



Reading Institute for Academic Preparation

October 4, 2008



Agenda

- Housekeeping
- College Access Study: General Questions
- CAS Data: What's the Point?
- BREAK
- Working with Second Language Learners
- LUNCH
- Module Sharing and Discussions
- Wrap up



Housekeeping

- Make up sessions as needed
- English teachers: Volume 2 and Grammar text in November
- Permission Forms
- Issues?



College Access Study

- What have you done so far?
- What have you learned so far?
- What GENERAL (procedural) questions do you have?



Looking at CAS Data: What's the Point?

- Collecting data: you get what you get
- Understanding data
 - Questioning: what do I have?
 - How does it signify?
 - What might it mean for my teaching?
 - What might it mean for my school?



A Case Study: Fairfax HS

- Look at this data
- Identify at least 3 things that you understand about this school, its student population, and what you know, and would still like to know if you had just taken a job teaching there (your same course assignments).




Key Questions

- What do you see? Are there patterns?
- What surprises you?
- What are the implications for teaching?



A Case study: Your School

- Look at your data
- Identify at least 3 things that you understand about your school, its student population.
- How does what you know influence what you understand about your students and your teaching?



Additional Questions You May wish to Research

- Who coordinates and distributes EAP information?
- Who coordinates and distributes college information?
- How many students participated in the EAP last year? What were the results?
- How many graduates went to community colleges? To the UC? To the CSU? To the military? To other post-secondary training?



Mira wishes she were here...

- Who has given their students a pre-assessment?
- What was the actual pre-assessment?
- Are there any suggestions about this part? Advice? Pitfalls to avoid?
- Are there any questions from people who have not yet done it?



The College Access Study Student Questionnaire



Quick Write

- What are some key elements from your school and student data that you should remember to mention in your final write-up?

ELL instruction

- Article at:
 - www.csun.edu/~krowlands
 - Academic Resources
 - Language
 - Vocabulary

Specially Designed Academic Instruction in English

Presentation



CSUN RIAP

October 4, 2008

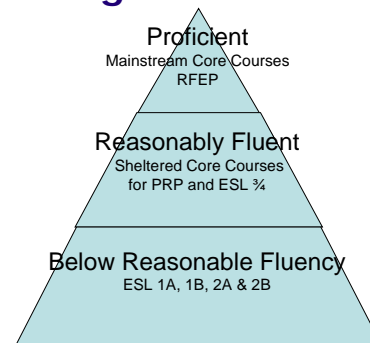
Ximena R. Miller, NBCT

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Levels of English Fluency for Secondary Students

LESS THAN REASONABLY FLUENT				REASONABLY FLUENT			
ESL 1A ESL A/B	ESL 1B	ESL 2A	ESL 2B	ESL 3	ESL 4	PRP	RFEP

The Progression of ELD



SKILL AREA PROFICIENCY LEVEL DESCRIPTORS, GRADES 9–12

Listening

- Advanced:** Students who perform at this level on the CELDT typically
- understand extensive vocabulary and complex syntax, without significant problems in comprehension
 - understand and follow all oral directions.
- Early Advanced:** Students who perform at this level on the CELDT typically
- understand extensive vocabulary and complex syntax, with minor problems in comprehension
 - understand and follow most complex, multi-step oral directions.
- Intermediate:** Students who perform at this level on the CELDT typically
- understand a broader range of vocabulary and syntax, with occasional gaps in comprehension
 - understand and follow complex, multi-step oral directions.
- Early Intermediate:** Students who perform at this level on the CELDT typically
- understand basic vocabulary and syntax, with frequent errors and limited comprehension
 - understand and follow simple multi-step oral directions.
- Beginning:** Students who perform at this level on the CELDT may demonstrate no productive skills, or may
- understand basic vocabulary, with limited comprehension
 - understand and follow a few simple oral directions.

