Square Pegs in Round Holes: A developmental framework for meeting the literacy needs of English Language Learners

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Although many effective instructional practices are similar for both ELLs and non ELLs why does instruction tend to be less effective for ELLs?

Because ELLs face the double challenge of learning academic content and the language of instruction simultaneously.

To understand the implications of this challenge requires a good understanding of early child development and the interaction between language, cognition, and academic achievement.

Stages of Language Acquisition

Pre-Production/Comprehension (no BICS)
Sometimes called the silent period, where the individual concentrates completely on figuring out what the new language means, without worrying about production skills. Children typically may delay speech in L2 from one to six weeks or longer.

- listen, point, match, draw, move, choose, mime, act out

Early Production (early BICS)
Speech begins to emerge naturally but the primary process continues to be the development of listening comprehension. Early speech will contain many errors. Typical examples of progression are:

- yes/no questions, lists of words, one word answers, two word strings, short phrases

Speech Emergence (intermediate BICS)
Given sufficient input, speech production will continue to improve. Sentences will become longer, more complex, with a wider vocabulary range. Numbers of errors will slowly decrease.

- three words and short phrases, dialogue, longer phrases
- extended discourse, complete sentences where appropriate, narration

Intermediate Fluency (advanced BICS/emerging CALP)
With continued exposure to adequate language models and opportunities to interact with fluent speakers of the second language, second language learners will develop excellent comprehension and their speech will contain even fewer grammatical errors. Opportunities to use the second language for varied purposes will broaden the individual’s ability to use the language more fully.

- give opinions, analyze, defend, create, debate, evaluate, justify, examine

Language Proficiency vs. Language Development in ELLs

Vocabulary

Phonological Processing

# What is Developmental Language Proficiency?

<table>
<thead>
<tr>
<th>Example</th>
<th>CALP Level</th>
<th>RPI</th>
<th>SS</th>
<th>PR</th>
<th>CALP</th>
</tr>
</thead>
<tbody>
<tr>
<td>◦ Letter Word ID</td>
<td>-</td>
<td>100/90</td>
<td>128</td>
<td>97</td>
<td>-</td>
</tr>
<tr>
<td>◦ Dictation</td>
<td>-</td>
<td>94/90</td>
<td>104</td>
<td>59</td>
<td>-</td>
</tr>
<tr>
<td>◦ Picture Vocabulary</td>
<td>-</td>
<td>2/90</td>
<td>47</td>
<td>&lt;.1</td>
<td>-</td>
</tr>
<tr>
<td>◦ Reading-Writing</td>
<td>v. advanced</td>
<td>100/90</td>
<td>123</td>
<td>94</td>
<td>6</td>
</tr>
<tr>
<td>◦ Writing</td>
<td>fluent</td>
<td>94/90</td>
<td>104</td>
<td>61</td>
<td>4</td>
</tr>
<tr>
<td>◦ Broad English Ability</td>
<td>fluent</td>
<td>94/90</td>
<td>104</td>
<td>59</td>
<td>4</td>
</tr>
<tr>
<td>◦ Oral Language</td>
<td>limited</td>
<td>27/90</td>
<td>65</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>◦ Verbal IQ</td>
<td></td>
<td></td>
<td>69</td>
<td></td>
<td></td>
</tr>
<tr>
<td>◦ Perf. IQ</td>
<td></td>
<td></td>
<td>82</td>
<td></td>
<td></td>
</tr>
<tr>
<td>◦ FSIQ-4</td>
<td></td>
<td></td>
<td>72</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*verbal “thinking” skills continue to lag in development*
What is Developmental Language Proficiency?

Example

- Can read the following words:
  - Great, become, might, shown, explain, question, special, capture, swallow

- Cannot name the following pictures:
  - Cat, sock, toothbrush, drum, flashlight, rocking chair

- Can understand simple grammatical associations:
  - Him is to her, as ___ is to she

- Cannot express abstract verbal similarities:
  - Red-Blue: “an apple”
  - Circle-Square: “it’s a robot”
  - Plane-Bus: “the plane is white and the bus is orange”
  - Shirt-Jacket: “the shirt is for the people put and the jacket is for the people don’t get cold”
Developmental Language Proficiency and IQ in ELLs

Bilingualism is often misunderstood.

