3. Written Language Opportunities

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

Photo is for illustrative purposes only.
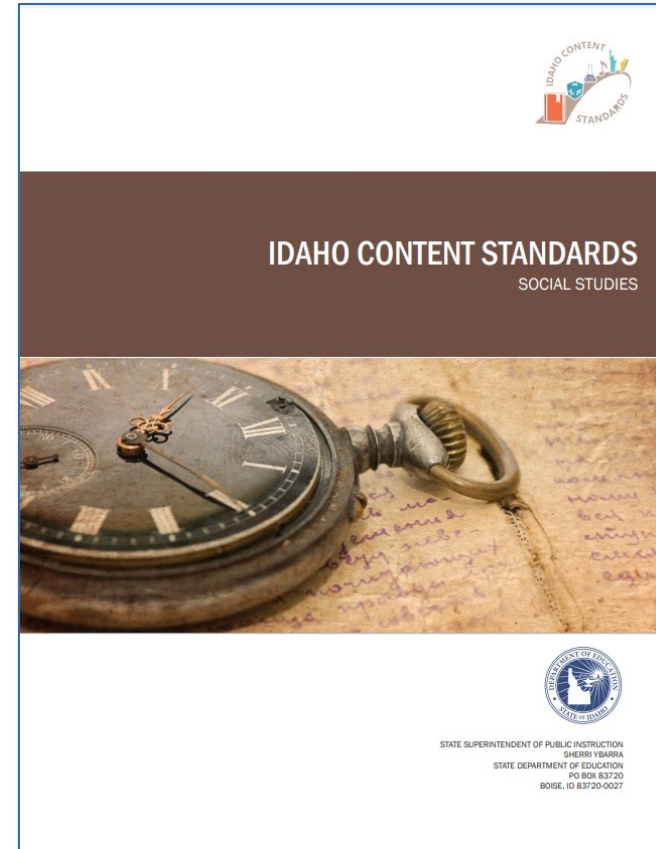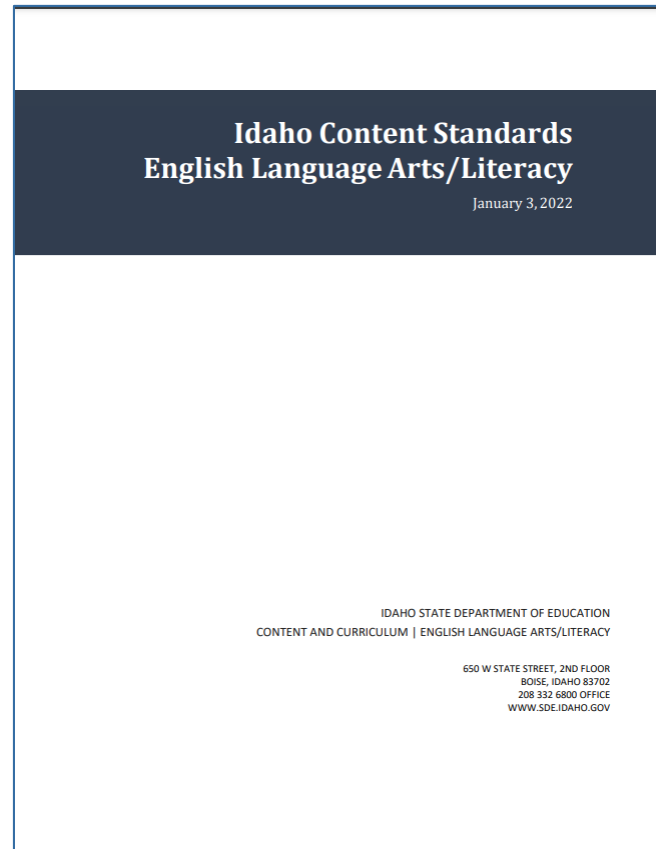Any person depicted in the photo is a model.

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 Texts: The Interdependence of Reading and Learning M. J. Adams, 2009, p. 180

Idaho Content Standards

Idaho Content Standards
English Language Arts/Literacy

January 3, 2022

IDAHO STATE DEPARTMENT OF EDUCATION
CONTENT AND CURRICULUM | ENGLISH LANGUAGE ARTS/LITERACY

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IDAHO CONTENT STANDARDS
SOCIAL STUDIES

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
SHERRI YBARRA
STATE DEPARTMENT OF EDUCATION
PO BOX 83720
BOISE, ID 83720-0027

WIDA ELD Standards

Standard 1 – Social & Instructional Language

» English language learners communicate for **Social and Instructional** purposes within the school setting.

