CLOSING THE GAP FOR LONG-TERM ENGLISH LEARNERS

Jana Echevarria, Ph.D.
English Learners aren’t all the same

• Different cultures, aptitudes, interests, family configurations
• While many immigrants are English learners, the majority of EL students are U.S.-born.
• More than 75% of elementary English learners are second-generation or even third-generation Americans.
• About 43% of California students speak a language other than English at home.
• Distinguishing between U.S.-born ELs and their immigrant peers is important, because meeting the disparate needs of these groups may require different approaches.
LTELS

• CA first state to define and identify LTELS.
• More than 5 years designated as English Learner, no progress 2 consecutive years.
• 75% of secondary students.
• 350,000 > 7yrs in school
  • 90,000 LTELS
• Many are disengaged, passive and invisible in school.
Resources for Teaching English Learners: SIOP
#1. Focus on incremental, daily growth
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• Tell students what you want them to learn
• Teach it well
• Give actionable feedback
• Assess whether or not they learned it
• Change teaching accordingly
#2 Consciously advance language proficiency
Elements of Academic Language and Literacy

Provide language supports: Graphic organizers

**Model Graphic Organizer • 23**

**Main Idea**
People have saved the peregrine falcon from becoming extinct.

**Detail**
DDT damaged peregrine falcon eggs. As a result, fewer baby birds could hatch.

**Detail**
Scientists discovered the dangers of DDT, so it was banned.

**Detail**
A law was passed to protect the falcons. Wildlife groups also worked to protect them.
Provide language supports:
Sentence frames

- “I infer ______ because ______.”
- “The factors that are most important are ______ because ______.”
- “I see his/her point but I disagree because ____________.”
- “If _______________ , then _________________.”
- “I think ________ because it says in the text, ____________.”
Provide language supports: Contextualized vocabulary
<table>
<thead>
<tr>
<th>Illustration (1)</th>
<th>Sentence (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image.png" alt="Image" /></td>
<td>Sam was respectful because he waited until Julia was done writing before he gave his information for the group poster.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Definition (2)</th>
<th>Word (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feeling or showing respect; well-mannered; courteous</td>
<td>respectful</td>
</tr>
</tbody>
</table>

(Vogt and Echevarria, 2008, pp. 40-41)
#3 Align ELA lessons directly with Designated ELD lessons

Integrated ELD and Designated ELD
Literacy Developed Through Integrated and Designated ELD

• Integrated ELD:
  • SDAIE, sheltered instruction, content and language development.
California Reader: Alignment of ELA/ELD Framework and SIOP

Reaching English Learners: Aligning the ELA/ELD Framework with SIOP
MaryEllen Vogt, Ed.D. and Jana Echevarria, Ph.D.

Abstract

As educators grapple with implementing the California Common Core ELA/ELD Standards, the instructional supports needed for English learners to be successful is of paramount importance, particularly because of the substantial numbers in California public schools. In this article, we demonstrate the intersections that exist between ELA/ELD frameworks, and SIOP, a research validated approach for aligning ELA instructional supports with different instructional methods. Using SIOP, teachers have the means to reach the CA ELA/ELD standards. Instruction needed to meet the CA ELA/ELD and SIOP, integrated ELA/ELD Standards, SIOP, and SIOP.

Key words: English learners, language, literacy, CASS, CA ELA/ELD Framework, SIOP, integrated ELA/ELD, Common Core

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The common area of concern among educators about English learners and the California Common Standards regarding ELA/ELD instructional supports is that many of these Core ELA/ELD standards, is that many of these English learners are not meeting the standards, both CA English proficiency and ELA/ELD standards, and the ELA/ELD Framework, they often suggest that with appropriate language, literacy, and content instruction, English learners, like other students, have a better chance of meeting the standards, and their proficiency is often met with the help of instructional supports as depicted in SIOP (Echevarria, Vogt, & Short, 2013).

CURRENT DEMOGRAPHICS OF CALIFORNIA’S ENGLISH LEARNERS

English learners are the fastest growing segment of the school population. Across the US, there are nearly 5.5 million English learners. In California, this number is over 2.5 million. In this article, we focus on the issue of how to support English learners in meeting the CA ELA/ELD standards.
Literacy Developed Through Integrated and Designated ELD

- Designated ELD – “Build into and from content instruction so that ELs develop the critical English language skills, knowledge, and abilities needed for rigorous academic content learning in English.”
- Extends learning using same concepts, skills, and vocabulary
- Provides intentional redundancy and multiple exposures
A California Department of Education Publication

Improving Education for English learners: Research-Based Approaches

Available at www.cde.ca.gov/re/pn/rc
# 4 Focus on oral language development
Examples of various discourse patterns across the continuum

(Echevarria, Vogt & Short, 2013)
Guidelines for Academic Oral Language Instruction

• Establish a **classroom environment** that promotes rich discussion.
• Give students something **interesting** to talk about.
• Teach **active listening**.
• **Scaffold structures** so students can express their ideas.
• Demonstrate **language models**.
• Provide multiple opportunities to **practice**.
• **Talk less**.

# Rubric for Accountable Talk

<table>
<thead>
<tr>
<th>Area of Focus: Citing evidence</th>
<th>At or Above</th>
<th>Approaching</th>
<th>Below</th>
</tr>
</thead>
<tbody>
<tr>
<td>Olivia</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Binh</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Robert</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Jasmine</td>
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</table>
#5 Have high expectations
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- Teacher expectations, attitudes, and behavior toward certain students have a direct and profound impact on how students see themselves and on academic performance.

- Attitudes are powerful factors in educational achievement, e.g., self-efficacy, resilience (UK, 2011).

- Too many teachers don’t see the connection between student achievement and their own practices (Hattie, 2015).

- Effective teachers consider assessment results as feedback on their teaching, not an indictment of student ability.

- They ask, “How can I teach them?” not “Can I teach them?” and “How will they learn best?” not “Can they learn?”
Be your students’ champion!

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