"Gina is by lingal... that means she can say the same thing twice, but you can only understand it once."
Understanding First and Second Language Acquisition

**Basic Interpersonal Communication Skills (BICS)**
- ability to communicate basic needs and wants, and ability to carry on basic interpersonal conversations
- takes 1 - 3 years to develop and is insufficient to facilitate academic success

**Cognitive Academic Language Proficiency (CALP)**
- ability to communicate thoughts and ideas with clarity and efficiency
- ability to carry on advanced interpersonal conversations
- takes at least 5-7 years to develop, possibly longer and is required for academic success

**Cummins’ Developmental Interdependence Hypothesis (“Iceberg Model”)**
- BICS is the small visible, surface level of language, CALP is the larger, hidden, deeper structure of language
- each language has a unique and Separate Underlying Proficiency (SUP)
- proficiency in L1 is required to develop proficiency in L2,
- Common Underlying Proficiency (CUP) facilitates transfer of cognitive skills

**Developmental Implications of Second Language Acquisition**

If a second language (L2) is introduced prior to the development of CALP in the native language (L1), and if the L2 effectively replaces the L1 and its role in fostering CALP, academic problems will result. However, the language of instruction, parental education, continued opportunities for L1 development, and the age at which the second language is introduced, are factors that can affect development of the second language and expectations of academic progress in a positive way.

<table>
<thead>
<tr>
<th></th>
<th>HIGH L1 (CALP)</th>
<th>LOW L1 (BICS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIGH L2 (CALP)</td>
<td><em>Type 1.</em> Equal Proficiency &quot;true bilingual&quot;</td>
<td><em>Type 3.</em> Atypical 2nd Language Learner &quot;acceptable bilingual&quot;</td>
</tr>
<tr>
<td>LOW L2 (BICS)</td>
<td><em>Type 2.</em> Typical 2nd Language Learner &quot;high potential&quot;</td>
<td><em>Type 4.</em> At-risk 2nd Language Learner &quot;difference vs. disorder&quot;</td>
</tr>
<tr>
<td>Type</td>
<td>Stage</td>
<td>Language Use</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>--------------</td>
</tr>
<tr>
<td><strong>FIRST GENERATION – FOREIGN BORN</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>Newly Arrived</td>
<td>Understands little English. Learns a few words and phrases.</td>
</tr>
<tr>
<td>Ab</td>
<td>After several years of residence – Type 1</td>
<td>Understands enough English to take care of essential everyday needs. Speaks enough English to make self understood.</td>
</tr>
<tr>
<td>Ab</td>
<td>Type 2</td>
<td>Is able to function capably in the work domain where English is required. May still experience frustration in expressing self fully in English. Uses immigrant language in all other contexts where English is not needed.</td>
</tr>
<tr>
<td><strong>SECOND GENERATION – U.S. BORN</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ab</td>
<td>Preschool Age</td>
<td>Acquires immigrant language first. May be spoken to in English by relatives or friends. Will normally be exposed to English-language TV.</td>
</tr>
<tr>
<td>Ab</td>
<td>School Age</td>
<td>Acquires English. Uses it increasingly to talk to peers and siblings. Views English-language TV extensively. May be literate only in English if schooled exclusively in this language.</td>
</tr>
<tr>
<td>AB</td>
<td>Adulthood – Type 1</td>
<td>At work (in the community) uses language to suit proficiency of other speakers. Senses greater functional ease in his first language in spite of frequent use of second.</td>
</tr>
<tr>
<td>AB</td>
<td>Adulthood – Type 2</td>
<td>Uses English for most everyday activities. Uses immigrant language to interact with parents or others who do not speak English. Is aware of vocabulary gaps in his first language.</td>
</tr>
<tr>
<td><strong>THIRD GENERATION – U.S. BORN</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AB</td>
<td>Preschool Age</td>
<td>Acquires both English and immigrant language simultaneously. Hears both in the home although English tends to predominate.</td>
</tr>
<tr>
<td>aB</td>
<td>School Age</td>
<td>Uses English almost exclusively. Is aware of limitation sin the immigrant language. Uses it only when forced to do so by circumstances. Is literate only in English.</td>
</tr>
<tr>
<td>aB</td>
<td>Adulthood</td>
<td>Uses English almost exclusively. Has few opportunities for speaking immigrant language. Retains good receptive competence in this language.</td>
</tr>
<tr>
<td><strong>FOURTH GENERATION – U.S. BORN</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ba</td>
<td>Preschool Age</td>
<td>Is spoken to only in English. May hear immigrant language spoken by grandparents and other relatives. Is not expected to understand immigrant language.</td>
</tr>
<tr>
<td>Ba</td>
<td>School Age</td>
<td>Uses English exclusively. May have picked up some of the immigrant language from peers. Has limited receptive competence in this language.</td>
</tr>
<tr>
<td>B</td>
<td>Adulthood</td>
<td>Is almost totally English monolingual. May retain some receptive competence in some domains.</td>
</tr>
</tbody>
</table>

