Elements of Impactful ELD Instruction

Developing Academic Language & Literacy in the Targeted & Integrated ELD Classroom

Cindi Couch & Julie Salcedo

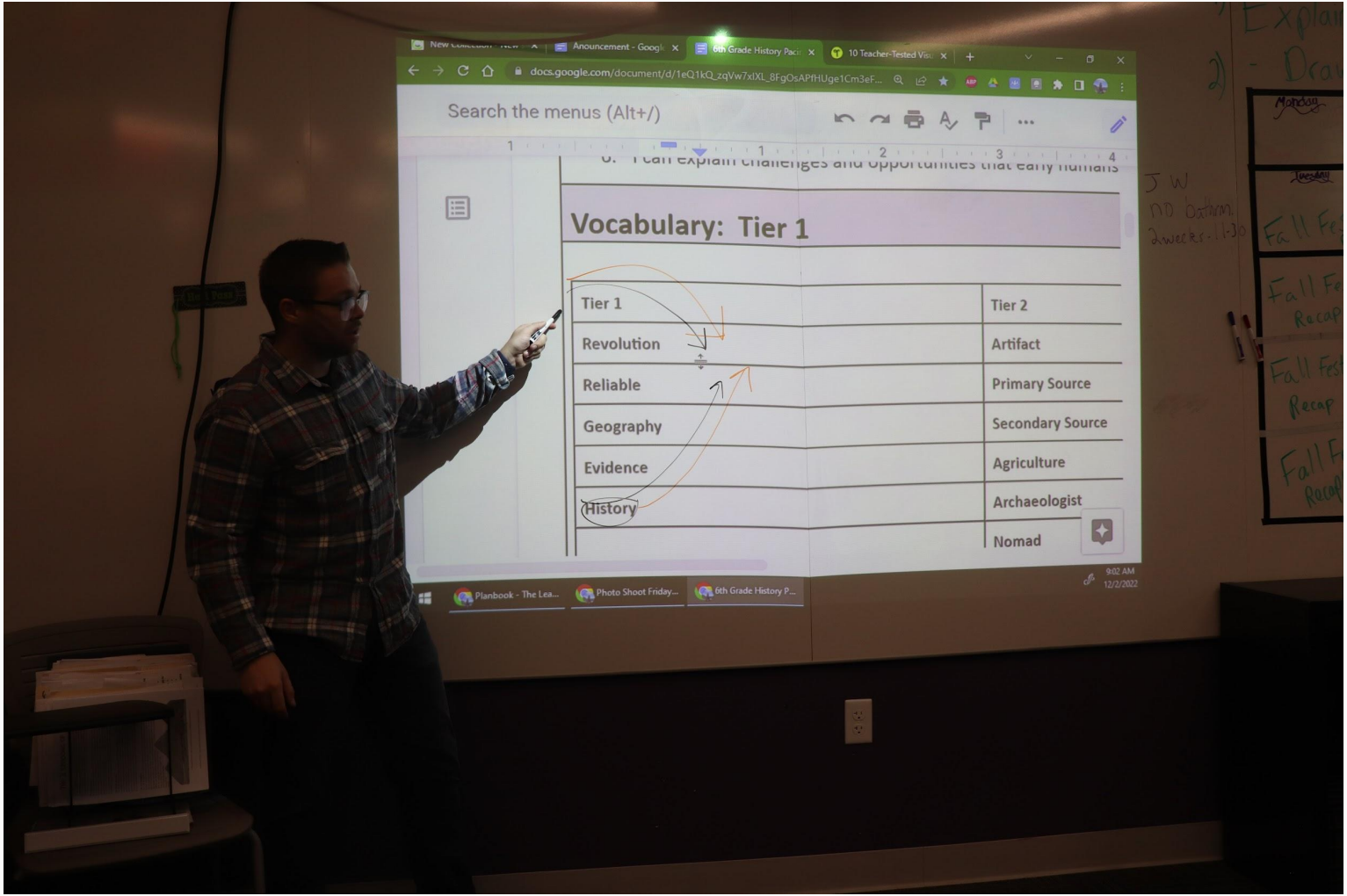
CREATE

CREATE

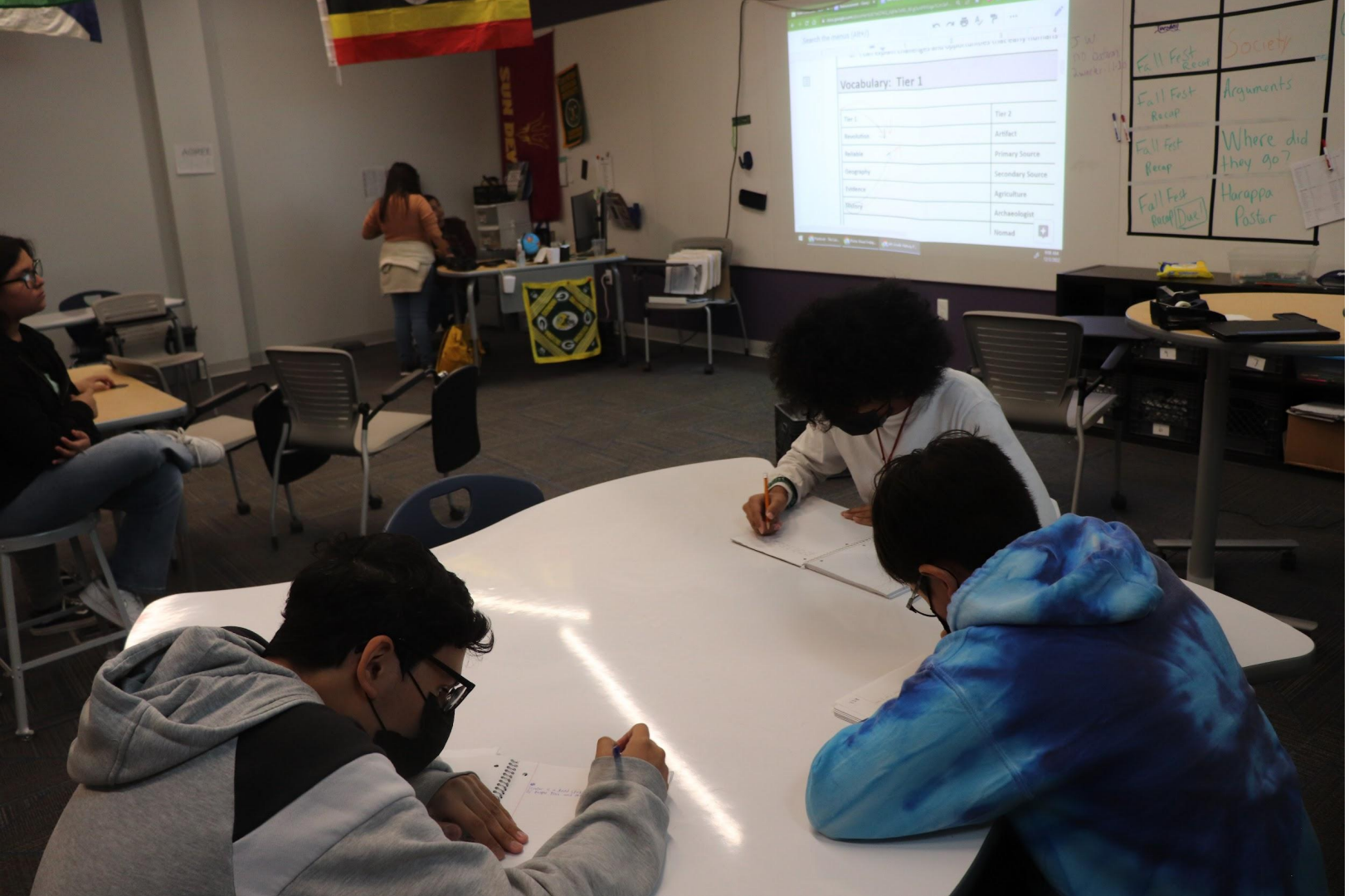
COACH

COACH

COACH


Search the menus (Alt+/)
Vocabulary: Tier 1
Tier 1
Revolution
Reliable
Geography
Evidence
History
Tier 2
Artifact
Primary Source
