

## Attending to Language For ELL and ALL Students

WI PCL Institute 2017  
Kelly Luedeke & Brian Reindl

**Oral Language is often  
an assumed curriculum.**

Lance Gentile

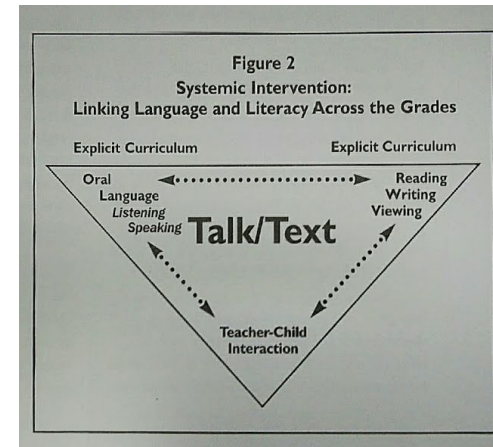
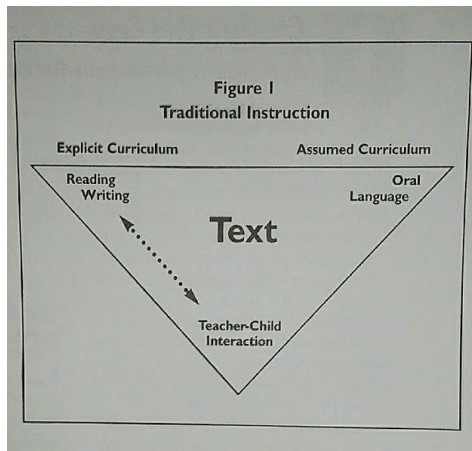
Misuse of test data to label student inappropriately reinforces the idea that two languages are sources of confusion and interference rather than assets to be built on.

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.

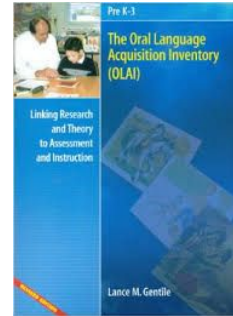
## **Today's Goals**

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



## First... Know the Students

## OLAI



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

## 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.

## 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)

	Gr	Text Level		OLAI Stage		Access	MAP	
		Fall	Winter	Fall	Winter		Fall	Winter
<b>Cesar</b>	4	K	M	3	4	3.2	166 (2%)	175 (3%)
<b>Ousman</b>	4	M	M	--	2	--	173 (5%)	184 (10%)
<b>Daniel</b>	3	I	N	1	2	2.6	153 (3%)	164 (2%)
<b>Cesar</b>	3	M	O	2	3	3.8	169 (11%)	183 (20%)
<b>Melchor</b>	3	L	O	2	2	3.4	165 (7%)	181 (17%)

## Cesar, Grade 4

OLAI Repeated Sentences (out of 7)														
F	W	S	F	S	S	F	W	S	F	W	S	F	W	S
Simple Sentences			Prepositions			Conjunctions			Relative Pronouns			Adverbs		
7	7	7	6	7	6	0	6	6	0	1	5	0	2	0

OLAI Sentence Transformations (out of 7)											
F	W	S	F	W	S	F	W	S	F	W	S
Negatives			Questions			Commands			Exclamations		
7	6	6	6	6	6	7	6	7	5	6	6

## Cesar, Grade 4

OLAI Sentence Reconstruction															
	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S
	Simple Sentences			Prepositions			Conjunctions			Relative Pronouns			Adverbs		
1	1	0	0	0	1	1	1	1	0	0	1	1	0	0	0
2	3	0	0	2	0	1	0	2	1	0	2	4	1	1	1
2	2	0	0	0	2	0	0	0	0	0	2	1	0	2	1
4	3	0	0	0	1	1	2	1	1	1	2	4	0	1	1

