CLOSING THE GAP FOR LONG-TERM ENGLISH LEARNERS

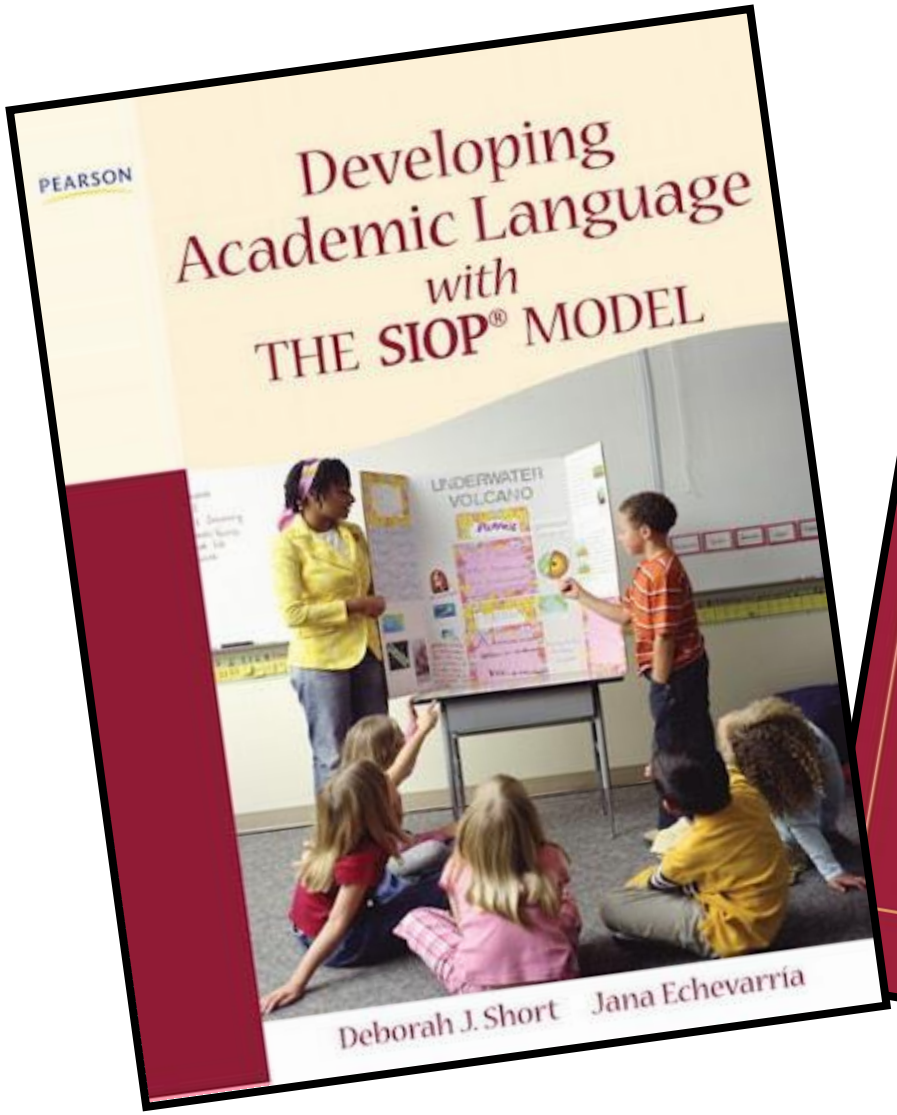
Jana Echevarria, Ph.D.

