Using Key ELL Principles:
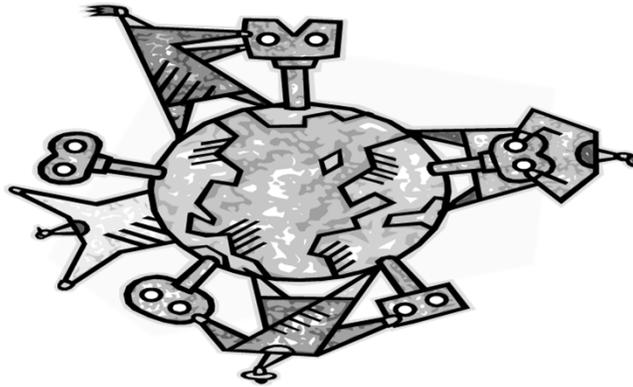## *Making Units of Inquiry Accessible to ELLs*

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The Key Principles
http://ell.stanford.edu/content/six-key-principles-ell-instruction

#1	#2	#3
#4	#5	#6

Principles Crosswalk Matrix

	TESOL	Cambridge English CELTA	ACTA	BRITISH COLUMBIA
#1 academic literacy across curriculum	language for academic purposes	language knowledge & awareness	select and sequence for critique meaning-making	social & academic Language (BICS/ CALP)
#2 home language & culture	language & culture		cultural inclusivity, multi-/lingualism & culturalism (4)	respect for home language & culture (4)
#3 standards-driven & access	planning, implementing & managing ESL & content instruction / using resources effectively / professionalism	learning theory, resources & materials, planning and management of teaching & learning, professional development, & teacher ELP	curriculum frameworks	ELL services reflect current research (& teacher ELP)
#4 differentiation			student-centered & appropriate educational provisions	
#5 progressive scaffolding			scaffolding strategies	
#6 assessment	assessment	evaluation & assessment	assessment	assessment

Implications

Historical ELL Paradigms	ELL Paradigm Shifts
❑ medical model (fix the deficit)	❑ ecological model (fix the environment)
❑ lower expectations (MIRAS)	❑ academic rigor & inquiry (immersion)
❑ traditional & separate programs	❑ collaboration & ownership
❑ language-led curriculum	❑ language & content in tandem curriculum
❑ English only	❑ Translanguaing / English
❑ compensatory / equality	❑ equity

Unit of Inquiry (#3)

Program of Inquiry	Inquiry Learning Experiences	Summative Assessment Task (#6)

Academic Language Map (#1)

Text Types & Characteristics *	Language Functions	*'Bricks & Mortar'*

Examples of Language *Targets* (#1)

- ❑ *Learner –Friendly*
- ❑ *Language Function*
- ❑ *Language Domain*
- ❑ *What Language to Be Used*
- ❑ *Reason Why*

Instructional Tools

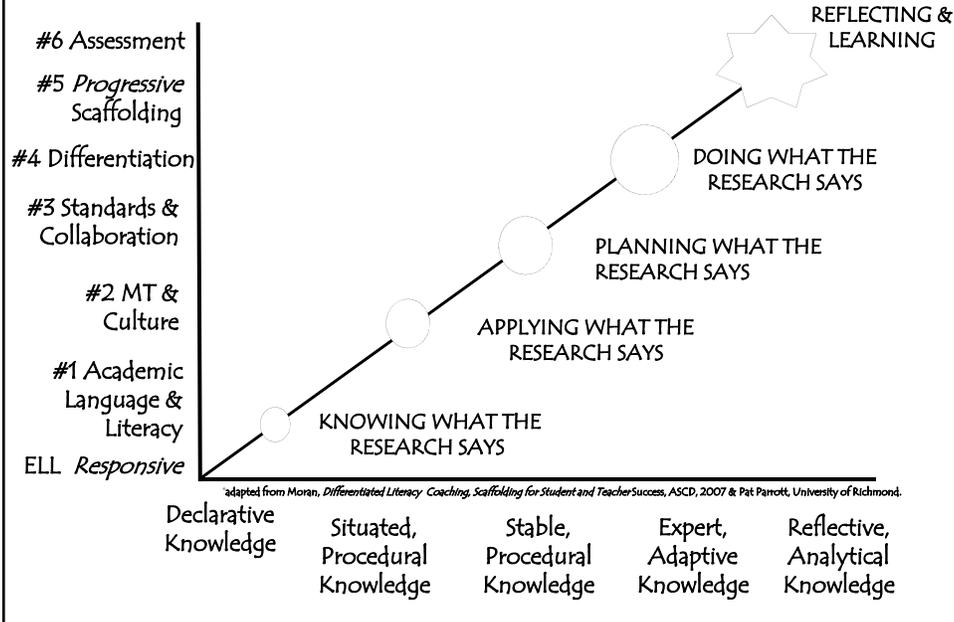| TRANSLANGUAING GUIDE (#2)	ELL SCAFFOLDING (#5)	ACADEMIC LANGUAGE (#5)	DIFFERENTIATION (#4)