Level	Sentence Structures				Sentences Transformations					Excl
	SS	Prep	Conj	Pro	Adv	Neg	Ques	Com m		
A	62%	38%								
B	18%	37%						36%	9%	
C	41%	29%				6%		12%	12%	
D	31%	31%				5%	11%	11%	11%	
E	24%	32%	5%			10%	5%	14%	10%	
F	21%	30%	13%	8%		8%	4%	8%	8%	
G	24%	28%	12%	9%	3%	6%	3%	6%	9%	
H	19%	29%	19%	6%	6%	9%	3%	3%	6	

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

Structured Retelling Video

## Human Sentences Game

## 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)*

## 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

Because he was happy,

was running and jumping

the wolf

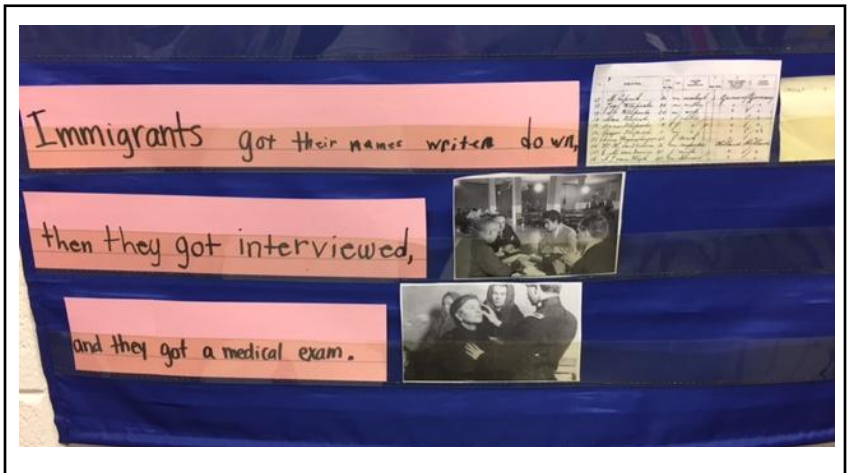
in the woods

was running and jumping

because he was happy.

in the woods.

Human Sentence Movie



## Vocabulary and Sentence Frames

## Theory

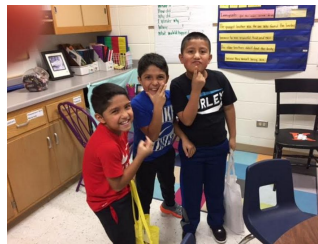
Talk bridges the gap between a child's concrete, sensorial world and the world of images and abstract concepts; thus it teaches "representational distance," so important for learning to think about symbols and things that aren't immediately present. (Healy, 1999)

## Nonlinguistic Representations

**Bold**



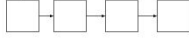

**Pupils**





# Language Organizers

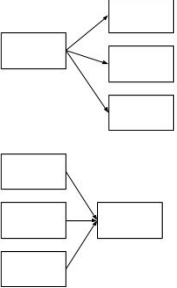
# Language Organizers

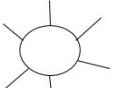
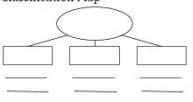
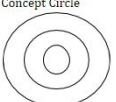
Structure	Definition	Language Organizer(s)	Transition Words	Language Frames
Sequence	Present ideas or events in the order that they happened	<p>Sequence Boxes</p>  <p>Timeline</p> 	First, second, third ... later next before then finally after when since now previously actual use of dates	First, __. Next, __. Then, __. Finally, __. On (date) __ happened. Prior to that __ was __. Then __. After that __. In the end, __. This is about a __ from __ who __. In the beginning __. In the middle __. In the end __.


