



Academic Language for English Learners: Focus on Nonfiction

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Goals for Today

- What is **academic language**?
- How can we promote academic language with **content texts**?
 - **Connection & Background Building**
 - **Vocabulary Development**
 - **Frayer Vocabulary Cards**
 - **Read, Retell, & Summarize**
 - **Sentence Machine**
 - **Questions & Discussion**

What is Unique about English Language Learners who are Developing Academic Literacy?

What do they bring?
What do they need?

English Learners bring...

- Language – L1
- Cognitive development
- Life experience
- Experience of multiple cultures
- Literacy in L1 (at various levels)
- Academic literacy in L1 (sometimes)

What does this learner know about reading and writing?

みんな仲良し
今関 真衣

わたしは聖学院を大好きな一番の理由は、学年を越えた友達が出来るといふことです。この学校は児童数が少ないので、他の学年といふしよに授業を受けたり、行事をしたりすることか多くなります。そうすると話をする機会が増え、仲良くなれるのです。

休み時間や放課後に、下級生達かわたしの名前を呼んで駆け寄り、てくる時には、おんぶをしてあげたり、鬼ごこの相手をしてあげたりすることもあります。妹や弟が出来たみたいで楽しいです。

また、下校後や休みの日に、いろいろな学年の友達か公園などに集まって、日が暮れるまで一緒に遊んだことか何度もあります。こうして、友達のか輪がどんどん広がってききました。

以前通っていた小学校は全校で約千人もいたので、同じ学年でさえ話したことがないと

What do ELLs need?

- Time
- Rich experience with meaningful text
- Words and meanings
- Sound patterns and spelling
- Language patterns and grammar
- Cultural and social contexts
- Connections with the home
- Development of academic language

What is Academic Language?

Academic Language Proficiency is the ability to construct meaning from oral and written language, relate complex ideas and information, recognize features of different genres, and use various linguistic strategies to communicate.

Dutro and Moran, 2003

How do we scaffold academic content and language learning?





Theme

Water –

**Big Question: Where Does
Water Come From and Where
Does it Go?**

Choose accessible texts

Texts should be:

- **Accessible**
grammar, vocab,
structures with
support
- **Culturally relevant**
and affirming
- **Important**
- **Well illustrated**

Before Reading

**Activate and Build
Background
Knowledge
Connect to Previous
Experience
Build Vocabulary**



Identify prerequisite background information that ELs may not have

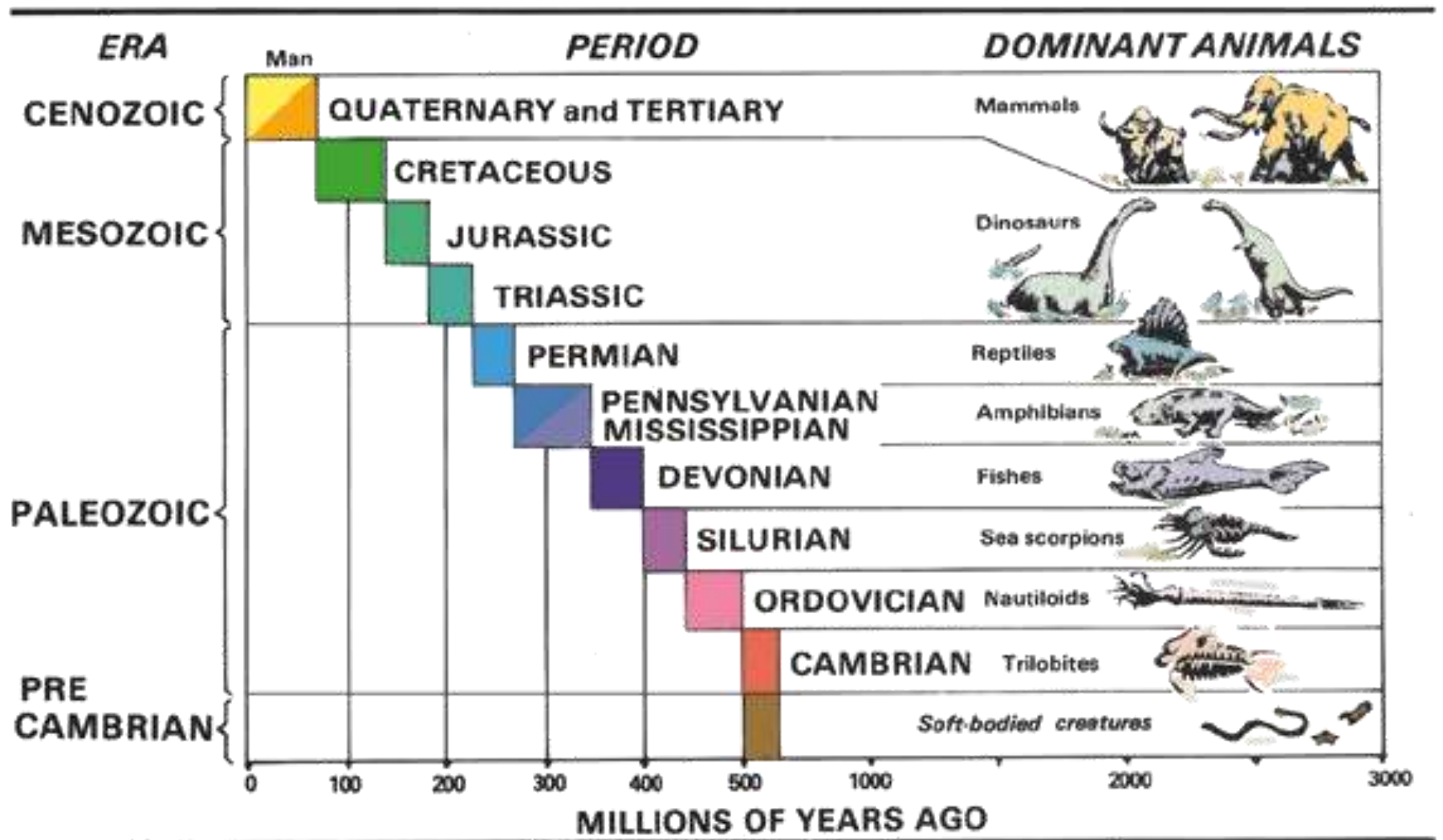
Activity: Look at one paragraph. *One Well* text. Discuss with your elbow buddy: *What background information might be needed to understand this text?*

Background Prerequisites

The history of the earth...