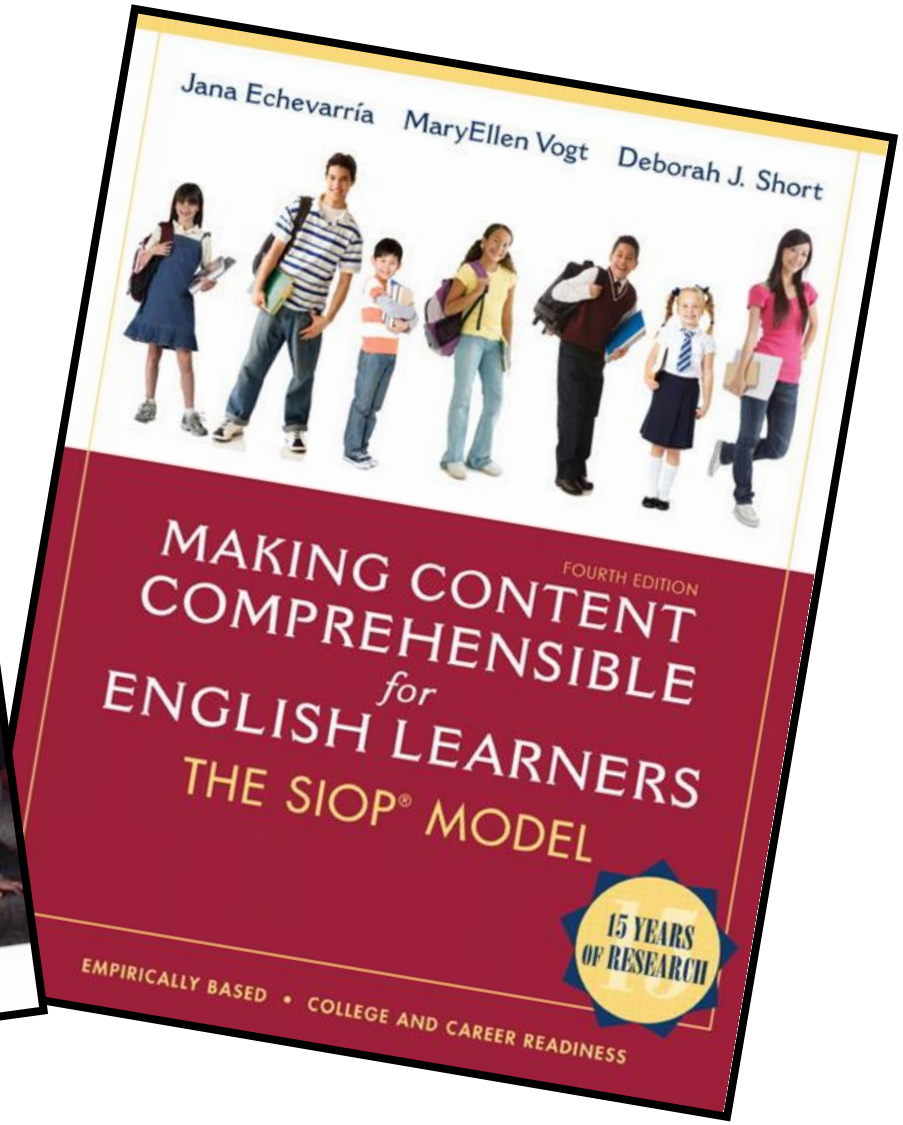
English Learners aren't all the same

- 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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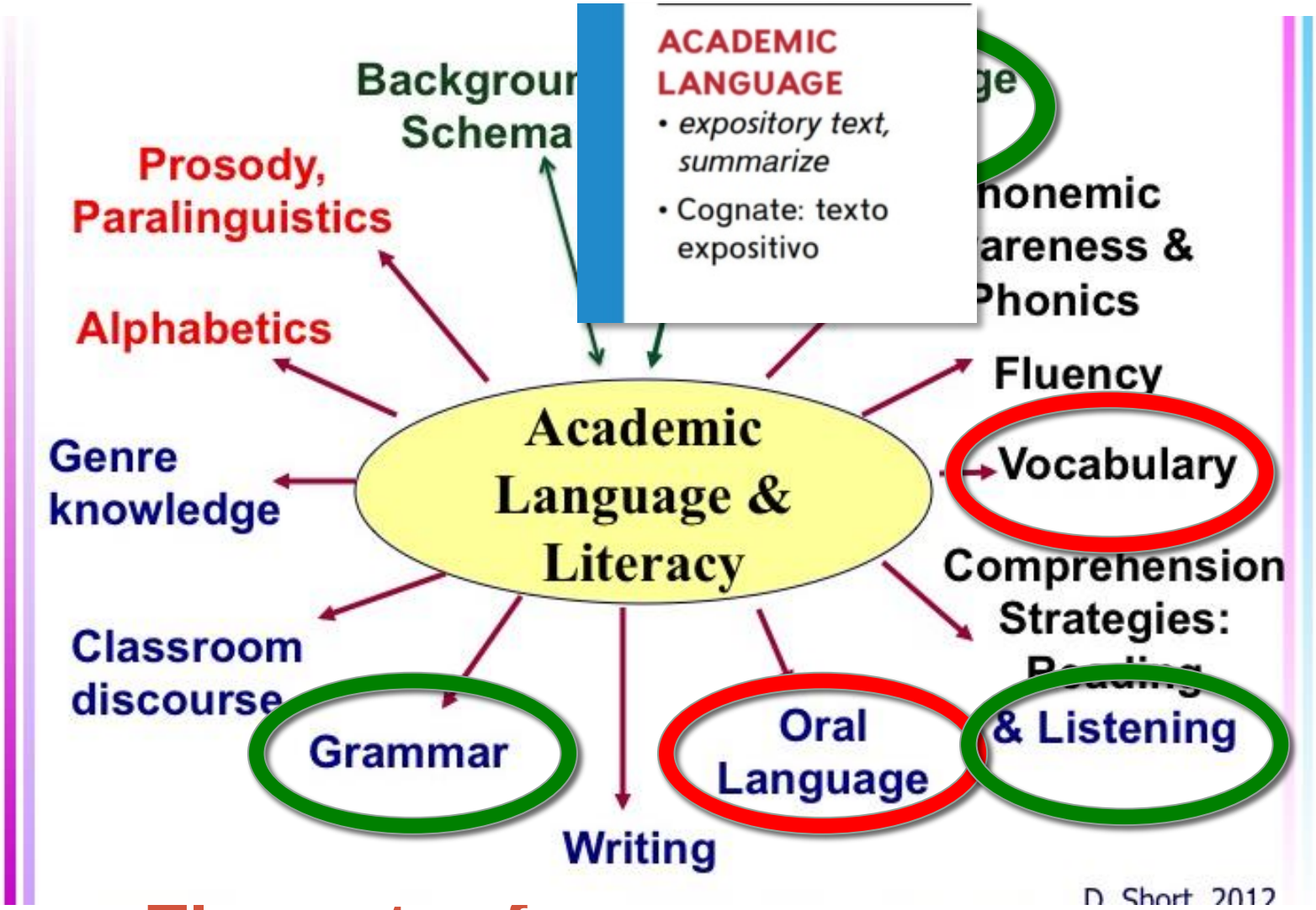