Secondary Source
Agriculture
Archaeologist
Nomad

CULTIVATE


Vocabulary: Tier 1
Tier 2
Artifact
Primary Source
Secondary Source
Agriculture
Archaeologist
Nomad
Fall Fest Recap
Society
Fall Fest Recap
Arguments
Fall Fest Recap
Where did they go?
Fall Fest Recap Due!
Harappa Poster

CONNECT

CHALLENGE

CHALLENGE

CHALLENGE

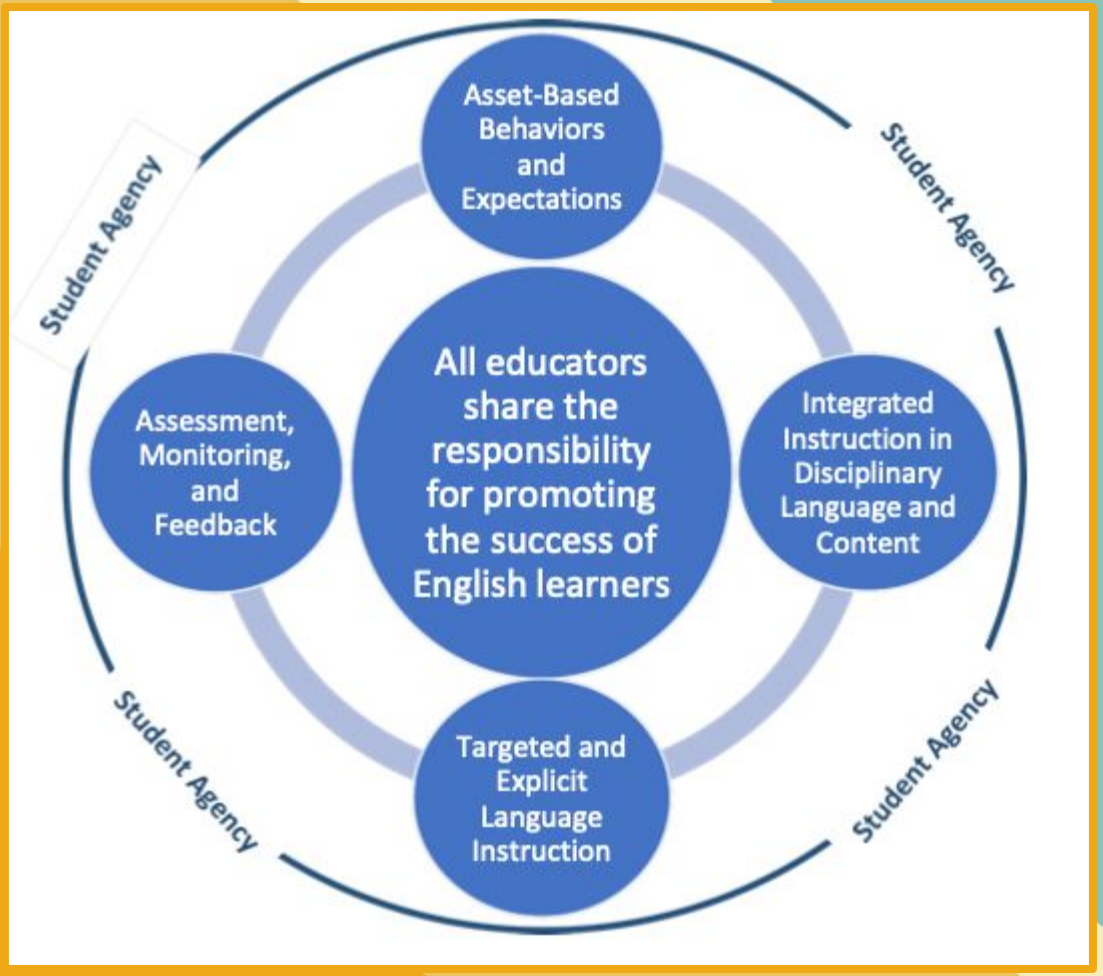
How do we recreate a classroom like this?

