

A Book about Me.

FRAMES:

My name is _____.

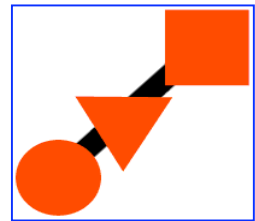
My favorite color is _____.

* _____ *is my favorite color.*

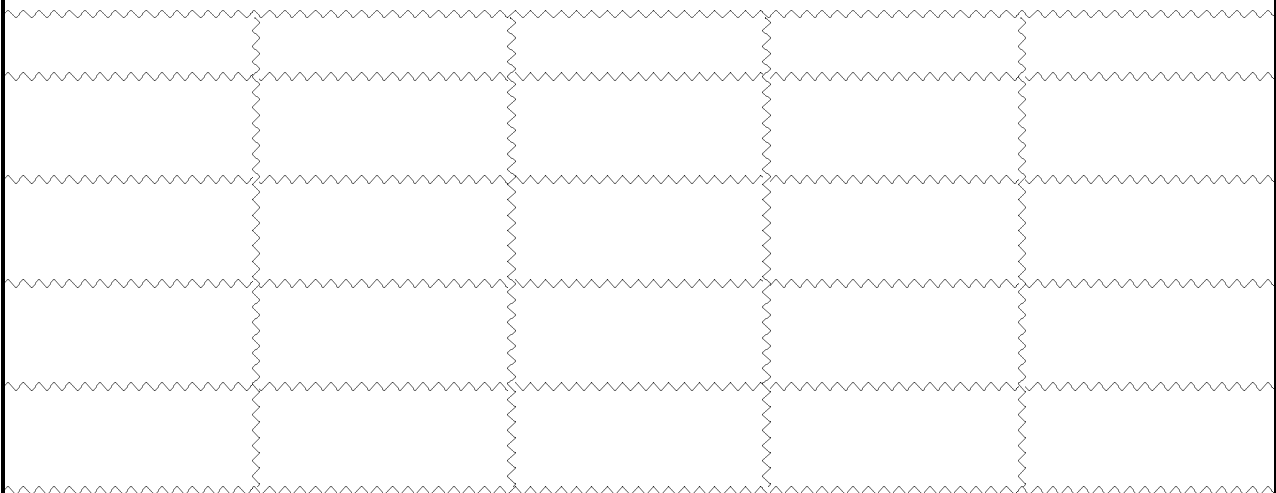
My favorite animal is _____.

I like to eat _____.

My favorite toy is the _____.



Matrix



English Language Instruction (ELI)

TERMS: Students who are acquiring English as a new language

SOURCES: *California Department of Education; TESOL; CLAD Certification Handbook*

EL or ELLs English Learner or English Language Learners (past: LEP, FEP, R-FEP)

ELD English Language Development-(strategies; 5 stages; 5-7 years)

DI Differentiated Instruction

L1 Heritage or Home Language (Primary Language)

L2 New language (in U.S., usually English; could be the L3, L4, etc.)

Home Language Survey (HLS) or Home-School Survey (HSS): Parents or guardians



fill-out district questionnaire at registration to identify primary language used in the home. If L1 is not English, student is considered EL, and is tested for proficiency in L1. L2 (ELD) proficiency is assessed and reported for placement.

BICS Basic Interpersonal Communication Skills

CALPS Cognitive Academic Language Proficiency Skills

Immigrant People from other countries coming to live in U.S.*

Migrant Students move often during school year; seasonal farm workers

Newcomer Student who is at the basic or beginning level of an L2 language

Proficient Met criterion (i.e., State ELD and/or EL Proficiency tests, standardized tests) to exit ELD Program; AKA: Re-designated; Transitioned; Exited

Refugee Person forced to leave country (e.g., war/persecution/natural disaster)

SDAIE Specially Designed Academic Instruction in English

CLAD Cross-cultural Language Acquisition Development (CA ELD Endorsement)

SIOP Sheltered Instruction Observation Protocol (*Echevarria, Vogt & Short, 2004*)

TESOL Teaching English to Speakers of Other Languages; professional organization for English Language Educators; www.tesol.org

BRT Bilingual Resource Specialist; other terms: ELL Coach, ELD Coach

PROGRAMS/STRUCTURE

Bilingual Program—Students receive instruction for part of the day in L1; possibly received from Bilingual Paraprofessional or Instructional Assistant (BIA)

Dual Immersion—Classrooms where two languages are used to teach core subjects

ELD (English Language Development) Instruction—Distinguished from other types of English instruction, (e.g., math, science, or social science) since content emphasizes English language itself.



Sheltered English and/or Structured English Immersion (SEI) (NB: Not Mainstreamed)
EL students in English-only (EO) classroom; teacher trained to use SDAIE strategies to assist ELLs. In California, 1 year (Prop. 227).

