MOVING FROM SPOKEN TO WRITTEN LANGUAGE WITH ELLS

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ELL DEMOGRAPHIC TRENDS
- ELLs represent the fastest growing segment of the school-age population (National Clearinghouse for English Language Acquisition, 2002).
- While the overall number of school-aged children grew by 19% between 1979 to 2003, the number of ELLs grew by 124% (National Center for Education Statistics, 2005a).
- By 2030, ELLs will comprise 40% of elementary and secondary students (Thomas & Collier, 2001).

WHAT IS ACADEMIC ENGLISH?
ALL students are AESL (Academic English as a Second Language)
- Academic English is not natural language. It must be explicitly taught.
- Essential Components of Academic English Language:
  - Vocabulary (Tier 2: high frequency; Tier 3: abstract/nuanced)
  - Syntax (sophisticated)
  - Grammar (complex)
  - Register (social vs. academic language)

(Kinsella, 2007)
OLD PARADIGMS

Learn English then Academic content

OR

Language Academic Content

Academic vocabulary as overlap

(Edited by Soto-Hinman, 2009)

NEW CCSS PARADIGM: LANGUAGE IS CENTRAL TO ALL ACADEMIC AREAS

MATH SCIENCE

Language

LANGUAGE ARTS

* Instructional discourse expressing and understanding reasoning

(Edited by Soto-Hinman, 2009)

SCAFFOLDING THINK-PAIR-SHARE

<table>
<thead>
<tr>
<th>Question or Prompt</th>
<th>What I thought (speaking)</th>
<th>What my partner thought (listening)</th>
<th>What we will share (consensus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. In terms of writing, how do your ELLs struggle the most?</td>
<td></td>
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(Adapted by Soto-Hinman, 2009)
LANGUAGE STRATEGIES FOR
ACTIVE CLASSROOM PARTICIPATION

Expressing an Opinion
I think/believe that . . .
It seems to me that . . .
In my opinion . . .

Predicting
I guess/predict/imagine that . . .
Based on . . ., I infer that . . .

Asking for Clarification
What do you mean?
Will you explain that again?
I have a question about that.

Paraphrasing
So you are saying that . . .
In other words, you think . . .

Soliciting a Response
My idea is similar to/related to . . .'s idea.
I agree with (a person) that . . .

What answer did you get?

COMMON CORE CONNECTION

Speaking and Listening
- An important focus of the speaking and listening standards is academic discussion in one-on-one, small group, and whole-class settings.

Formal presentations are one important way such talk occurs, but so is the more informal discussion that takes place as students collaborate to answer questions, build understanding, and solve problems.
METACOGNITIVE SYMBOLS

Connection

Question

Resonates

SPOKEN TO WRITTEN LANGUAGE CONTINUUM
Moving from Spoken to Written Language

DOMAIN CONNECTIONS

Speaking

Listening

Reading

Writing
EFFECTIVE AND LESS EFFECTIVE WRITERS

<table>
<thead>
<tr>
<th>Effective</th>
<th>Less Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan before they begin to write</td>
<td>Tend not to plan before writing</td>
</tr>
<tr>
<td>Continually revise and edit</td>
<td>Have difficulty in revising and editing.</td>
</tr>
<tr>
<td>Anticipate reader problems</td>
<td>Less able to anticipate reader problems.</td>
</tr>
<tr>
<td>Are aware of linguistic differences between speaking and writing</td>
<td>Write as though they were speaking.</td>
</tr>
<tr>
<td>Know how to organize their ideas and writing as a whole</td>
<td>Focus on mechanics and grammar</td>
</tr>
</tbody>
</table>

“FROM SPEAKING TO WRITING”

Mode Continuum

Students need speaking experience to move through this continuum successfully to writing.

“FROM SPEAKING TO WRITING”

Mode Continuum in Inquiry

Productive Group Work

Key Vocabulary

(Reyner model)

Think-Pair-Share

Student Writing
"WRITING IN A SECOND LANGUAGE"

"{ELL} learners are less likely to be familiar with the particular organizational structure of different kinds of writing, and with the grammatical structures of English."

- A specific purpose
- A particular overall structure
- Connectives
- Specific linguistic features

GIBBONS CURRICULUM CYCLE

Stage 1
Building the Field (content)

Stage 2
Modeling the Text Type (language/writing)

Stage 3
Joint Construction

Stage 4
Independent Writing

"FROM SPEAKING TO WRITING"

Chapter Summary

1. There is a mode continuum between speaking and writing.
2. Concrete experiences help make language comprehensible.
3. ELL students make meaning by speaking.
4. Prior knowledge helps ELLs make meaning of material that might seem too hard.
CHAPTER 2, “SPEAKING”
Benefits of Productive Group Work for ELL Students

1. They hear more language.
2. They speak more language.
3. They understand more language.
4. They ask more questions.
5. They are more comfortable about speaking.

GIBBONS CHAPTER 2,
“SPEAKING”
Characteristics of Effective Group Work for ELL Students (pages 20-28)

1. Clear and explicit instructions are provided.
2. Talk is necessary for the task.
3. There is a clear outcome.
4. The task is cognitively appropriate.
5. The task is integrated with a broader topic.
6. All children are involved.
7. Students have enough time.
8. Students know how to work in groups.
**RECIPROCAL TEACHING: "MOVING FROM SPEAKING TO WRITING ACROSS GENRES"**

**"All: Read pages 49-51"**

- A: Pages 51-53
  - Integration of Language: With Content

- B: Pages 53-58
  - The Curriculum Cycle

- C: Pages 58-62
  - Incorporating the Frayer Model

- D: Pages 62-64
  - Incorporating Think-Pair-Share

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**RECIPROCAL TEACHING**

A. **Summarizer:** What are the **three most important** events/details from the reading and explain why they are important and how they are connected?

B. **Questioner:** Pose at least **three questions** about the text—these questions could address confusing parts of the text or thoughts you wonder about.

C. **Predictor:** Identify at least **three** text-related predictions—these predictions should help the group anticipate what will happen next.

D. **Connector:** Make at least **three** connections between the reading and your own experience, the world, or another piece of text.

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**Textual Evidence Sentence Starters**

1. On page ___, it said...
2. The author wrote...
3. The graphic showed...
4. An example is...
5. In the text it said...
6. I know because...
CURRICULUM CYCLE
LESSON
Moving from Spoken to Written Language

GRADE LEVEL ANALYSIS—2016 NYSESLAT
TARGETS OF MEASUREMENT

CURRICULUM CYCLE BY GRADE LEVEL

Elementary School | Middle School | High School
--- | --- | ---
Read the sample lesson plan on pages _____
Use the Curriculum Cycle Graphic Organizer to Design a Writing Lesson with your Group
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