Cindi Couch & Julie Salcedo

Elements of Impactful ELD Instruction

- ❏ *create* opportunities to increase language production,
- ❏ *coach* students with specific language feedback,
- ❏ *cultivate* academic and content vocabulary,
- ❏ *connect* language instruction to content, and
- ❏ *challenge* all learners to think critically.

Arizona's Language Development Approach



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CREATE

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Create Opportunities to Increase Language Production

Cindi Couch & Julie Salcedo

Created by Gregor Cresnar
from the Noun Project

Create Opportunities to Increase Language Production

From a classroom where...

- Teacher talk dominates
- A few students respond
- Students appear disengaged

to

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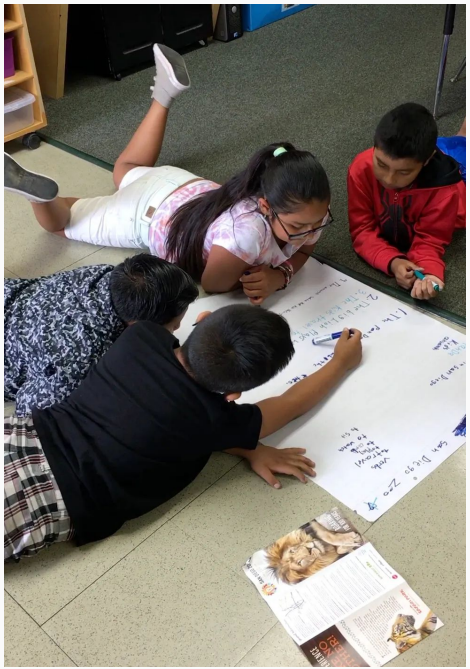
Create Opportunities to Increase Language Production

To a classroom where...



- Students talk most of the time
- All students are held accountable
- Students are actively/cognitively engaged

Create Opportunities to Increase Language Production

What are some ways you increase language production in your classroom?

1. Jot down your responses on sticky notes
2. Share with a partner
3. Volunteers share

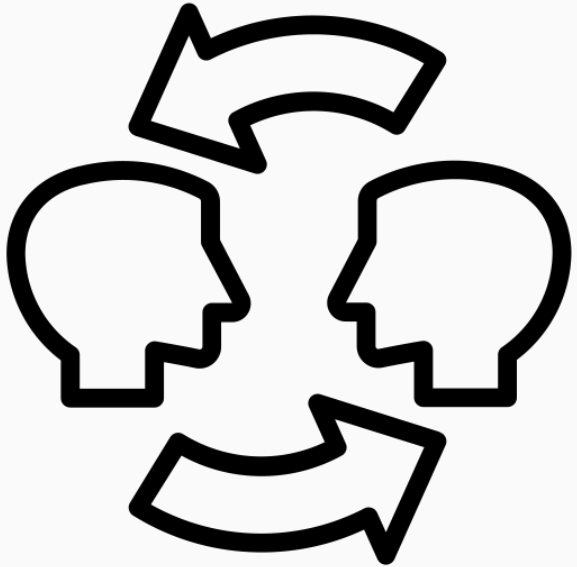
Create Opportunities to Increase Language Production

Ripple

1. Individual Response
2. Share with a Partner
3. Whole class

Create Opportunities to Increase Language Production

Turn & Talk



Create Opportunities to Increase Language Production

Mix & Mingle

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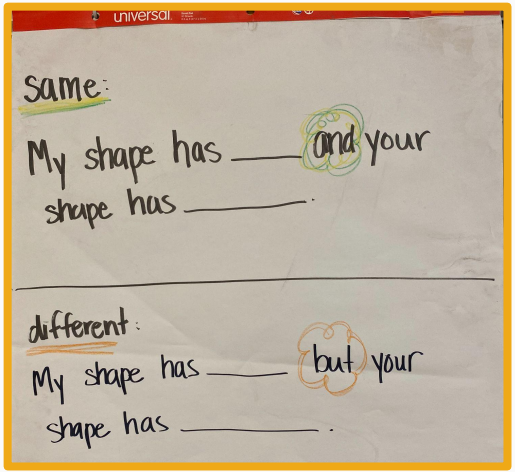
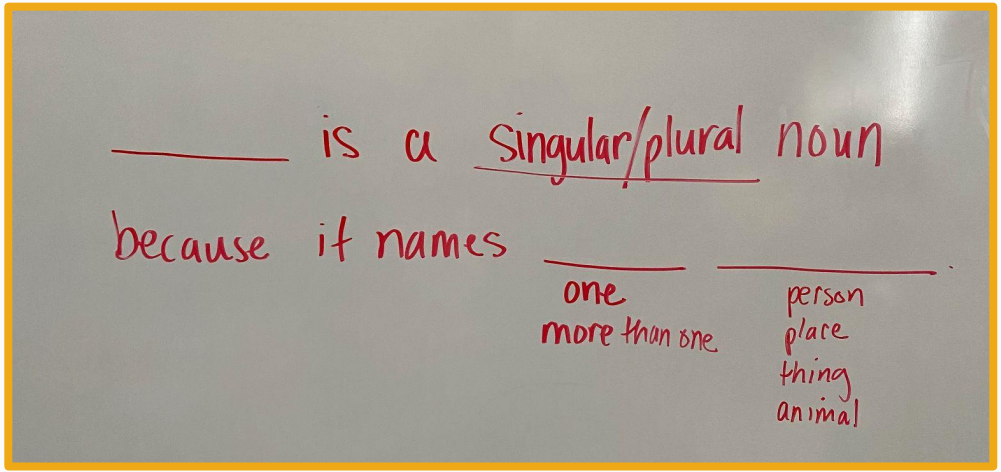
Create Opportunities to Increase Language Production