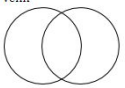
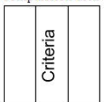
# Anchor Charts

Sequential

Topic, Subtopic, Details picture

Cause/Effect	Provide explanations or reasons for a phenomenon	<p>Cause/Effect Boxes</p> 	<p>if/then reasons why as a result therefore because consequently since so that hence due to thus</p>	<p>The reason why ___ happened was because of ___.</p> <p>If ___ hadn't happened, then ___.</p> <p>Due to ___ occurring, ___ happened. This explains why ___.</p>
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Description	Describe a topic by listing characteristics, features, attributes & examples	<p>Web</p>  <p>Classification Map</p>  <p>Concept Circle</p>  <p>Concept Map/Frayer Model</p>	for example characteristics for instance such as including to illustrate	<p>___ has several characteristics. One characteristic is ___. Another is ___, which is important because ___.</p>
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Problem/Solution	Identify problems and pose solutions	<p>Boxes with Arrows</p> 	problem is dilemma is if/then because so that question/answer	
Compare/Contrast	Discuss two ideas, events, or phenomenon by showing how they are different and similar	<p>Venn</p>  <p>Comparison Grid</p> 	<p>however nevertheless on the other hand but similarly although also</p> <p>in contrast/comparison different either/or in the same way/just as likewise where as yet</p>	<p>___ and ___ are alike in several ways. Both ___ and ___ have similar ___. Both also ___ as well as ___. However, one way they differ is ___. Another difference is ___.</p>

# Structured Retell Video

Vocabulary Video from Classroom

## Taking It to Writing



## Theory

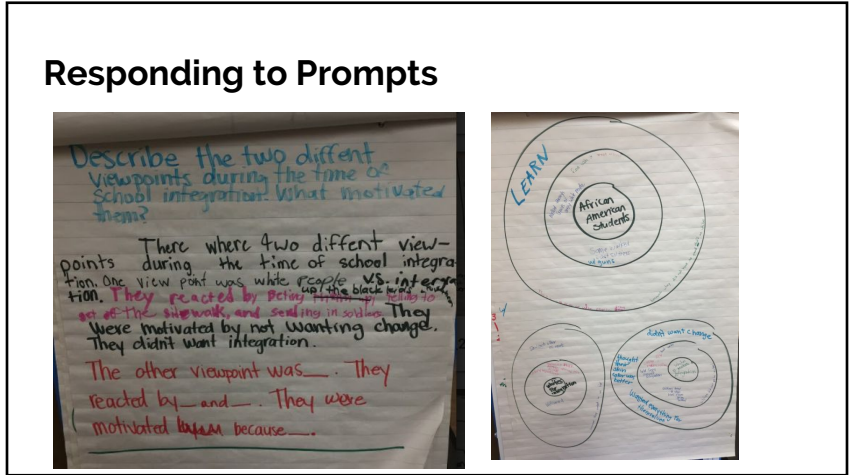
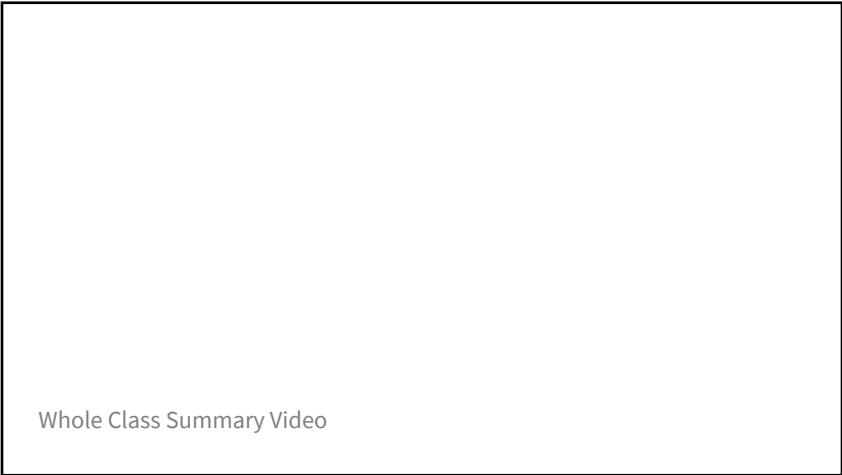
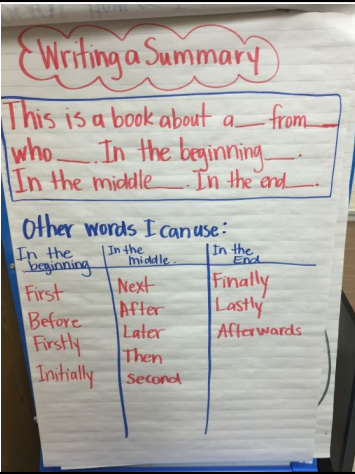
Writing involves messages expressed in language, and the writer must compose these.

