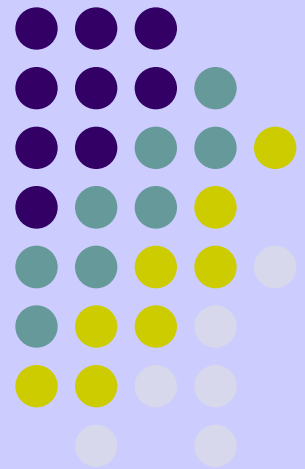# Building Oral Language into the Basal, and Beyond
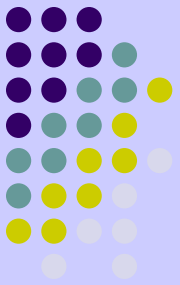
Research Findings and Promising Practices
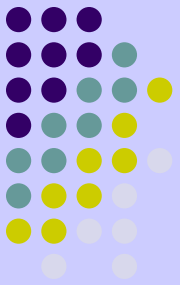
Diane August

Center for Applied Linguistics

CREATE
Center for Research on the Educational Achievement and Teaching of English Language Learners
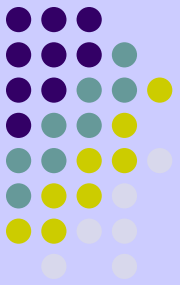
Welcome and Housekeeping

- Discussion/Interactive Format

    - Quick Polling

    - Type messages into chat area

    - Break for responding to chat questions/comments

    - Open Response Share Questions

    - Those on just the teleconference can email questions to: eventquestion@wested.org

Overview of Presentation

- Findings from the National Literacy Panel on Language Minority Children and Youth related to oral language development

- Promising practices for building the oral language proficiency of English-language learners in the context of content area instruction

  - Primary grades reading/language arts
  - Primary grades ESOL
  - Primary grades math
  - Middle grades science

# Quick Poll: Who is Online?

Your primary profession:
- elementary school teacher
- secondary school teacher
- school, district, or state administrator
- curriculum coordinator
- staff development specialist/trainer
- post-secondary educator or administrator
- researcher
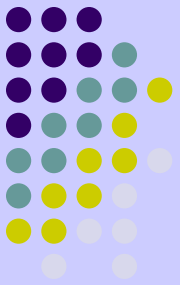- other
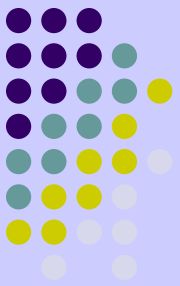
Context for Literacy Development

- A large proportion of English-Learners in the US are from poor families
  - In 2000, 68% of ELLs in pre-k though 5th grade were poor; 60% of ELLs in grades 6-12 were poor which is twice the rate for English proficient students in these grade levels (Capps, et al., 2005)
- SES has a large impact on oral proficiency which is implicated in text-level literacy skills
  - Oral proficiency of middle and high SES ELLs is 7.2 points or half a standard deviation higher than low SES ELLs (Cobo-Lewis, et al., 2002)
- A large proportion of English-language Learners—64%--were born in the US (Migration Policy Institute, 2006)
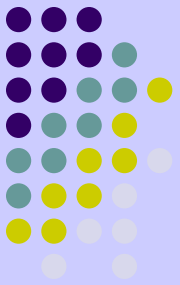
Definition of Terms
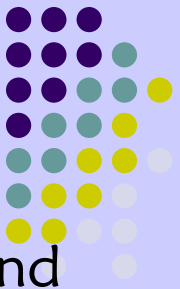
- Oral language proficiency: phonology (ability to recognize and produce sounds and sound sequences that make up language), vocabulary, morphology, grammar, and discourse features
- Phonological processing: the ability to use the sounds of the language to process oral and written language
  - Phonological awareness: the ability to consciously attend to the sounds of language as distinct from meaning
  - Phonological recoding: processes required when a non-phonological stimulus, such as a written word or picture, is converted to phonological output (rapid naming of letters or pictures)
  - Phonological memory: coding information phonologically for temporary storage in short term memory (digit span or pseudo-word repetition tasks)
- Word-level reading: word reading, spelling
- Text-level reading: comprehension, writing

Definition of Terms (cont.)

- Working memory (WM)
  - Active manipulation of the information presented while simultaneously holding the information in memory (repeating letters or numbers in reverse order)
- Short-term memory (STM)
  - Direct recall of information

Development of Literacy

- The word-level literacy skills of English-language learners (e.g. decoding, spelling) are much more likely to be at levels equal to monolingual English speakers.

- However, this is not the case for text level skills (e.g., reading comprehension, writing). These skills rarely reach levels equal to monolingual English speakers.

- A crucial area of investigation is how to build the English proficiency skills of second-language learners because these skills impede students' ability to achieve to high levels in text level skills.

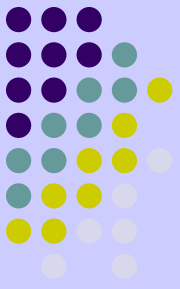# Relationship Between L1 Oral Proficiency and L2 Oral Proficiency
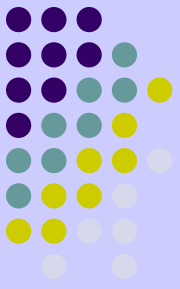
- Consistent evidence for cross-language relationships:
  - Working memory
  - Phonological awareness
  - Phonology (errors in L2 caused by L1)
  - Vocabulary (for higher level skills such as interpretation of metaphors and quality of formal definitions and for cognates)

- Inconsistent evidence for cross-language relationships:
  - Phonological recoding
  - Phonological short-term memory
  - Grammar (little overlap in focus of studies)

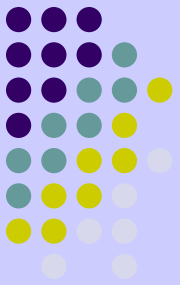# Relationship Between L2 Oral Proficiency and L2 Literacy Skills

- Measures of oral language proficiency in English (L2) correlate positively with word and pseudo-word reading skills in English, but are not strong predictors of these skills. However, various measures of phonological processing skills in English (e.g., phonological awareness) are much more robust predictors of English word and pseudo-word reading skills.

- In contrast, well developed oral proficiency in English is associated with well-developed reading comprehension skills and writing skills in English.