Language-Growth *'Mindset'* (#6)

Beginning	Intermediate	Advanced/ MT
ORAL OR WRITTEN TASKS		
VOCABULARY USAGE & NUANCE	VOCABULARY USAGE & NUANCE	VOCABULARY USAGE & NUANCE
SKILL & LANGUAGE COMPLEXITY	SKILL & LANGUAGE COMPLEXITY	SKILL & LANGUAGE COMPLEXITY
LANGUAGE FORMS & CONVENTIONS	LANGUAGE FORMS & CONVENTIONS	LANGUAGE FORMS & CONVENTIONS

4-Square Reflection

What did the students do well academically? What did the students do well linguistically?	What was done to facilitate their success?
Where do students need to improve academically? Where do students need to grow linguistically?	What can be done to facilitate their improvement/ growth?

ELL *Growth-Mindset* Capacity Graph

#6 Assessment

#5 *Progressive* Scaffolding

#4 Differentiation

#3 Standards & Collaboration

#2 MT & Culture

#1 Academic Language & Literacy

ELL *Responsive*

REFLECTING & LEARNING

DOING WHAT THE RESEARCH SAYS

PLANNING WHAT THE RESEARCH SAYS

APPLYING WHAT THE RESEARCH SAYS

KNOWING WHAT THE RESEARCH SAYS

adapted from Moran, *Differentiated Literacy Coaching, Scaffolding for Student and Teacher Success*, ASCD, 2007 & Pat Parrott, University of Richmond.

| Declarative Knowledge | Situated, Procedural Knowledge | Stable, Procedural Knowledge | Expert, Adaptive Knowledge | Reflective, Analytical Knowledge |

References

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1. **Instruction focuses on providing ELLs with opportunities to engage in discipline-specific practices which are designed to build conceptual understanding and language competence in tandem.** *Learning is a <u>social process</u> that requires teachers to intentionally design learning opportunities that integrate reading, writing, speaking, and listening with the practices of each discipline.*	2. **Instruction leverages ELLs' home language(s), cultural assets, and prior knowledge.** *ELLs' <u>home language(s) and culture(s)</u> are regarded as assets and are used by the teacher in <u>bridging prior knowledge to new knowledge</u>, and in <u>making content meaningful and comprehensible.</u>*	3. **Standards-aligned instruction for ELLs is rigorous, grade-level appropriate, and provides deliberate and appropriate scaffolds.** *Instruction that is rigorous and standards-aligned reflects the key shifts in the CCLS (common core). Such shifts require that teachers provide students with opportunities to <u>describe their reasoning, share explanations, make conjunctures, justify conclusions, argue from evidence, and negotiate meaning from complex texts.</u> Students with developing levels of English proficiency will require instruction that carefully supports their understanding and use of emerging language as they participate in these activities.*
4. **Instruction moves ELLs forward by taking into account their English proficiency level(s) and prior schooling experiences.** *ELLs within a single classroom can be heterogeneous in terms of home language(s) proficiency, proficiency in English, literacy levels in English and home language(s), previous schooling experiences. Teachers must be attentive to these <u>differences and design instruction accordingly.</u>*	5. **Instruction fosters ELLs' autonomy by equipping them with the strategies necessary to comprehend and use language in a variety of academic settings.** *ELLs must learn to use a broad repertoire of strategies to construct meaning from academic talk and complex text, to participate in academic discussions, and to express themselves in writing across a variety of academic situations. <u>Tasks must be designed to ultimately foster student independence.</u>*	6. **Diagnostic tools and formative assessment practices are employed to measure students' content knowledge, academic language competence, and participation in disciplinary practices.** *These assessment practices allow teachers to monitor students' learning so they may <u>adjust instruction accordingly</u>, provide students with timely and useful <u>feedback,</u> and <u>encourage students to reflect</u> on their own thinking and learning.*

