

Developing 20th Century Competencies For 21st Century Learners: Evidence-Based Principles and Practices

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Sessions Objectives

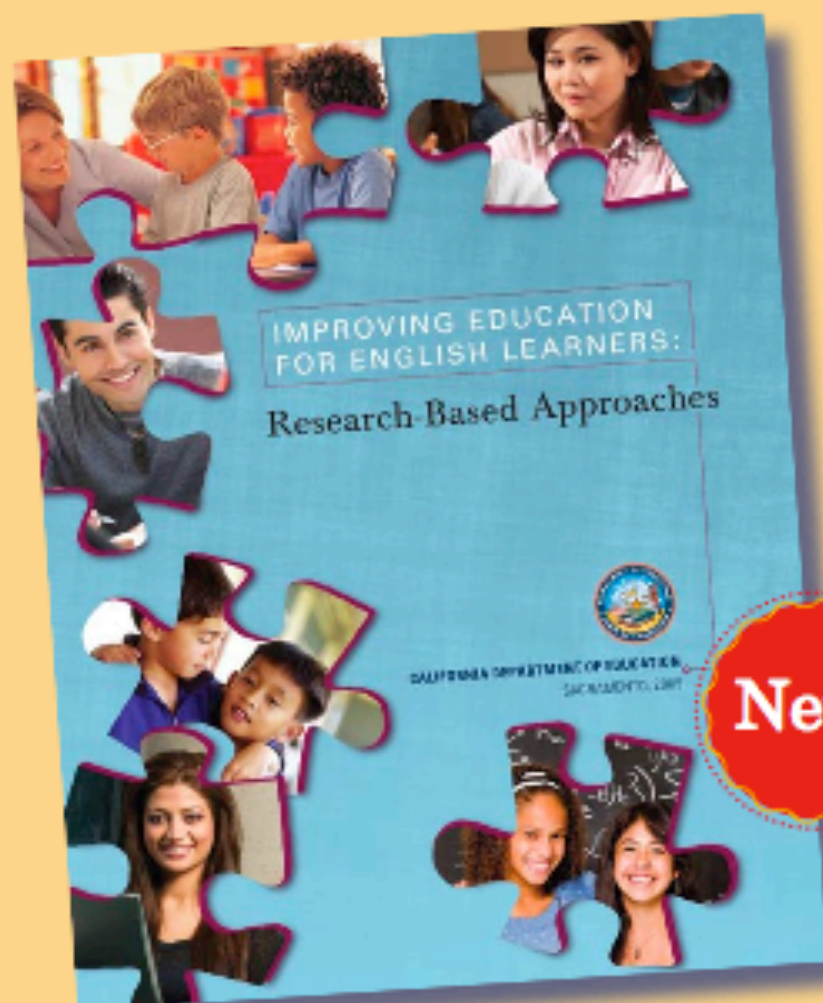
In this session , we will consider:

- The pivotal role of oral language proficiency in school success
- The need for maximized verbal engagement across the grade levels
- Elements of academic language that support literacy and learning
- The limitations of unstructured group tasks for EIs and striving readers
- Elements of “New School” English Language Development (ELD): explicit, structured and accountable language development

In this session, we will observe:

- Lessons for evidence checks of explicit, form-focused instruction and engaged, structured and accountable language use and learning

