



## 2. Oral and Written Language Integration

### Evidence-Based Facilitator Guide: Improving Intermediate Academic Content and Literacy for English Learners

Photo is for illustrative purposes only.  
Any person depicted in the photo is a model.





# Quote



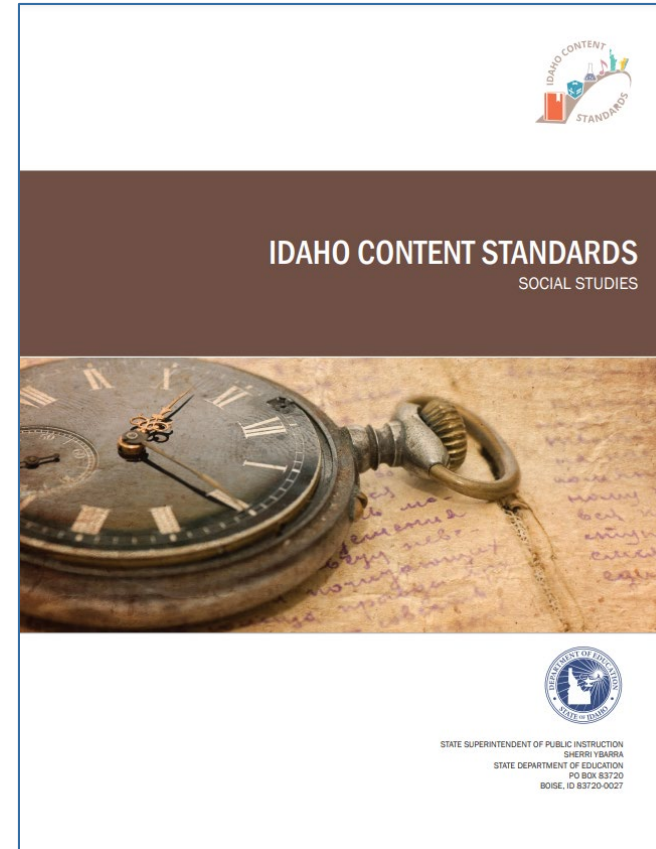
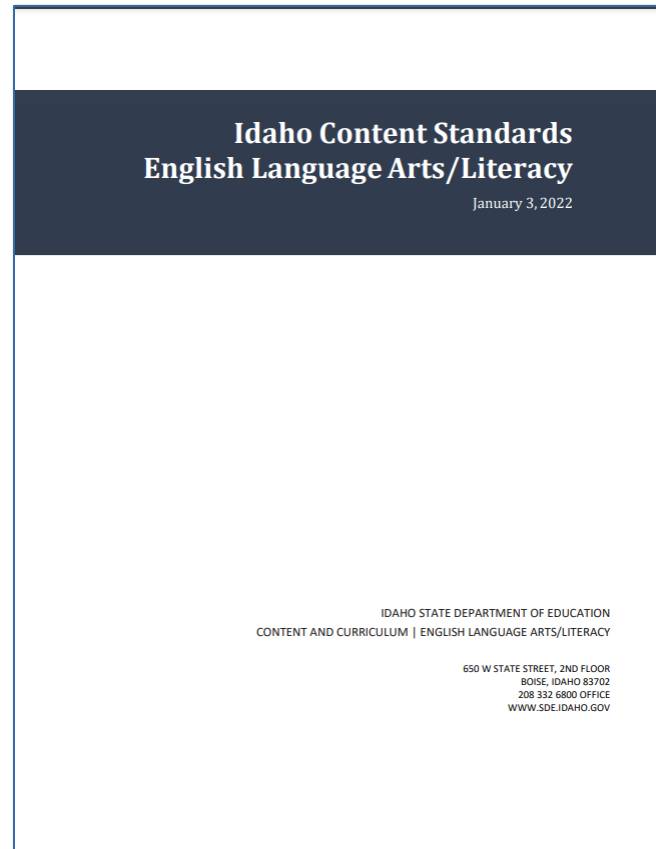
*Words are not just words . . . it is through words that we build, refine, and modify our knowledge. What makes vocabulary valuable and important is not the words themselves so much as the understandings they afford.*



*The Challenge of Advanced Texts: The Interdependence of Reading and Learning* M. J. Adams, 2009, p. 180



# Idaho Content Standards





# WIDA ELD Standards

## Standard 1 – Social & Instructional Language

- » English language learners communicate for **Social and Instructional** purposes within the school setting.

## Standard 2 – Language of Language Arts

- » English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

## Standard 3 – Language of Mathematics

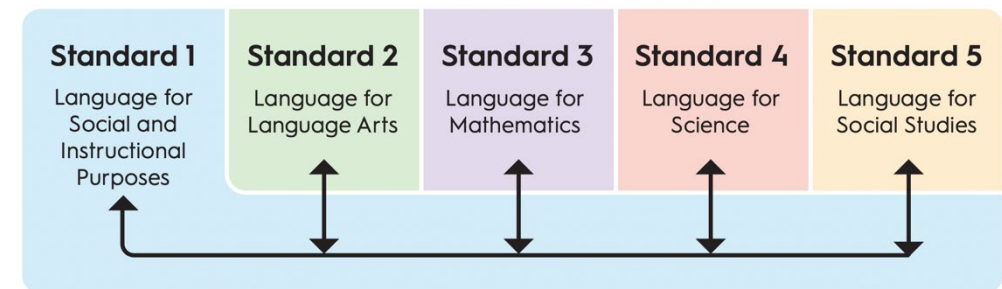
- » English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.