- Tell students what you want them to learn
- Teach it well
- Give actionable feedback
- Assess whether or not they learned it
- Change teaching accordingly

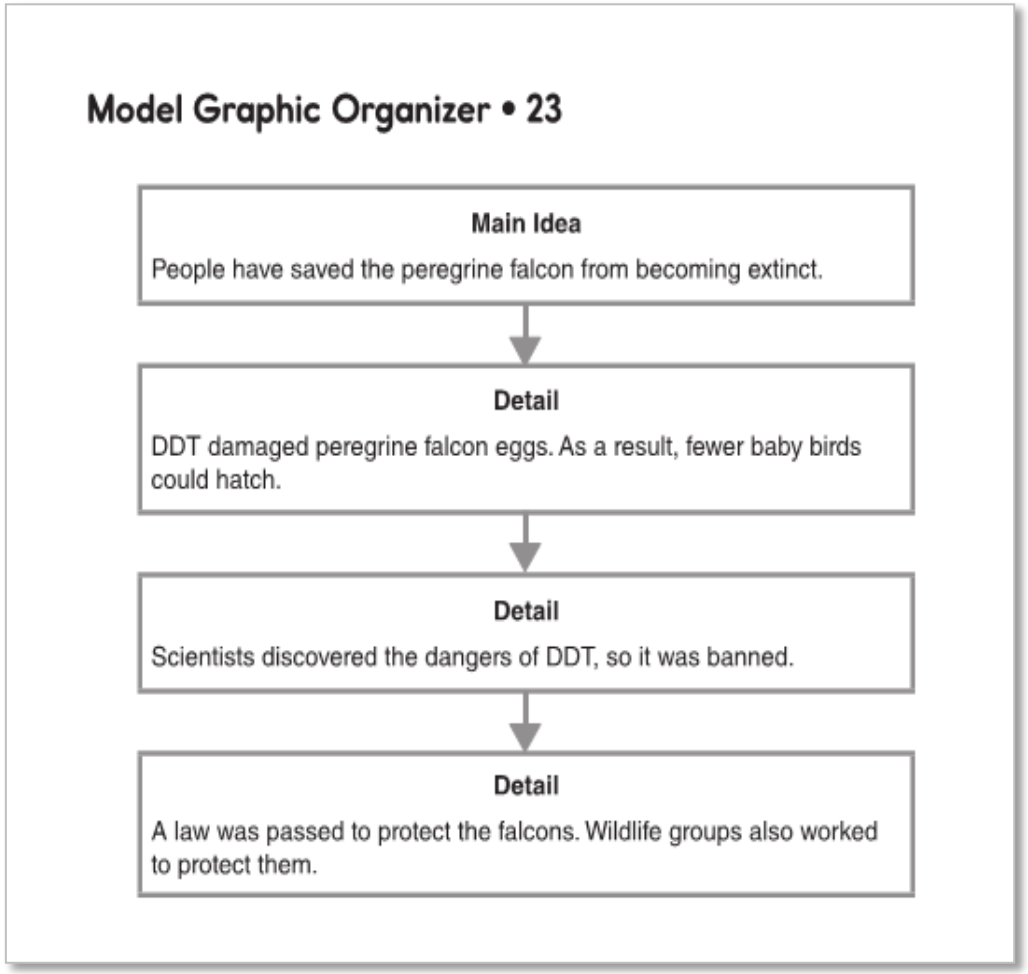
#2 Consciously advance language proficiency