Sentence Frames





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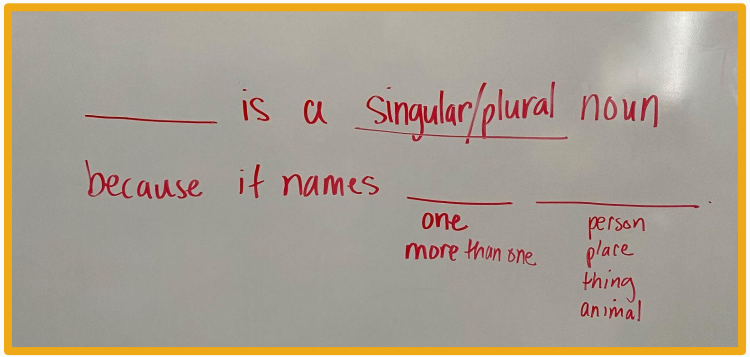


From:

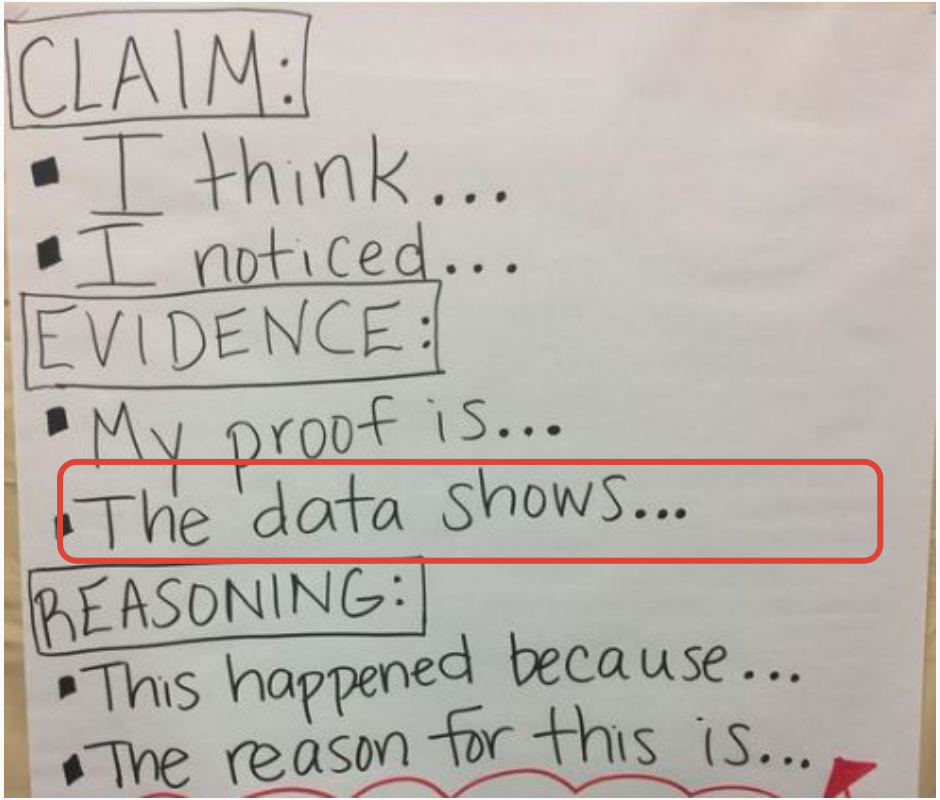
Number 2 is plural. (4 words)

To:

The word puppies is a plural noun because it names more than one animal. (14 words)

Create Opportunities to Increase Language Production

Sentence Stems



Create Opportunities to Increase Language Production

Prompts to extend language

- ★ Tell me more…
- ★ How do you know?
- ★ Yes, please explain with more detail…
- ★ Can you tell me what you were thinking when you…?

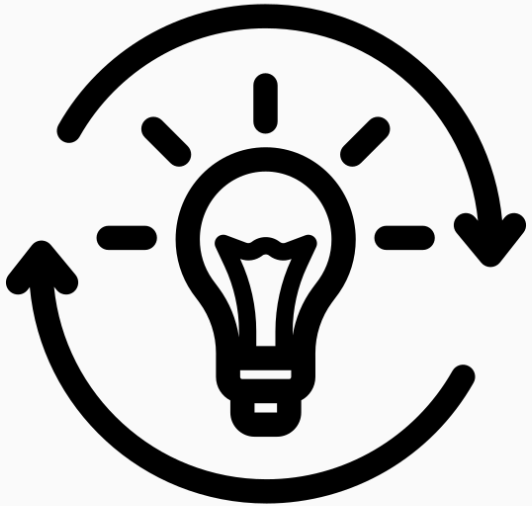
How often ...?

Create Opportunities to Increase Language Production

10/2 Rule

10 minutes of instruction

2 minutes to process



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How does this element of impactful instruction connect to *Arizona's Language Development Approach*?

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ARIZONA'S LANGUAGE DEVELOPMENT APPROACH

Principle Three: Targeted and Explicit Language Instruction

Explicit language instruction is a critical opportunity to intentionally support English learner (EL) students in developing the discourse practices they need to engage with rigorous, grade-level disciplinary content. Just as literacy and language should be integrated into content instruction, so should content and disciplinary practices be integrated into language instruction. Educators use the English Language Proficiency Standards with content material to teach language.

All educators:

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- immerse students in a language rich environment that fosters critical thinking and problem solving.
- utilize language supports, academic language development, and opportunities for academic discourse.
- provide age/grade level appropriate instruction & materials that are culturally and linguistically appropriate and aligned to the English Language Proficiency Standards.
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Targeted and explicit language instruction will support the development of **student agency** when educators:

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How will you CREATE more opportunities that increase language production?

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COACH

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Coach Students with Specific Language Feedback

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What is language feedback?

Listen Carefully

Amplify -or-

Correct

Drop In Reading

ts With Specific Language Feedback

For the **teacher to say as little as possible** in order to prompt the **students to say as much as possible**.

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Drop In Reading

Co ts With Specific Language Feedback

Teachers hold **students accountable for accurate language use**.