Standard 2 – Language of Language Arts

» English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts.**
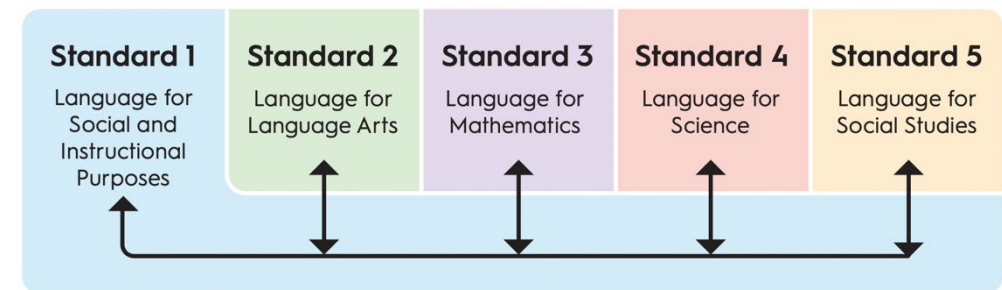
Standard 3 – Language of Mathematics

» English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics.**

Standard 4 – Language of Science

» English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science.**

Standard 5 – Language of Social Studies

» English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies.**

Standard 1 Language for Social and Instructional Purposes	**Standard 2** Language for Language Arts	**Standard 3** Language for Mathematics	**Standard 4** Language for Science	**Standard 5** Language for Social Studies

What Is Academic Language?

Academic language is _____.

To have academic language means that _____.

An example of academic language would be _____.

What Is Academic Language?

" *Academic language is the set of words, grammar, and organizational strategies used to describe complex ideas, higher-order thinking processes, and abstract concepts.*

Building Academic Language: Essential Practices for Content Classrooms J. Zwiers, 2008, p. 20

Language in Standards for Mathematical Practice
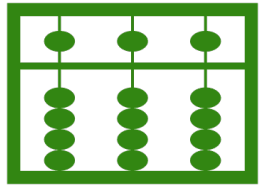
MP.6 Students attend to precision. Describe solution strategies to mathematical tasks using grade-level appropriate vocabulary.
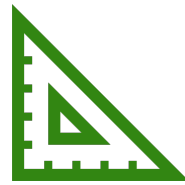
MP.6 Students attend to precision. Develop and refine mathematical communication skills by using clear and precise language in their discussions with others and in their own reasoning.
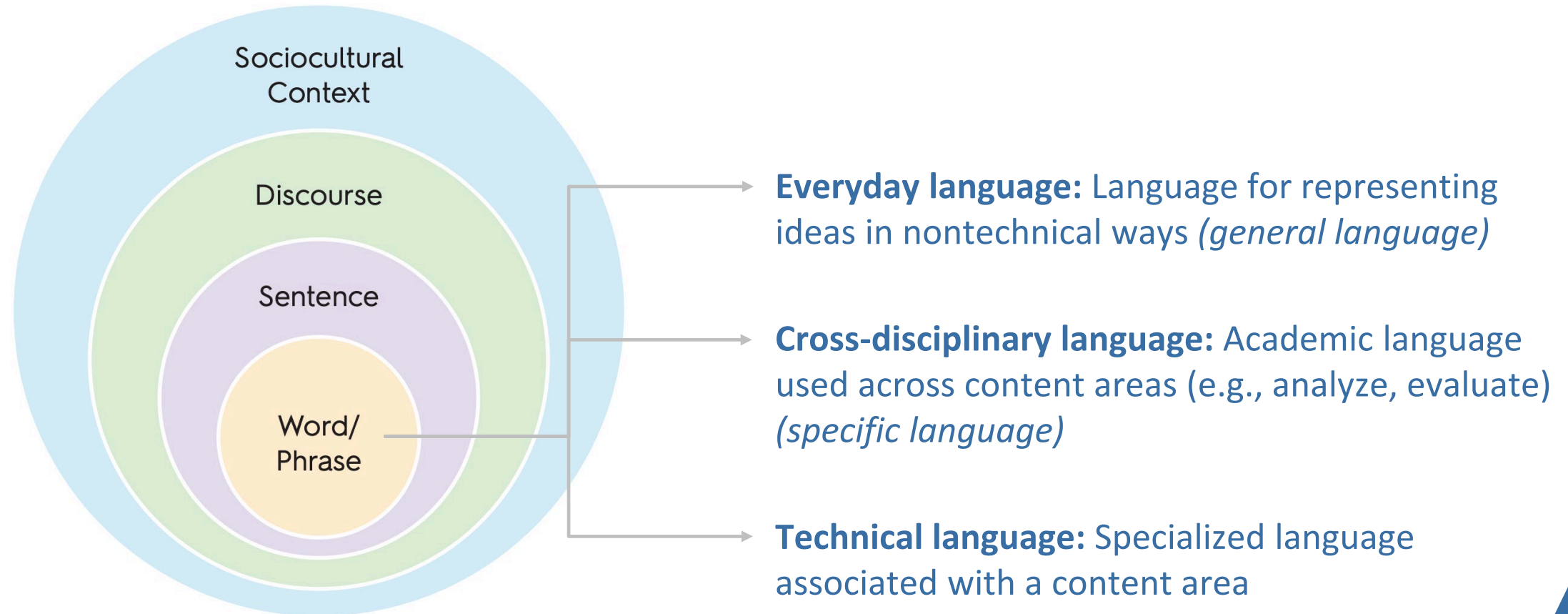
MP.4 Students model with mathematics. Experiment with representing problem situations in multiple ways, including numbers and words (mathematical language).

