



## Seven Principles of Instruction for English Learners

### Principle #2:

Teachers use multiple tools and sources of information to continually learn about and observe student performance, using the knowledge gained to inform teaching.



## Seven Principles of Instruction for English Learners

### Principle #3:

Teachers involve every student in authentic, challenging, and engaging academic experiences, including tasks that prompt them to use critical thinking skills and that relate to their lived experiences.



## Seven Principles of Instruction for English Learners

### Principle #4

Teachers plan for and develop all four language domains (listening, speaking, reading, and writing) through meaningful, task-based content instruction.



## Seven Principles of Instruction for English Learners

### Principle #5:

Teachers involve every student in academic interaction with peers who represent a variety of proficiency levels and with proficient speakers and writers, including the teacher.



## Seven Principles of Instruction for English Learners

### Principle #6:

Teachers scaffold instruction so that every student is able to participate in academically challenging, grade-level content instruction while developing academic language and literacy.



## Seven Principles of Instruction for English Learners

### Principle #7:

Teachers engage and communicate with all stakeholders of student success, especially with students' families and communities.



## The SIOP Model

Handouts pp. 9-10

- Lesson Preparation
- Building Background
- Comprehensible Input
- Strategies
- Interaction
- Practice/Application
- Lesson Delivery
- Review & Assessment



## What Makes a Skilled Reader?

- Jot your ideas on the skills required to be a good reader.
- Type your answer into the chat box: What makes a skilled reader?



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## What's Different About Teaching Reading to Students Learning English?

### Research Base:

#### National Reading Panel (NRP) (2000)

- Core elements of literacy for L1 students identified

#### National Literacy Panel (August & Shanahan, 2006)

- Second language learners needs are compatible with NRP components.
- Differences in instructional implications for second language learners include emphasis on **oral language and vocabulary development**.



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## What's Different About Teaching Reading to Students Learning English?

Reading components are relevant for English learners

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension Strategies

**BUT....**



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## What's Different About Teaching Reading to Students Learning English?

### Teaching Reading: Focus for English learners

- Comprehensibility**
- Oral Language Development**
- Vocabulary Development**
- Beginning Reading (Phonological Awareness and Phonics)
- Fluency
- Comprehension Strategies



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## What's Different About Teaching Reading to Students Learning English?

### Focus on English learners

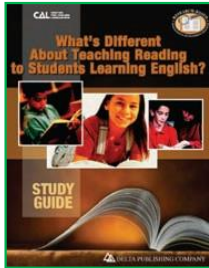
- Comprehensibility and Oral Language Development
- Vocabulary Development**
- Beginning Reading
- Fluency
- Comprehension Strategies



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## What's Different: Vocabulary



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## Vocabulary Development

## How Do Students Expand Their Vocabulary?

Brainstorm your ideas, then write each idea in the chat box.



## Activity: Ways to Expand Vocabulary

1. Create a T-Chart.

Explicit (Direct Instruction)      Implicit (Incidental learning)



2. Classify your ideas with your ideas on the T-Chart.

## Vocabulary Development

- Native-English-speaking first graders may have as few as 2,500 or as many as 26,000 words in their vocabularies.
- Students who have a large oral vocabulary can more easily decode, read and understand the words they see in print.
- English learners do not arrive at school with the same English word knowledge that their English-speaking peers have.
- However, they bring a variety of experiences and vocabulary knowledge in their first language.

## Rate of Vocabulary Growth

- By the **eighth grade**, students have a reading vocabulary of about 25,000 words. By the end of **high school** students have a reading vocabulary of about 50,000 words. By these calculations, from third grade on, children need to learn 2,000-3,000 words per year (Graves, 2006).
- About 90-95% of the words are needed to comprehend a text (Nagy, 2006).

## Vocabulary and English Learners

- Well-developed oral language proficiency and vocabulary knowledge is associated with text-level skills (August & Shanahan, 2006; Stahl & Nagy, 2006).
- Even though vocabulary acquisition rates of English learners are similar to or may even surpass those of native English speakers, English Learners are typically 2 to 3 years behind native English speakers in vocabulary knowledge (Mancilla-Martinez & Lesaux, 2011).