Improving Education for English Learners: Research-Based Approaches



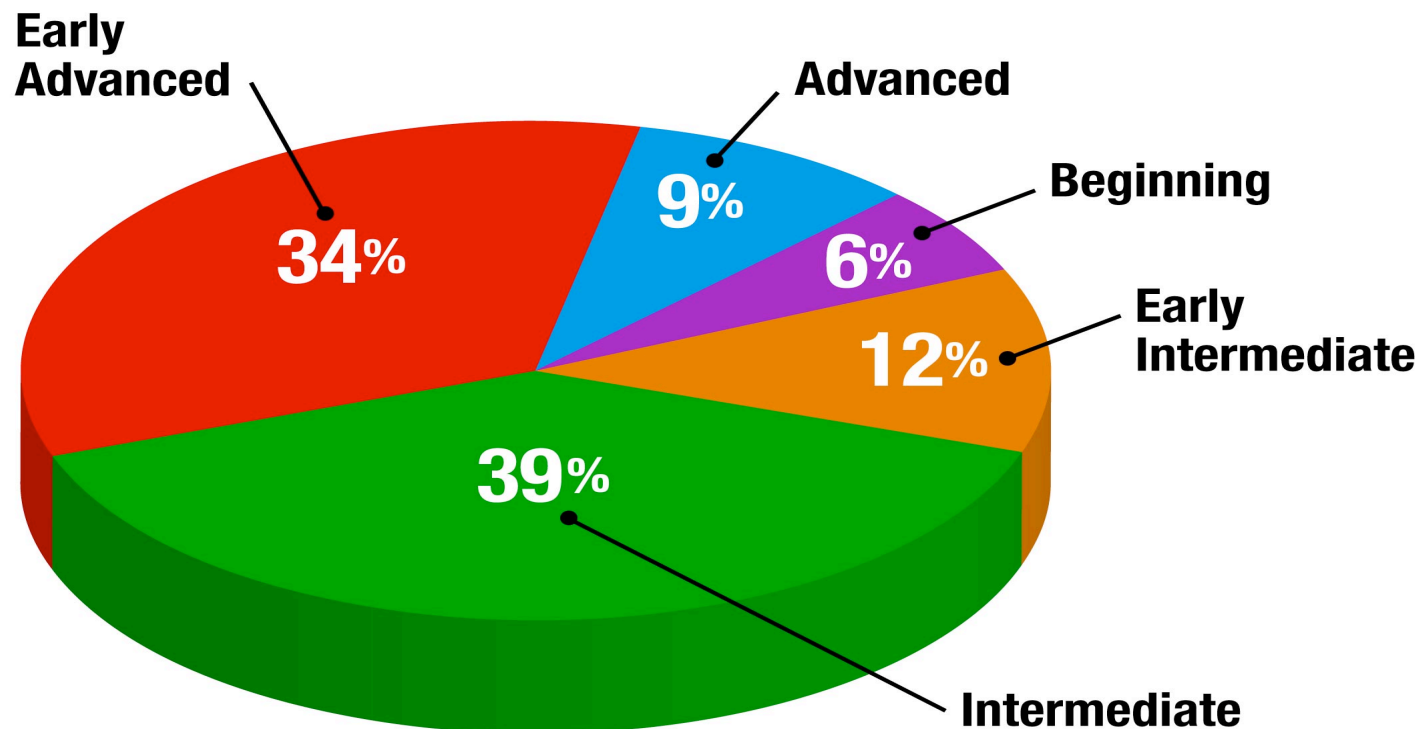
Improving Education for English Learners: Research-Based Approaches represents an anchor publication to assist school districts in the design, implementation, and evaluation of programs for English learners. It is intended to support educators in addressing the instructional needs of English learners through approaches such as English language development, sheltered content, primary language, as well as cross-cultural and intercultural education interventions. Classroom and resource teachers, administrators, and teacher educators in universities will find this volume useful and indispensable.

CDE Press is pleased to announce the upcoming release of this publication in fall 2009. It summarizes the latest research on

instruction for English learners. Contributors are recognized scholars and teacher trainers with many years of experience in the field of educational research.

Long-Term English Learners Commonly Plateau at Intermediate Proficiency

English Proficiency Levels (Grades 4–8)



Source: CELDT 2007–2008

Lesson Observation Task:

8th Grade Science - Full Inclusion

Pre-Reading Discussion Task:

Consider 2-3 reasons teens lose critical hours of sleep during the school week.

Natural Student Responses

- High-achieving bilingual: *after school sports, then doing your homework*
- High-achieving native English speaker: *chatting on line*
- Long-term SPED English learner: *games, any, yeah*
- Relatively recent immigrant (2 years): *My idea like same with Asmahan.*

Language for Classroom Learning: **Pointing Out Similarities**

- **Casual Conversational English**

Mine's the same.

Oh yeah. Right.

Me too.

- **Formal Spoken and Written English**

My idea is similar to ___'s.