PRINCIPLE #3 ACCESS TO RIGOROUS EXPECTATIONS		
Program of Inquiry	**Inquiry Learning Experiences**	**Summative Assessment (#6)**
Transdisciplinary Theme *Sharing The Planet* **Purpose** • *Rights & responsibilities in the struggle to share finite resources with other living things* • *Communities & the relationships within and between them* • *Access to equal opportunities* • *Peace and conflict resolution* **Central Idea** *Water management plays a role which influences the environment.* **Lines of Inquiry:** *The role of water in the environment (function)* *The relationship between water management and the environment (connection)* *The change in the environment due to water management (change)* *Our responsibility to maintain this balance in the environment (responsibility)*	Field trips (water projects) Videos & YouTube clips (awareness of water rises around the world) Book(s) *(A long walk to water)* Newspaper clippings (drought etc.) Guest speakers Science experiments Write poems on water (literary devices & figures of speech) Interviews Exhibition Blog Research (resources) & reports Concept Questions Self- & peer-assessment tools (monitor concept development) Data, information, facts Models, charts, power points, HTML Drop freezes/ place-mats Skit, drama, mime, jingle, puppet show, song (choice)	The Exhibition (oral presentation of inquiry journey)

ACADEMIC LANGUAGE MAP (PRINCIPLE #1)

Text Types & Characteristics	Language Functions	'Bricks' & 'Mortar'	
Argument -Statement of position explains point of view and previews the argument -Series of arguments described & listed in order to importance -Concluding statement reinforces statement of position others -Often a solution or possible action is suggested	▪ Arguing ▪ Debating ▪ Defending ▪ Evaluating ▪ Justifying ▪ Ranking ▪ Recommend	▪ Subject Area Vocabulary ▪ Text Connectives *for example, for instance, in this case, to illustrate, in fact, indeed, etc.*	▪ Common and abstract nouns ▪ Adjectives ▪ Sensing verbs (believe, think, agree, know, etc.) ▪ Modals (should, must, etc.) ▪ Adverbs & adverbial phrases
Text Types & Characteristics	**Language Functions**	**'Bricks' & 'Mortar'**	
Explanation -Identifying statement tells what is to be explained -May include some background information -Explains a series of events or cause and effect -Final statement draws all the information together	▪ Analyze ▪ Conclude ▪ Elaborate ▪ Explain ▪ Formulate ▪ Interpret ▪ Solve ▪ Synthesize	▪ Subject Area Vocabulary ▪ Text Connectives *because, as a result, for this reason, so that, therefore, thus*	▪ Common and technical nouns ▪ Adjectives ▪ Present tense verbs ▪ Adverbs and adverbial phrases
Text Types & Characteristics	**Language Functions**	**'Bricks' & 'Mortar'**	
Report -General statement identifies and classifies subject -Description provides information about subject's characteristics -Evaluation provides summary statement	▪ Analyze ▪ Examine ▪ Inform ▪ Investigate ▪ Report ▪ Research or search ▪ Review	▪ Subject Area Vocabulary ▪ Text Connectives *in conclusion, ultimately, this led to, in essence, as we have seen, accordingly*	▪ Nouns (common and proper) ▪ Adjectives ▪ Present tense verbs ▪ Modal verbs ▪ Adverbs and adverbial phrases

Unit of Inquiry *(PYP Exhibition)*
http://blogs.ibo.org/sharingpyp/2013/10/15/the-pyp-exhibition-sharing-the-planet_ed/

