

Specially Designed Academic Instruction in English

Presentation



CSUN RIAP

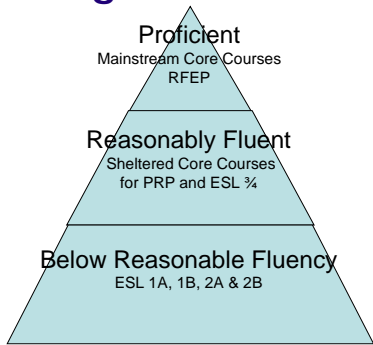
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Levels of English Fluency for Secondary Students

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 words and limited comprehension.
 - understand and follow simple multi-step oral directions.
- Beginning:** Students who perform at this level on the CELDT may demonstrate no receptive skills, or may
 - understand basic vocabulary, with limited comprehension.
 - understand and follow a few simple oral directions.

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 contain 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 main and supporting information
 - infer meaning from more complex vocabulary
 - analyze stated or implied details of a story
 - analyze author and writer's intention and viewpoint
 - analyze details of characters, information sources, and other features of a variety of text
 - infer meaning by synthesizing information
- Early Advanced** Students who perform at this level on the CELDT typically
- analyze main and supporting information and details
 - analyze the meaning of parts in a given context
 - analyze details, main ideas, and make the reading purpose
 - use information to draw conclusions from text
 - identify the author's purpose in a given text
 - use details to make predictions
 - distinguish fact from opinion in a reading passage.
- Intermediate** Students who perform at this level on the CELDT typically
- draw simple conclusions about a character in a narrative
 - identify stated and implied details in literary passages
 - analyze details to make simple inferences and predictions
 - identify the context of a story or a main or a given text
 - make logical inferences in narrative passages
 - infer meaning from commonly used idioms
 - use an appropriate vocabulary
- Early Intermediate** Students who perform at this level on the CELDT typically
- identify the level of each vocabulary word in a text
 - use simple phrases and words with simple meanings
 - identify the number of syllables in a word
 - identify the sequence of events in a passage
 - analyze the main idea, identifying words
 - use an simple knowledge of simple phrases and simple idioms
- Beginning** Students who perform at this level on the CELDT may demonstrate no productive skills, or may
- recognize main and supporting information
 - locate information in a simple text

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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, adjectives 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 structures, 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 providing 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 leading 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).

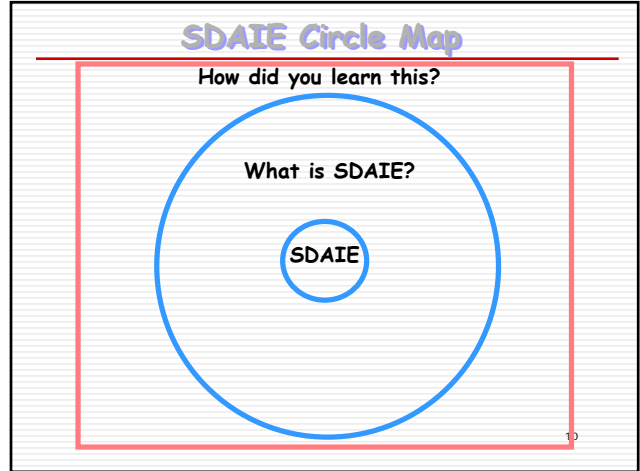
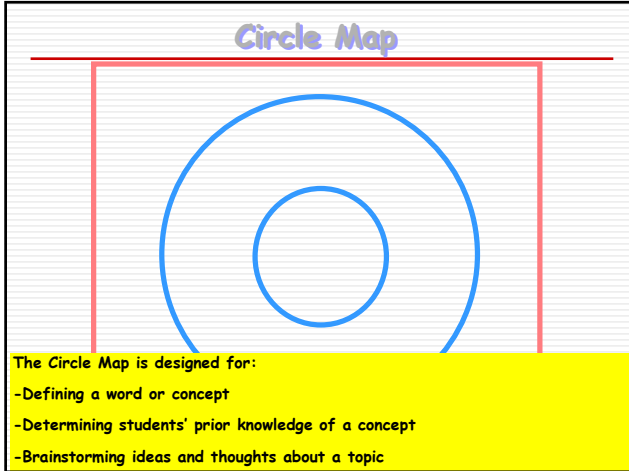


• Each student turns to another student nearby and tells or reads his or her own thoughts (pair, share).