Dimensions of Language Use

Everyday language: Language for representing ideas in nontechnical ways *(general language)*

Cross-disciplinary language: Academic language used across content areas (e.g., analyze, evaluate) *(specific language)*

Technical language: Specialized language associated with a content area

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

NARRATE

ARGUE   INFORM
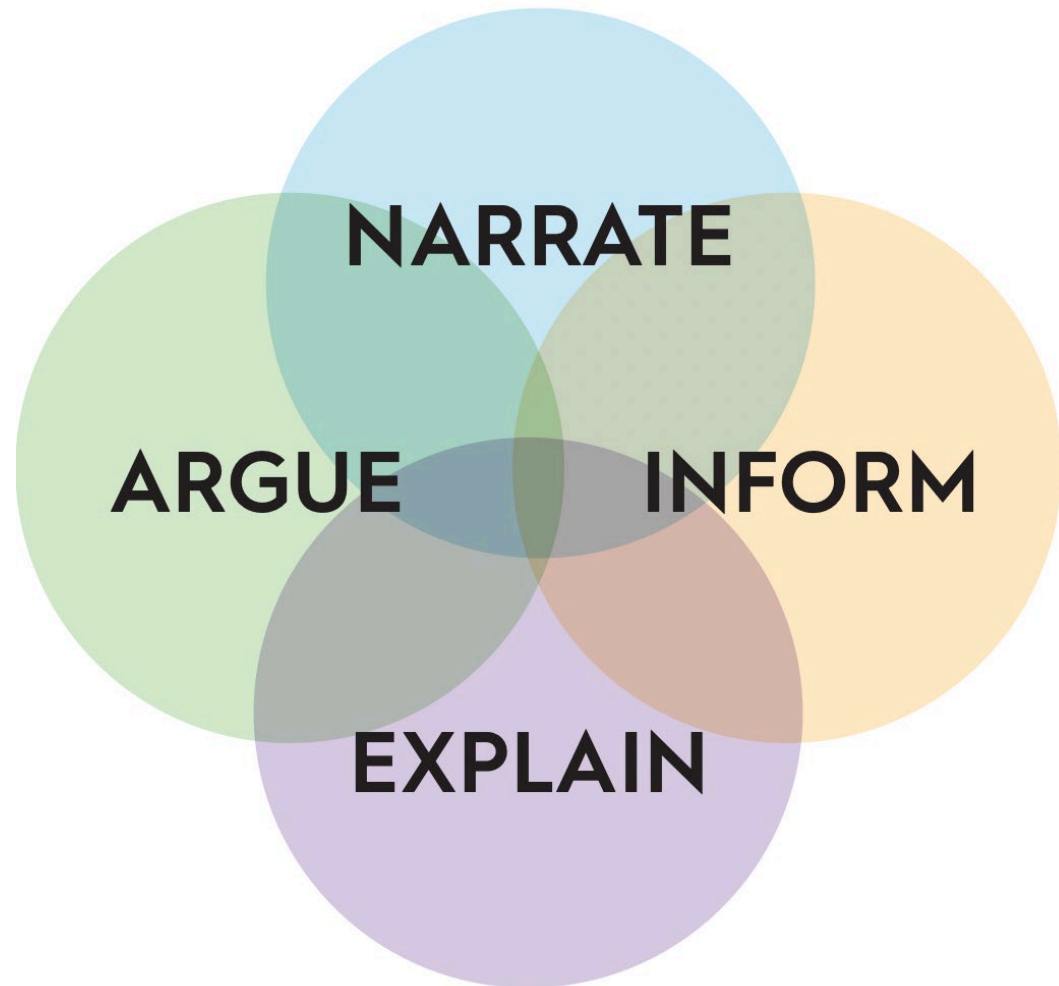
EXPLAIN

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

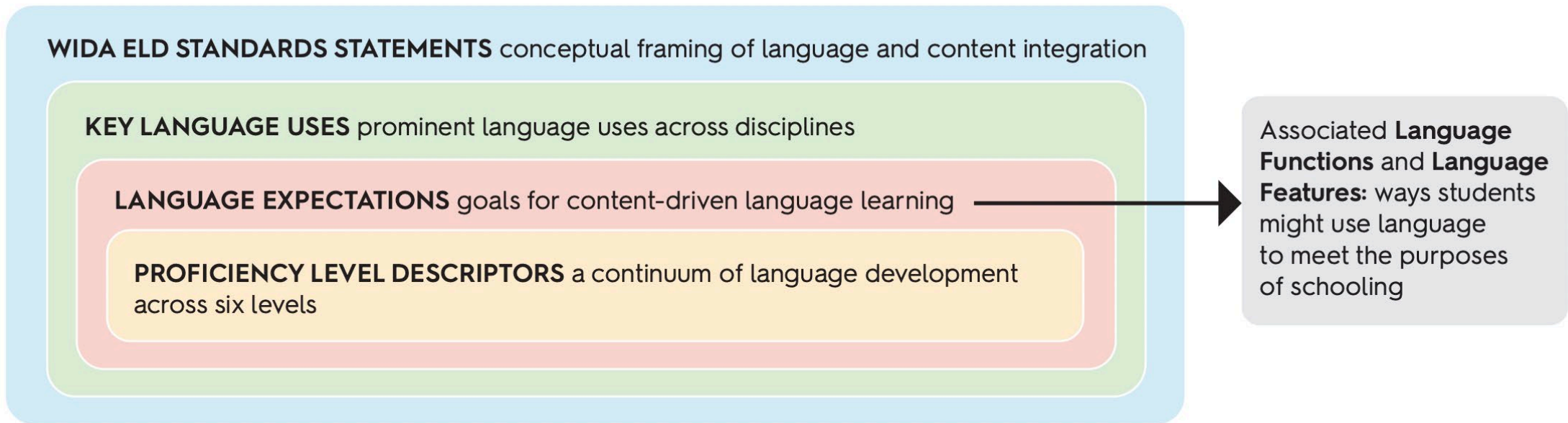# Distribution of Key Language Uses

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

Distribution of Key Language Uses

WIDA ELD STANDARDS STATEMENTS conceptual framing of language and content integration