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SKILL AREA PROFICIENCY LEVEL DESCRIPTORS, GRADES 9–12

Speaking

- Advanced:** Students who perform at this level on the CELDT typically
- use extensive vocabulary and complex syntax appropriate to setting and purpose
 - tell a coherent and detailed story based on a picture sequence, using complete and complex sentences.
- Early Advanced:** Students who perform at this level on the CELDT typically
- use fairly extensive vocabulary and fairly complex syntax appropriate to setting and purpose, with occasional minor errors.
 - tell a coherent story based on a picture sequence that clearly expresses the major events, using complete sentences with minor errors.
- Intermediate:** Students who perform at this level on the CELDT typically
- use a broader range of vocabulary and syntax appropriate to setting and purpose, with gaps in communication.
 - tell a coherent story based on a picture sequence that may not clearly express the major events, using phrases and incomplete sentences.
- Early Intermediate:** Students who perform at this level on the CELDT typically
- use a limited range of vocabulary and syntax appropriate to setting and purpose, but make frequent errors that impede communication
 - tell a story based on a picture sequence, using phrases and simple vocabulary that contains numerous errors and may not be coherent.
- Beginning:** Students who perform at this level on the CELDT may demonstrate no productive skills, or may
- begin to use basic vocabulary and respond with simple words or phrases appropriate to setting and purpose
 - attempt to tell part of a story, using simple words and phrases.

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SKILL AREA PROFICIENCY LEVEL DESCRIPTORS, GRADES 9–12

Reading

- Advanced:** Students who perform at this level on the CELDT typically
- identify and use affixes as necessary
 - infer meaning from root or prefix vocabulary
 - recognize idioms and implied events in a story
 - recognize necessary subelements
 - identify characters, plot, compare, and contrast
 - identify levels of character, individual persons, and other features or a variety of text
 - infer meaning by synthesizing information
- Early Advanced:** Students who perform at this level on the CELDT typically
- recognize words with multiple meanings and root words
 - define the meaning of words in a given context
 - identify subjects, main ideas, and setting in reading passages
 - use inferences to draw conclusions from text
 - identify the author's purpose in a given text
 - use a schema to make predictions
 - distinguish fact from opinion in a reading passage
- Intermediate:** Students who perform at this level on the CELDT typically
- use simple comparisons about a character in a narrative
 - identify cause and effect in a reading passage
 - demonstrate knowledge of setting and characters
 - identify the correct meaning of a word in a given context
 - make logical inferences in reading passages
 - infer meaning from vocabulary word roots
 - use a schema to make predictions
- Early Intermediate:** Students who perform at this level on the CELDT typically
- identify the use of complex vocabulary within the context of a short passage
 - use irregular pasts and words with multiple meanings
 - identify the meaning of affixes in a word
 - identify the meaning of names in a passage
 - demonstrate simple drawing skills
 - demonstrate knowledge of simple syntactic and simple morphology
- Beginning:** Students who perform at this level on the CELDT may demonstrate no productive skills, or may
- recognize some vowel-symbol relationships
 - begin to write in a simple form

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SKILL AREA PROFICIENCY LEVEL DESCRIPTORS, GRADES 9–12

Writing

- Advanced:** Students who perform at this level on the CELDT typically
- write a sentence in response to a picture prompt. The sentence has some syntactical complexity, such as multiple subjects/objects, infinitives or gerunds as objects, compound/complex sentence structures, prepositional phrases, or relative clauses
 - write a composition that includes an introductory sentence, a well-organized sequence of events or ideas, supporting details, and syntactical complexity
- Early Advanced:** Students who perform at this level on the CELDT typically
- use expanded vocabulary with more complex sentences
 - distinguish among various noun endings
 - write a sentence with some syntactical complexity, such as multiple subjects/objects, infinitives or gerunds as objects, compound/complex sentence structures, prepositional phrases, or relative clauses
 - write a composition that contains relevant details and a logical sequencing of events. The sentences may contain few errors in grammar and mechanics.
- Intermediate:** Students who perform at this level on the CELDT typically
- demonstrate basic knowledge of more complex sentence structure, including simple gerunds and infinitives
 - use appropriate articles, possessives, prepositions, and plural endings
 - demonstrate basic knowledge of pronouns, adjectives, and auxiliary verb usage
 - use correct grammar, such as present tense verbs and subject-verb agreement
 - write at least one complete sentence in response to a picture prompt. The response may contain a few errors in vocabulary, grammar, and/or syntax.
 - write a composition about a topic by producing a simple sequence of events or ideas that may be disorganized, use details and repetitive transitional words
- Early Intermediate:** Students who perform at this level on the CELDT typically
- begin to recognize subject-verb agreement relating to proper tense
 - use appropriate verb forms when asking a question
 - write at least one complete sentence in response to a prompt. The response may contain correct word order, but may include errors that obscure meaning.
- Beginning:** Students who perform at this level on the CELDT may demonstrate no productive skills, or may
- use correct capitalization and punctuation
 - begin to recognize appropriate verb forms when asking a question
 - attempt to write about a topic, but the response is minimal and contains some isolated English words or phrases.