L2 Literacy Instruction

- Studies suggest that overall, the types of instruction that help monolingual English-speaking students are advantageous for second-language learners as well

- Effect sizes are lower indicating that successful interventions don't improve the literacy skills of second-language learners as much as they do for children learning in their first language

- This may be related to levels of L2 oral proficiency--studies show second-language learners with good word-level skills and poor text-level skills

Adjustments to Develop L2 Literacy: Build on L1 Oral Language and Literacy Skills and Knowledge

- Teach students to use cognate knowledge in inferring meanings of words in the second language (Carlo et al., 2004),

- Preview and review story book reading in students' first language (Ulanoff & Pucci, 1999)

- Allow students to write and converse in either their first or second language (Gomez et al., 1996)

- Conduct instructional conversations that permit some interpretation to take place in the home language (Saunders & Goldenberg, 1999)

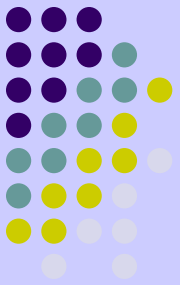# Adjustments to Develop L2 Literacy: Develop L2 Oral Proficiency
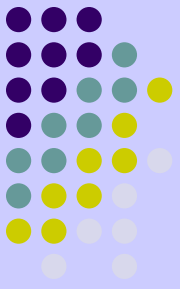
- Identify and clarify difficult words and passages within texts to facilitate the development of comprehension (Saunders & Goldenberg, 1999; Saunders, 1999; Tharp, 1982)
- Consolidate text knowledge through summarization; and by giving students extra practice in reading words, sentences, and stories (Saunders & Goldenberg, 1999; Saunders, 1999; Tharp, 1982)
- Provide oral language activities intended to clarify specific concepts in the basal readers (Perez, 1981);
- Group second language learners with fluent English speakers in peer response and conferencing groups during writing instruction to provide rich opportunities for students to interact with native English speakers (Prater et al., 1993; Carlo et al., 2004)
- Provide additional time after school to read books in English with adult support as needed (Tudor & Hafiz,1989)
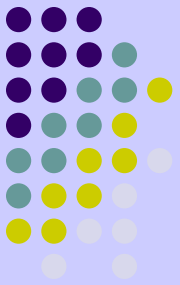
Poll

- How often do you build children's oral language proficiency in the context of literacy instruction ?
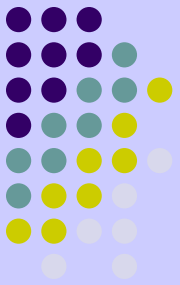 - Rarely
  - Often
  - Very Often
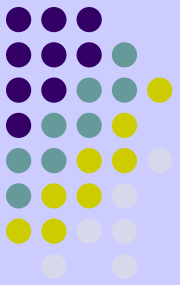 - N/A

Question and Answer Break

Question and Answer Break

Applied Work

- Building the oral language proficiency of English-language learners in the context of content area instruction
  - Primary grades classrooms
    - Reading/language arts
    - ESOL
    - Math
 - Middle grades classrooms
    - Science

Overview of Primary Grades Work
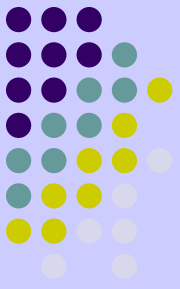
Four year study to examine the development of literacy in students in two program types

- Transitional Bilingual
- English Only

- Collaborative work with the school district to improve the literacy skills of students

- Project located in South Texas where most students are language minority and Spanish is their first language

- District in which there are high levels of poverty

Overview of Primary Grades Work (cont.)
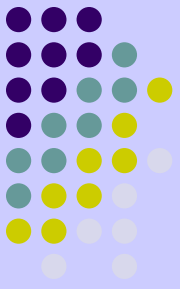
- 90 Minute Reading Block
  - Supplemental materials to build language proficiency in Spanish and English
- ESOL Block
  - Development of language proficiency through read-alouds of narrative and expository texts aligned with the curriculum
- Math
 - Supplemental materials to build academic language in math

Preliminary Results
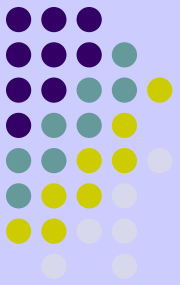
- No statistically significant differences between treatment and control group in early reading skills
  - Despite less time spent in reading practice for treatment groups
  - All students doing well on early reading skills

- Significant differences between treatment and control groups on standardized measures of oral language proficiency
  - Vocabulary
  - Listening comprehension

- Kindergarten-second grade data still being analyzed

Ninety Minute Reading Block

English
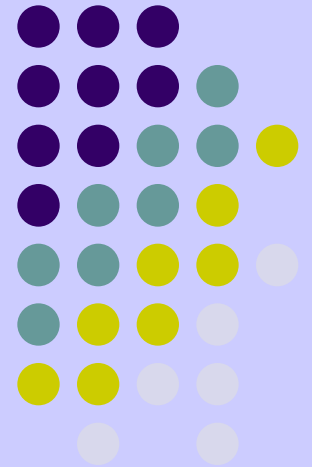
Instructional Plan

- Designed to complement the ninety minute reading/ language arts block

- Days 1 and 2:
  - 30 minutes of instruction that supports the weekly basal reading selection
    - Vocabulary instruction
    - Pre-reading of weekly selection from the basal reader

- Days 3, 4, and 5:
  - Supplemental materials designed to develop reading comprehension and other designated skills

Basal Selections
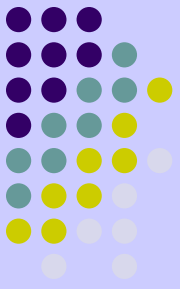
- Great Adventures
  - *Grandfather's Journey*
  - *Phoebe and the Spelling Bee*
  - *Opt: An Illusionary Tale*
  - *Max Malone*
  - *Champions of the World*

- Nature Links
  - *City Green*
  - *The Sun, the Wind, and the Rain*
  - *Dream Wolf*
  - *Spiders at Work*
  - *Web Wonders*

- Be Creative!
  - *Moses Goes to a Concert*
  - *The Little Painter of Sabana Grande*
  - *The Patchwork Quilt*
  - *Pecos Bill*
  - *A Very Cool Place to Visit*

- Tell Me More
  - *The Terrible Eek*
  - *In My Family*
  - *Cactus Hotel*
  - *Big Blue Whale*
  - *J.J.'s Big Day*

- Turning Points
  - *The Bat Boy and His Violin*
  - *Two Bad Ants*
  - *Do Animals Think?*
  - *Wilbur's Boast*
  - *The Koala Catchers*

- Think It Through
  - *Lon Po Po*
  - *Animal Fact/Animal Fable*
  - *The Many Lives of Benjamin Franklin*
  - *Cloudy with a Chance of Meatballs*
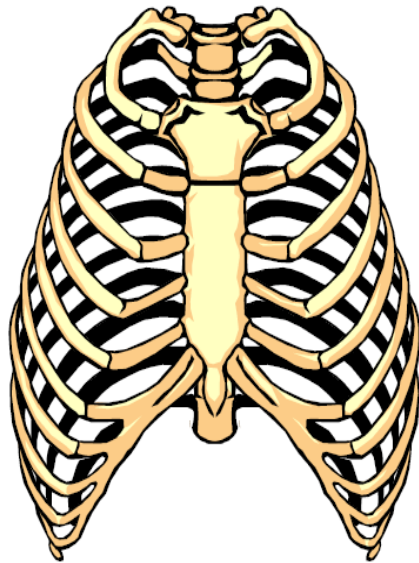 - *Pure Power*
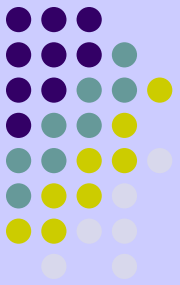
Instructional Schedule for Days 1 and 2

- Introduction of 3 Dolch words each day

- Introduction of 3 key words each day

- Interactive reading using basal main selection (half is done each day)

- Skills practice

Example: Key Word Card
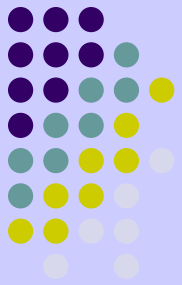
RIBS

Ribs are curved bones that enclose your chest and protect your heart and lungs.