### 2013 NAEP Data on Vocabulary: Grade 4

Student Group	Average Scale Score (/500)
National Average	219
Students identified with a disability (including 504 plans)	184
Students without an identified disability	224
Students eligible for national lunch program	203
Students not eligible for national lunch program	235
ELL	
Not ELL	223

Source: National Center for Education Statistics  
<http://nces.ed.gov/nationsreportcard/naepdata/>

### 2013 NAEP Data on Vocabulary: Grade 8

Student Group	Average Scale Score (/500)
National Average	266
Students identified with a disability (including 504 plans)	232
Students without an identified disability	270
Students eligible for national lunch program	251
Students not eligible for national lunch program	278
ELL	
Not ELL	268

Source: National Center for Education Statistics  
<http://nces.ed.gov/nationsreportcard/naepdata/>

### 2013 NAEP Data on Vocabulary: Grade 12

Student Group	Average Scale Score (/500)
National Average	295
Students identified with a disability (including 504 plans)	259
Students without an identified disability	299
Students eligible for national lunch program	277
Students not eligible for national lunch program	305
ELL	
Not ELL	297

Source: National Center for Education Statistics  
<http://nces.ed.gov/nationsreportcard/naepdata/>

### Focus on English Learners

- Instructional methods designed for monolingual English speakers also help English learners, but not to the same extent.
- Additional methods to develop oral language proficiency in the context of literacy instruction are helpful for English learners.
- Students' first languages may be able to act as a *resource* for English vocabulary learning.

August, D. & Shanahan, T. (Eds.) (2006). *Developing literacy in second-language learners: Report of the National Literacy Panel on Language-Minority Children and Youth*. Mahwah, New Jersey: Lawrence Erlbaum Associates.

### Vocabulary Development

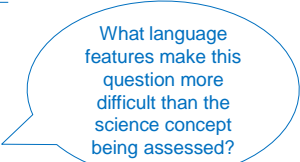
**What's Different?** English learners need:

- Multiple and varied opportunities to hear and use English words in meaningful ways to develop a broad and deep base of vocabulary
- An understanding of how English words are constructed and used



### Keep in Mind: The Language Demands of Assessment and Text

- All of the following are examples of limiting factors for population except
  - space
  - food
  - time
  - weather




In this example, teachers might focus on the science vocabulary of "limiting factors" or "population", but in fact, the phrase "all of the following" is very specific language of the test and "except" is a negating word.

### Three Tiers of Vocabulary

- Three tiers of vocabulary are needed for English learners to access academic, content-area text.
- There are no definitive lists of words for Tiers 1, 2, and 3.
- Words on the lists will depend on the student's
  - Background knowledge
  - Grade level and English proficiency level
  - Knowledge of subject matter

(Beck, McKeown & Kucan, 2013; Beck, 2002; Calderón, 2004, 2007 – SG p. 110–111)




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### Tier 1 Words Content-Area Reading (Calderon, 2007)

- **Basic words** that students often know in their L1 (first language), used often in social discourse, used to scaffold more difficult text
- Simple idioms and everyday expressions; Some examples are ...

**cat, dog, line up, sit down, family, colors, what's up**




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### Tier 3 Words (Calderón, 2007)

- **Content-Specific words** (related to a specific academic discipline)
- Low Frequency Words
- Often have Greco-Roman roots (and often cognates in Spanish)
- Some examples are ...

**photosynthesis, dehydration, legislative, veto, analogy, metaphor, oval, elbow, habitat, lever**




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### Tier 2 Words (Calderon, 2007)

- **General academic words** needed to understand text
- Words characteristic of mature language users
- Words used frequently across content areas
- Some examples are ...

**summarize, summary, expression, classify, factors, comparison, diagram, graphic, reason, unfortunately, disadvantage, as a result, consequently**



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### Tier 2 Words (Calderon, 2007)

Words needed for **Conceptual Understanding:**  
(**Forms** needed to perform certain functions)

- **Cause and Effect** (transition words/cohesive devices)
- Some examples are...





**because, due to, as a result, since, therefore, for this reason, in order to, so that, thus**




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### Which Tier?

Term		Definition
Plant		a living thing that has leaves, makes its own food, and has roots that usually grow in the earth.
Plant		a building that has machinery and equipment for making things; factory.
Plant		to put something into the ground to make it grow.
Plant		a person or thing placed or used in such a manner as to deceive or entrap

Definitions from wordsmyth.net, beginner's dictionary.