KEY LANGUAGE USES prominent language uses across disciplines

LANGUAGE EXPECTATIONS goals for content-driven language learning

PROFICIENCY LEVEL DESCRIPTORS a continuum of language development across six levels

Associated **Language Functions** and **Language Features:** ways students might use language to meet the purposes of schooling
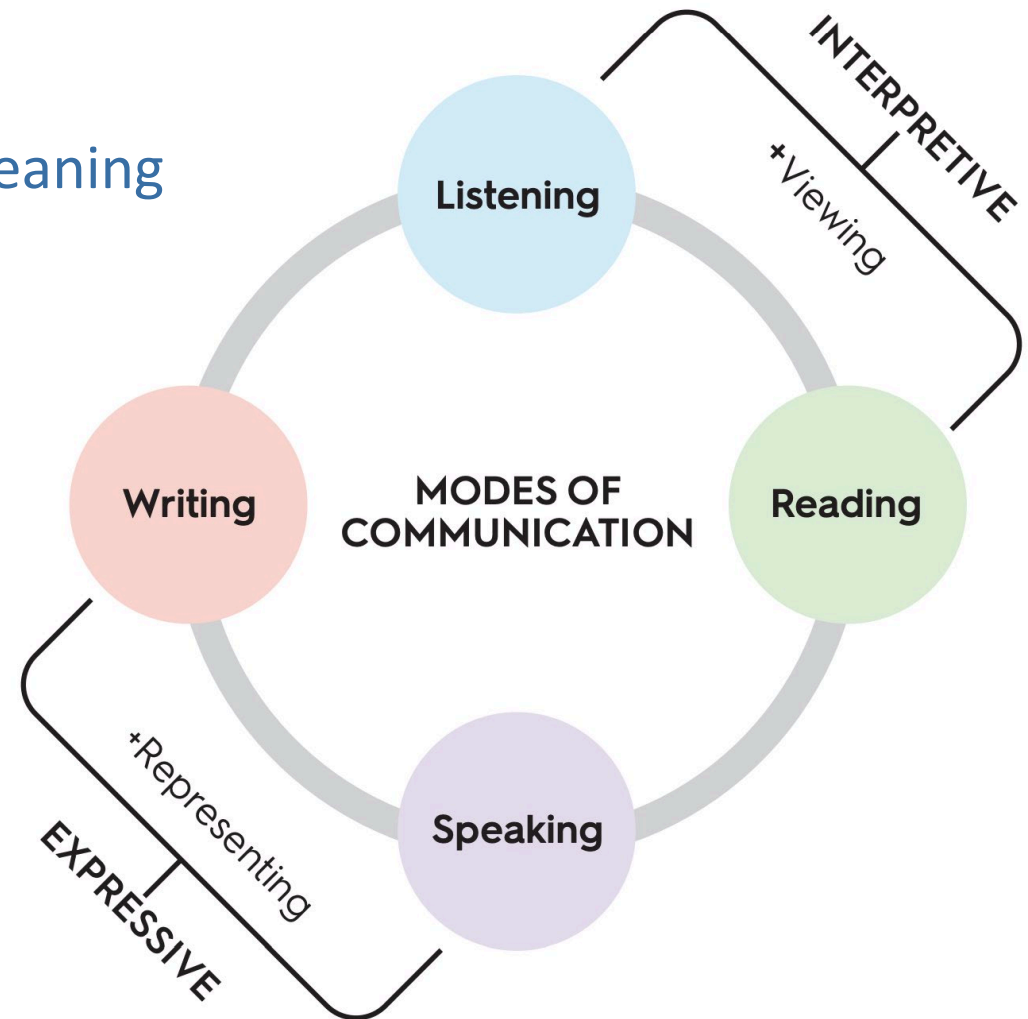
Modes of Communication