**TERMS: Native-English speakers who are advancing academic English**

Academic English—Students possess skills, vocabulary, and concepts in English to read and comprehend large amounts of academic material in grade level content areas, understand lectures and presentations, think critically about the ideas heard or read, and express their understandings and critiques by reading, writing, speaking and listening in English; Mastery or ability to do something at grade level.

At-risk—Students may be labeled at-risk if they are not succeeding in school; based on information gathered from test scores, attendance, or discipline problems. Often reported by poverty level, race, ethnicity, language, or other factors

Collaborative Learning—A teaching method in which students of differing abilities work together on an assignment. Each student has a specific responsibility within the group. Students complete assignments together; sometimes receive common grade.

Coping--manage, survive, subsist, look after oneself, fend for oneself, carry on, get by/through, bear up, hold one's own, keep one's end up, keep one's head above water; informal make it, hack it.

Core academic--The required subjects in middle and high schools--usually English (literature), history/social science, math, and science.

Differentiated Instruction--This is also referred to as "individualized" or "customized" instruction. The curriculum offers several different learning experiences within one lesson to meet students' varied needs or learning styles.

High expectations--meet standards, comprehends and uses academic language, develops skills needed to access the core curriculum successfully

~Benard (1995); Brook, et al. (1989); Edmonds (1986); Howard (1990);

Integrated Unit--Refers to the practice of using a single theme to teach a variety of subjects. It also refers to a interdisciplinary curriculum, which combines several school subjects into one project.

Interdisciplinary Teams--Collaboration of teachers from different academic disciplines to integrate the curriculum

Intervention Refers to funds that schools get for students who are not learning at grade level; can fund before-school/after-school programs or to pay for materials and instructors.



Pull-out Students receive instruction in small groups outside of the classroom.

Push-In Students receive instruction and support from resource specialist or instructional assistant/paraprofessional while remaining with general class.

Resiliency: coping skills; able to withstand or recover quickly from difficult conditions ~Garbarino et al. (1992); Werner (1990).

SES (Socio-Economic Status) Students whose parents do not have a high school diploma or who participate in the federally funded free/reduced price meal program because of low family income.

Stereotypes (from basic "cultural knowledge") fixed and oversimplified image or idea of a particular type of person or thing

Systematic inequities in the delivery of whatever pedagogical approach the teachers claim to master—not because students cannot learn from teachers whose styles do not match their own'

student assets (including their backgrounds and prior experiences), Thinking Skills

Tracked A common instructional practice of organizing student in groups based on their academic skills.

LANDMARK DECISIONS

- **Segregation based on language:**

LAU V. NICHOLS No. 72 - 6520.

SUPREME COURT OF THE UNITED STATES 414 U.S. 56

Argued December 10, 1973 Decided January 21, 1974



- **Segregation based on race:**

Brown v. Board of Education- 1954

- **Segregation in Orange County, CA:**

Mendez v. Westminster- 1947

"The equal protection of the laws' pertaining to the public school system in California is not provided by furnishing in separate schools the same technical facilities, text books and courses of instruction to children of Mexican ancestry that are available to the other public school children regardless of their ancestry. A paramount requisite in the American system of public education is social equality. It must be open to all children by unified school association regardless of lineage." -**Federal District Judge, Paul J. McCormick, from Mendez v. Westminster School Dist. of Orange County, 64 F.Supp. 544 (D.C.CAL. 1946).**



Conditions: Learn new language/ Develop academic language.

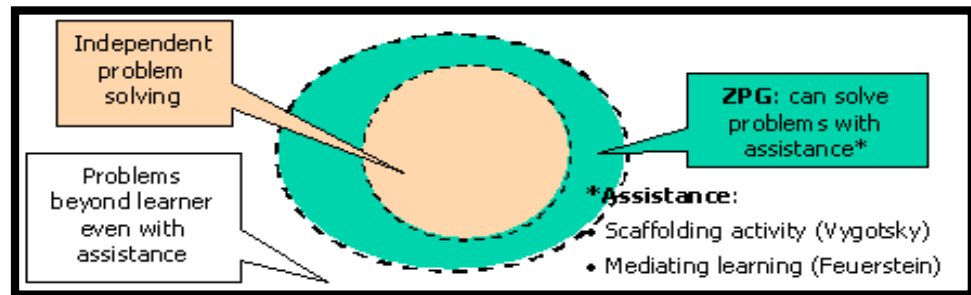
"Learning is a social process that occurs through interpersonal interaction within a cooperative context. Individuals, working together, construct shared understandings and knowledge."

Johnson, D., et al (1991). *Active learning: cooperation in the college classroom*, Interaction Book Co.

Cultural Responsency

Dr. Stephen Krashen

- Input must be



_____ and _____.

- Input must be _____ and something the learner can _____.

- Input should be presented in a _____ setting.

BERMAN: Berman, P., & McLaughlin, M. (1975). Federal programs supporting educational change: Vol. 4. The findings in review. Santa Monica, CA: RAND.

