Attending to Language
For ELL and ALL Students
WI PCL Institute 2017
Kelly Luedede & Brian Reindl

Oral Language is often
an assumed curriculum.
Lance Gentile

Misuse of test data to label student inappropriately reinforces the idea that two languages are sources of confusion and interference rather than assets to be built on.
Susan Hopewell & Kathy Escamilla

Theory
Traditional instruction contributes to an achievement gap that has not narrowed in more than a decade, despite an increasing emphasis on reading and writing skill development. (Gentile, 2003 fig 1 and 2)
PCL and CIM support talk as an intentional curriculum for ELL and ALL students.

(PCL/CIM) Oracy Opportunities
- Language Workshop/Preparing for the Phases
- Literature Discussion Groups
- 1:1 Conferences
- Oral Rehearsal for Writing
  - Response Log
  - Writing Workshop/Phase
- Writing Aloud/Modeling
Oral language proficiency underscores advanced academic literacy.
August & Shanahan, 2006

Academic English Language Learners

All students are Academic English Language Learners. (Kate Kinsella, San Francisco State University)
They will rely on each and every teacher to articulate, demonstrate, and coach the foundational language and literacy skills of their discipline.

Today’s Goals

- Articulate theories of oral language and academic language acquisition.
- Apply to Language Workshop and Comprehension Focus Groups.
First... Know the Students

Five Most Common Sentence Structures

1. Simple sentences.
   a. I went home.
2. Expanded Statements containing prepositions.
   a. I like to play with my cat.
3. Two phrases, clause or statements linked by a conjunction.
   a. His pet ate ten things, but it was still hungry.
4. Two phrases, clauses or statements linked by a relative pronoun.
   a. He was the one who hit me.
5. Two phrases or clause statements linked by an adverb.
   a. She went when lunch was over.

OLAI

- Repeated Sentences
- Story Reconstruction and Narrative Comprehension
- Picture Drawing, Narration and Dictation
- Information Processing and Critical Dialogue

Sentence Transformations

- Negatives
  - I can't find my backpack.
- Questions
  - Do you want the yellow one?
- Commands
  - Mom said, “Don’t wake up the baby.”
- Exclamations
  - I love my new puppy.
Five Stages of Language Acquisition

- **Stage I**: Uses one- or two-word responses.
- **Stage II**: Uses phrases, complete sentences with limited prepositions.
- **Stage III**: Uses complete sentences with varied prepositions.
- **Stage IV**: Uses complete sentences with varied prepositions and conjunctions.
- **Stage V**: Uses complete sentences with varied prepositions, conjunctions, relative pronouns and adverbs.

“Authors write unusual sentences.”
Marie Clay

Get the new phrase or sentence...

To the ear (listening)
To the mouth (saying)
To the eye (reading)
To the written product (creating text)

<table>
<thead>
<tr>
<th>Gr</th>
<th>Text Level</th>
<th>OLAI Stage</th>
<th>Access</th>
<th>MAP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall</td>
<td>Winter</td>
<td>Fall</td>
<td>Winter</td>
</tr>
<tr>
<td>Cesar</td>
<td>4</td>
<td>K</td>
<td>M</td>
<td>3</td>
</tr>
<tr>
<td>Ousman</td>
<td>4</td>
<td>M</td>
<td>M</td>
<td>--</td>
</tr>
<tr>
<td>Daniel</td>
<td>3</td>
<td>I</td>
<td>N</td>
<td>1</td>
</tr>
<tr>
<td>Cesar</td>
<td>3</td>
<td>M</td>
<td>O</td>
<td>2</td>
</tr>
<tr>
<td>Melchor</td>
<td>3</td>
<td>L</td>
<td>O</td>
<td>2</td>
</tr>
</tbody>
</table>
Cesar, Grade 4

OLAI Repeated Sentences (out of 7)

<table>
<thead>
<tr>
<th></th>
<th>F</th>
<th>W</th>
<th>S</th>
<th>F</th>
<th>W</th>
<th>S</th>
<th>F</th>
<th>W</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS</td>
<td>7</td>
<td>7</td>
<td>6</td>
<td>7</td>
<td>6</td>
<td>0</td>
<td>6</td>
<td>6</td>
<td>0</td>
</tr>
</tbody>
</table>