**Day 2**   **Word 3 – Ribs**

Ribs are curved bones that enclose your chest and protect your heart and lungs. There are 24 <u>ribs</u> on a human body [point to the picture].

Think about where ribs are located in the human body [point to the picture]. In addition to heart and lungs, what other body parts are close to ribs in the human body?
[possible answers: arms, shoulders, neck, stomach]

Example: Glossary
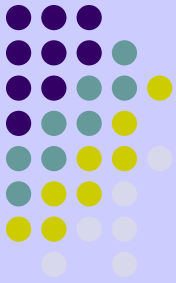
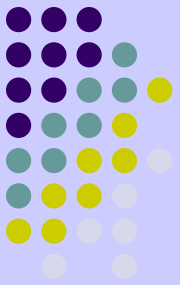English MacMillan Reading, Grade 3 – Teacher Lessons, Week 18

MacMillan Words   Student Glossary Day 1

	tough
Many people build houses out of brick because brick is <u>tough</u> and strong.	_____
Ants are interesting <u>insects</u> to watch because they are so small.	insects _____
In the year 1848, many people got rich because gold was <u>discovered</u> or found in the state of California.	discovered _____

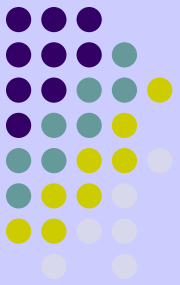Dolch Words

	bring
Andrea likes to <u>bring</u> her father breakfast in bed on the weekends. **Bring** means to take something to someone.	_____
One day this puppy will <u>grow</u> into a big dog. Grow means to get bigger.	grow _____
The woman is giving the horse a <u>drink</u> of water. When you take a **drink** of water, you sip it.	drink _____

1

Example: Guiding Questions for Interactive Reading

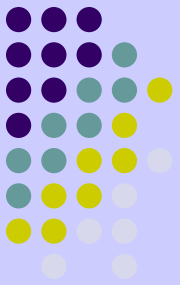| Page no.	Teacher script
Pages 58 and 59	*BEFORE READING: This story is called "Cactus Hotel". It was written by Valerie Flournoy.*
	Who can tell us what a hotel is? [Anticipated response: A hotel is a place where people stay when they are away from home, etc..]
	*AFTER READING: Look at the picture of the fruit on page 59. *Where did the fruit come from? [Anticipated response: It came from the saguaro cactus.] What is inside the fruit? [Anticipated response: Thousands of black seeds.]*
Page 60	*AFTER READING: How does the cactus seed end up under the paloverde tree? [Anticipated response: It gets stuck to the rat's whiskers while it is eating the fruit, and then it falls off when the rat is under the tree.]*
Page 61	*AFTER READING: Why was it a good place for the seed to drop when it landed under the tree? [Anticipated response: Because none of the animals saw it there: they did not eat it.] What do you think will happen to the seed if the animals do not eat it? [Anticipated response: It could grow into a cactus.]*
Page 62	*AFTER READING: Is the cactus growing quickly? [Anticipated response: No, it is growing very slowly.] How do we know? [Anticipated response: We know because it took the cactus 10 years to grow only four inches.]*
	Now, look at your student chart. We are going to talk about cause and effect. Paying attention to cause and effect will help us understand why things happen in the story. We know that the rat caused the cactus seed to drop in a safe spot. What was the effect? [Anticipated response: A cactus grew.] Great! Let's write this cause and effect in our chart.
Page 63	*AFTER READING: Why does the cactus look fat after the rainstorm? [Anticipated response: It looks fat because it is full of water – its roots have pulled in the water from the rainstorm.]*
Page 64	*AFTER READING: Why does the cactus look thin when there is no rain? [Anticipated response: Because it uses up the water that it has stored inside.] Now, let's think about cause and effect. If the cause is that there is no rain, what is the effect? [Anticipated response: The cactus uses its stored water, and looks thin.] This cause and effect has already been added to your chart for you.*
Page 65	*AFTER READING: Why do the different animals come to the cactus when its flowers are blooming? [Anticipated response: They come to drink the nectar that is inside of the flowers.] Cause and effect time: If the cactus' flowers blooming is the cause, what would the effect be? [Anticipated response: The effect would be that the animals come to drink the nectar that is inside the flowers.] Let's write this cause and effect in our chart.*
Page 66	*AFTER READING: What happens to the cactus after the flowers dry up? [Anticipated response: It grows fruit.]*
Page 67	*AFTER READING: Why does the cactus form a tough, or strong scab around the hole that the woodpecker makes? [Anticipated response: The scab helps to keep the cactus from drying out.] How can insects, or bugs, harm the cactus? [Anticipated response: Insects can bring disease to the cactus.] How does the woodpecker help the cactus? [Anticipated response: It eats the insects.]*

Example: Weekly Skills Practice

STUDENT SKILL CHART: Cause and Effect

As we read the story, think about what caused some of the important events in the story. Next, consider the effect of these events. Finally, write the cause and effect on your chart. Some examples have been done for you.

Cause	Effect
Day 1: Page 62	
Day 1: Page 64 There is no rain.	The cactus uses up the water it has stored inside, and it looks thin.
Day 1: Page 65:	
Day 2: Pages 68 The cactus is tall and prickly.	The birds feel safe living in the cactus.
Day 2: Pages 74 and 75:	

Example: Weekly Word Study

## Word Study Activity: Compound words

Compound words are bigger words that are made up of two smaller, separate words. Look at the compound words in the word bank. First, draw a line between the two smaller words within each compound word. Then use the compound words to complete the sentences below. The first one has been done for you.

WORD BANK

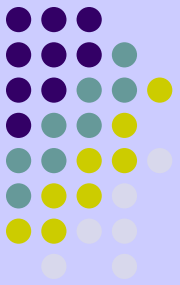|				
patch/work	backyard	upstairs	grandchild	masterpiece
sunlight	afternoon	earrings	everything	something

1. Grandma, Mama, and Tanya were working together to make a _____ quilt.

2. Tanya worked in the quilt in the _____ when she got home from school.

3. Tanya was Grandma's _____.

4. Tanya used old bracelets and _____that she found in the attic for her Halloween costume.

5. When Grandma was sick, she stayed _____ in her bedroom.

6. Grandma called the quilt her_____.

7. Ted, Jim and Papa were building a new fence in the _____.

8. Grandma sat by the window because she needed the _____to see what she was doing.

9. Tanya learned _____ she knew about making quilts from Grandma.

10. Tanya stopped working on the quilt because she knew that _____was missing.
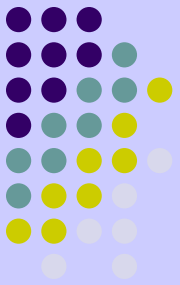
Supplemental Materials for Days 3-5

- SAILL Safari
- Test Prep Questions
- Word Study
- Grammar Resources (grades 1 and 2)
- Writing Resources (grade 1 and 2)

Example: SAILL Safari

7. How long was Tomás at the library? How do you know? [Page 296]

_____

_____

8. What did the library lady say every time Tomás went to the library? [Page 297]

_____

_____

9. What did Tomás teach the library lady? [Page 298]
    a. Tomás taught the library lady some Spanish words.
    b. Tomás taught the library lady how to ride bike.
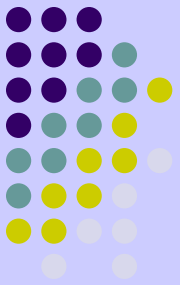   c. Tomás taught the library lady how to pick vegetables.