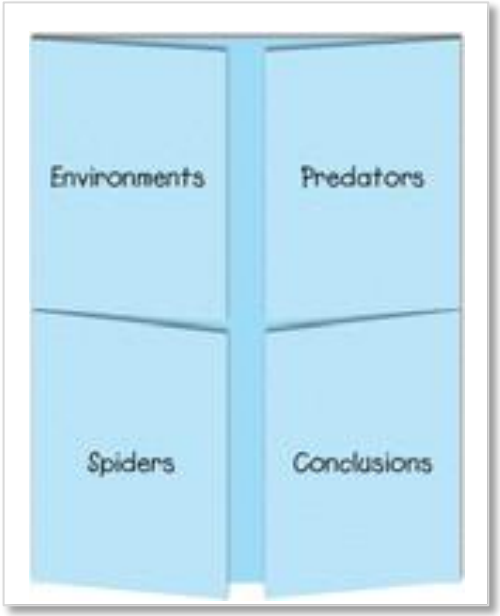


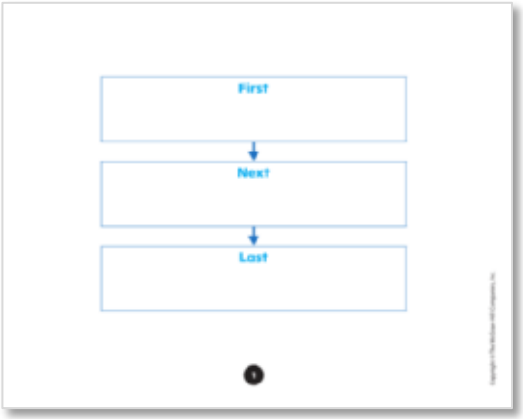
Elements of Academic Language and Literacy

From: Short, D. & Echevarria, J. (2016). Developing Academic Language Using the SIOP Model.

Provide language supports: Graphic organizers







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

4-Corners Vocabulary

Illustration (1) 	**Sentence (3)** *Sam was respectful because he waited until Julia was done writing before he gave his information for the group poster.*
Definition (2) Feeling or showing respect; well-mannered; courteous	**Word (4)** **respectful**

(Vogt and Echevarria, 2008, pp. 40-41)