## Standard 4 – Language of Science

- » English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science**.

## Standard 5 – Language of Social Studies

- » English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.





# What Is Academic Language?

Academic language is \_\_\_\_\_.

To have academic language means that \_\_\_\_\_.

An example of academic language would be \_\_\_\_\_.



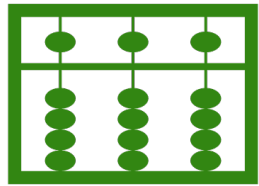
# What Is Academic Language?



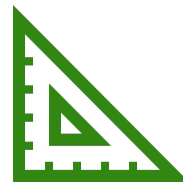
*Academic language is the set of words, grammar, and organizational strategies used to describe complex ideas, higher-order thinking processes, and abstract concepts.*



# Language in Standards for Mathematical Practice



**MP.6 Students attend to precision.** Describe solution strategies to mathematical tasks using grade-level appropriate vocabulary.



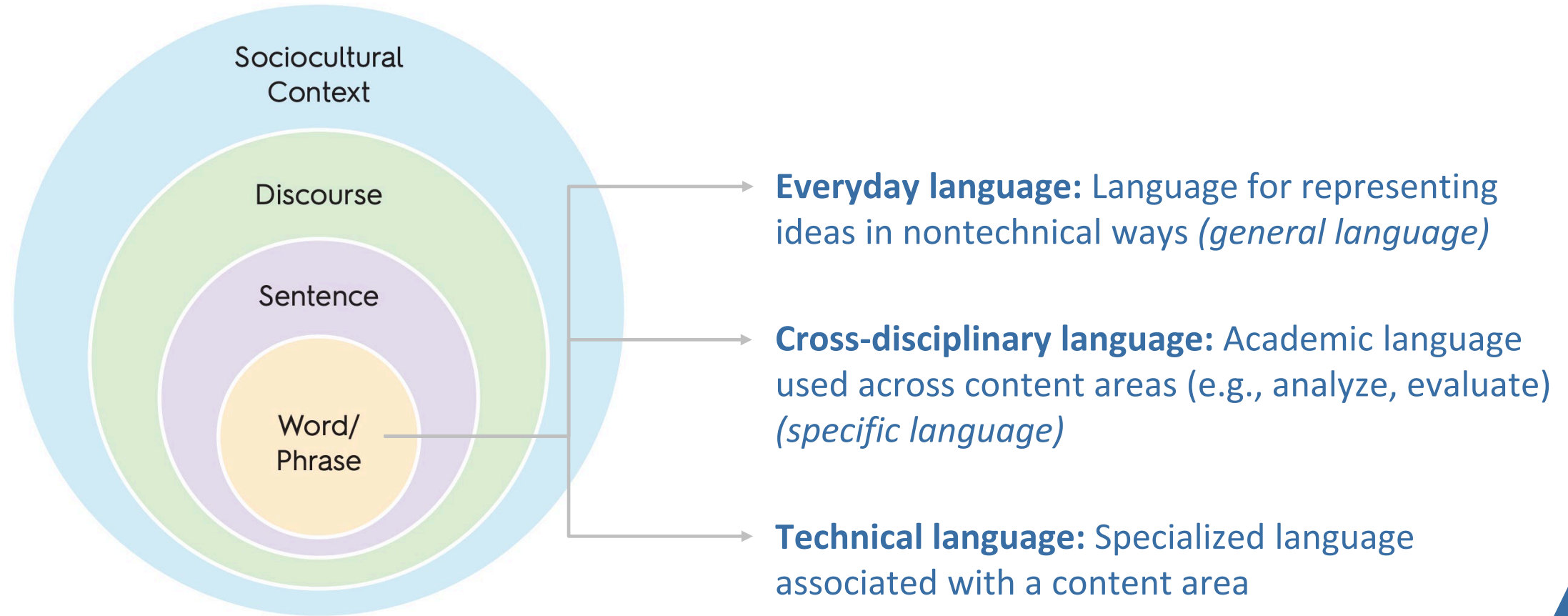
**MP.6 Students attend to precision.** Develop and refine mathematical communication skills by using clear and precise language in their discussions with others and in their own reasoning.



**MP.4 Students model with mathematics.** Experiment with representing problem situations in multiple ways, including numbers and words (mathematical language).