10. What main event happens on page 300?

_____

_____

11. Why do you think Papá Grande now calls Tomás the "new storyteller"? [Page 302]

_____

_____

12. Put T for true if the sentence happened in the story. Put F for false if the sentence did not happen in the story. The first one has been done for you.

__T__   Tomás's parents work in the farm fields.

_____   Papá Grande loves to hear Tomás read stories in English.

_____   Tomás does not like the library lady. She is not very friendly.

_____   The librarian shows him books that bring his imagination to life.

_____   Papá Grande is known to be the worst storyteller in the family.
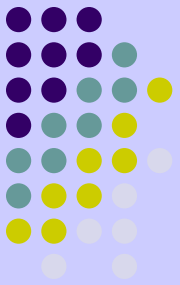
Example: Test Prep

A Pet for My Pet

1. The child in the story borrowed a cage for the lizard because –

   - the lizard liked to climb into the closet
   - the lizard was sad
   - the family was going on vacation
   - the lizard liked cages

2. In this story, the word <u>cool</u> means –

   - good
   - calm
   - a little cold
   - exciting

3. Which of these is a FACT in this story?

   - The lizard had a long, thin tail.
   - The lizard ate lots of insects.
   - The lizard liked his pet.
   - The lizard fell asleep on the way to the beach.

4. What is this story mostly about?

   - It is about the weather in the desert.
   - It is about the food that lizards like to eat.
   - It is about a pet lizard and its owner.
   - It is about a long drive.

5. Which of these happened first in the story?

   - The family drove to the beach.
   - The lizard seemed sad.
   - The child borrowed a cage for the lizard.
   - The dad left the hotel.

Format for Teaching Grammar
(first and second grade)

- **Introduce Concept**
  - The skill is introduced in a mini-lesson.

- **Group Practice**
  - With direct instruction, the teacher guides students to complete one or two example questions as a group.
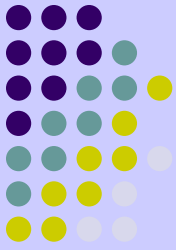
- **Individual Practice**
  - On-level students practice the skill independently and teachers work with struggling students.

- **Review Individual Practice**
  - Teacher reviews individual practice with students, correcting any misconceptions.

Sample Grammar Lesson

Week 26 DAY 1

Materials:
McGraw-Hill Grammar Practice Book: page 163
McGraw-Hill Grammar ELMO Chart 26

Grammar: Adjectives

1. Introduce Concept [10 minutes]

Draw a concept map on the board and write the word apple in the middle. Remind students that the word apple is a noun. Ask the students to close their eyes and think of words that describe an apple, like how it looks, smells and tastes. Select volunteers to describe their apple. Write the descriptions in the concept map.
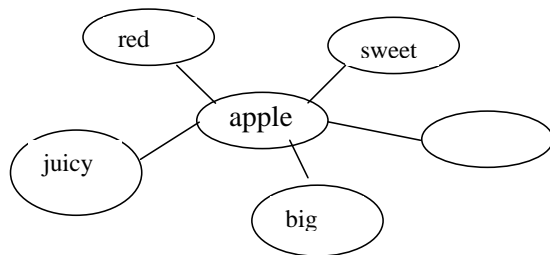
Sketch an apple to match the adjectives given by students. Explain that they have just listed adjectives, or describing words. We use adjectives to describe a noun. Then describe an apple in contrast to the students' descriptions. For example- if students used words such as red, juicy, big, sweet – your description would be green, little, sour, etc. Explain that using adjectives can tell us exactly what kind of apple we want or see. They are important because they paint a picture so we can visualize what the noun is like.

Write the folling sentences on the board:
> *The funny man gave a speech.*
> *That is a big dog.*

Tell students that some adjectives tell what kind. Ask students to tell what kind of man gave a speech. What noun does funny describe? Ask, What kind of dog is it? What does the word *big* describe? [dog].

Write the following sentences on the board:
> *The dog did three tricks.*
> *The man had many friends.*

Say **some adjectives do not tell what kind. Some adjectives describe numbers of things.** Have students identify the adjectives that tell how many and the nouns they describe. [three tricks; many friends].

Review the following rules. Use the information chart in the book. Have students place their finger on each bullet and read it with the class. Give further clarification as needed:

- An adjective is a word that describes a noun.
- Some adjectives tell what kind.
- Some adjectives tell how many.

Write the following on the board:
> *I saw a _____ dog.*   What kind of dog?
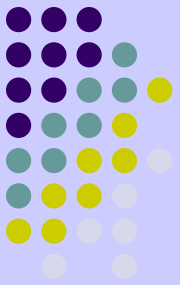> *_____ dogs were barking.*   How many dogs?

Select volunteers to complete the sentences. Work with additional examples of further practice is needed.

2. Group Practice [5 minutes]

Display ELMO Chart 26. Have students orally add adjectives to the sentences and tell if they are adjectives that tell what kind or how many.

Sample Grammar Lesson (cont.)

3. Individual Practice [10 minutes]

McGraw-Hill Grammar Practice Book: p. 163- Adjectives

Distribute page 163 from the McGraw-Hill Grammar Practice Book. Give directions to the entire class. Complete questions 1 and 2 with the class. Let the students work independently or in pairs to complete the activity. Pair students so stronger readers are paired with weaker readers.

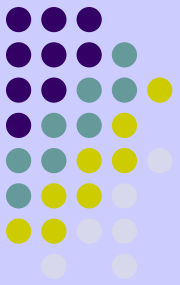If necessary, you can work with a group of students who may be struggling to complete this activity.

4. Review Individual Practice [5 minutes]

Review the individual practice with students. For incorrect responses, have students circle the number of the question that was answered incorrectly but also have them make the correction. In this way you can grade their work, but they will have corrected it.

Format for Teaching Writing
(first and second grade)

- Present Genre
- Explore Genre
- Group Brainstorm
- Group Drafting
- Individual Brainstorm
- Individual Draft
  - Genre Elements Revision
  - Writing Mechanics Revision
  - Final copy Genre
  - Sharing Final Copy

Sample Writing Materials:
Example of the genre and instructional chart
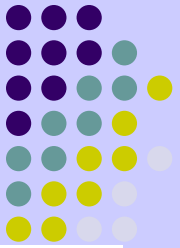
Sample Story Writing ELMO Chart Grade 2 English

A Rescue in Fuzz and Fur

There's a town called Fuzz and Fur where only animals can live. Mother Cat and her Kitten Sammy live there. There are monkeys who work in the Monkey Fire Department. Mrs. Mouse is the baker and Mr. Mutt is the mayor of this friendly animal town. The animals always help each other.