- When were there dinosaurs?
- What is a glacier?
- How long do glaciers last before they melt?





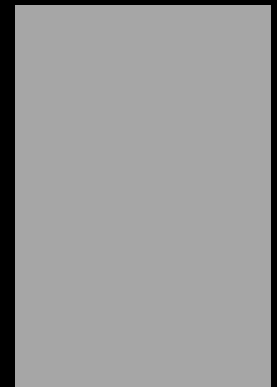
Major divisions of geologic time.

Connect to Previous Experience

Activity: How might you connect the concept of the water cycle to your learners' experience?

Question to
refugee
learners:

*“How did you
get water in
your home
country?”*





**Vocabulary for In-depth
Learning:
Frayer Vocabulary Cards
Who Has – I Have**

Analyze vocabulary and language to determine what is important, what learners need.

What words to teach? Consider:

Frequency

Age

Relevance to content learning

Level of learner

Importance in text

Learners understand important concepts and words when they see both positive examples and non-examples

-Paul Nation

Rich Vocabulary Instruction

- Contextualizing each target word
- Providing student-friendly explanations with pictures when possible
- Giving many examples
- Asking learners to provide their own examples
- Posting the target words
- Using the target words

Beck, McKeown, & Kucan, (2003)

Rich Vocabulary Instruction

quench

- What quenches your thirst?
- When do you need your thirst quenched?
- Can a bag of potato chips quench your thirst?
- How can you quench your need for knowledge?
- Can quench mean to make worse?
- Can quench mean to put out, or satisfy?

Frayer

Vocabulary Cards

- Help students understand important concepts and words by showing both examples and non-examples.

■ Paul Nation

Quench

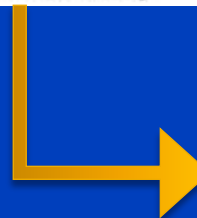
Definition

To satisfy, put out or extinguish. To remove the need for something.

Characteristics

- Have a need for something
- Provide or give something that removes the need

Picture Example



Non-example:
Take something away.



Frayer Vocabulary Cards

Activity:

Make a Frayer Vocabulary Card for:

- ✓ *Cycle*
- ✓ *Evaporation*
- ✓ *Vapor*
- ✓ *Condensation*
- ✓ *Precipitation*
- ✓ *Circulates*

Word:

Definition

Characteristics

Picture Example

Non-example:

Who Has – I Have

As You Read

Plan ways for learners to interact with you, with one another, and with the text

- **Read and Retell**
- **Sentence Machine**

Interactive Reading Activities

- Increase motivation
- Provide English learners opportunities to practice language with and to learn from other students
- Allow English learners to discuss and internalize what they read and learn
- Allow English learners to ask and answer questions as they read in a non-threatening context, so they better understand the text

Read, Retell & Summarize

Read, Retell and Summarize

1. Read the passage aloud to the students
2. Select key words in the passage and ask students to underline these words.
3. Ask students to copy the key words onto another piece of paper
4. Using the key words as guides, students retell the reading to a partner
5. Using the key words, students write a summary of the reading or predict what will happen next

Key Words – Paragraphs 1-2

PARAGRAPH 1

- five years
- Amazon
- 100years
- Teakettle
- India
- 100,000 years
- glacier
- 100,000,000 years
- dinosaurs

PARAGRAPH 2

- water
- change
- dinosaurs
- water cycle
- evaporates
- oceans, lakes, rivers, ponds, puddles
- water vapor

Key Words – Paragraphs 1-2

PARAGRAPH 2

- - water
 - change
 - dinosaurs
 - water cycle
 - evaporates
 - oceans, lakes, rivers, ponds, puddles
 - water vapor

Shared Sentences

Shared Sentences

Learners...

- Review and analyze what they have read
- Practice asking good questions
- Practice constructing good sentences in response to questions (with scaffolding)
- Have fun



Shared Sentences: *Waterworks*

- Groups develop questions about a text they read
- One person from each group goes to a line in the front to create sentences
- Give them easy questions to get the idea
- Each person in the line adds one word to the answer.
- Learners ask their questions.
- The line answers them.
- Teacher and class provide support as needed.



Shared Sentences Activity

Each group writes questions to one character/element of the reading:

water

dinosaur

water vapor

glacier

earth

rain

water cycle

cloud

earth

groundwater

Shared Sentences

- Each group sends a volunteer to line up in front of the room.
- The line answers questions from the class in complete sentences.
- Each person in the line gives only one word of the sentence.
- The teacher and other students help and prompt occasionally, if needed.



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- How do we **scaffold** academic instruction for **ELLs**?
What do they bring? What do they need?
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 - **Connection & Background Building**
 - **Vocabulary Development**
 - Frayer Vocabulary Cards
 - I Have, I Want
 - **Comprehension Activities**
 - Read, Retell, & Summarize
 - Shared Sentences

Questions and Discussion

Handouts & resources: www.mlmcc.com

Thank you!

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Zero Noise Level Signal

1. Move to Zero Noise
2. If others around you haven't seen the signal, silently show it to them.