>> Provide support for developing language

>> Essential path for all students to make meaning

INTERPRETIVE
+Viewing

Listening

Reading

MODES OF
COMMUNICATION

Writing

Speaking

+Representing
EXPRESSIVE

WIDA, 2020, p. 29

13

Today's Focus

Provide regular, structured opportunities to develop written language skills

CCNETWORK
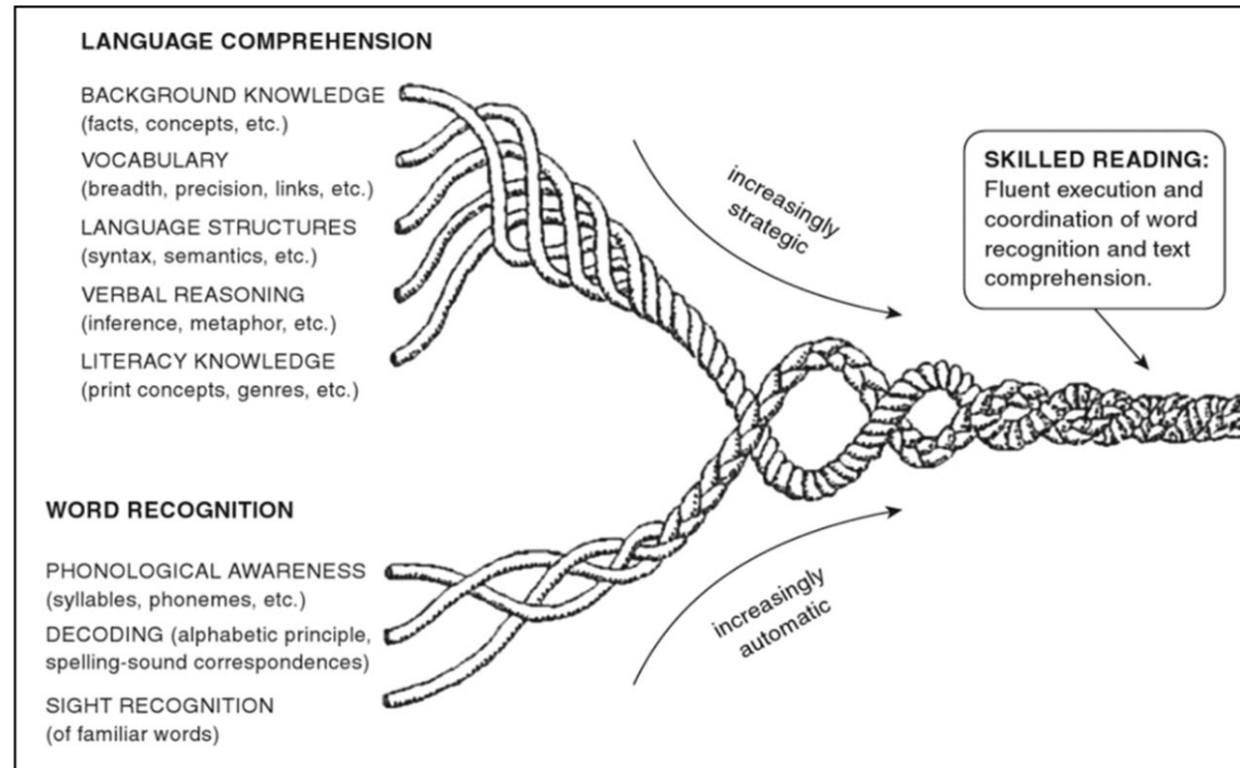Comprehensive Center Network

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Skilled Readers

What are some essential components of being a skilled reader?

Scarborough's Reading Rope

Scarborough's Reading Rope

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

LITERACY KNOWLEDGE
(print concepts, genres, etc.)

increasingly strategic

SKILLED READING:
Fluent execution and coordination of word recognition and text comprehension.

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING (alphabetic principle, spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)

increasingly automatic

Scarborough, H. (2001 Connecting early language and literacy to later reading (dis)abilities: Evidence, theory and practice. In S. Newman & D. Dickinson (Eds.), Handbook of Early Literacy Research. pp. 97-110. New York, Guilford Press. *(used with permission of the author)*

Scarborough, 2002, p. 98

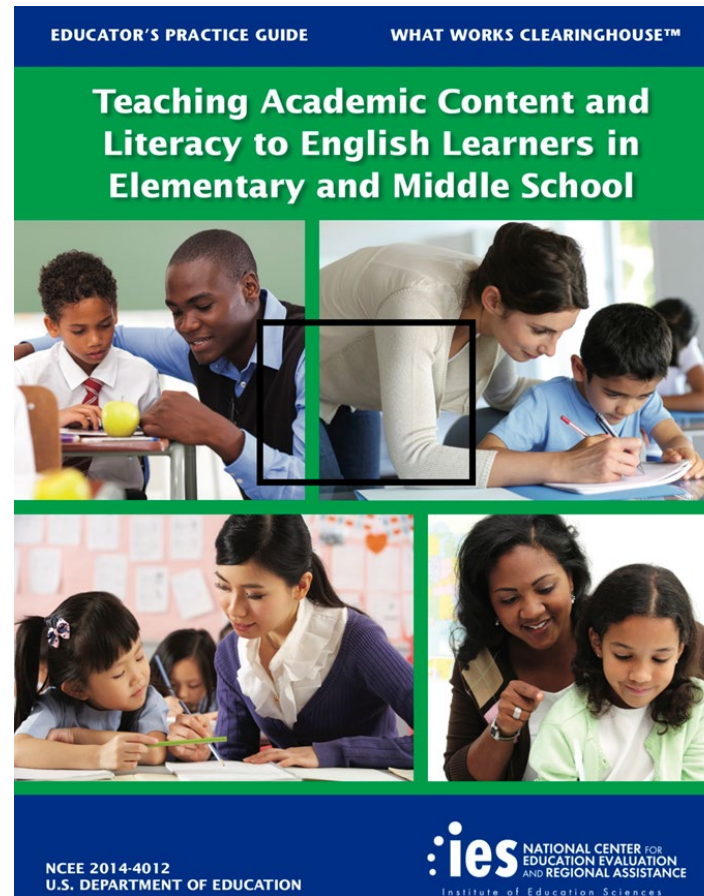# Simple View of Reading (SVR)