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SDAIE Strategies

Think Pair Share

1. When asked to consider an idea or an answer to a question, students are given time to quietly think or write their ideas on paper (think).



• Each student turns to another student nearby and tells or reads his or her own thoughts (pair, share).



This strategy increases student-to-student interaction and allows students to use academic language in a meaningful context.

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Circle Map

The Circle Map is designed for:

- Defining a word or concept
- Determining students' prior knowledge of a concept
- Brainstorming ideas and thoughts about a topic

SDAIE Circle Map

How did you learn this?

What is SDAIE?

SDAIE

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SDAIE Strategies

Anticipation Guide

1. Students are given a series of statements that relate to a reading selection, lecture or video.
2. Students indicate agreement or disagreement with the statement.
3. After the information has been presented, students check to see if they were correct.

This strategy assists the teacher in identifying prior knowledge of students and helps students focus on specific content themes.

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SDAIE

Anticipation Guide

Truth or Myth?

Before Presentation

After Presentation

- 1.) _____ Using SDAIE strategies with ESL 1A & 1B students _____ will give them full access to grade-level content.
- 2.) _____ SDAIE strategies include differentiation of instruction during lesson delivery and assessment.
- 3.) _____ Clarification and supplementary materials in the primary language are SDAIE techniques.
- 4.) _____ Teachers of Sheltered (content) classes should assist EL students in the development of speaking and writing skills.

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What is SDAIE?

Specially Designed Academic Instruction in English (SDAIE)– AKA Sheltered Instruction is a process by which subject matter instruction is made more meaningful and accessible to English learners.

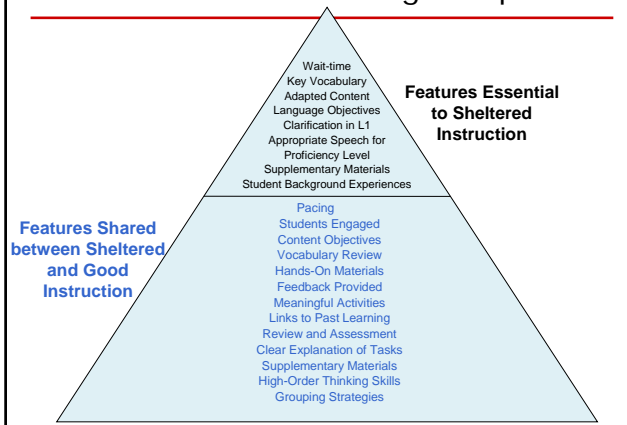
Subject matter and its associated vocabulary, concepts and skills are taught by using language in context to make the information comprehensible.

Is SDAIE/ Sheltered Instruction just good teaching?



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SDAIE and Good Teaching Comparison



SDAIE

IS...

- An instructional approach
- A synthesis of techniques addressing the core curriculum
- A strategy to teach content subjects while students continue to acquire English
- A strategy that depends on prior knowledge
- Richly contextualized
- A rigorous curriculum
- A good pedagogy for English learners and English-speaking students

IS NOT...

- The same thing as ESL (ELD)
- Remedial instruction
- Watered-down content
- A substitute for primary language
- A subject area
- Submersion in English
- Teaching about the language

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SDAIE Strategies

Numbered Heads Together

1. Form teams of four students.
2. Number students from 1 to 4.
3. Present a question or problem.
4. Students discuss the answer. The team must reach consensus on the answer. They make sure everyone on the team knows the answer.
5. Randomly call a number from 1 to 4 (use a spinner, draw popsicle sticks out of a cup, roll a die, etc.).
6. Students with that number raise their hand.
7. Randomly choose one of these students.
8. The selected student answers the question.