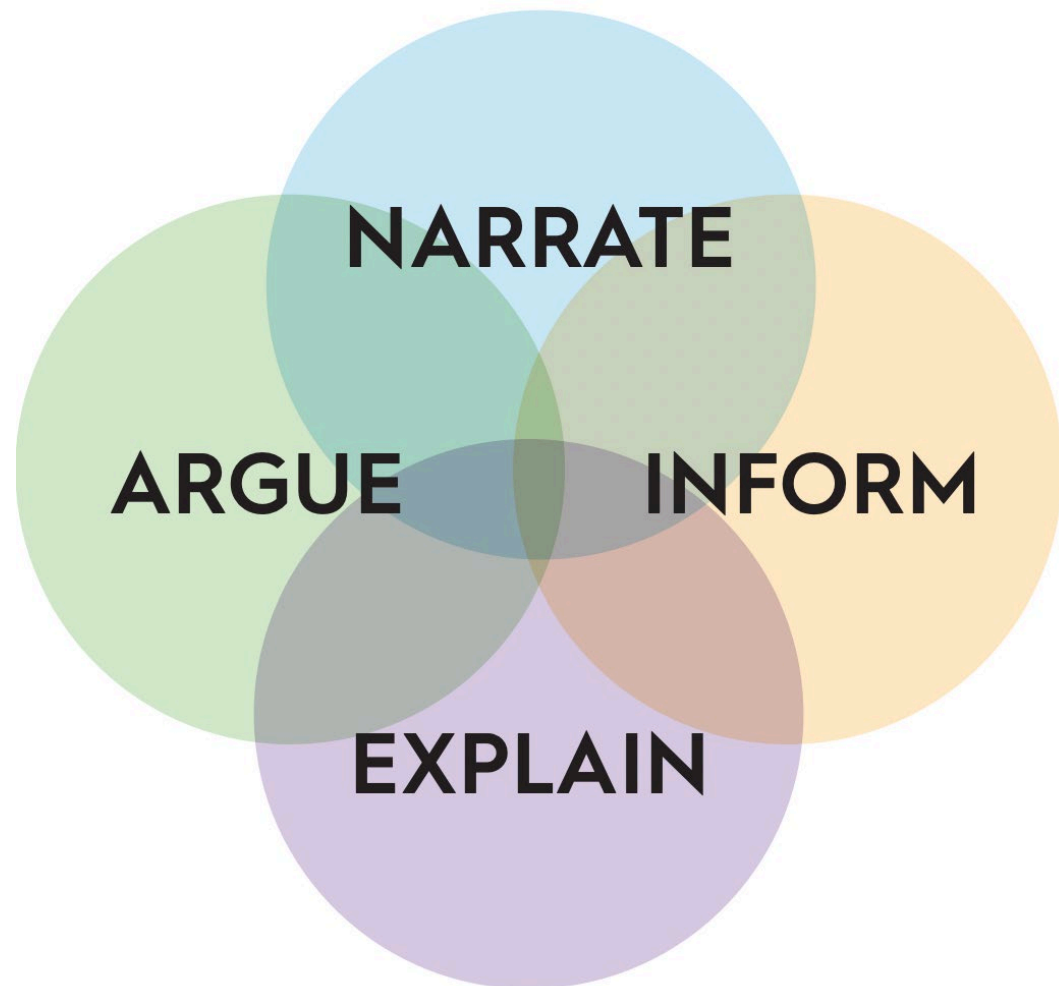
# Dimensions of Language Use





## 4 Key Language Uses




- Reflect the most high-leverage genre families across academic content standards
- Are present across all grade levels and disciplines





# Distribution of Key Language Uses

WIDA ELD Standard	Narrate	Inform	Explain	Argue
Language for Social and Instructional Purposes				
Language for Language Arts				
Language for Mathematics				
Language for Science				
Language for Social Studies				

-  1. Most prominent
-  2. Prominent
-  3. Present



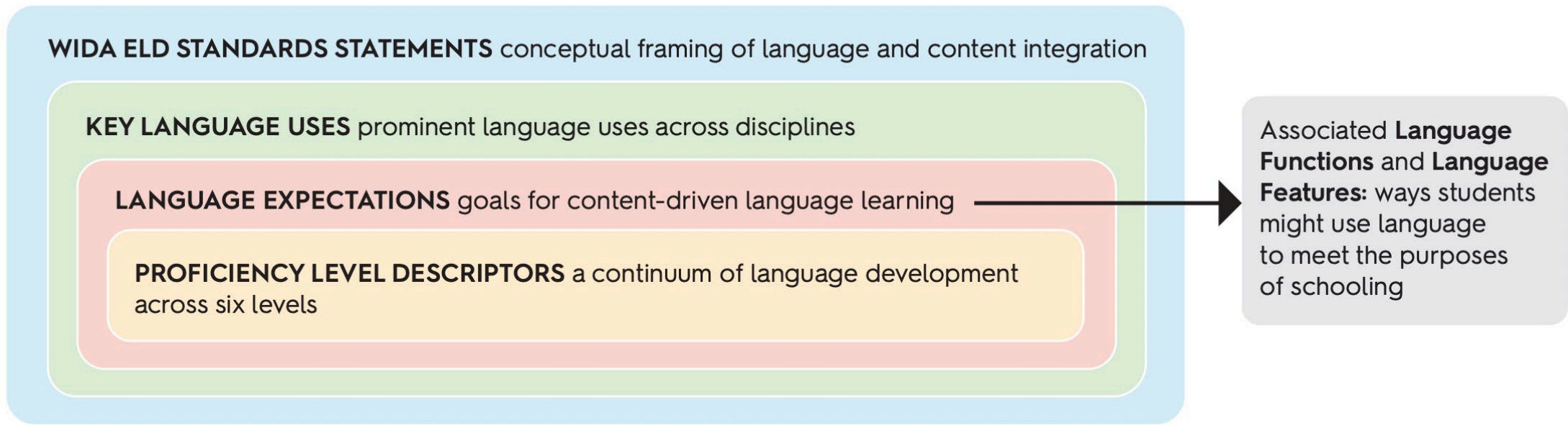
# Distribution of Key Language Uses

WIDA ELD Standard	Narrate	Inform	Explain	Argue
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●	◐	●
3. Language for Mathematics	○	◐	●	●
4. Language for Science	○	◐	●	●
5. Language for Social Studies	◐	○	●	●