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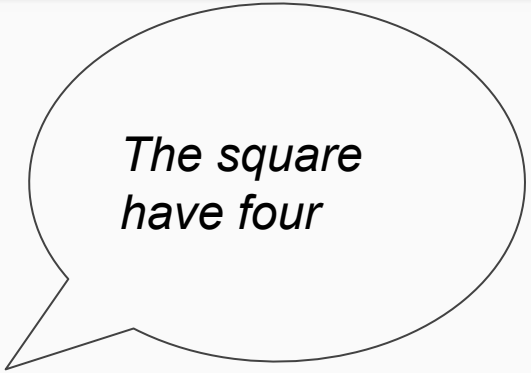
Coach Students With Specific Language Feedback



For Pre-Emergent/Emergent ELs:

“So, you are saying… (model their intent). Now you try it, please.”

Coach Students With Specific Language Feedback

For Basic ELs:

"I hear what you're saying. Try saying it with… (give students academic language to use)

Do not complete the whole sentence for them; given them as little as possible

Coach Students With Specific Language Feedback

For Intermediate ELs:

“Restate that using academic language.” -or-
“Restate that and include details from the text.” -or-
“Restate that using vocabulary from our Word Wall.”

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Let’s Practice:

Coach Students with Specific Language Feedback

Cindi Couch & Julie Salcedo

Create Opportunities to Increase Language Production

Mix & Mingle

Roles:

One Teacher

One Student

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The first grade class just finished reading *No, David,No!* The teacher asks, “What was your favorite part of the story?”

Pre-Emergent/Emergent Student

I like when David goed to park.

Teacher

So, you are saying… (model their intent). Now you try it, please.

A second grade class is learning about subtraction. After solving a subtraction problem, the teacher asks, “How did you figure out the answer?”

Basic Student

I minused the numbers to get the answer.

Teacher

I hear what you’re saying. Try saying it with… (give students academic language to use)

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A fourth grade class is learning about the importance of the C's to Arizona's economy. The teacher asks, "What makes Arizona's economy strong?"

Intermediate Student

The state of Arizona is good because it has lots of stuff.

Teacher

Restate that using vocabulary from our Word Wall.

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What is your new learning about language coaching?

How might you use this with your students?

How does this element of impactful instruction connect to *Arizona's Language Development Approach*?

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CULTIVATE

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Cultivate Academic & Content Vocabulary

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Q: In any given text, how many words do students need to know to comprehend the text?

A. 100%

B. 90 - 95%

C. 80 - 85%

Q: How many production opportunities do ELs need to own a word?

A. 5

B. 6

C. 8

Cultivate Academic & Content Vocabulary

Select Vocabulary Words

Multiple Meaning Words

Academic Vocabulary

Content Vocabulary

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Cultivate Academic & Content Vocabulary

Select Vocabulary Words

Multiple Meaning Words	Table, chart, plan, draw, field
Academic Vocabulary	Compare, analyze, predict, argue
Content Vocabulary	Magma, democracy, equation

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Cultivate Academic & Content Vocabulary

General academic words

- "There are three conditions required for a disturbance to form and strengthen into a hurricane. First, the disturbance must gather heat and energy through contact with warm ocean waters. Next, added moisture evaporated from the sea surface then powers the seedling tropical storm like a giant heat engine. Finally, the seedling storm forms a wind pattern near the ocean surface that spirals air inward. Bands of thunderstorms form, allowing the air to warm further and rise higher into the atmosphere. If the winds at these higher levels are relatively light, this structure can remain intact and further strengthen the hurricane."

Cultivate Academic & Content Vocabulary

Content specific words

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Cultivate Academic & Content Vocabulary

Select Vocabulary Words

- Multiple Meaning Words
- Academic Vocabulary
- Content Vocabulary

Decide How To Teach

- Quick Review
- Simple Overview
- Deep Instruction

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Cultivate Academic & Content Vocabulary

Select Vocabulary Words	Decide How To Teach	Engage Students
Multiple Meaning Words	Quick Review	
Academic Vocabulary	Simple Overview	
Content Vocabulary	Deep Instruction	

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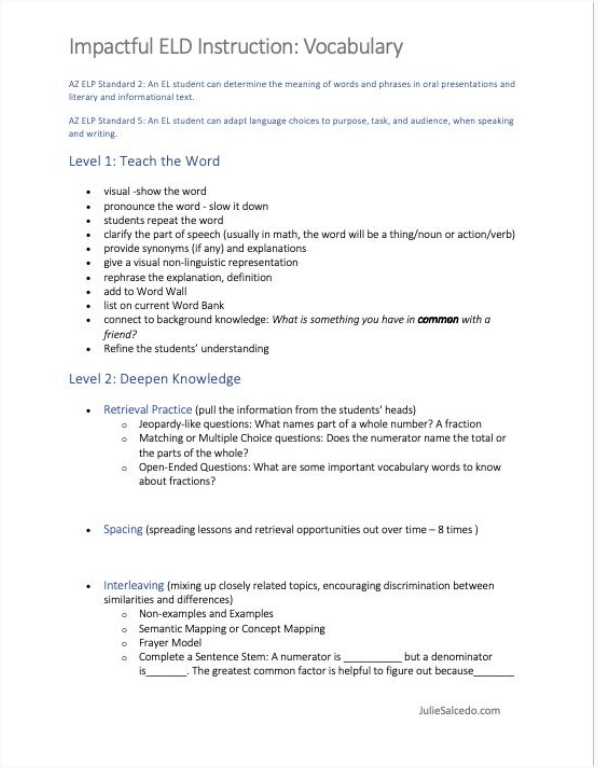
Cultivate Academic & Content Vocabulary

Independently Close Read

! new idea you'd like to try
* you've used before
? curious about

Share with a Partner
! Focus on what you'd like to try

Whole Group
? Clarifying questions



Impactful ELD Instruction: Vocabulary

AZ ELP Standard 2: An EL student can determine the meaning of words and phrases in oral presentations and literary and informational text.

AZ ELP Standard 5: An EL student can adapt language choices to purpose, task, and audience, when speaking and writing.