My idea builds upon ___'s.

I agree with ___. I also think that ___.

All students are AELL

(Academic English Language Learners)

Academic English is not a natural language that we acquire through extensive listening and social interaction.

Academic English, including vocabulary, syntax and grammar must be explicitly and systematically taught, not merely caught.

Language Development is an Art and a Science!

Students need far more than classroom exposure to English, interesting lesson questions, and invitations to talk to become confident and competent communicators.

Evidence of the Dire Need for Explicit Language Instruction and Structured Verbal Engagement in Linguistically Diverse Classrooms

- Only 4% of English Learners' school day is spent engaging in student talk.
- Only 2% of English Learners' day is spent discussing focal lesson content, rarely speaking in complete sentences or applying relevant academic language.

Arreaga-Mayer & Perdomo-Rivera (1996)

The Ultimate Objective of English Language Development: **Accurate Oral Fluency**

Oral Fluency: ease of target language production and listening comprehension

- ➔ **Accurate Oral Fluency:** ease of producing accurate target language forms (vocabulary, syntax, grammar) and ability to follow along and comprehend while listening to more sophisticated language

A Prepared Sentence Starter to Launch Academic Responses

Many teens don't get sufficient sleep because...

- *video games*
- *their homework*
- *well they like text a lot*

A Structured Accountable Task With Linguistic Support

Structured Response Frame:

Based on my experience, many
adolescents don't get sufficient sleep
because they ____ (present tense verb)
stay up late finishing assignments

Word Bank: *study ... worry about ...*
play ... procrastinate...

What differences did use of a response frame make in terms of the students'...

- Confidence poised
- Register formal
- Vocabulary Use precise
- Sentence Structure complex
- Idea Development sophisticated

To Narrow the Verbal Achievement Gap Lessons Must Include Structured and Accountable Academic Talk

Academic talk is “comprehensible verbal output” addressing focal lesson content, framed in complete sentences with appropriate register, vocabulary, syntax, and grammar.

Dutro & Kinsella, 2009

Swain & Lampkin, 1998

Critical Aspects of Academic Oral Language Development

- **Vocabulary:** all the words that a person knows, recognizes, uses or learns
- **Syntax:** the way words are arranged in order to form sentences or phrases
- **Grammar:** the rules according to which the words of a language change form and are combined into sentences
- **Register:** the style of language use or degree of formality reflected in word choice and grammar

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Simple Sentence Starters Can Be Turned Into Academic Response Frames

A scaffolded response frame begins as a sentence starter, but adds critical grammatical and lexical clarification and support, enabling students to produce a competent verbal or written response in an appropriate register.

A Response Frame Structures Accurate Oral Fluency and Facilitates Productive Error Correction

Task: *Why does a thief steal?*

A Response Frame:

A thief steals because she / he _
(present tense verb + s: *believes...*)

Verb Bank: Casual

needs
wants
likes

Precise

requires
desires
enjoys

A Response Frame Functions as an Instructional Scaffold not a Crutch

Instructional Scaffold:

a temporary lesson structure
(employed in a gradual release model)
that conscientiously supports learners
for a challenging academic task that
could not otherwise be performed
confidently and competently, much
like training wheels for a bicycle or
water wings in a swimming pool

A Response Frame in Academic Register with a Targeted Word Bank

What challenges do immigrants face coming to America?

One challenge that immigrants face is _
(verb + ing) learning a new language.

Verb Bank: *dealing with ...*
finding ...
understanding ...

What Does the Research Say?

ELD Instruction should:

- Explicitly teach elements of English.
- Be form-focused with meaningful applications.
- Include respectful and timely error-corrections
- Emphasize oral language development, to support academic literacy and interactions.
- Infuse daily, meaningful, accountable, and structured classroom interactions with clear language targets.

A Gradual Release of Responsibility Within Explicit Language Instruction

I do it



We do it

Curricula and instruction
typically segue directly
from “I do it” to “You do it”!