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

Gough & Tunmer, 1986

A Collection of the Best Available Evidence

Baker et al., 2014, p. 6

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

Scarborough's Reading Rope

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

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts etc)

VOCABULARY
(breadth, precision, links etc)

LANGUAGE STRUCTURES
(syntax, semantics etc)

VERBAL REASONING
(reference, metaphor etc)

LITERACY KNOWLEDGE
(print concepts, genres etc)

Increasingly strategic

SKILLED READING:
Fluent execution and coordination of word recognition and text comprehension

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes etc)

DECODING (alphabetic principle spelling-sound correspondence)

SIGHT RECOGNITION
(of familiary words)
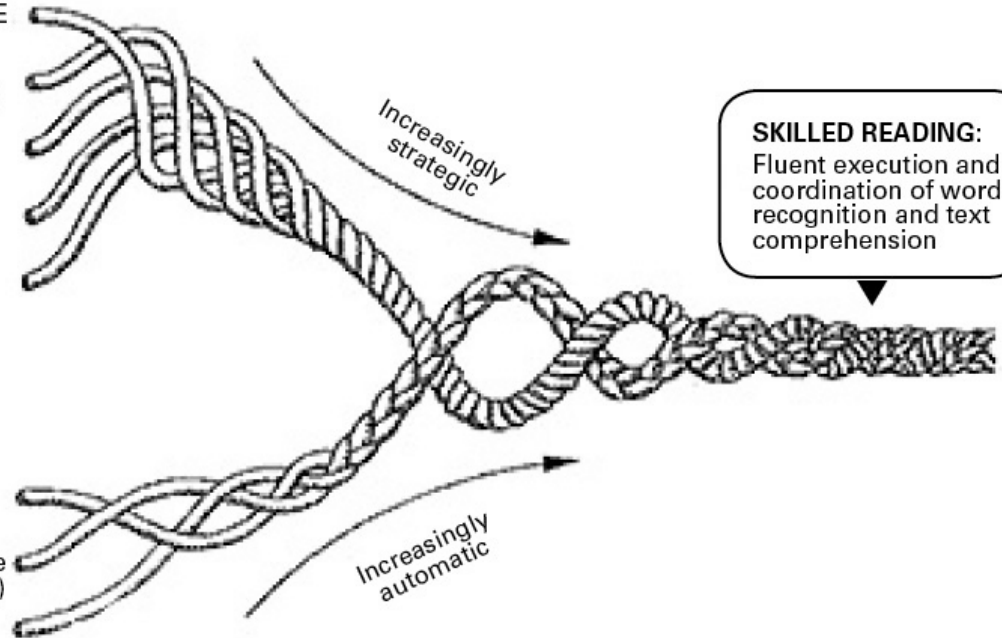
Increasingly automatic

4 Recommendations for Teaching Academic Content and Literacy to English Learners

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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

Steps to Implement Recommendation 3

1
- Provide **writing assignments** anchored in content and focused on **developing academic language** as well as **writing skills**

2
- For all **writing assignments,** provide **language-based supports** to facilitate students' **entry into, and continued development of, writing**

3
- Use **small groups or pairs** to provide **opportunities** for students to **work and talk together** on varied aspects of writing

4
- **Assess** students' writing periodically to identify instructional needs and **provide positive, constructive feedback** in response

Baker, et al., 2014, p. 47–52

Why write?

» Think about your most important reasons for writing

» Jot down at least 5 reasons why you write

» Share with your neighbor

» Are your reasons the same?