One day Sammy Kitten gets stuck up a tree. He is very frightened. He thinks he may fall off the high branch. Mayor Mutt tries to reach him but he can't. Then, Mrs. Mouse calls the Monkey Fire Department. The monkeys climb up the tree and hold on to each other's tails and form a chain that reaches all the way down to the ground. Sammy slides down the chain of Monkey Firefighters, all the way to the ground. "Thank you!" says Mother Cat. "I don't know what we'd do without the monkeys help!" "You're all heroes!" barks Mayor Mutt. Sammy agrees.

After this, Sammy Kitten is very careful whenever he climbs trees.

Genre Elements ELMO Chart: Story Writing Grade 2 English

Writing a Story:

|	
✓ Provides character and setting descriptions (usually at the beginning)	The animals are friendly. They help one another. They live in a town where only animals can live.
✓ Tells a story following a sequence of events using time order words	One day Sammy gets stuck in a tree. Mayor Mutt tries to help. Then, Mrs. Mouse calls the Fire Department. The monkeys make a ladder out of their tails. Finally, Sammy slides down chain of Monkey Firefighters.
✓ Has a beginning	that tells about the characters: Sammy Kitten Mrs. Mouse Mayor Mutt Monkey Fire Department

that tells about the setting. Fuzz and Fur Town |
| ✓ Has a middle | that states the problem: Sammy Kitten gets stuck in a tree. Everyone tries to help Sammy get down. |
| ✓ Has an ending | that states the solution to the problem: The monkeys tie their tails together to help Sammy get down. |

Sample Writing Materials:
Brainstorm
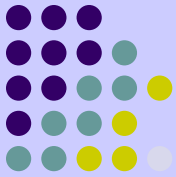
Genre Writing ELMO Chart 1 Grade 2 English

Writing a Story

Story

Setting: Where does the story take place? How would you describe this place?	**Characters**: Who are the people in the story (and sometimes animals)? What are they like?

Problem: What problem/dilemma do the character(s) have to solve?

Beginning	Middle	End

Solution: How is the problem/dilemma resolved?

Genre Writing ELMO Chart 2 Grade 2 English

Characters and Setting

Beginning
Event 1:
Event 2:
Event 3:

Middle
Event 1:
Event 2:
Event 3:
Event 4:

End
Event 1:
Event 2:
Event 3:

The Solution

Sample Writing Materials:
Drafts
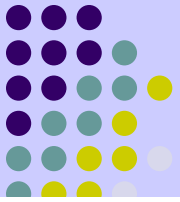
Student Writing Copy 1   Name:_____

Story Writing Checklist

☐ Do you describe the characters and the setting?
☐ Do you tell a story following a sequence of events?
☐ Do you have a beginning, a middle and an end?

Paragraph Guide

Character and Setting Description _____
_____
_____

Beginning _____
_____
_____

Middle:
1. _____
   _____
   _____

2. _____
   _____
   _____

3. _____
   _____
   _____

4. _____
   _____

End _____
_____

_____

Student Writing Copy 2   Name :_____

Writing Mechanics Checklist

Does my writing a story use:
☐ Capital letters at the beginning of sentences?
☐ Capital letters for all proper nouns?
☐ Correct punctuation at the end of sentences?
☐ Correct spelling for all the words?
☐ Indent for new paragraphs?

Revision

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Student Writing Copy 3   Name:_____

Title

[_____]

Final Version

_____

_____

_____

_____

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Question and Answer Break

Question and Answer Break

ESOL Block
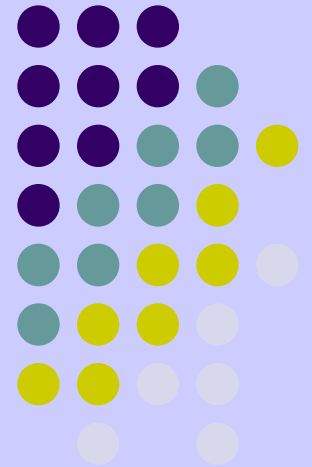
Instructional Plan

Each 8 week unit contains:

- 2 weeks that focus on narrative texts that are aligned with the Social Studies curriculum
  - 1 narrative per week
- 5 weeks that focus on building academic language in science
- 1 review week

Vocabulary Instruction for Narrative and Expository Texts

Types of Words

- Key words
- Discipline specific words
- Function words and phrases

Teaching Techniques

- Vocabulary cards
- Instruction in context
- Rephrasing
- Choral response
- Total physical response
- Partner talk
- Glossaries that include definitions and opportunities for practice

Narrative Text

Each daily 30 minute lesson includes:

- Introduction of 2-3 vocabulary words each day

- Interactive reading for a portion of the selection to build additional word knowledge and comprehension

- Student response and practice to increase vocabulary development as well as improve reading comprehension.

Social Studies Themes

- **Learning About Communities**
  - Communities Are People
  - Communities Are Places
- **Citizenship and Government**
  - People and Their Local Government
  - Our Nation's Government
- **Communities Are Everywhere**
  - A Community's Geography
  - Thinking Like A Geographer

- **Many Kinds of People**
  - American Culture
  - The Many People of a Community
- **Communities over Time**
  - Learning About the Past
  - Our Nation's History
- **People Working in a Community**
  - Making and Selling Products
  - Being a Thoughtful Consumer
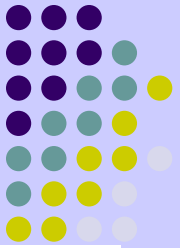
Narrative Text Word Card

SOAR

SOAR

Word 1 – Soar
Image 1
Now, let's look at a picture that demonstrates the word soar. This eagle [point to the eagle in the picture] is soaring in the sky. It is flying quickly through the air toward the buildings in the background [point to the skyline in the back].

Word 1 – Soar
Image 2
Here is another picture of soar.
Partner talk: turn to your partner and talk about why this picture demonstrates the word soar.
Ask one or two pairs for their response.
[Anticipated possible response: the airplane is soaring in the sky; the airplane is flying high up into the air.]

Narrative Text, Interactive Reading Week 9
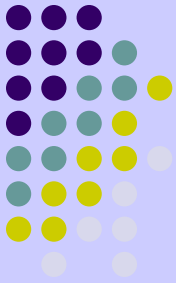
1. INTRODUCE CONCEPT

Teacher Talk

[Note: This story is aligned with Social Studies chapters 5 and 6 – "A Community's Geography and Thinking Like a Geographer." Please have a map of the United States and Europe ready, to show where the desert, Mississippi, France and England are.]

We have read stories that happen in different places, and saw that those places look different.

Annie lived in the desert.

[Show the map of the United States—point out the desert region of the southwestern United States.]

And Little Joe lived in Mississippi [point to Mississippi on the map].

Call on One Child

Imagine that Little Joe in Mississippi wanted to visit Annie in the desert. What forms of transportation could she use to get there?

CALL ON ONE CHILD

[Anticipated response: She could have someone drive her, take a bus, take a train, or take a plane.]

What would be the fastest way?