OLAI Sentence Transformations (out of 7)

<table>
<thead>
<tr>
<th></th>
<th>F</th>
<th>W</th>
<th>S</th>
<th>F</th>
<th>W</th>
<th>S</th>
<th>F</th>
<th>W</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS</td>
<td>7</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>7</td>
<td>6</td>
<td>7</td>
<td>5</td>
</tr>
</tbody>
</table>

Sentence Structures

<table>
<thead>
<tr>
<th>Level</th>
<th>SS</th>
<th>Prep</th>
<th>Conj</th>
<th>Pro</th>
<th>Adv</th>
<th>Neg</th>
<th>Ques</th>
<th>Cum m</th>
<th>Excl</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>62%</td>
<td>18%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>18%</td>
<td>17%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>44%</td>
<td>29%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>31%</td>
<td>31%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>54%</td>
<td>12%</td>
<td>5%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>21%</td>
<td>10%</td>
<td>13%</td>
<td>4%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G</td>
<td>52%</td>
<td>12%</td>
<td>12%</td>
<td>4%</td>
<td>1%</td>
<td>1%</td>
<td>5%</td>
<td>9%</td>
<td></td>
</tr>
<tr>
<td>H</td>
<td>18%</td>
<td>19%</td>
<td>12%</td>
<td>4%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>4%</td>
<td></td>
</tr>
</tbody>
</table>

OLAI Sentence Reconstruction

<table>
<thead>
<tr>
<th></th>
<th>F</th>
<th>W</th>
<th>S</th>
<th>F</th>
<th>W</th>
<th>S</th>
<th>F</th>
<th>W</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Belief:
Oral language should not be an assumed curriculum.
Belief:
Children must interact with complex text in school.

Belief:
Talk is important. Lots of talk!

Belief:
Writing helps students construct meaning and how language works

Talk is the cornerstone of language and literacy development, and it must be practiced. For ELL children and those with low language development the challenge is not just to teach reading and writing explicitly but to link language and literacy instruction. (Gentile, 2003)
Practices--Here is What We Did

- Expansion and Refinement Through Retelling
- Human Sentences Activity
- Vocabulary Instruction
- Language Frames
- Language Organizers

Retelling, Expansion, Refinement

Lance Gentile

**Expansion:**
Adding a clause or phrase using a “movable” or connector.

**Refinement:**
Using a synonym or idiom in place of another word.

Theory

Children acquiring English as a second language or those whose oral language is not well-developed must learn to follow a storyline to interpret a story or “construct” its meaning, not just answer questions about it. *(Rosenblatt, 1978)*
Prepositions

- **Expansion**
  - To, at, in, on, for, before, after, under, inside, with, around, about, over, etc.

- **Prompts**
  - I am going home. When? I am going home in the morning.
  - I am going home. When? I am going home after school.
  - I am going home. When? I am going home before I get into trouble.

- **Refinement**
  - (Fast) We ran quickly.
  - (Ice cream) She likes dessert.

Conjunctive Phrases

- **Conjunctions:** but, if, so, because, although, and, etc.
- **Prompts for Expansion**
  - (Why?) I am going home because I don’t feel good.
  - (If) I am going home if my mom comes to get me.
  - (so) I am going home so she can’t hurt me.
  - (and) I am going home, and you’ll be sorry.
  - (but) I am going home, but I’ll come back tomorrow.

- **Refinement**
  - (good) I am going home because I don’t feel well.
  - (come back) I am going home, but I’ll return tomorrow.

Adjectives/Relative Pronouns/Adverbs

- **Expansion**
  - Adjectives/Relative Pronouns: That, who, which, whatever, etc.
  - Adverbs: when, where, ten, there, therefore, etc.
  - Adjectives/Adverbial Phrases

- **Prompts**
  - (that/who) I was the one that/who went home.
  - (what) You told him what I did when I got home.
  - (when) She went home when she got hurt.
  - (where) We were in the house where she lost her coat.

Repeating Sentences

Focus is not on discrepancies as in the assessment.