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

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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?

<u>Before Presentation</u>	<u>After Presentation</u>
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.

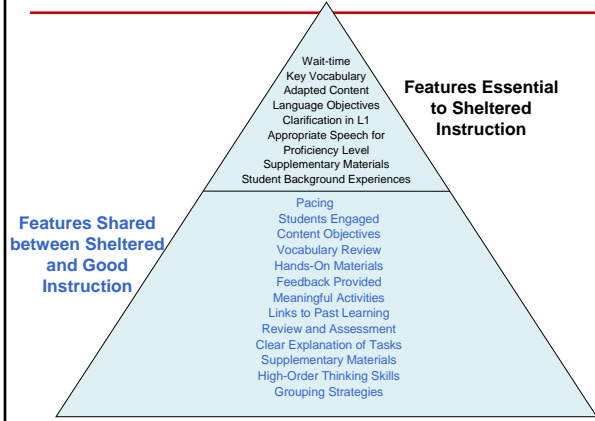
Subject matter and its associated vocabulary, concepts and skills are taught by using language in context to make the information comprehensible.

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.*

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.

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.

Master Plan Roster

#	Student Name	Birthdate	Gr	Lang	LangClass	Net Plan	Pgm	ESL	Rebates	CPLOT	Oral	Read	Writ	Over	SLA
01	CL26	09/21/89	10	Spanish	L 10/05	Waiver to Basic	1			10/03/05	1	1	1	1	PSD
02		08/05/89	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 Emer	1			09/21/05	1	2	1	1	PSD
04		01/05/89	09	Spanish	L 05/06	Waiver to Basic	1			05/02/06	1	1	1	1	PS
05		06/24/89	09	Spanish	L 02/06	Waiver to Basic	0			02/02/06	1	1	1	1	SD
06		02/01/89	10	Spanish	L 10/04	Waiver to Basic	1			07/20/05	1	2	2	2	SD
07		10/12/89	09	Spanish	L 04/06	Waiver to Basic	1			04/25/06	2	2	1	2	PSD
08		03/14/82	09	Spanish	L	Waiver to Basic	1								
09		04/11/89	09	Spanish	L	Waiver to Basic	1			05/29/06	1	1	1	1	
10	GUTIERREZ, JOSE ALBERTO	12/15/80	09	Spanish	L	Waiver to Basic	1								
11	HERNANDEZ, ANA REBECCA	11/12/80	10	Spanish	L 04/06	Waiver to Basic	1			10/19/05	1	1	1	1	PSD
12	HERNANDEZ, LAYDA I	05/29/89	10	Spanish	L 10/03	Waiver to Basic	2			10/05/05	1	1	1	1	PSD
13	JONES, SHADOG	04/28/82	09	Spanish	L 02/06	Waiver to Basic	1			05/05/06	1	1	1	1	PSD
14	LOPEZ, SIO ABELI	02/01/92	09	Spanish	L 02/05	English Emer	1			09/28/05	1	1	2	1	PSD
15	LOPEZ, MANUEL DE JESUS JR	12/06/88	09	Spanish	L 03/06	English Emer	1			03/02/06	1	1	1	1	PSD
16	MORALES MONTOL, ALEA	07/14/81	09	Spanish	L	Waiver to Basic	1								
17	MORALES, DYER	11/10/89	09	Spanish	L 04/06	Waiver to Basic	1			04/14/06	1	1	1	1	PSD
18	MORALES, SANDRA ELIZABET	12/28/80	09	Spanish	L	Waiver to Basic	1								
19	OFFER, ALEX RICO	11/11/81	09	Spanish	L 12/05	Waiver to Basic	2			12/02/05	3	3	3	3	SD
20	ORTIZ, SHARIS	03/21/82	09	Spanish	L 09/06	English Emer	2			10/11/05	2	1	2	2	SD
21	OSORIO, OSRAN	02/03/80	09	Spanish	L 04/06	Waiver to Basic	1			04/04/06	1	1	1	1	PSD