CALL ON ONE CHILD

[Anticipated response: It would be much faster to take a plane than any of the other options.]

Teacher Talk

A plane can take somebody from one state to another in just hours. We can fly over high mountains and enormous oceans in no time. But planes are a new invention. Many people who are still alive today were not able to take planes from one place to another, because they had not been invented yet.

Teacher Talk

[Show the map of England and France.]

Today we will read a story that takes place in a country called France [point to France on the map]. **It is a story about a man who lived in France a long time ago, before airplanes were developed.**

This man wanted to get to England [show England].

Narrative Text, Interactive Reading
Week 9
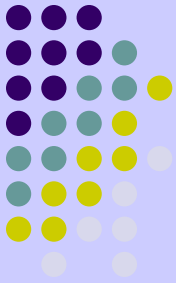
Just ahead, on the narrow street, is the wagon of Alphonse Juvet [point to the man driving the wagon],
full of pumpkins.
Also his son César [point to the boy],
and many cabbages.

Call on One Child

What do you think this man and his son are going to do with the pumpkins and cabbages? CALL ON ONE CHILD [Anticipated response: They have probably come from their farm to sell the pumpkins and cabbages at a market in the city.]

Page 10
"CRUMP!" goes the car . Into the cart of Alphonse Juvet.
The strange sound from the air is forgotten.

Call on One Child

Who remembers what the sound from the air was? CALL ON ONE CHILD [Anticipated response: *Clacketa…clacketa…clacketa..!*]

Papa Blériot was driving very slowly, but even so the cart is on its side [point to the cart].

Page 11
Pumpkins all over!
No one is hurt, but there are bruised cabbages and angry faces.
Fists are raised.

Movement

Let's pretend we are the angry people. Show me your angry faces! Let's raise our fists too!

Call on One Child
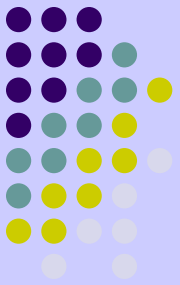
Why is everybody so angry? CALL ON ONE CHILD [Anticipated response: Papa Blériot ran into the cart full of pumpkins and cabbages, and it overturned.]

Day 1: _GLORIOUS FLIGHT_

DISCUSSION QUESTION

Let's think about the question we asked at the beginning. What are some of the forms of transportation that people in France used in 1901?

_____
_____
_____
_____
_____
_____

****

Expository Text

- In second grade, each 30 minute lesson included a read-aloud of a science text, using similar format as in narrative texts, with an overarching question and brief experiment

- In third grade, each daily 20 minute lesson includes a focus on academic and discipline-specific language in science

Science Topics

- Measurement
- Magnetism and Electricity
- Structures of Life
- Earth Materials

Expository Word Card: Side 1

EROSION

Teacher Talk

1. Another word in the text is erosion. Erosion occurs when rock or soil is worn down or moved by rivers, the sea or the wind.
2. En español "erosion" quiere decir erosión. La erosión ocurre cuando se produce un desgaste o un movimiento de las rocas o la tierra por efecto de los ríos, el mar o el viento.
3. Erosion in English and erosión in Spanish are cognates.
4. Now, let's look at a picture that demonstrates the word erosion. These rocks have been eroded or worn down by the wind, which is why their shapes are unusual [point to the picture].

Expository Word Card: Side 2

EROSION

Partner Talk

Teacher Talk

5. Here is another picture of erosion.
Partner talk: turn to your partner and talk about why this picture demonstrates the word erosion.
[Anticipated possible response: the rock was eroded or worn down by the water and wind]

6. **Say erosion with me three times – erosion, erosion, erosion.**

Interactive Reading, Expository Text

TEACHER READER
Week 12

DAY ONE: TREASURE UNDERFOOT

People have extracted or taken minerals from the ground for thousands of years. At first, people used shovels to move the layer of soil covering the minerals. They dug mines or underground holes where mineral are found using picks. It was a dirty and dangerous job. At times, children were forced to do the work.

Today mining is done in many ways. Excavating machines or machines that dig in the earth and backhoes are used to move earth. Mechanical shovels with spinning teeth cut through rock. Explosive charges break rock into pieces.

The minerals are turned into tools, pottery, and jewelry. But did you know the first iron used to make tools was not mined but came from meteorites.

backhoe   shovel   explosive charges   pick

1. In earlier times, what did people use to extract minerals from the ground?
2. What do people use now to take minerals from the ground?
3. What are some things that people make with minerals?
4. Where did the first iron for tools come from?

Example: Glossary

Week 26
Stone Soup
Student Glossary I

nestled	hearty	weary	marvel
content	bold	gigantic	timid

Word picture	Word	Definition
	_____	_____ means happy or satisfied.
	_____	A _____ person is shy.
	_____	_____ means to be in a comfortable position, usually pressing against something soft.
	_____	Someone who is _____ is not afraid to do things that are risky or dangerous.
	_____	A _____ meal is large and very filling.

	_____	If you _____ at something, you look at it with great surprise.
	_____	_____ means very large.
	_____	If you are _____, you are very tired.

1. What was the magical ingredient in the Stone Soup?

a.) Carrots.　　　　　　　　b.) Sharing.

c.) Potatoes.　　　　　　　 d.) Parsley.

Why was it magical?

_____

_____

2. What does this story teach us?

a.) When everybody gives a little, they get a lot in return.　　b.) You don't need to help hungry people.

c.) Stones are good to put in soup.　　d.) People are unkind.

Question and Answer Break

Question and
Answer Break

Math

Modules to build academic and discipline-specific language in math
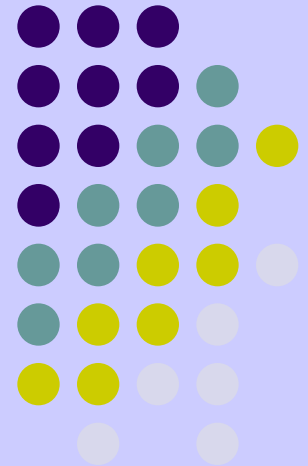
Math

- Follows SIOP model
- Prior to the math lesson
  - State math and language objectives
  - Build academic vocabulary
    - Related to math concepts (e.g. compare, represent, difference)
    - Crucial to understanding word problems (e.g. receive, originally)
  - Develop knowledge of academic language structures (e.g. comparisons using the word than, such as shorter than, more than, etc.)

Example: Math Academic Language Card
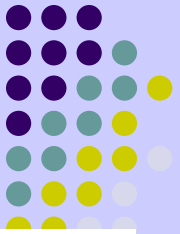
DOUBLE

5

10

Teacher Talk

1. Double

2. In English, *double* means to make two of something, or to make something twice as big.

3. En español, *double* significa *doble*. Quiere decir hacer dos de algo, o hacerlo a algo dos veces más grande.

4. This picture demonstrates the word *double*. At first, there are 5 cookies on the plate. You can *double* the amount of cookies by adding 5 more. The second plate has 10 cookies, or *double* the amount.

Teacher Talk

5. If you had 10 cookies on a plate, how many would you have if you *doubled* the amount?
[Anticipated response: You would have 20 cookies.]