You do it

Questions/Tasks Prompting Non-Accountable Responses



- *Who knows what _ means?*
- *Can anyone tell me _?*
- *Who has an example of _?*
- *Would anyone like to share?*
- *What is the best solution to this problem?*
- *Are there any questions?*
- *Is that clear?*
- *Share your answer with your neighbor.*
- *Discuss these questions in your group.*

What do Non-Accountable Lesson Tasks Have in Common?

- Insufficient structure
- Lack of linguistic support: vocabulary instruction, response frames, etc.
- Inadequate modeling: verbal and written
- An unproductive check for comprehension
- Lack of partner practice
- Limited wait time to prepare a response
- No real consequences for merely observing
- Questionable conceptual and linguistic gains for most students

Calling Primarily on Volunteers Routinely Excludes:

- students who require more wait time to process the question and prepare a response
- students who are reticent to participate
- students unsure of the the answer
- students who feel disconnected from the curricula and the classroom culture
- the vast majority of students who are struggling readers and English Learners

Structured Student Physical Responses

- Getting materials ready for work
- Focusing visually: on board, teacher, text
- Marking text: underline, circle, highlight, check
- Pointing at something (text, directions)
- Signal: thumbs up/down, finger rubric
- Tracking while reading (with finger, guide card)
- Standing/sitting when cued
- Wrapping up work/interaction and focusing on teacher when cued: e.g., *1-2-3 Eyes on me.*

Structured Student **Verbal Responses**

- Choral (unified-class): reading, repetition
- Individual (calling randomly, no hands)
- Individual (volunteers/hands up - after randomly)
- Responding with a provided frame
- Partner task with a clear language target
- Group task with a clear language target
- Use of public voice during discussion
- Eclectic strategies to elicit democratic participation

Structured Student Written Responses

- Write in core text, supplemental workbook
- Copying information from the board
- Structured note-taking with a guide
- Completing a sentence frame
- Filling in a visual organizer, Thinking Map
- Doing a focused, relevant quick-write
- Jotting down a brainstorming list
- Writing on a mini-whiteboard

Differentiated Response Frames for a Structured Discussion Task

Discussion Task: Identify potential reasons many adolescents do not get sufficient sleep during the school week.

Basic Starter: Many adolescents do not get sufficient sleep during the school week because _
(**independent clause:** *they stay up late watching television*)

Challenge Starter: Many adolescents lose critical hours of sleep during the school week due to _
(**noun phrase:** *late night television watching and incessant texting*)

Language Function: *Prediction*

Response Frames in Academic Register

I predict that the character ____

will ____ (base verb: *study*, *leave*) .

will be ____ (adjective: *upset*, *excited*)

I made this prediction because she/he

____ (past tense verb: *tried*, *bought*)

How to Write a Sentence Starter That Can Serve As a Response Frame

- Turn the discussion question/prompt into a starter.
- Write a response using as much language as possible from the question/prompt.
- Analyze your response and decide what part will serve as the starter (vs. the completion task).
- Make sure the starter can be completed in various ways using either lesson content or prior knowledge.
- Make sure the starter doesn't require overly complex grammar and vocabulary use

How to Assign a Response Frame

- Display the starter using one color.
- Add your response using another color.
- Read your entire response with expression.
- Have students chorally read your response to develop fluency before sharing their sentence.
- Point out the grammatical expectations for writing a complete sentence using the starter.
- Provide a relevant word bank to stimulate thinking and more precise language use.

Observation Priorities in ALL Classrooms

- communication of clear learning objectives: content and language targets
- structured, accountable responses
- explicit language instruction
- maximized verbal engagement
- use of precision partnering
- strategies to elicit democratic responses
- productive comprehension checks
- productive, timely feedback on responses

**Structured, Accountable Instruction
Engages ALL Students
Nor Just the “Professional Participants”**



Web Sources for Dr. Kinsella's Resources

Scholastic Read 180 Community Web Site

www.scholastic.com/read180/community

Consortium on Reading Excellence: 2009 Summit

www.corelearn.com

Santa Clara County Office of Education

www.sccoe.org/depts/ell/kinsella.asp

California Department of Education

Office of Middle and High School Support

(4 webinars focusing on structured engagement)

<http://pubs.cde.ca.gov/TCSII>

Evidence-Base for Explicit ELD

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The End

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