

Academic Content for English Learners

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First Recommendation

**Teach a Set of Academic Vocabulary Words Intensively
Across Several Days Using A Variety of Instructional
Activities**

1. Choose a brief, engaging piece of informational text that includes academic vocabulary as a platform for intensive academic vocabulary instruction.

Choose a text that:

- Is brief, interesting and engaging
- Contains a variety of target academic words to focus on
- Connects to a unit of study and builds the students' knowledge of a topic
- Gives detail and examples for students to comprehend the passage
- Contains ideas that can be discussed from a variety of perspectives.

2. Choose a small set of academic vocabulary for in-depth instruction.

- **Words central to understanding text.**

Choose words that are important for understanding the text.

- **Words frequently used in the text.**

Academic words that appear frequently in a text are particularly important to target, as these provide the students multiple opportunities to encounter the word in use.

2. Choose a small set of academic vocabulary for in-depth instruction. (cont.)

- Words that might appear in other content areas.

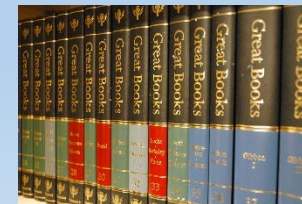
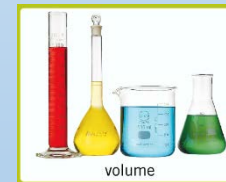
Choose words that students may encounter in multiple content areas.

- Words with multiple meanings.

Words that have multiple related meanings across a variety of domains are useful for instruction.

For Example: volume- refers to the amount of space an object occupies.

volume- refers to a series of books



Academic language words

Describing similarities: Likewise, Correspondingly, Equally, Not only..but also, In the same way, Similarly

Showing cause and effect: Consequently, As a result, Thus, Because, Therefore, Accordingly, This suggests that, It follows that, For this reason

Comparing & Contrasting: Alternatively, However, Conversely, On the other hand, Instead, Yet, On the contrary

Showing limitation or contradiction: Despite/in spite of, Even so, Nevertheless, Nonetheless, Although, Admittedly

Emphasis, addition or examples: To illustrate, To clarify, Further, For instance, Moreover, Typically, Especially, In fact, Namely, In addition

Concluding: Ultimately, Given the above, As can be seen, As described, It can be concluded that

- **Words with Affixes**

Words that can be altered by adding prefixes and/or suffixes allow teachers and students to attend to how word parts change a root word meaning or grammatical form.

For example:

Prefix: un

fortunate- good luck

unfortunate- bad luck

Suffix: -or

protect-keep safe from harm

protector-a person or thing that protects someone or something

- **Cross-Language potential**

Words that cognate relationships across languages are often a good way for students to learn new words while improving their confidence in doing so.

For example: investigación

investigation

3. Teach academic vocabulary in depth using multiple modalities (writing, speaking, listening)

- Provide student friendly definitions
- Reinforce definitions with examples, non-examples and concrete representations.
- Opportunities for student to respond to questions showing understanding of the definition.
- Structured discussions to increase students' speaking using academic words.
- Students using academic words in writings.
- Increase activities that will give students opportunities to be exposed to the words.

4. Provide writing opportunities to extend student learning and understanding of the content material.

Plan writing assignments that allow students to apply the concepts they have newly learned.

- Quick Writes
- Journal writing

4. Teach word-learning strategies to help students independently figure out the meaning of words.

Context Clues

- Word parts
- Cognates

*Wonders includes Cognates



Spanish - English Cognates / Cognados

Second Recommendation

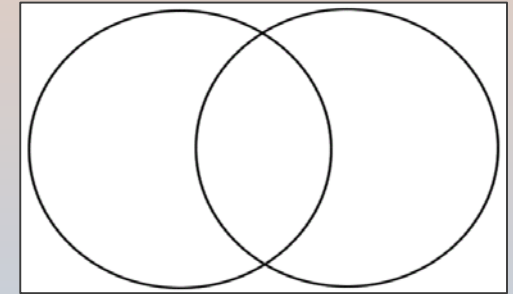
**Integrate Oral and Written English Language Instruction
into Content-Area Teaching**

1. Strategically use instructional tools-such as short videos, visuals and graphic organizers to anchor instruction and help students make sense of content.

• Graphic organizers-

Compare/Contrast

Cause /Effect

A worksheet titled "Cause and Effect Worksheet 1". It has a header with "Name:" and "Date:". Below the header, there are three rows. Each row consists of a hexagonal box on the left labeled "Cause" and a rectangular box on the right labeled "Effect", connected by a horizontal line. At the bottom, there is a footer with "www.ck12.com", "© 2012 CK12.org Inc.", and "www.ck12.org".A worksheet titled "Cause and Effect". It has a header with "Name:" and "Date:". Below the header, there is a title box "Cause and Effect". Underneath, it says "Directions: Write the cause and effect words in the box." Below this, there are five rows. Each row has a rectangular box on the left labeled "Cause" and a rectangular box on the right labeled "Effect", connected by a horizontal arrow pointing from Cause to Effect. At the bottom, there is a footer with "© freemaps.com".

2. Explicitly teach the content-specific academic vocabulary, as well as the general academic vocabulary that supports it, during content-area instruction.

- Teach content-specific academic words
- Teach general academic terms

*STAAR READING
ACADEMIC
VOCABULARY WORDS*

STAAR MATH ACADEMIC
VOCABULARY WORDS

3. Provide daily opportunities for students to talk about content in pairs or small groups.

- Think pair share activity
- Gallery walk
- Provide sentence stems

Third Recommendation

**Provide Regular, *STRUCTURED* Opportunities
to Develop Written Language Skills**

Writing assignments anchored in content and **academic language** as well as writing skills.