Teacher Talk

6. What is the focus word? Say it with me three times: double, double, double.

Partner Talk

7. What does double mean? Tell your partner.

8. Ask one or two pairs for their response.
[Anticipated response: see definition above.]
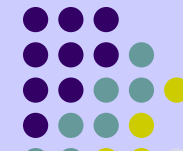
Example: Math Academic Language Card

MULTIPLE

5   10   15   20

Teacher Talk

1. Multiple

2. In English, *multiple* means more than one, or many.

3. En español, *multiple* significa *múltiple*. Quiere decir más que uno o mucho.

4. These pictures demonstrate the word multiple. In the first picture, there are *multiple*, or many, people on a sled. In math, multiples are also the numbers you say as you are skip counting. When you are skip counting by fives, you will say 10, 15, and 20. Ten, 15, and 20 are multiples of 5.

Teacher Talk

5. Think of a time when you did something with multiple friends.
[Anticipated response: responses will vary.]

6. Skip count by 2. Then name some multiples of 2.
[Anticipated response: Multiples of 2 can be 2,4,6,8,10, etc.]

Teacher Talk

7. What is the focus word? Say it with me three times: multiple, multiple, multiple.

Partner Talk

8. What does multiple mean? Tell your partner.

9. Ask one or two pairs for their response.
[Anticipated response: see definition above.]

Example of Math Glossary

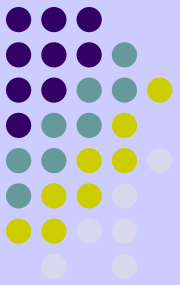|	
Unit 5, Lesson 3, Day 1	
Academic Words Glossary	
Picture and sentence	Practice
Organize 127 141 178 203 212 We can **organize** the numbers, or put them in place, from least to greatest on the number line.	**Organize** the numbers in the number box from least to greatest on the number line. **Number Box** 783 903 867 874 901 745 916 832 731 700 1000
Solution $1,090 - 30 = 1,060$ The **solution**, or answer, to the problem is 1,060.	What operation would you use to find the **solution**, addition or subtraction? Answer in a complete sentence. Use the word **solution** in your sentences. The first one is done for you. 1) The school has 98 students in first grade, 101 students in second grade and 107 students in third grade. How many students total are in grades one through three? *I would use addition to find the solution.* 2) Chris earned $17 last week by babysitting his cousin. This week he spent $15 to buy his mom a birthday present. How much does he have left?

Project QuEST
Quality English and Science Teaching

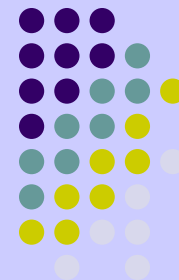Units to develop science knowledge and language proficiency in middle grades science classrooms
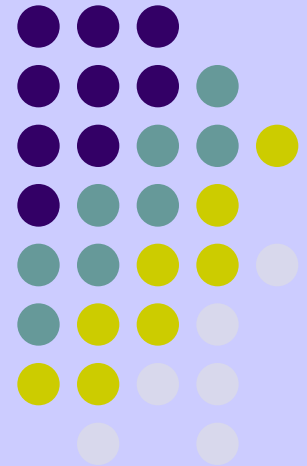
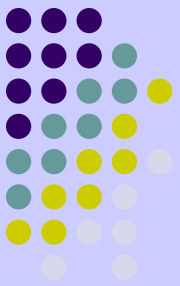# Activities that Build Oral Language Proficiency

- Hands-on experiences three days a week
  - Strategic use of language in context of hands-on experiences
- Reinforcement of academic and discipline-specific vocabulary
  - Glossaries
  - Graphic organizers
  - Pictures and video clips
- Development of word-learning and comprehension strategies
- Guided Reading
- Partner Work

Example of Academic Words Glossary

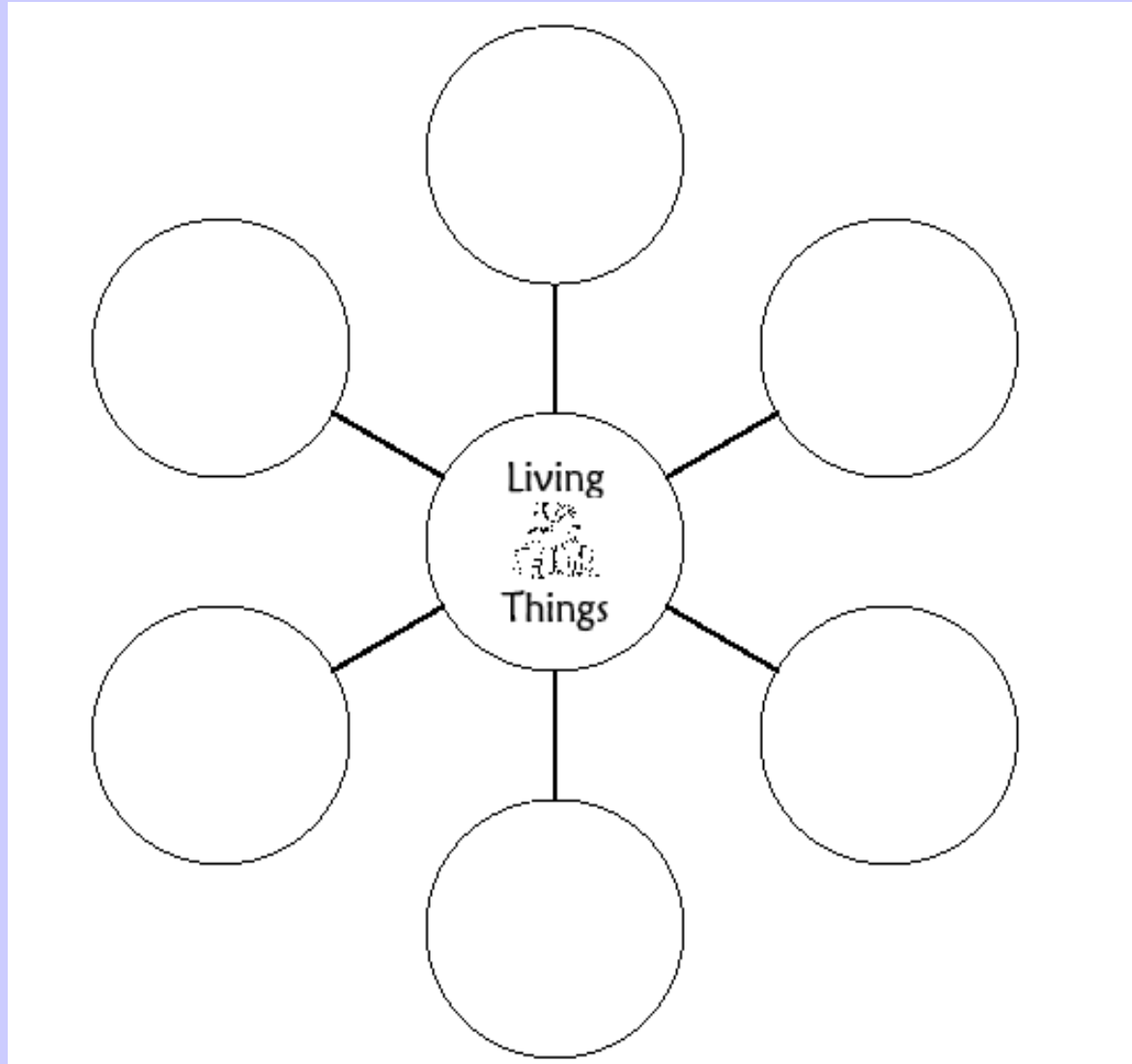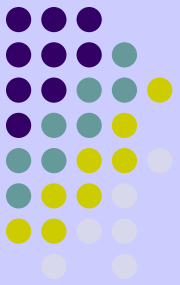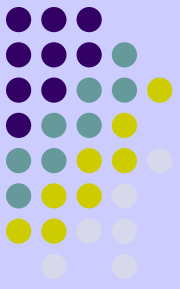|		
adequate *adecuado*	Adequate means good enough. This man is shivering because he is not wearing adequate clothing for the cold weather. *Adecuado significa apropriado para las condiciones o circunstancias. Algo que es suficiente.* Your sentence: _____ _____	
concentrated *concentrado*	Concentrated means brought together in one place. Most of the tall buildings are concentrated in the downtown area of the city. *Concentrado significa reunido en un mismo lugar.* Your sentence: _____ _____	