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SDAIE Strategies

Numbered Heads Together (Cont.)

9. The other teams may agree/disagree with the answer by showing a thumbs up or a thumbs down hand signal.
10. Teams showing disagreement may be asked to explain/defend their position.

- *The group discussion provides each student with language and concept understanding.*
- *The random selection of one student to provide the answer allows for evaluation of both individual and group progress.*

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SDAIE Strategies Practice

Numbered Heads Together Activity #2

1. Form teams of four.
2. Number team members from 1 to 4.
3. Share one way in which this strategy could be used with your classes.
4. One of your team members will be asked to share the team's answer with the whole group.

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SDAIE

Anticipation Guide

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Before Presentation

After Presentation

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- 2.) _____ SDAIE strategies include differentiation of instruction during lesson delivery and assessment. _____
- 3.) _____ Clarification and supplementary materials in the primary language are SDAIE techniques. _____
- 4.) _____ Teachers of Sheltered (content) classes should assist EL students in the development of speaking and writing skills. _____

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Master Plan Roster

CL26		Course Title	SEC. MATH A	Class	11/11/11										
Student Name	BirthDate	Gr	Lang	Class	Sec	Plan	Prq	Req	RedeFP	CBSDT	Oral	Read	Writ	Over	BLA
01	09/21/90	10	Spanish	L	10/05	Waiver to Basic	1			10/03/05	1	1	1		PSD
02	04/05/90	10	Spanish	L	12/04	Waiver to Basic	1			10/03/05	1	2	1	1	PSD
03	03/21/92	09	Spanish	L	09/05	English Inner	1			09/21/05	1	2	1	1	PSD
04	01/05/90	09	Spanish	L	02/04	Waiver to Basic	1			05/02/06	1	1	1	1	BP
05	06/24/90	09	Spanish	L	02/04	Waiver to Basic	0			03/20/06	1	1	1	1	DD
06	02/01/90	10	Spanish	L	10/04	Waiver to Basic	1			07/26/05	1	2	2	2	SD
07	02/22/90	09	Spanish	L	04/04	Waiver to Basic	1			04/25/06	2	2	1	2	PSD
08	03/24/92	09	Spanish	L		Waiver to Basic	1								
09	04/11/90	09	Spanish	L	02/04	Waiver to Basic	1			05/29/06	1	1	1	1	
10	02/15/90	09	Spanish	L		Waiver to Basic	1								
11	11/11/90	10	Spanish	L	04/04	Waiver to Basic	1			10/19/05	1	1	1	1	PSD
12	05/29/89	10	Spanish	L	10/03	Waiver to Basic	2			10/03/05	1	1	1	1	PSD
13	04/28/91	09	Spanish	L	09/04	Waiver to Basic	1			05/03/06	1	1	1	1	PSD
14	03/06/92	09	Spanish	L	02/05	English Inner	1			09/28/05	1	1	2	1	PSD
15	12/04/88	09	Spanish	L	03/04	English Inner	1			03/02/06	1	1	1	1	PSD
16	07/14/91	09	Spanish	L		Waiver to Basic	1								
17	11/10/90	09	Spanish	L	04/04	Waiver to Basic	1			04/18/06	1	1	1	1	PSD
18	12/28/90	09	Spanish	L		Waiver to Basic	1								
19	11/11/91	09	Spanish	L	12/05	Waiver to Basic	2			12/02/05	3	3	3	3	DD
20	03/21/92	09	Spanish	L	09/04	English Inner	2			10/11/05	2	1	2	2	BP
21	03/03/90	09	Spanish	L	04/04	Waiver to Basic	1			04/06/06	1	1	1	1	PSD

Student Names

Module Sharing and Discussions

- Independent Work: Take 10 minutes and review:
 - Your data
 - Your module as written
- What does your data suggest about potential revisions to your module?
 - Change in emphasis
 - Additional emphasis?