- ❖ Connect the writing assignment to social studies, science, or literature.
- ❖ Guide students through the process
 - Graphic organizers
 - Complete sentences
 - Paragraphs
 - Written composition
- ❖ Provide explicit instructional support
 - Review vocabulary that students are expected to use in their essay
 - Review transition words useful in the specific type of writing
 - Ex. compare-contrast essay (for instance, consequently, therefore, because, also, in order to, in addition to, because of)



Graphic Organizers



Transition Words

Provide language-based supports to continue development of writing.

- ❖ Ensure students are using the conventions of academic language.



- ❖ Sentence Starters
 - Helps students summarize and analyze material



SENTENCE FRAMES

Use small groups or pairs to provide opportunities for students to *work and talk* together.

- ❖ Students work in pairs
- ❖ Provide them with tasks to complete together (ex. filling out graphic organizer)
 - Conversations benefit writing skills and language development
 - Group students of different proficiency levels
 - Monitor to ensure all students benefit from the grouping.
 - Revise and provide feedback using sentence starters.
Ex. “I like your opening sentence because _____.”

Assess students' writing periodically to identify needs and provide feedback

- Provide students with targeted instruction and constructive feedback leading to a clear, achievable goal.
- Provide feedback on the lesson or the week's instructional objective in written or oral language.
 - Ex. If instructional target is subject-predicate agreement, give feedback only on that, not capitalization, spelling, or organization.
- Assess periodically using a formal writing rubric.
 - Limit the feedback to 1 or 2 aspects of writing.
 - Focus on quality NOT quantity

**WRITING
RUBRICS**

RUBRICS

Fourth Recommendation

Provide Small-Group Instructional Interventions to Students Struggling in Areas of Literacy and English Language Development

Use available assessment information to identify students who demonstrate struggles with aspects of language and literacy development.

- ❖ Use standardized tests, benchmarks, English language assessments, formative assessments and informal reading assessments
 - These assessments guide decisions within small-group instruction.
 - Instructional needs

BOY				
LIAG Fillable Class Language Proficiency Ratings				
	Listening	Speaking	Reading	Writing
Beginning				
Intermediate				

Design the content of small-group instruction to target students' identified needs.

- ❖ English learners usually fit into two different groups
- ❖ 1. Struggle with Foundational Reading Skills
 - Decoding text and fluency
 - Comprehension
- ❖ 2. Struggle with comprehension
 - Listening
 - Vocabulary

Provide additional small group instruction to those struggling with language and literacy.

❖ **Homogenous** (same level) Groups are useful when focusing on foundational skills

- phonemic awareness
- decoding
- fluency



❖ **Heterogeneous** Group students likely to benefit from oral language expressions from students at different proficiency levels

- Writing
- Oral language
- Listening
- Reading comprehension

❖ Monitor progress twice a month, regroup as needed, keep instruction fast paced and brief

Students who struggle with basic foundational reading skills, also need vocabulary development and comprehension strategies

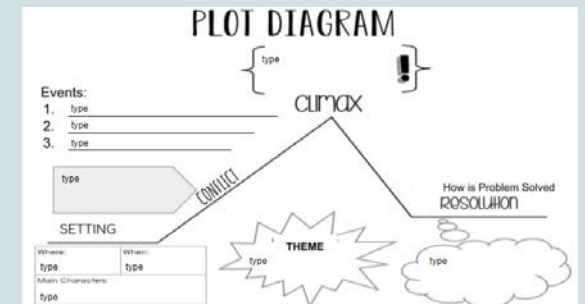
❖ Make productive use of time by planning instructional activities to address both literacy and language needs simultaneously.

- Text walk
- Story elements (plot, character)
- Focused student conversations
- Summarize and retell, beginning, middle, and end
- Visuals
- Gestures
- Vocabulary - when focusing on comprehension; this should be quick
- Story maps

	Title: _____ Author: _____	Genre: Historical Fiction, Historical Non-Fiction, Fantasy, Mystery, Science Fiction, Drama, Poetry, Biography, and Literary Journalism, Nonfiction, Biography, Autobiography, Memoir
STEAL Characterization	Point of View	Narrator
SAYS:	Characters	Setting
THINKS:	Story Plot Events - Problem	
EFFECTS ON OTHERS:		
ACTIONS:		
LOOKS:	Climax	Author's Craft/Message
	Resolution	
Character Development	Theme	



What is Plot?



Provide scaffolded instruction that includes frequent opportunities to practice and review skills over several lessons to ensure retention.

- ❖ Divide instructional activities into small manageable units
 - Students will have limited information to process and can do so quickly
 - Essential when teaching complex tasks
 - Exx. Recall and summarize at the sentence level before larger text
- ❖ Use ample modeling and think-alouds
 - Initially, model clearly how to perform a task and go over the steps with them (I do, I do, we do, we do, you do)
 - Over time allow students more opportunities to think aloud and reason independently

....Continued

❖ Frequent checks for understanding

- Paraphrase complex instructions
- Provide immediate corrective feedback

The logo for Zoom Help Center, featuring the word "zoom" in a blue, lowercase, sans-serif font, followed by the words "Help Center" in a smaller, blue, uppercase, sans-serif font.

❖ Frequent review of previously taught material and practice opportunities

- Revisit and reteach to clarify misconceptions and reinforce learning
- Provide multiple times to practice newly acquired skills
- Opportunities to verbalize and practice what they learn

LET'S RECAP!!

Recommendations to Teach Academic Content

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



**EXIT
TICKET**

Name one thing you can start implementing in your class.

Thank you for attending our training!

Don't forget to type your name in the chat room.

Call us if you have any questions.

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