Example of Technical Words Glossary

_____	**Diffusion** is a process in which molecules move from an area of high concentration (a lot of molecules) to an area of low concentration (not a lot of molecules). When you put cream in coffee it diffuses through the coffee. *Difusión es el método principal por el cual pequeñas moléculas se mueven dentro y fuera de las células. Durante la **difusión**, las moléculas se mueven de un área de mayor concentración (muchas moléculas) a un área de menor concentración (menos moléculas).*
_____ Picture:	**Molecules** are particles that are made of two or more atoms bonded together. Water **molecules** have 2 hydrogen atoms combined with one oxygen atom. *Las **moléculas** son partículas que están hechas/ formadas de dos o mas átomos unidos. Las **moléculas** de agua tienen 2 átomos de hidrógeno combinados con un átomo de oxígeno.*

# Example of Graphic Organizer for Vocabulary

Cognate Hunt

There are 11 cognates in this paragraph. One is a false cognate. Find them and circle them.

On their way to the moon, Apollo 8 astronauts looked back and saw a bright blue globe. At that moment, they became the first people ever to see earth as a planet. Their photographs demonstrate something we know, but is hard to believe. We are all moving through space. Our spaceship is the earth; it moves around the sun at 67,000 miles an hour.
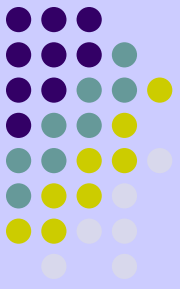
Example, Word-Learning Strategy, Part 2

Letter Differences

Read the Spanish words in the list below. Next to each Spanish word, write its English cognate from the passage.
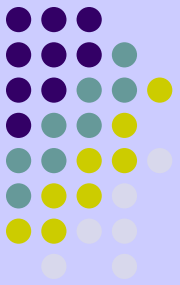
Spanish Cognates	English Cognates
1. astronautas	_____
2. momento	_____
3. planeta	_____

Word Learning Strategy, Part 3

Sound Differences

Some cognates sound more alike than others. Circle the number for each pair to identify how alike the sets of cognates sound.

4 = Sound exactly alike   **3** = Sound slightly different
2 = Sound similar   **1**= Sound very different

Astronaut / Astronauta			
Sounds completely different	Sounds slightly different	Sounds similar	Sounds exactly alike
1	2	3	4

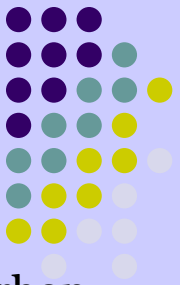| Moment / Momento			
Sounds completely different	Sounds slightly different	Sounds similar	Sounds exactly alike
	2	3	4

Example, Guided Reading, Teacher Lesson

A cell membrane is usually <u>permeable</u> to substances such as oxygen, water, and carbon dioxide. On the other hand, the cell membrane is usually not <u>permeable</u> to some large <u>molecules</u> and salts. Substances that can move into and out of a cell do so by one of three <mark>methods</mark>: <u>diffusion</u>, <u>osmosis</u>, or <mark><u>active</u></mark> transport.


A 3: Name some things that can easily permeate the cell membrane.
(**<u>Oxygen</u>**, water, and carbon dioxide can **<u>permeate</u>** the cell membrane.)

O: Name some things that cannot easily permeate the cell membrane.
(Large molecules and salts cannot permeate the cell membrane.)

Have students answer Key Question #1 in their student charts.

Key Question 1: How does the structure of the cell membrane relate to its function?
(The cell membrane is structured so that substances can only move into and out of a cell by either diffusion, osmosis, or active transport. The cell membrane's structure does not allow all substances to pass through it.)
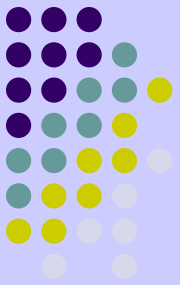
Example, Guided Reading, Student Activity
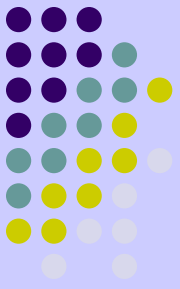
Key Question 1: How does the structure of the cell membrane relate to its function?

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_____
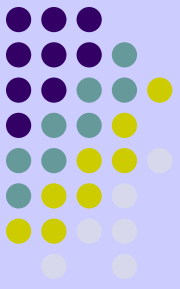
Additional Information

- Center for Applied Linguistics www.cal.org
- National Literacy Panel
- Acquiring Literacy in English
- Center for Research on the Educational Achievement and Teaching of English Language Learners (CREATE)
- Optimizing Outcomes for English Language Learners: Project SAILL
- Testing and Assessment: Diagnostic Assessment of Reading Comprehension (DARC)
- References
- August, D. & Shanahan, T. (2007). *Developing literacy in second-language learners.* Mahway, NJ: Lawrence Erlbaum Associates
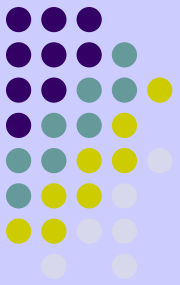
Question and Answer Break

Question and Answer Break

Thank You
Web cast sponsored by

- www.cal.org/projects/create.html
- Join our listserv. Send an email to create@cal.org. Write "list" in the subject line. Include name, organization and email address.

- http://www.cal.org/create/research/quest.html Project QuEST- Quality English and Science Teaching
- http://www.cal.org/create/projects/saill.html Optimizing Outcomes for English Language Learners Project SAILL

Next Steps: Feedback and Archive
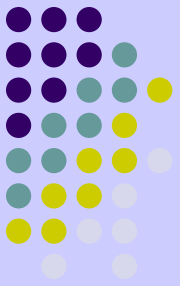
- Send us your feedback:

- www.schoolsmovingup.net/events/basal/survey.htm

- Archive and Related resources at:

- www.schoolsmovingup.net/events/basal