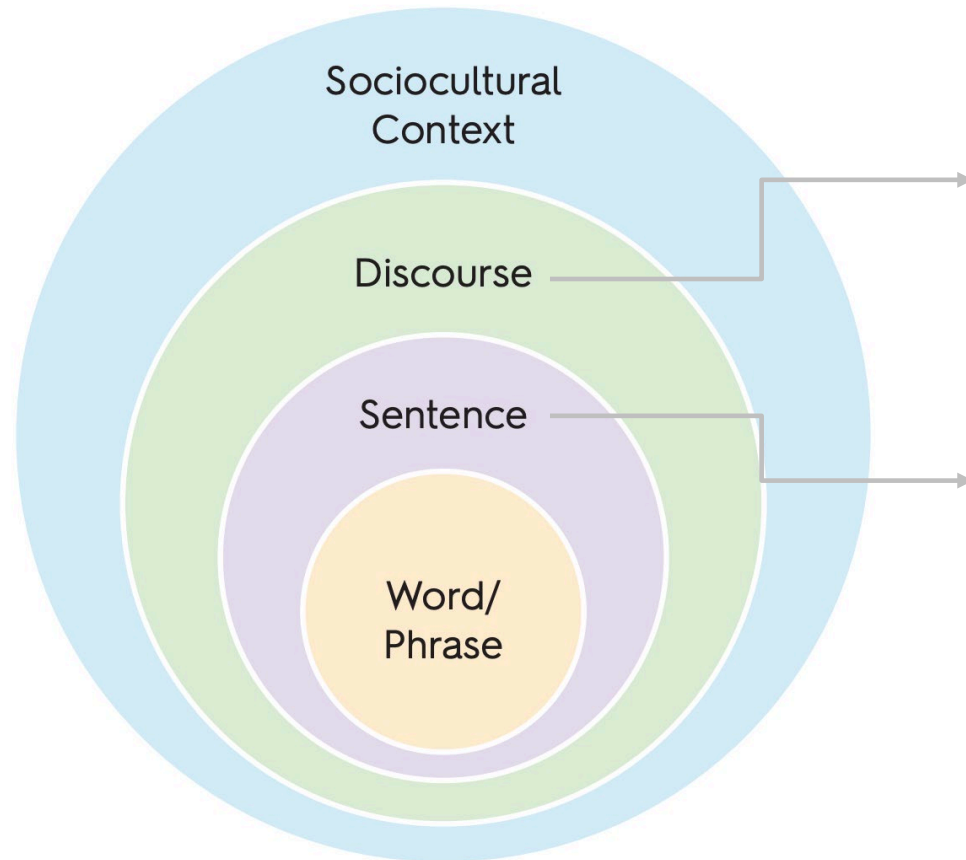» **Why do your students write?**

Dimensions of Language Use

Sociocultural Context

Discourse

Sentence

Word/ Phrase

Table F-2: The Dimensions of Language: A Short Reference

Dimension	Criteria	Focus on . . .
Discourse	Organization of language	How ideas are coherently organized to meet a purpose through organizational patterns characteristic of the genre
	Cohesion of language	How language connects ideas within and across sentences and discourse using a range of cohesive devices
	Density of language	How information in noun groups is expanded or consolidated
Sentence	Grammatical complexity of language	How relationships are expressed with clauses through simple, compound, and complex sentences
Word/Phrase	Precision of language	How everyday, cross-disciplinary, and technical language more effectively conveys precise meaning.

WIDA, 2020, p. 32, 367

Modeling with Text

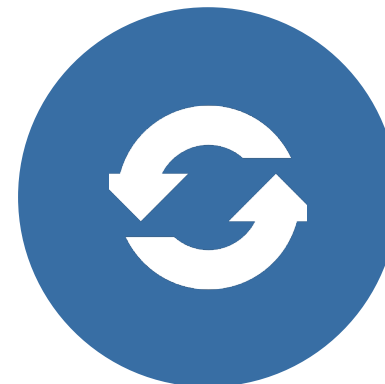Select text **anchored in relevant content** and rich in **academic language**

Actively notice the **structure of the text** (discourse, conventions, vocabulary) and how it is put together to produce **meaning**

Identify necessary **levels of support** to develop students' **language sense**

Provide **opportunities for practice** with **complex structures**

Pytash & Morgan, 2014; Baker et al., 2014

Mentor Sentences

Four questions can be posed and repeated with a new sentence selected from the lesson:

1. What does this sentence mean?

2. What do you notice about this sentence?

3. What is the structure of this sentence?

4. Can you write a quality sentence like this one?

Anderson, 2005

Painless Paragraph

Adjective	Adjective	Noun	Verb
dirty	vigilant	cowboy	surveys
strong	faithful	horse	stands
cloudless	daytime	sky	brightens
dusty	white	hat	rests
scarred	strong	shoulders	tense
	calloused	hands	rest
	rough	reins	pull
		head	raises

Elaborating, Extending

Art.	Adj.	Adj.	Noun	Verb	Add more
The	dirty	vigilant	cowboy	surveys	the land
His	strong	faithful	horse	stands	patiently
The	cloudless	daylight	sky	brightens	the landscape
His		strong	shoulders	tense	
			hands	rest	on the reins
	strong	steady	head	raises	
			head	raises	
		tree	horizon	appears	

Revising

1. A ~~dirty~~, vigilant cowboy surveys the land.

2. His ~~strong,~~ faithful horse **waits** ~~stands~~ patiently.

3. **Overhead** ^The cloudless daylight brightens the landscape.

4. ~~His shoulders tense.~~

5. His strong, callused hands grasp the reins.

6. The black leather reins pull the horse's head back.

7. The strong, tall horse raises his head.

8. ~~The tall horse's tail flutters.~~

9. The trees are on the horizon.

10. The cowboy and the horse watch ~~at~~ the horizon.

Why write?

A vigilant cowboy surveys the land as his faithful horse waits patiently. Overhead the cloudless daylight brightens the landscape. The cowboy gently pulls the reins in his hands. The horse raises his head and turns his gaze in the same direction. Together, they carefully watch the tree-lined horizon.

Graphic Organizers

Sentence Starters and Paragraph Frames

Exhibit 3.3 Sentence starters for text-based analytical writing[106]

Tapping Prior Knowledge

This relates to...
This reminds me of...

Making Predictions

I think...
If _____, then...

Summarizing

The basic gist is...
The key information is...

Adopting an Alignment

The character I most identify with is...
I really got into the story when...
I can relate to this author because...

Forming Interpretations

What this means to me is...
I think this represents...
The idea I am getting is...

Revising Meaning

At first I thought _____, but now I think ...
My latest thought about this is...