#3 Align ELA lessons directly with Designated ELD lessons

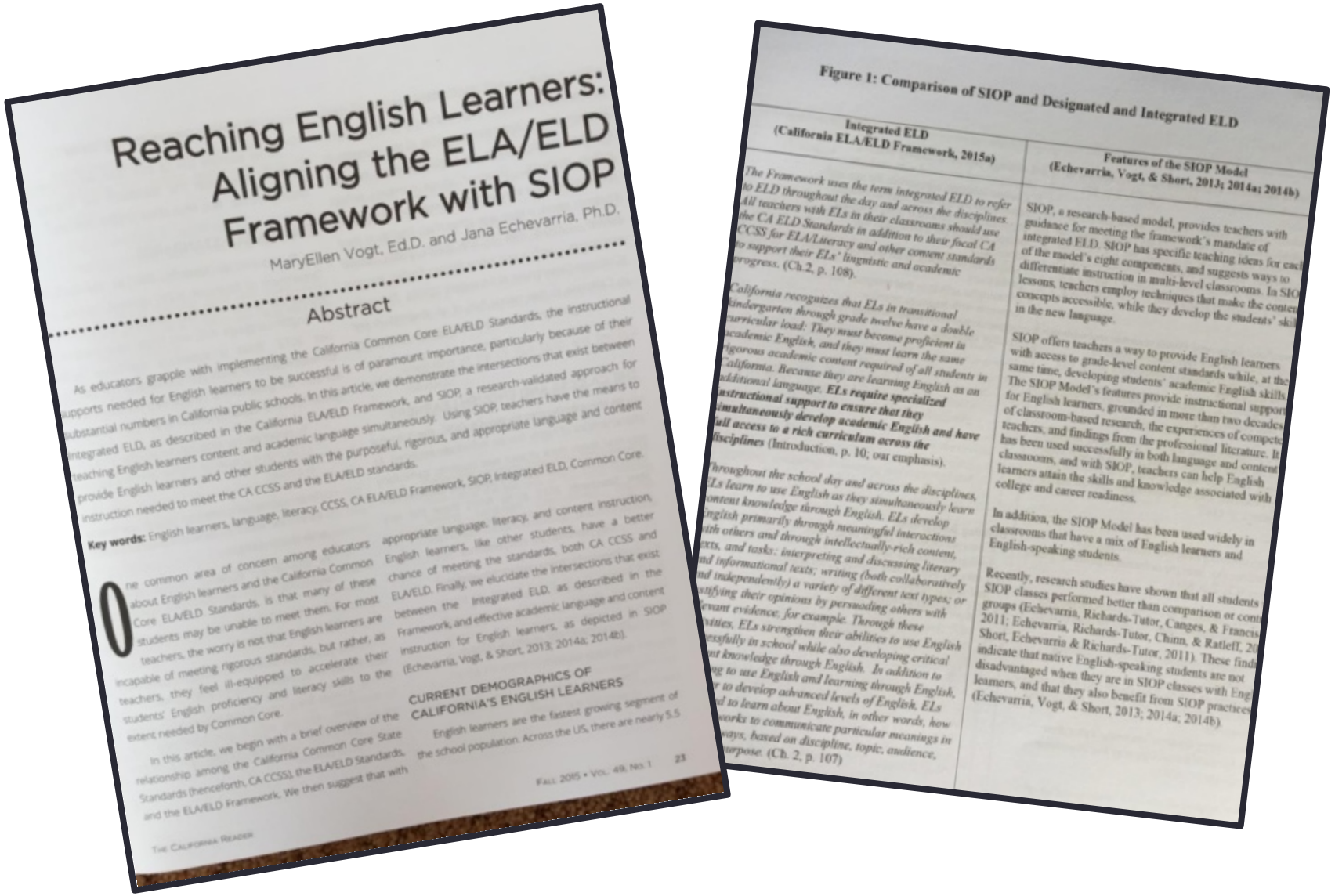
Integrated ELD and Designated ELD

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 their substantial numbers in California public schools. In this article, we demonstrate the intersections that exist between integrated ELD, as described in the California ELA/ELD Framework, and SIOP, a research-validated approach for teaching English learners content and academic language simultaneously. Using SIOP, teachers have the means to provide English learners and other students with the purposeful, rigorous, and appropriate language and content instruction needed to meet the CA CCSS and the ELA/ELD standards.

Key words: English learners, language, literacy, CCSS, CA ELA/ELD Framework, SIOP, Integrated ELD, Common Core.

One common area of concern among educators about English learners and the California Common Core ELA/ELD Standards, is that many of these students may be unable to meet them. For most teachers, the worry is not that English learners are incapable of meeting rigorous standards, but rather, as teachers, they feel ill-equipped to accelerate their students' English proficiency and literacy skills to the extent needed by Common Core.

In this article, we begin with a brief overview of the relationship among the California Common Core State Standards (henceforth, CA CCSS), the ELA/ELD Standards, and the ELA/ELD Framework. We then suggest that with appropriate language, literacy, and content instruction, English learners, like other students, have a better chance of meeting the standards, both CA CCSS and ELA/ELD. Finally, we elucidate the intersections that exist between the Integrated ELD, as described in the Framework, and effective academic language and content instruction for English learners, as depicted in SIOP (Echevarria, Vogt, & Short, 2013; 2014a; 2014b).