Level 1: Teach the Word

- visual -show the word
- pronounce the word - slow it down
- students repeat the word
- clarify the part of speech (usually in math, the word will be a thing/noun or action/verb)
- provide synonyms (if any) and explanations
- give a visual non-linguistic representation
- rephrase the explanation, definition
- add to Word Wall
- list on current Word Bank
- connect to background knowledge: *What is something you have in **common** with a friend?*
- Refine the students' understanding

Level 2: Deepen Knowledge

- Retrieval Practice (pull the information from the students' heads)
  - Jeopardy-like questions: What names part of a whole number? A fraction
  - Matching or Multiple Choice questions: Does the numerator name the total or the parts of the whole?
  - Open-Ended Questions: What are some important vocabulary words to know about fractions?
- Spacing (spreading lessons and retrieval opportunities out over time – 8 times)
- Interleaving (mixing up closely related topics, encouraging discrimination between similarities and differences)
  - Non-examples and Examples
  - Semantic Mapping or Concept Mapping
  - Frayer Model
  - Complete a Sentence Stem: A numerator is _____ but a denominator is_____. The greatest common factor is helpful to figure out because_____

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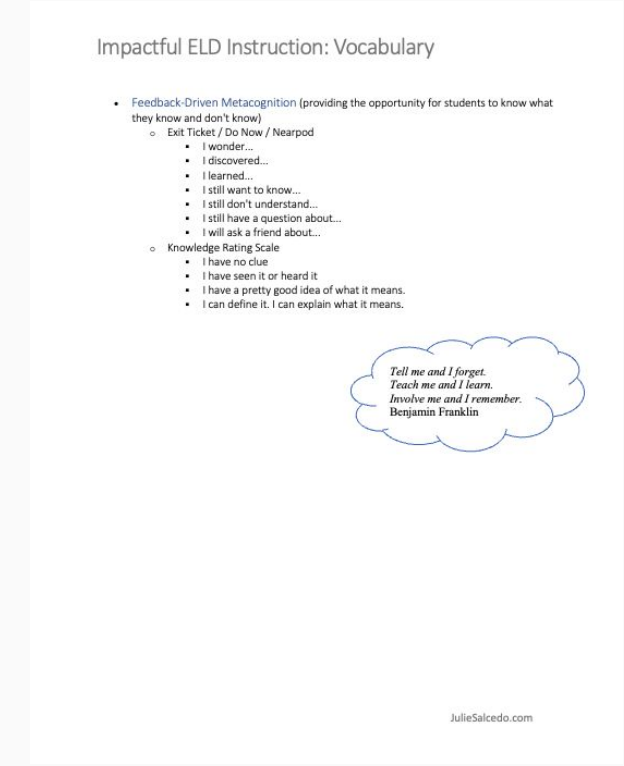

Impactful ELD Instruction: Vocabulary

- Feedback-Driven Metacognition (providing the opportunity for students to know what they know and don't know)
  - Exit Ticket / Do Now / Nearpod
    - I wonder...
    - I discovered...
    - I learned...
    - I still want to know...
    - I still don't understand...
    - I still have a question about...
    - I will ask a friend about...
  - Knowledge Rating Scale
    - I have no clue
    - I have seen it or heard it
    - I have a pretty good idea of what it means.
    - I can define it. I can explain what it means.

Tell me and I forget.
Teach me and I learn.
Involve me and I remember.
Benjamin Franklin

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What new or refreshed idea can you carry with you as you cultivate academic & content vocabulary?

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CONNECT

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Connect Language Instruction to Content

Created by Gregor Cresnar from the Noun Project

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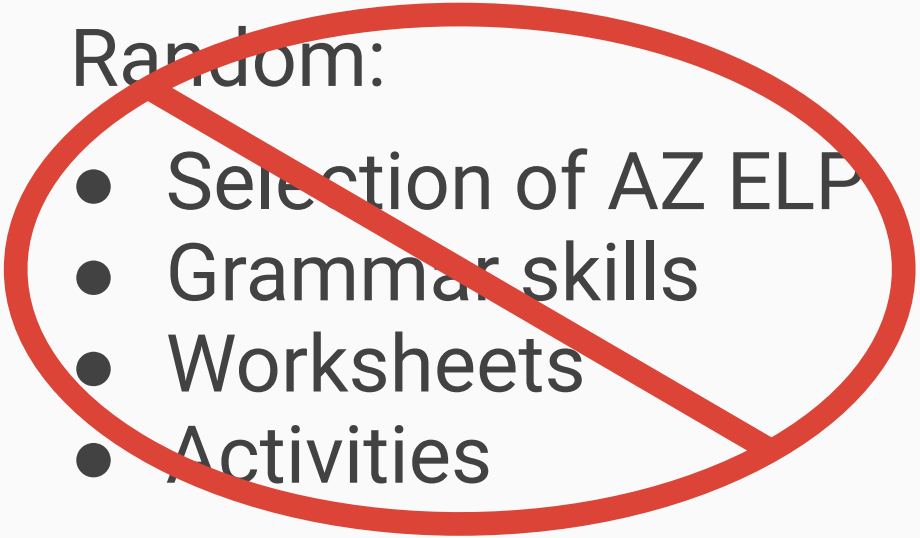
Connect Language Instruction to Content

Targeted ELD



Drop In Reading

anguage Instruction to Content

Targeted ELD

Intentionally

selecting AZ ELP Standards to ***teach*** the ***language*** **needed to access content.**