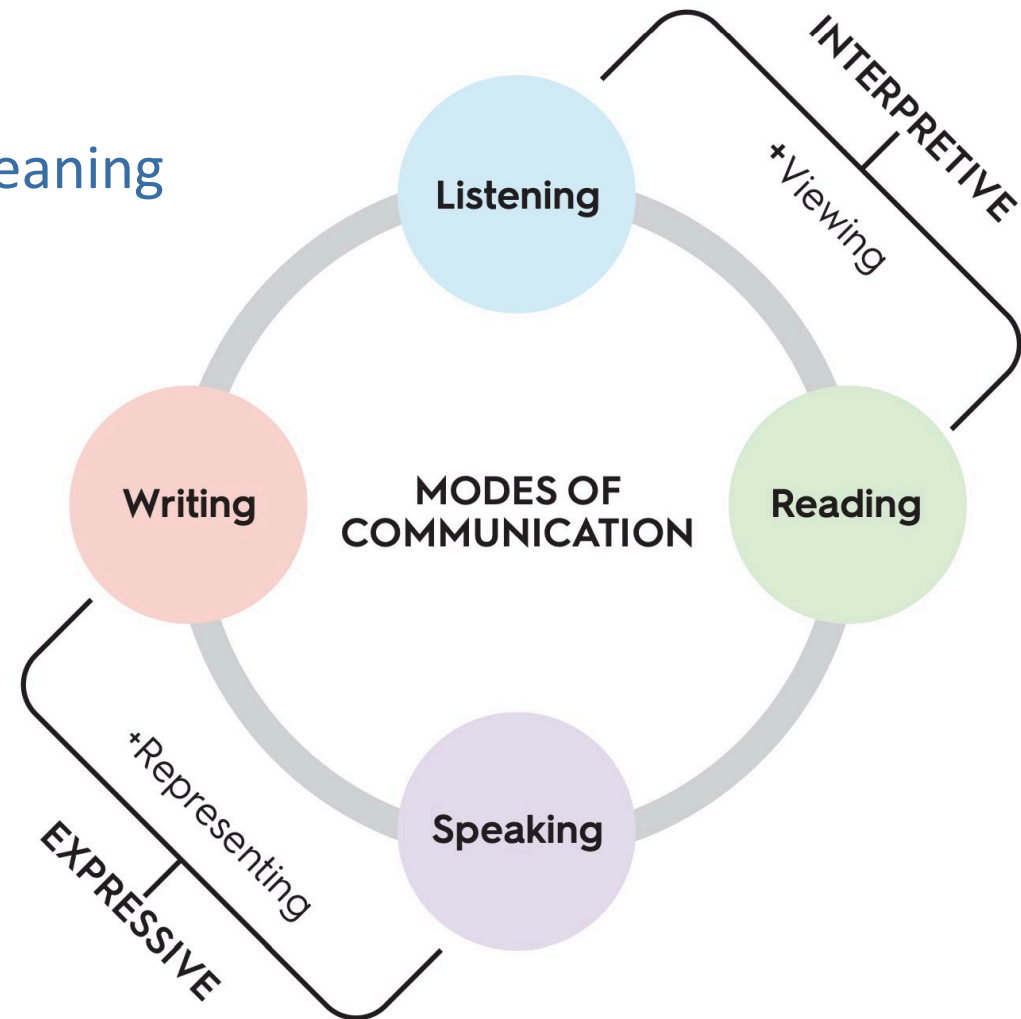


# Distribution of Key Language Uses



# Modes of Communication

- Provide support for developing language
- Essential path for all students to make meaning



# Today's Focus

Integrate oral and written  
English-language instruction  
into content-area teaching