EXAMPLES OF LANGUAGE LEARNING TARGETS (PRINCIPLE #1)

*We can **listen to the instructions** for conducting our science experiment <u>using 'sequence words' with 'action verbs'</u> so that we can follow the procedures accurately with our lab partners.*

*We can **generate questions orally** to ask our guest speakers and to use for our interviews <u>using 'wh-words and phrases'</u> so that we can gather relevant information for our inquiry.*

*We can **record** information we find in different resources and take **notes** using 'bulleted language with technical vocabulary' so that we can include our findings in our reports.*

*We can **recount** what we saw and heard on our filed trips in our inquiry **journals** using labeled illustrations or notes and then record our **conclusions** using '<u>cause-effect</u>' sentences so we can reflect on our understanding in our peer-assessment conferences.*

*We can **compose** 'water' **poems** <u>using 'figurative language'</u> so that we can express what we see and feel when we think about water – a resource without which life is impossible.*

*We can **argue** a position in our **power poin**t <u>using 'sensing verbs and text connectives'</u> so that our audience knows what issue we will investigate alone and so they can follow our reasons why.*

*We can **draft** a series of explanations for our suggested solutions and possible actions for our **exhibition presentations** using '**modal verbs, strong details, and text connectives**' in order to impact our audience to change 'water behaviors' for the sake of others. '*

ENGLISH LEARNERS WILL HAVE THE SUPPORT OF:			
'TRANSLANGUAING' TOOLS (#2)	ELL SCAFFOLDING TOOLS (#5)	ACADEMIC LANGUAGE TOOLS (#5)	DIFFERENTIATION TOOLS (#4)
Resources o Multilingual Word Walls o Cognate Charts o Internet as a Multilingual Resource o Comparing Multilingual Texts (same topic) o Listening Center Collaborative Work o Multilingual Reading/ Writing Partners *Translanguaging* with o Interactive Writing o Language Experience Approach o Independent Writing o Multi-genre Writing Language Development o Sentence Building o Conferring about Syntax Transfer	Building Background o Anticipatory Reading Guides o Information Grids o Preview-View-Review Scaffolding Meaning o Cooperative Constructions o Graphic Organizers o Group Summaries o Meaning Maps (poems) o Mentor Texts/ Mini-Lessons o Pass Around Writing o Supported Note Taking Extending Language o Connective Charts o Figuring Out Figurative(s) o Language Logs o Rate The Statements o Sentence Transformations o Report Frameworks o Sentence Starters o Trash & Treasure (editing)	Vocabulary o Concept Definition Maps o Knowledge Rating Scale o Magnet Summaries o Simon Says, Science Says o Vocabulary Graphics Oral o Four Corners o Paraphrase Passport o Round The World Partners Reading o ABC Inference Table o Collaborative Strategic Reading o DRTA o QAR o Reader's Theatre Writing o Conferring o Discussion Continuum o 4-2-1 Draft o Two Column Count	o Centers o Flexible Groupings o Group Investigations o Jigsaw Readings o Multiple Texts & Reference Material o RAFT (poems) o Schedule Chart o Socratic Seminar o Tiered Questions o Writing Workshop

Unit of Inquiry (PYP Exhibition)
http://blogs.ibo.org/sharingpyp/2013/10/15/the-pyp-exhibition-sharing-the-planet_ed/

LANGUAGE-GROWTH MONITORING FRAMEWORK (#6)		
ORAL & WRITTEN TASK(s):		
BEGINNERS	INTERMEDIATES	ADVANCED & PEER COMPETITIVE
LANGUAGE OUTPUT		
VOCABULARY SKILL COMPLEXITY LANGUAGE FEATURES	VOCABULARY SKILL COMPLEXITY LANGUAGE FEATURES	VOCABULARY SKILL COMPLEXITY LANGUAGE FEATURES

4-SQUARE REFLECTION NOTES	
What did the students do well academically? *What did the students do well linguistically?*	*What was done to facilitate their success(es)?*
Where can these students continue to improve academically? Where can these students continue to grow linguistically?	*What can be done to facilitate their improvement/ growth?*