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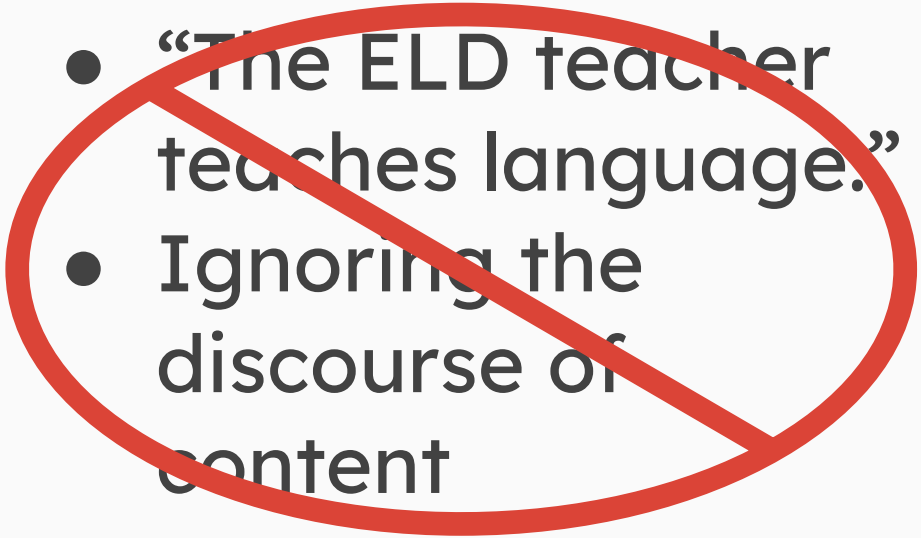
Connect Language Instruction to Content

Integrated ELD



Drop In Reading

anguage Instruction to Content

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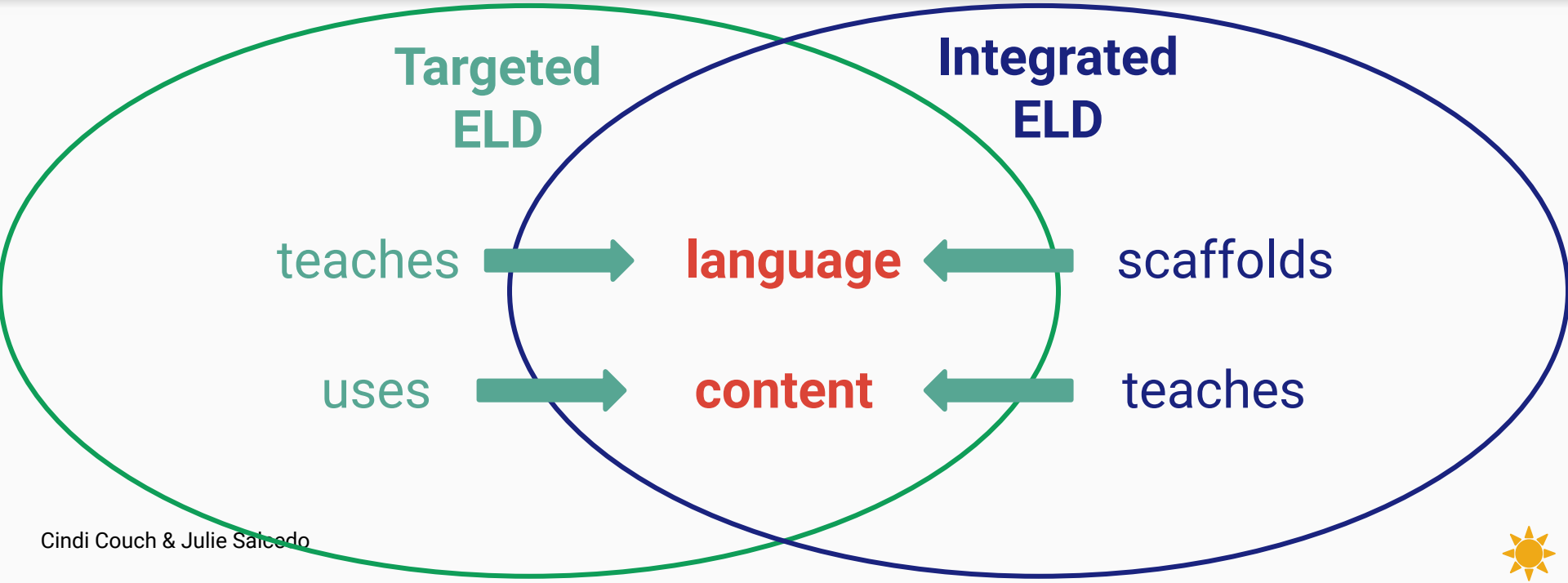
Cindi Couch & Julie Salcedo

Connect Language Instruction to Content



Cindi Couch & Julie Salcedo

When I teach targeted ELD, I teach language using content by…

When I teach integrated ELD, I scaffold language to teach content by….

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Created by Gregor Cresnar from the Noun Project

How does this element of impactful instruction connect to *Arizona's Language Development Approach*?

Principle Three: Targeted and Explicit Language Instruction

Explicit language instruction is a critical opportunity to intentionally support English learner (EL) students in developing the discourse practices they need to engage with rigorous, grade-level disciplinary content. Just as literacy and language should be integrated into content instruction, so should content and disciplinary practices be integrated into language instruction. Educators use the English Language Proficiency Standards with content material to teach language.

All educators:

- create opportunities for students to use language and reflect on their understanding across the four language domains (reading, writing, speaking, and listening) and in direct connection to rigorous, grade-level content.
- design instruction that fosters EL students' autonomy by equipping them with the strategies necessary to comprehend and use language in a variety of academic settings.
- immerse students in a language rich environment that fosters critical thinking and problem solving.
- utilize language supports, academic language development, and opportunities for academic discourse.
- provide age/grade level appropriate instruction & materials that are culturally and linguistically appropriate and aligned to the English Language Proficiency Standards.
- design explicit instruction that provides students with an understanding of how language functions with a content discipline lens.

Targeted and explicit language instruction will support the development of **student agency** when educators:

- provide choices or open-ended opportunities to select strategies and tactics for language acquisition.
- encourage independent learning by teaching effective strategies for learning language.
- encourage initiative by creating learning environments that increase motivation and engagement with language acquisition.

Through participation in targeted and explicit language instruction, EL students will develop a sense of voice, confidence, and self-efficacy around their language use.

Principle Two: Integrated Instruction in Disciplinary Language and Content

All educators share the responsibility for designing instruction that integrates language and literacy development with content learning. This is accomplished by using content standards to plan instruction along with the English Language Proficiency Standards to support differentiation by language proficiency level. Through the use of scaffolded supports, academic language development, and collaborative discussions, reading, and writing, educators help students develop disciplinary content knowledge, language, and autonomy.