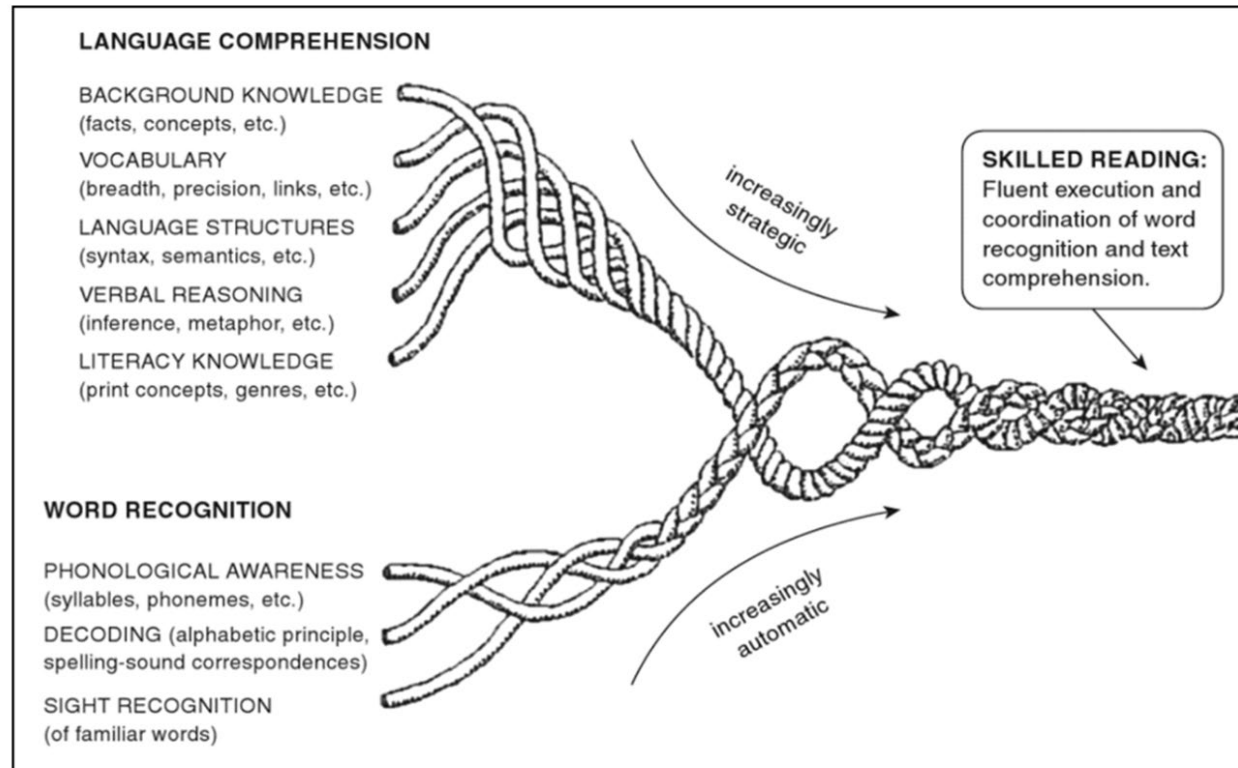
# Skilled Readers

What are some essential components of being a skilled reader?



# Scarborough's Reading Rope

Scarborough's Reading Rope



Scarborough, H. (2001) Connecting early language and literacy to later reading (dis)abilities: Evidence, theory and practice. In S. Newman & D. Dickinson (Eds.), *Handbook of Early Literacy Research*. pp. 97-110. New York, Guilford Press. (used with permission of the author)







# Simple View of Reading (SVR)

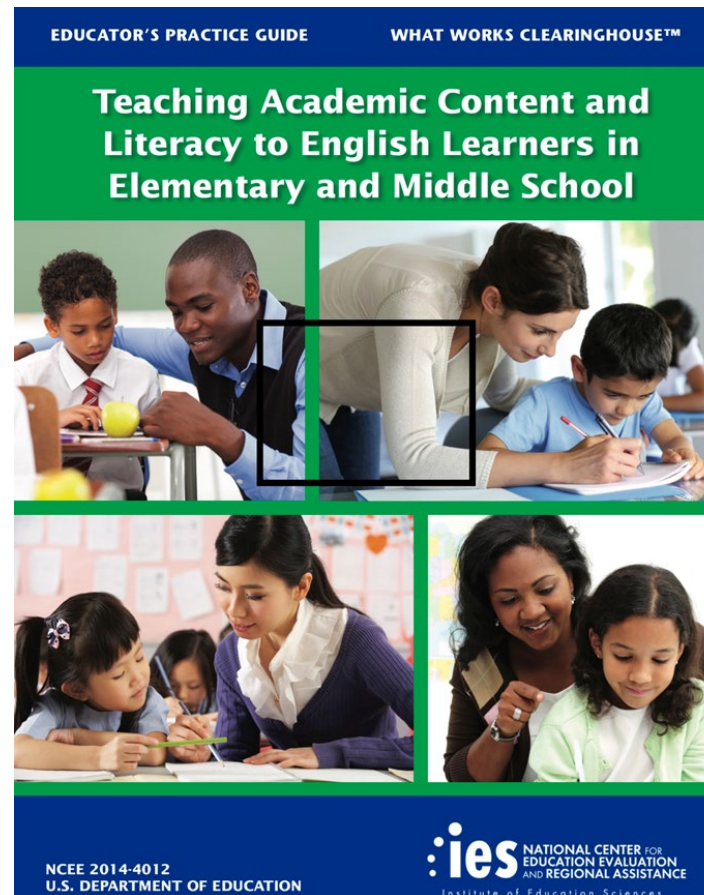
<b>Adequate WR</b> <b>Adequate LC</b>	<b>Poor WR</b> <b>Adequate LC</b>
<b>Adequate WR</b> <b>Poor LC</b>	<b>Poor WR</b> <b>Poor LC</b>

**Word recognition (WR):** Phonological awareness, decoding and encoding skills

**Language comprehension (LC):** Skills related to language comprehension



# A Collection of the Best Available Evidence



Baker et al., 2014, p. 6



## 4 Recommendations for Teaching Academic Content and Literacy to English Learners

1. Teach a set of *academic* vocabulary words *intensively* across several days using a *variety of instructional activities*
2. *Integrate oral and written English-language instruction* into content-area teaching
3. Provide *regular, structured opportunities* to develop written language skills
4. Provide *small-group instructional intervention* to students *struggling* in areas of literacy and English-language development