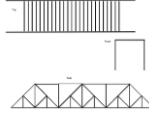


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### Three Tiers of Vocabulary

Social Studies Topic,  
Grade 2:  
People change the  
environment around  
them.



Tier	Terms
1	street
	home
	build
	draw
2	Cut down
	persuade
	convince
	justify
	remove
3	construct
	design
	landscape
	engineer
	blueprint

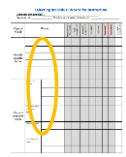
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### Vocabulary Selection

Handouts p. 12

Take out a grade level text or choose one available online.

1. What words can you select as candidates for instruction? Consider all the candidates, then we will narrow it down.
2. Categorize the words into the three tiers using your handout.
  - You do not need to work on the right section—we will come back to that.




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### Vocabulary Development

Chat box interaction:

- Can identifying Tier 1, 2, and 3 words, help teachers choose which vocabulary words to teach?
- Why might it be important to identify tiers of vocabulary when teaching content for English learners?





Enter your responses in the chat box.

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### SIOP Video Classroom

- Watch our SIOP teachers deliver a sheltered instruction lesson on the life cycle of a butterfly to a mixed-ability second grade classroom.
- While you're watching:
  - Which tiers of words are instructed?
  - How do the students interact with the key vocabulary?
  - What else could the teachers have done to emphasize key vocabulary?



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### SIOP Life Cycle of a Butterfly Video




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### Activity: List Group Label

□ We are going to do a group classifying activity.

- Find three objects on your desk.



- Label the objects with a sticky note or strip of paper.





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### Activity: List Group Label

- Write the names of your objects in the chat box. What tier of vocabulary do the words represent?
- How can we sort our objects?
  - In a workshop, this looks like grouping together participants' sticky notes.



- What labels can we give them?
  - Avoid the word *thing*.
  - What tier do the categorical terms represent?



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### Activity: List Group Label

□ What do you remember from the cell unit?

- Step 1: Individuals Brainstorm.
- Step 2: Groups categorize.
- Step 3: Groups name the categories.





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### Vocabulary and Ohio Learning Standards

#### Anchor Strands (K-12)

- 4. Determine or clarify the meaning of unknown and **multiple-meaning words and phrases** by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Ohio Learning Standards: Anchor Standards for Language. Retrieved from: <http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/ELA-Standards.pdf.aspx>

### Vocabulary and Ohio Learning Standards


#### Anchor Strands (K-12)


- 6. Acquire and use accurately a range of **general academic and domain-specific words and phrases** sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Ohio Learning Standards: Anchor Standards for Language. Retrieved from: <http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/ELA-Standards.pdf.aspx>

### Elevator Speech

- You get on an elevator.
- The person next to you says:
  - "What *IS* different about teaching vocabulary to English learners?"
- Jot down your notes and prepare a 30-second speech.
- Find a colleague or friend and give your elevator speech in 30 seconds before you get to the top.





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## Toolbox

Handouts p. 16



## Elevator Speech: Debrief

- How does this activity benefit English learners?
  - How does it meet the Seven Principles?
- What modifications would you make for your students?



## Did We Meet The Objectives?



## Content Objectives

- Analyze CAL's Seven Principles of Effective Instruction for English Learners.
- Classify terms by the three tiers of vocabulary and determine characteristics of words to teach.
- Identify what's different about vocabulary learning for English learners.

## Language Objectives

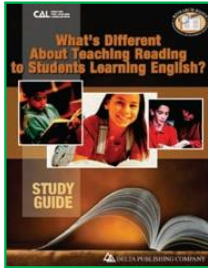
- Write a prediction sentence based on a word bank of CAL's Principles of Effective Instruction for English Learners.
- List vocabulary terms within the three tiers of instruction.
- Give a short speech on what is different about teaching vocabulary to English learners.

## Questions?

Any questions about delivering this material in your contexts?



## See You Next Time!



- Next webinar:
  - March 31, 2017
  - 10-11:30am EST

## Tickets Out

1. One way that we met our objectives today was....
2. One section of the material I feel confident presenting is...
3. I have questions about delivering ...

Send your ticket out in an email to [aduguay@cal.org](mailto:aduguay@cal.org)