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

Figure 1: Comparison of SIOP and Designated and Integrated ELD

Integrated ELD (California ELA/ELD Framework, 2015a)	Features of the SIOP Model (Echevarria, Vogt, & Short, 2013; 2014a; 2014b)
The Framework uses the term integrated ELD to refer to ELD throughout the day and across the disciplines. All teachers with ELs in their classrooms should use the CA ELD Standards in addition to their focal CA CCSS for ELA/Literacy and other content standards to support their ELs' linguistic and academic progress. (Ch.2, p. 108).	SIOP, a research-based model, provides teachers with guidance for meeting the framework's mandate of integrated ELD. SIOP has specific teaching ideas for each of the model's eight components, and suggests ways to differentiate instruction in multi-level classrooms. In SIOP lessons, teachers employ techniques that make the content concepts accessible, while they develop the students' skills in the new language.
California recognizes that ELs in transitional kindergarten through grade twelve have a double curricular load: They must become proficient in academic English, and they must learn the same rigorous academic content required of all students in California. Because they are learning English as an additional language. ***ELs require specialized instructional support to ensure that they simultaneously develop academic English and have full access to a rich curriculum across the disciplines*** (Introduction, p. 10; our emphasis).	SIOP offers teachers a way to provide English learners with access to grade-level content standards while, at the same time, developing students' academic English skills. The SIOP Model's features provide instructional support for English learners, grounded in more than two decades of classroom-based research, the experiences of competent teachers, and findings from the professional literature. It has been used successfully in both language and content classrooms, and with SIOP, teachers can help English learners attain the skills and knowledge associated with college and career readiness.
Throughout the school day and across the disciplines, ELs learn to use English as they simultaneously learn content knowledge through English. ELs develop English primarily through meaningful interactions with others and through intellectually-rich content, texts, and tasks: interpreting and discussing literary and informational texts; writing (both collaboratively and independently) a variety of different text types; or justifying their opinions by persuading others with relevant evidence, for example. Through these activities, ELs strengthen their abilities to use English successfully in school while also developing critical content knowledge through English. In addition to learning to use English and learning through English, ELs need to develop advanced levels of English, ELs need to learn about English, in other words, how it works to communicate particular meanings in different ways, based on discipline, topic, audience, and purpose. (Ch. 2, p. 107)	In addition, the SIOP Model has been used widely in classrooms that have a mix of English learners and English-speaking students. Recently, research studies have shown that all students in SIOP classes performed better than comparison or control groups (Echevarria, Richards-Tutor, Canges, & Francis, 2011; Echevarria, Richards-Tutor, Chinn, & Ratleff, 2011; Short, Echevarria & Richards-Tutor, 2011). These findings indicate that native English-speaking students are not disadvantaged when they are in SIOP classes with English learners, and that they also benefit from SIOP practices (Echevarria, Vogt, & Short, 2013; 2014a; 2014b).

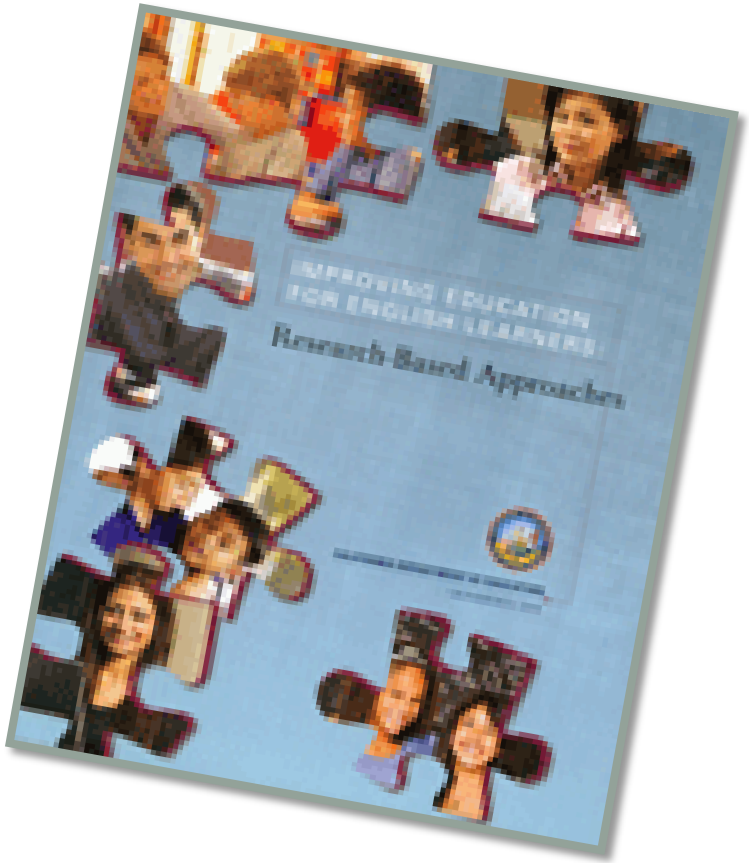
Literacy Developed Through Integrated and Designated ELD