# Scarborough's Reading Rope

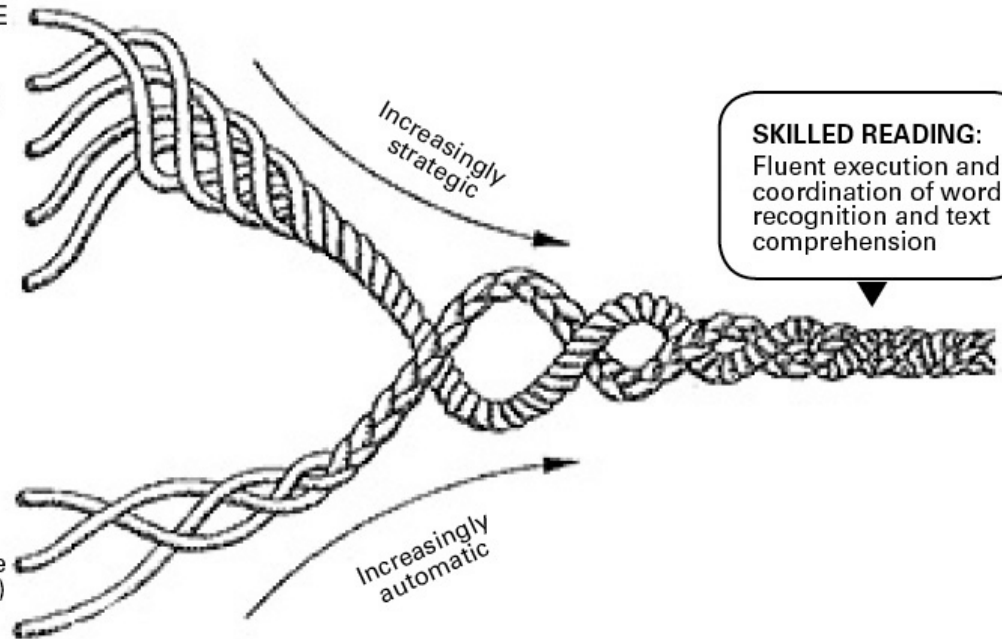
## The Many Strands that are Woven into Skilled Reading (Scarborough 2001)

### LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE  
(facts, concepts etc)  
VOCABULARY  
(breadth, precision, links etc)  
LANGUAGE STRUCTURES  
(syntax, semantics etc)  
VERBAL REASONING  
(reference, metaphor etc)  
LITERACY KNOWLEDGE  
(print concepts, genres etc)

### WORD RECOGNITION

PHONOLOGICAL AWARENESS  
(syllables, phonemes etc)  
DECODING (alphabetic principle  
spelling-sound correspondence)  
SIGHT RECOGNITION  
(of familiar words)



**SKILLED READING:**  
Fluent execution and  
coordination of word  
recognition and text  
comprehension





## 4 Recommendations for Teaching Academic Content and Literacy to English Learners

1. Teach a set of *academic* vocabulary words *intensively* across several days using a *variety of instructional activities*
2. ***Integrate oral and written English-language instruction into content-area teaching***
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# Steps to Implement Recommendation 2

- 1** • **Strategically** use instructional **tools to anchor instruction** and help students **make sense** of content
- 2** • Explicitly teach the **content-specific academic vocabulary**, as well as the general vocabulary that supports it
- 3** • Provide **daily opportunities** for students to talk about content **in pairs** or **small groups**
- 4** • Provide **writing opportunities** to **extend** student learning and **understanding** of the content material





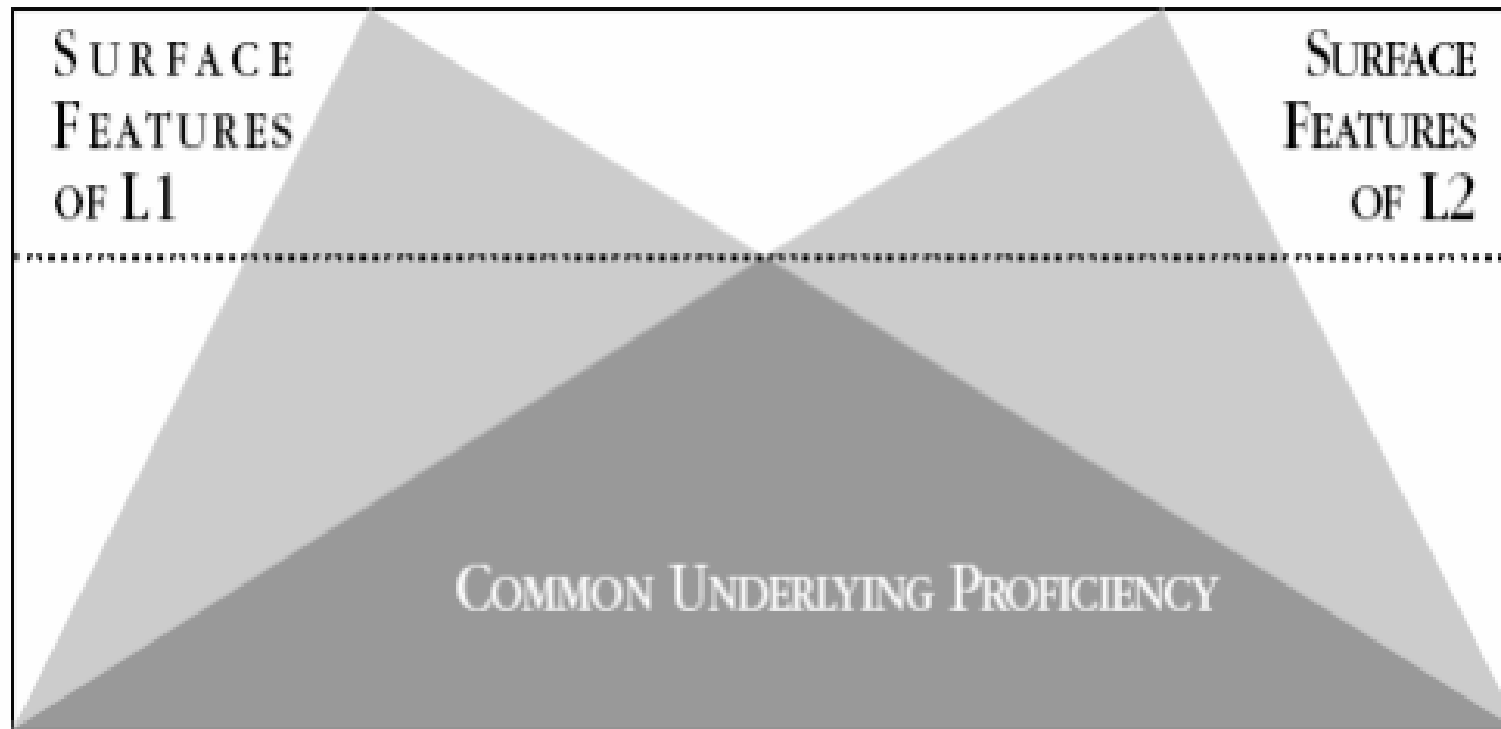
# “Social Process of Apprenticeship”