Analyzing the Author's Craft

I like how the author uses _____ to show...
A golden line for me is...
This word/phrase stands out for me because...

Reflecting and Relating

So the big idea is...
A conclusion I am drawing is...
This relates to my life because...

Evaluating

I like/don't like _____ because...
The most important message is _____ because...

Exhibit 3.2. Writing framework

Compare and Contrast: Writing Framework

(Topic sentence)

There have been many changes made to zoos; I would rather visit a zoo that has a (an) _____ (new/old) gorilla exhibit for two reasons.

First,_____
_____
_____
_____
_____

Second,_____
_____
_____
_____
_____

(Concluding sentence)
_____
_____
_____

Baker et al., 2014, p. 51

Connecting the Four Key Language Uses

1. Choose one of the statements below. Do you agree or disagree with the statement? Why?
   - Animals should not be kept in zoos.
   - Zoos are appropriate places to keep animals.
2. Using complete sentences, explain how you solved the problem $4x - 7 (2 - x) = 3x + 2$.
3. Why did the solution change color when the heat was added?
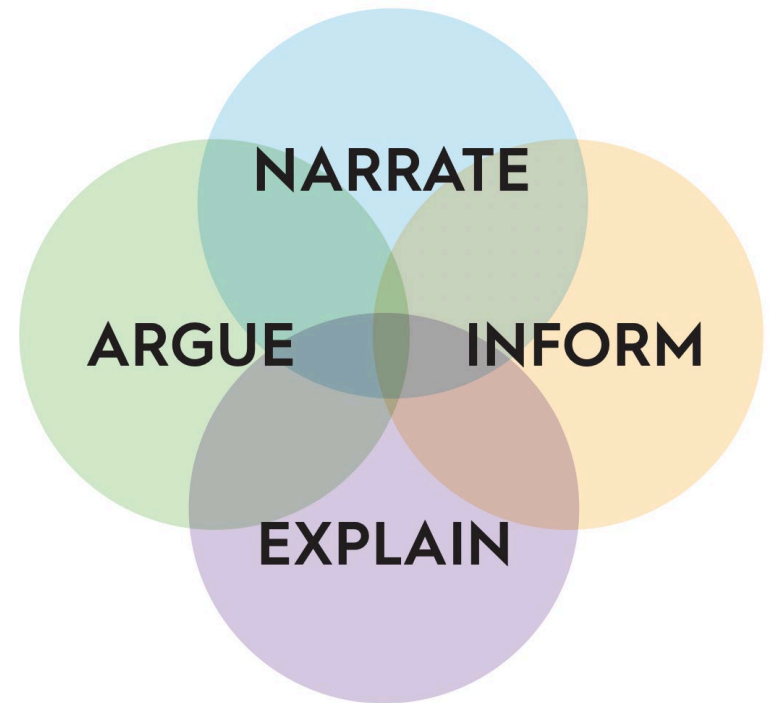
Morpheme Trees

Oral Before Written

≫ Provides students an opportunity to rehearse the language before writing

≫ Provides students an opportunity to self-edit during carefully selected moments of writing

Card Pyramid

Different types of maps are created to provide various kinds of information

Tectonic plates

Elevation maps

Maps that typically use color

- Mark the borders of tectonic plates
- Large pieces of the Earth's crust
- Ring of Fire plate boundaries

- How high the land is
- Rings show elevation
- The closer they are, the higher the land
- Other maps use color for mountains

- Ocean and lake maps show depth of water using darker coloring
- Cartographers use color for weather maps

Card Pyramid

Different types of maps are created to provide various kinds of information `1`

Tectonic plates `2`

Elevation maps `4`

Maps that typically use color `6`

- Mark the borders of tectonic plates `3`
- Large pieces of the Earth's crust
- Ring of Fire plate boundaries

- How high the land is `5`
- Rings show elevation
- The closer they are, the higher the land
- Other maps use color for mountains

- Ocean and lake maps show depth of water using darker coloring `7`
- Cartographers use color for weather maps

Paragraph

There are different types of maps that provide various kinds of information about the Earth.

One kind of map marks the borders of tectonic plates. These tectonic maps show the large pieces of the Earth's crust. One place called the Ring of Fire is located in the Pacific Ocean and has many volcanic eruptions. It is unique because plate boundaries are in very populated areas like the West Coast of the U.S., the Philippines, and Japan.

Another kind of map shows how high the land is. These are called elevation maps. On a map, the elevation is shown by lines that look like little ripples in water. The closer the ripples are, the higher the land. Elevation maps sometimes use color to show where mountains are located.

Using color on a map is useful for maps that show water locations such as oceans and lakes. A darker color on the map shows deeper sections. Cartographers are people who make maps. They use color to show where it is raining, snowing, or thunder-storming. These kinds of maps are called weather maps.

I am glad that we have these maps to help us with the information we need. I use my road map when I go on trips.

Providing Feedback

>> Ladder of feedback protocol

>> Peer feedback

>> Teacher

>> Self

Bloomberg & Pitchford, 2016

Reflections: Think, Write, Share

What information was new? What was a good reminder?

What implication does this information have for your classroom?

What is one thing you would like to try with your students?

How might you use this information when planning for a lesson?

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Questions

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