*(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)*





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. The first view was held by white people who felt that they were not ready to go to school with black people. They were motivated by not wanting change. They didn't want integration.

The other viewpoint was held by black people. They were motivated by wanting to go to school with white people. They wanted more knowledge.

The black people wanted integration. They wanted to matter too. They went to school then they passed the soldier's guns. The black people wanted more knowledge.

## How did we fit it in?

### Preparing for the Reading Phases of Comprehension Focus Groups: Interactive Readings Planner Co-Constructing Understanding of a New Text and/or Digital Sources

Unit of Study: _____ Genre: _____ Title of Text: _____	
Grade Level: _____ Lexile Level: _____	
Date: _____ Day of Week: _____	
<b>Prior to Comprehension Focus Groups</b> First Reading of Printed and/or Digital Sources	Unit of Study: _____ Genre: _____ Title of Text: _____ Grade Level: _____ Lexile Level: _____ Date: _____ Day of Week: _____
<input type="checkbox"/> Before First Reading Provide or scaffold students in setting a purpose for listening or reading comprehension and motivate students for the lesson.	<input type="checkbox"/> Provide Purpose for Listening or Reading Comprehension. Vocabulary: Consider addressing relevant vocabulary before and/or during the reading. However, only select vocabulary that must be understood in order for students' comprehension to be assembled during the reading.
<input type="checkbox"/> During First Reading Pause at two-three strategic stopping places to model and/or scaffold students in building up meaning of text and/or comprehension of text ideas or concepts.	<input type="checkbox"/> Note Strategic Stopping Places to Model Thinking and/or Prompt for Understanding. <b>Vocabulary</b>
<input type="checkbox"/> After First Reading Provide and prompt to stimulate a rich discussion that explores deeper encounters with text.	<input type="checkbox"/> Write About the Reading and/or Digital Sources. <input type="checkbox"/> Organizer (if appropriate) <b>Vocabulary</b> (clear) <input type="checkbox"/> Frame <input type="checkbox"/> Co-Construct <b>Language Organizers</b> OR <input type="checkbox"/> Students Respond <b>Language Frames</b>
<input type="checkbox"/> Provide an opportunity for students to express their understanding of text through writing and providing evidence from the text.	<b>Retelling</b> <b>Human Sentence</b> <b>Vocabulary</b>

Deen, L. & C. Scifino. (2013). Preparing for the Reading/Writing Phases (Language Phases). Center for Literacy, University of Arkansas at Little Rock.

## Books as Windows & Mirrors

<https://drive.google.com/drive/folders/0Bx8erS4H0vo5OUxMwXQZ3d6WjA>

# Back to the Data

## Intervention February-May

	Text Level			OLAI Stage		
	Fall	Winter	Spring	Fall	Winter	Spring
<b>Cesar N.</b>	K	M	N	3	4	4
<b>Ousman</b>	M	M	O	--	2	4
<b>Daniel</b>	I	N	N	1	2	2
<b>Cesar G.</b>	M	O	Q	2	3	3
<b>Melchor</b>	L	O	Q	2	2	3

### 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.