Please read “Social Process of Apprenticeship” and complete the response sheet.

- »» What resonated with you?
- »» What thoughts or questions do you have?
- »» What initial implications does this have for your classroom?



# Iceberg Theory





# Making Sense of Content with Instructional Supports

What instructional tools or supports can teachers use to anchor instruction and help students make sense of content?

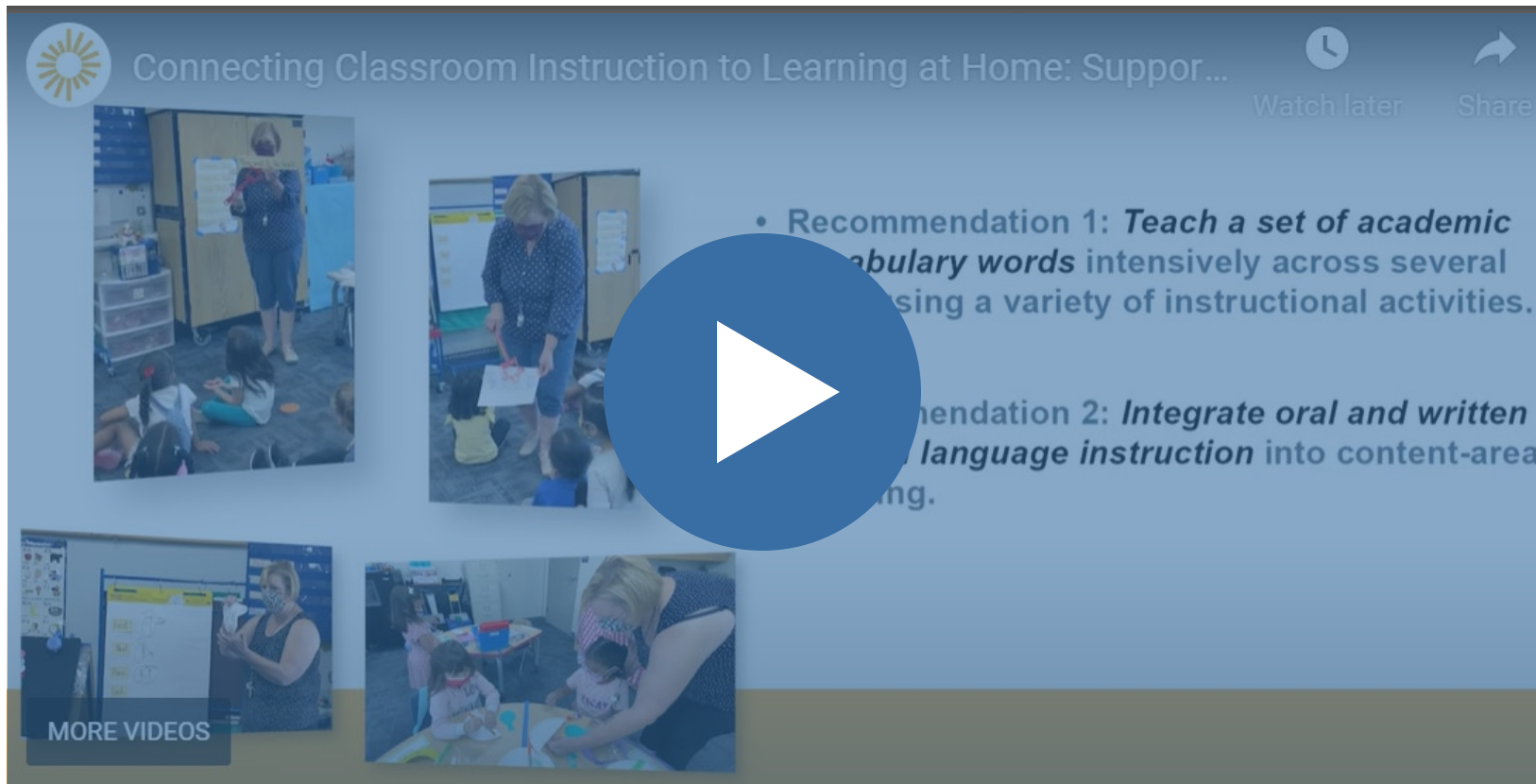


# Making Sense of Content with Instructional Supports

- » Short videos
- » Visuals
- » Realia
- » Physical activity
- » Models and figures
- » Magazines and newspapers
- » Manipulatives
- » Photos, Illustrations, diagrams, drawings
- » Podcasts
- » Broadcasts
- » Charts
- » Graphic organizers
- » Tables
- » Graphs
- » Timelines
- » Number lines
- » Diagrams (labeled)
- » Story maps
- » Structured note-taking
- » Cornell notes
- » T-charts
- » Pairs, triads, or groups of four
- » Whole group
- » Cooperative learning structures
- » Clock buddies
- » Use of interactive websites or software
- » Use of first language
- » Inside-outside circles
- » Think, pair, share
- » Four corners



# Video: Connecting Classroom Instruction



Connecting Classroom Instruction to Learning at Home: Support... Watch later Share

- Recommendation 1: *Teach a set of academic vocabulary words* intensively across several... using a variety of instructional activities.
- Recommendation 2: *Integrate oral and written language instruction* into content-area...

MORE VIDEOS





# Academic Language Jigsaw

**Article: “Using Sentence Frames to Develop Academic Vocabulary for English Learners”  
(Bray & Roe, 2010)**

Read the first paragraph as a group or individually, then:

- >> **Number 1s:** Read the sections “What is the concept that students need to understand?” and “What are the vocabulary words that students need to know to understand the concept?”
- >> **Number 2s:** Read the section “What is the language function that students need to use to think, talk, and write about the core concept?”
- >> **Number 3s:** Read the “Pause and Ponder” insert (on p. 32) and “Putting It All Together”





# Academic Language Jigsaw

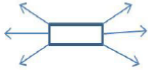




**Article: “Using Sentence Frames to Develop Academic Vocabulary for English Learners”  
(Bray & Roe, 2010)**

- Regroup, making sure you have one number 1, one number 2, and one number 3 in your group
- Share your notes with your group
- Use the *Academic Conversation Placemat* (Zwiers, 2020) as you hold your academic conversations



# Academic Conversation Placemat

Academic Conversation Placemat with Prompts

Conversation Skills	Prompting	Responding	Conversation Skills	Prompting	Responding
<b>Elaborate and Clarify</b> 	Can you elaborate on ...? What do you mean by ...? Can you tell me more about ...? What makes you think that? Can you clarify the part about ...? Can you be more specific? How so? How/Why is that important? I'd love to hear more about ... How does that connect to ...? I wonder if ... How so? Can you unpack that for me? I am a little confused about the part ...	I think it means that ... In other words ... I believe that ... An analogy for this might be ... It is important because ... It's similar to when ...	