- 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

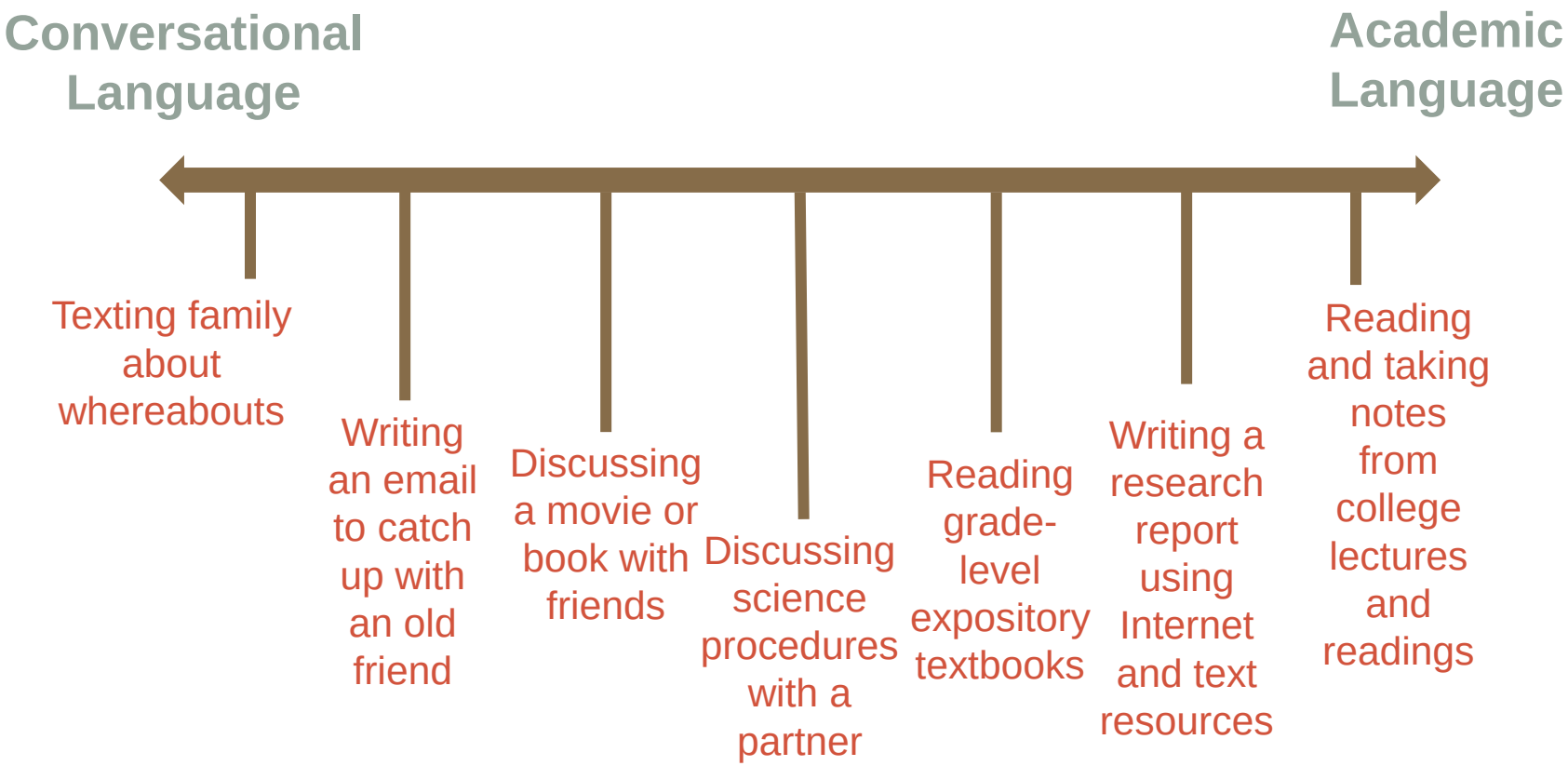
Available at
www.cde.ca.gov/re/pn/rc



4 Focus on oral language development

Continuum of Conversational and Academic Language

(Echevarria, Vogt & Short, 2013)