All educators:

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CHALLENGE

Cindi Couch & Julie Salcedo

Challenge All Learners to Think Critically

Created by Gregor Cresnar from the Noun Project

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ARIZONA'S LANGUAGE DEVELOPMENT APPROACH

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Challenge All Learners to Think Critically

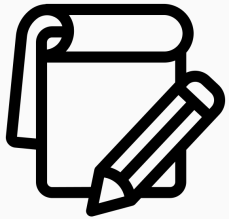
Elements of Impactful ELD Instruction

- ❏ create opportunities to increase language production,
- ❏ coach students with specific feedback,
- ❏ cultivate academic and content vocabulary,
- ❏ connect language instruction to content, and
- ❏ challenge all learners to think critically.

Challenge All Learners to Think Critically

Let's Ripple!

1. * Impactful Elements
2. Share with a partner
3. Whole group



Created by Gregor Cresnar from the Noun Project

How can you challenge all learners to think critically?

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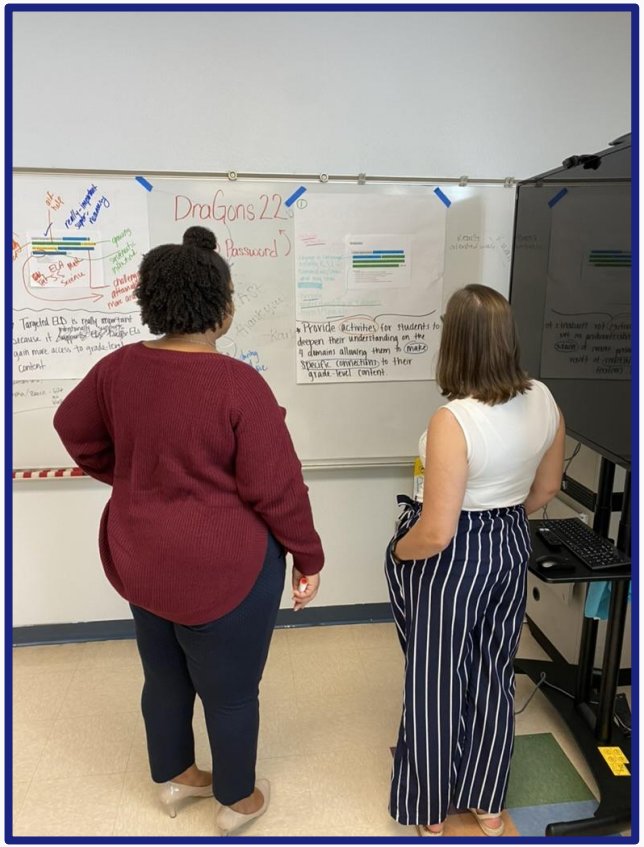
How are we creating classrooms like this?



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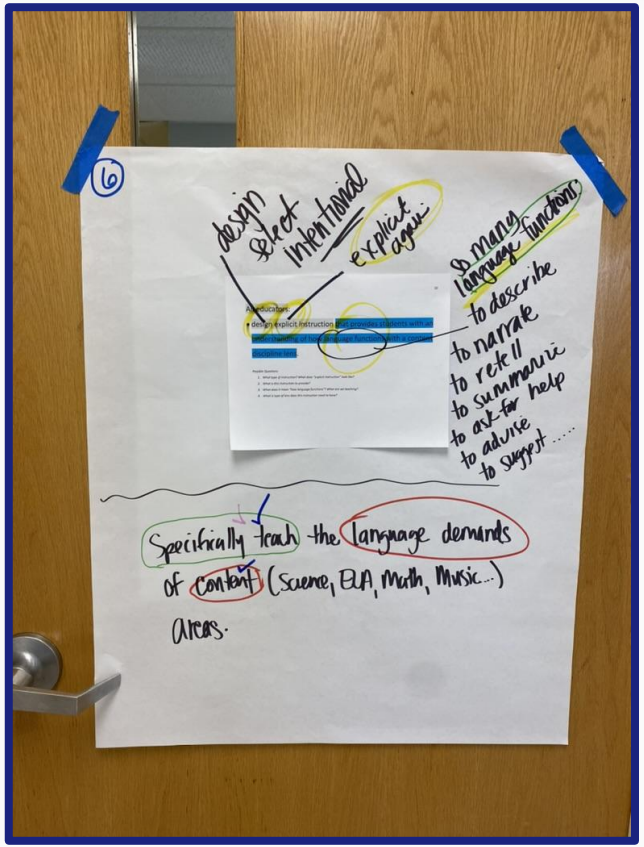
86% of AZ Schools

- ➔ **tELD Cohort (8 schools)**
- ➔ **Strategic Support (4 schools)**



How are we creating classrooms like this?

Fall, 2022

- ★ Workshop (in-person)
- ★ Follow-Up PD (virtual)
- ★ Lesson Planning session (virtual, 1:1)

Spring, 2023

- ★ Workshop (in-person)
- ★ Follow-Up PD (virtual)
- ★ Observation Protocol
  - ○ Leaders
  - ○ Walkthroughs

How will *YOU* create classrooms like this?

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Planning for Impact

Practitioners

What actionable steps will you take to put one area into practice next week?

- ★ CREATE
- ★ COACH
- ★ CULTIVATE
- ★ CONNECT
- ★ CHALLENGE

Leaders

What actionable steps will you take to establish goals and equip your teachers in the implementation of impactful ELD instruction?

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Thanks to Matt Johnson’s Broadcasting Class, Tillman Middle

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THANK YOU!

Elements of Impactful ELD Instruction

Developing Academic Language & Literacy in the Targeted & Integrated ELD Classroom

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Thanks to Matt Johnson's Broadcasting Class, Tillman Middle

END

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CREATE

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Create Opportunities to Increase Language Production

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COACH

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Coach Students with Specific Language Feedback

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CULTIVATE

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Cultivate Academic & Content Vocabulary

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CONNECT

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CHALLENGE

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Challenge All Learners to Think Critically

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Hex codes

#efa917	
#ecc561	
#f8eebb	
#8dc3b6	
#57a693	
#1a237e (font)	

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