<b>Support Ideas with Examples</b> (from this text, other texts, the world, and life) 	Can you give an example from the text? Can you show me where it says that? What are some examples from other texts?  What is a real-world example? What is an example from your life? Are there any cases of that? What is the evidence for that ...? Like what? Why do you say that? How do you justify that? What does that look like? Such as? What would illustrate that? Why is that a good example?	For example ... In the text is said that ... One case showed that ...  An example from my life is ... For instance, ... According to ... An illustration of this could be ... On one occasion ... In this situation ... To demonstrate, ... In fact, ... Indeed, ... ... such as ... Have you ever ...?
<div style="border: 1px solid black; border-radius: 50%; padding: 10px; display: inline-block;">             Key question, main idea, theme, topic           </div>					
<b>Paraphrase</b> 	I'm not sure that was clear ... I can't remember all that I said. How can we relate what I said to the topic/question? What do we know so far? What is your take on what I said I don't know. Did that make sense? What are you hearing	So, you are saying that ... Let me see if I understand you ... Am I right in hearing you say that ...?  In a nutshell, you are arguing that ...  In other words... What I am hearing is ... Essentially you think that It sounds like you are saying that ...	<b>Build On and/or Challenge a Partner's Idea</b> 	What do you think about the idea that ...? Can you add to this idea ...? Do you agree? What might be other points of view? What are other ideas? How does that connect to the idea ...? I am not sure if this is relevant, but ... How can we bring this back to the question of ...?	I would add that I want to expand on your point about ... I want to follow up on your idea ... (To challenge) Then again, I think that ... Another way to look at this could be ... Yet I wonder also if ... If _____, then _____ What struck me about what you said it ...
<b>Synthesize Conversation Points</b> 	What have we discussed so far? How should we synthesize what we talked about? How can we bring this all together? What can we agree upon? What main points can we share? What was our original question? What key idea can we take away?	We can say that ... The main theme/point seems to be ... As a result of this conversation, we think that we should ... How does this sound ...? What if we ...? The evidence seems to suggest that ...			

Academic Conversations: Classroom Talk That Fosters Critical Thinking and Content Understandings by Jeff Zwiers and Marie Crawford. Copyright 2011. Stenhouse Publishers.





# Making Meaning Protocol

## Excerpt from IES Guide



*Explicitly teach the content-specific academic vocabulary, as well as the general vocabulary that supports it, during content-area instruction.*





# Reflections: Think, Write, Share

What information was new? What was a good reminder?

What implication does this information have for your classroom?

What is one thing you would like to try with your students?

How might you use this information when planning for a lesson?







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# Questions

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