Examples of various discourse patterns across the continuum

Guidelines for Academic Oral Language Instruction

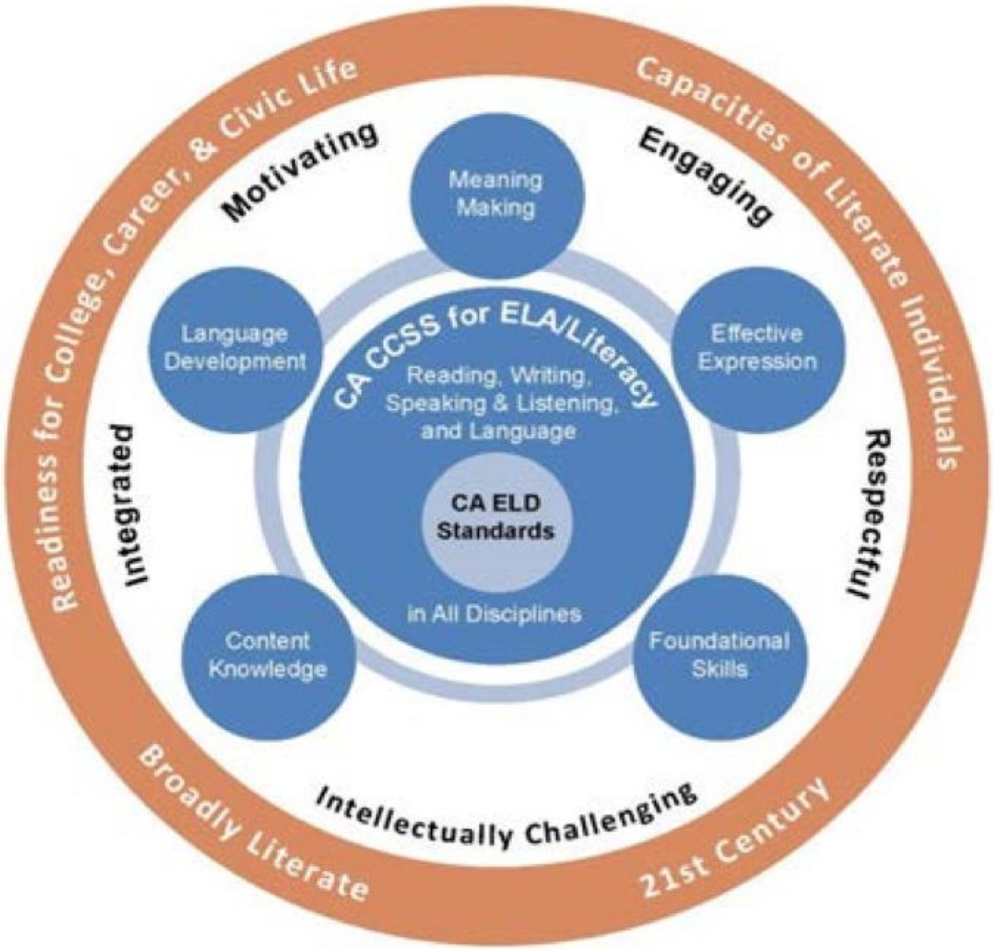
- Establish a **classroom environment** that promotes rich discussion.
- Give students something **interesting** to talk about.
- Teach **active listening.**
- **Scaffold structures** so students can express their ideas.
- Demonstrate **language models**.
- Provide multiple opportunities to **practice**.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

From: Short, D. & Echevarria, J. (2016). Developing Academic Language Using the SIOP Model.

Rubric for Accountable Talk

Area of Focus: Citing evidence	At or Above	Approaching	Below
Olivia			
Binh			
Robert			
Jasmine			

#5 Have high expectations



#5 Have high expectations

- 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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