words refer to everyday language, cross-disciplinary language, and technical language. Encourage participants to use the conversation</i></p>

Slide	Suggested script
	<p><i>placemat. In addition, have participants note some sentence stems that are included to show how language can be scaffold as students interact in the classroom.)</i></p> <p>Handout 4: Using Sentence Frames to Develop Academic Vocabulary for English Learners</p> <p>Reference: Bray Donnelly & Roe, 2010.</p>
 <p>29</p>	<p>Academic Language Jigsaw (Continued)</p> <p><i>(Read the slide.)</i></p> <p>Reference: Bray Donnelly & Roe, 2010; Zwiers, 2020.</p>
 <p>30</p>	<p>Academic Conversations Placemat</p> <p>Handout 5: Academic Conversations Placemat with Prompts</p> <p><i>(Explain this conversation mat).</i></p> <p>You can use these prompts when you need to elaborate and clarify, build on or challenge another person’s idea, paraphrase, or support ideas with examples.</p> <p>After the activity, discuss: How can this instructional tool support the integration of oral and written language for EL students in the content areas?</p> <p>Reference: Zwiers, 2020; Zwiers & Crawford, 2011.</p>

Slide	Suggested script
<div data-bbox="205 305 646 553"> <p>Making Meaning Protocol</p> <p>Excerpt from IES Guide</p> <p>“ Explicitly teach the content-specific academic vocabulary, as well as the general vocabulary that supports it, during content-area instruction.</p> <p>31</p> </div> <p>31</p>	<p>Making Meaning Protocol</p> <p>This is an alternative to the jigsaw using IES text directly and adapted protocol.</p> <p>Handout 6: IES Guide: Explicitly Teach Academic Vocabulary</p> <p>Handout 7: Making Meaning Protocol NSRF</p>
<div data-bbox="205 638 646 886"> <p>Reflections: Think, Write, Share</p> <p>What information was new? What was a good reminder?</p> <p>What implication does this information have for your classroom?</p> <p>What is one thing you would like to try with your students?</p> <p>How might you use this information when planning for a lesson?</p> <p>32</p> </div> <p>32</p>	<p><i>(Discuss the questions on the slide as a final reflection.)</i></p>
<div data-bbox="205 971 646 1219"> <p>References</p> <p>Adams, M. J. (2006). The challenge of abstract nouns: The interdependence of reading and learning. In E. H. Hiebert (Ed.), <i>Reading more, reading better: An American student reading enough of the right stuff?</i> (pp. 353–389). New York: Guilford.</p> <p>Baker, S., Louisa, R., Davanti, M., Dreyfus, J., Proctor, C. P., Morris, J., Gordon, R., Raymond, K., Koffler, M. J., Lane-Thompson, S., & Newman-Gonchar, R. (2014). <i>Teaching academic content and language to English learners in elementary and middle school</i> (NCEE 2014-4032). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education.</p> <p>Bray, W., & Roe, C. (2010). Using sentence frames to develop academic vocabulary for English learners. <i>The Reading Teacher</i>, 63(2), 131–136. http://www.tkt2.com</p> <p>Carroll, J. (2005). Interdependence of first- and second-language proficiencies in bilingual children. In H. Bialystok (Ed.), <i>Language processing in bilingual children</i> (pp. 79–89). Cambridge: Cambridge Press. doi:10.1017/S0022268105005106</p> <p>Carroll, J. (2005). Teaching for cross language transfer in dual language education: Possibilities and pitfalls. Paper presented at TESOL Symposium on Dual Language Education: Teaching and Learning Two Languages in One (L1) Setting, August, University of Maryland, Turkey. http://www.aclweb.org/american/2005_2006/teaching_dual_language.pdf</p> <p>DePaepe, L. D. (2006). <i>Other people's children: Cultural conflict in the classroom</i>. New York: The New Press.</p> <p>Gentile, M., Gammelli, A., Caputo, M., Corvino, M. E., & Frenzelin, J. (2012). 2012 amplification of the English language proficiency standards. <i>Michigan state grade 2-12 World-Class Instructional Design Assessment</i>. State of Michigan, University of Michigan. http://www2.umich.edu/olac/2012/2012-amplification-2012-12-2012.pdf</p> <p>33</p> </div> <p><i>(These are the reference and final questions slides.)</i></p>	

Slide

Suggested script

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Questions



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Handout List

1. Distribution of Key Language Uses (WIDA, 2020a)
2. Social Process of Apprenticeship (Heritage et al., 2015)
3. IES Video Note-Catcher
4. Using Sentence Frames to Develop Academic Vocabulary for English Learners (Bray Donnelly & Roe, 2010)
5. Academic Conversation Placemat with Prompts (Zwiers & Crawford, 2011)
6. IES Guide: Explicitly Teach Academic Vocabulary (Baker et al., 2014)
7. Making Meaning Protocol NSRF (Baron, n.d.)

Helpful Websites

Idaho Content Standards (Idaho State Department of Education, n.d.): sde.idaho.gov/academic/standards

Teaching Academic Content and Literacy to English Learners in Elementary and Middle School (Baker et al., 2014): ies.ed.gov/ncee/wwc/Docs/PracticeGuide/english_learners_pg_040114.pdf

The Simple View of Reading and the Strands of Early Literacy Development (Scarborough, 2002b): courses.lumenlearning.com/suny-hccc-childrenslit/chapter/the-simple-view-of-reading

WIDA English Language Proficiency Standards and Resource Guide, 2007 Edition, Pre-Kindergarten through Grade 12 (WIDA 2007): wida.wisc.edu/sites/default/files/resource/2007-ELPS-Resource-Guide.pdf

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