- Keep the ball in play.
- Use topics from reading.
- Incorporate what children say, repeating it, and extending or refining it.
- Occasionally invite them to repeat what you say.
- Keep it natural.
Theory
Language has two powerful bases for prediction in reading. The first is the meanings and the second is the sentence structures. (Clay, 1993 OS)

Human Sentences Game

Using topic from reading, target structures

Part 1: Oral Sentence Building
1. Student 1: Subject of Sentence
2. Student 2: Predicate of Sentence
3. Student 3: Expansion of Sentence
4. Student 4: Expansion of Sentence
   - Return to each child as phrases are built.
   - Change children’s’ positions to work beyond memorization.
   - Scaffold and refine, especially vocabulary.
   - Transform sentences into negatives, questions, commands, and exclamations.

Part 2: Write on sentence strips, reconstruct, and rearrange movables.
Example

Who was the main character in the book? Student 1: The wolf
What was the wolf doing? Student 2: ...was running and jumping
Where? Student 3: ...in the woods
Why? Student 4: ...because he was happy.

Sentence Strips

The wolf
was running and jumping
in the woods
because he was happy.

Because he was happy,
the wolf
was running and jumping
in the woods.

Human Sentence Movie
Talk bridges the gap between a child’s concrete, sensorial world and the world of images and abstract concepts; thus it teaches “representational distance,” so important for learning to think about symbols and things that aren’t immediately present. (Healy, 1999)
Louis Armstrong

<table>
<thead>
<tr>
<th>Jazz</th>
<th>mentor</th>
</tr>
</thead>
<tbody>
<tr>
<td>scatt</td>
<td>accomplishment</td>
</tr>
</tbody>
</table>

Video Example
## Language Organizers

<table>
<thead>
<tr>
<th>Structure</th>
<th>Definition</th>
<th>Language Organizer(s)</th>
<th>Transition Words</th>
<th>Language Frames</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sequence</td>
<td>Present ideas or events in the order that they happened</td>
<td></td>
<td>First, second, third, etc. before, first, after, when, now, previously, actual year of date</td>
<td>First, next, then, first, finally, etc.</td>
</tr>
<tr>
<td>Timeline</td>
<td></td>
<td></td>
<td>On (date) happened, Prior to the event, Then, After the event, In the end</td>
<td></td>
</tr>
</tbody>
</table>

### Anchor Charts

**Sequential**

- Topic, Subtopic, Details picture
Theory

Writing involves messages expressed in language, and the writer must compose these. *(Clay, 1993 OS)*

Theory (Comprehension)

Writing summaries about a text proved to be better than simply reading it, reading and rereading it, reading and studying it, and receiving reading instruction. *(Graham and Hebert, 2010)*
Writing a Summary

This is a book about a from .
who .
In the beginning .
In the middle .
In the end .

Other words I can use:
- First
- Before
- Firstly
- Initially

In the beginning | In the middle | In the end
--- | --- | ---
First | Firstly | Initially
Before | firstly | Initially
Firstly | Before | Initially
Initially | First | Before

Responding to Prompts

Describe the two different viewpoints during the time of school integration. What motivated them?

There were two different viewpoints during the time of school integration. One viewpoint was white people vs. African Americans. They reacted by彼此让位 to each other. They were motivated by not wanting change.
The other viewpoint was . They were motivated by .
Books as Windows & Mirrors

How did we fit it in?

https://drive.google.com/drive/folders/0Bx8er54H0yo5QUxHWXQ2Z3d6WjA
Cesar G--Fall

One day the girl sitting on the hay. The horse talked. His name was Popcorn.
They jumped on the leaves. The little girl was throwing leaves.
The little girl said, “I'm brave enough not to fall on the ?”
So she rided on the horse and she’s not scared anymore of riding a horse.

Cesar G--Spring

Mike went to a store and bought his own bike.
His friend said, “Mike, Mike. Can I have a ride when you stop?”
First you have to put on your helmet. I didn't know you could ride a bike so good like me.
When you buy your bike, we could maybe drive together.
Next Steps... 

PCL and CIM support talk as an intentional curriculum for ELL and ALL students.