COLLIER-THOMAS: Collier, V.P. (1995). Acquiring second language for school. Washington, DC: National Clearinghouse for Bilingual Education.

Bloom's Taxonomy

Differentiated Questioning/"HOTS"/Adapted: ACT/AMF, 2008.

Teachers tend to ask questions in the "knowledge" category 80% to 90% of the time. Higher order levels of questions require much more "brain power" and more extensive and elaborate answers; therefore, increased English Language development.

~Benjamin Bloom (1956); Lorin Anderson (1995)—a former student of Bloom's

KNOWLEDGE* --1. Remembering: define, duplicate, list, memorize, recall, repeat, reproduce state, memorizing; recognizing; recalling identification, recall information

- *Who, what, when, where, how ...?*
- *Describe* (*content-based state standardized testing)

COMPREHENSION -2. Understanding: classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase, interpreting; translating from one medium to another; organization and selection of facts and ideas,

- *Retell...*

APPLICATION -3. Applying: choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write, problem solving; applying information to produce some result; use of facts, rules and principles

- *How is...an example of...? How is...related to...? Why is...significant?*

ANALYSIS -4. Analyzing: appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test, subdividing something to show how it is put together; finding the underlying structure of a communication; identifying motives; separation of a whole into component parts

- *What are the parts or features of...? Classify...according to...*
- *How does...compare/contrast with...? Outline/diagram...*
- *What evidence can you list for...?*

SYNTHESIS --*6. Creating: assemble, construct, create, design, develop, formulate, write, create a unique, original product that may be in verbal form or may be a physical object; combination of ideas to form a new whole

- *What would you predict/infer from...? What ideas can you add to...?*
- *How would you create/design a new...? What might happen if you combined...?*
- *What solutions would you suggest for...?*

EVALUATION -5. Evaluating: appraise, argue, defend, judge, select, support, value, evaluate, make value decisions about issues; resolve controversies or differences of opinion; develop opinions, judgments or decisions

- *Do you agree...? What criteria would you use to assess...?*
- *What is the most important...? How would you decide about...?*
- *What do you think about...? Place the following in order of priority...*



- **Maslow's Hierarchy of Needs** (1954)

two.not2.org/psychosynthesis/articles/maslow.htm

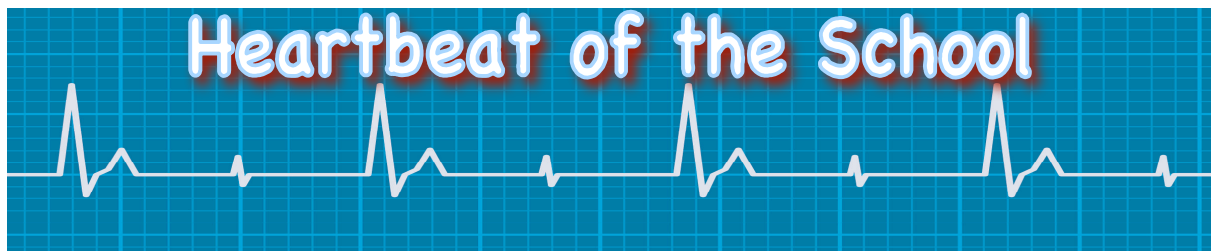


Accessing Prior Knowledge/Building Background Knowledge

Tell me and I forget. Show me and I remember.

Involve me and I understand.--Chinese proverb

"Imbedded Strategies"



Dr. Arthur Costa

Metacognition:

Brain Research

10:2 or 5:1

Active Learning/ Informal Cooperative Learning

(Johnson; Kagan)

Comprehensible Input/ Comprehensible Output

(Swain; Cummins)

Reciprocal Teaching

(Palinscar and Brown)

Collaborative Learning

(Vygotsky)

Think-Pair-Share

(Lyman)

"Heartbeat of the School"

(Filipek)

BICS-to-CALP

Use of Primary language (L1) and Informal Register

If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.--Nelson Mandela, South Africa, 1980.



10:2 (Costa)

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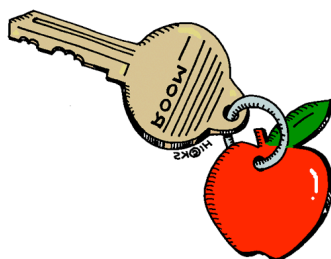
(Graphic Credit: macthemes.net)

5:1

"Heads Together"

ATC  2008

Elbow Partners
Think-Pair-Share
Neighbor/Partner
Study Buddy





Personal Standards

Show Respect

◆ esteem ◆ regard ◆ admiration ◆ honor ◆

Solve Challenges

◆ a task or situation that tests someone's abilities ◆

Make Good Choices

◆ an act of selecting or making a decision ◆
◆ well-behaved ◆ polite ◆ courteous ◆ respectful ◆ proper ◆