Parallel Processes in Development: Education follows Maturation

**LANGUAGE ACQUISITION**
- Preproduction
- Early Production
- Emergent Speech
- Beginning Fluent
- Intermediate Fluent
- Advanced Fluent

**COGNITIVE DEVELOPMENT**
- Knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation

**ACADEMIC INSTRUCTION**
- Pre-Readiness Training
- Readiness Training
- Basic Skills Training
- Early Conceptual Development
- Advanced Conceptual Development

**CULTURAL CONTEXT**
- Appropriate Instruction/Assessment
For 85-year-old, school’s cool

In New York: Kimani Ng’ang’a, 85, billed as the world’s oldest elementary school student, steps off a bus at the United Nations. He’s part of a global campaign urging aid to an estimated 100 million kids denied education due to poverty. He couldn’t afford school until Kenya dropped fees for primary school.
Misconceptions about Learning and Language Acquisition

- Accent is not an indicator of proficiency—it is a marker regarding when an individual first began to hear/learn the language.

- Children do not learn languages faster and better than adults do—they only seem to because they have better pronunciation but CUP aids adult learners considerably.

- Language development cannot be accelerated—but having developed one language to a high degree (CALP) does help in learning a second language more easily.

- Learning two languages does not lead to a kind of linguistic confusion—there is no evidence that learning two or more language simultaneously produces any interference.

- Learning two languages does not lead to poor academic performance—on the contrary, students who learn two languages very well (CALP in both) tend to outperform their monolingual peers in school.

- Code-switching is not an example of a language disorder and poor grammatical ability—it is only an example of how bilinguals use whatever words may be necessary to communicate their thoughts as precisely as possible, irrespective of the language.
The 30 Million Word Gap

- according to research by Betty Hart and Todd Risley (2003), children from privileged (high SES) families have heard 30 million more words than children from underprivileged (low SES) families by the age of 3.
- in addition, “follow-up data indicated that the 3-year old measures of accomplishment predicted third grade school achievement.”

Developmental Implications of Early Language Differences: When do ELLs “catch up?”

Cumulative Hours of Language Exposure in Thousands

Native English Speaker (L1)

ENGLISH LANGUAGE EXPOSURE

Age 0 to 5:

Awake 12
Asleep 12
365 days x 12 hrs. x 5 yrs. = 21,900 hrs

Age 5 to 10+:

14 10
365 days x 14 hrs. x 5 yrs. = 25,550 +21,900 47,450

Limited English Speaker (L2)

ENGLISH LANGUAGE EXPOSURE

Native (L1) English (L2)

Age 0 to 5:

10 2
365 days x 2 hrs. x 5 yrs. = 3,650 hrs.

Age 5 to 10+:

3 11
365 days x 11 hrs. x 5 yrs. = 20,075 +3,650 23,725

Formal instruction begins

After 5 years of instruction

CALP

47,450 hrs.

-24,000

-18,000

23,725 hrs.

21,900 hrs.

3,650 hrs.

General Pattern of Bilingual Education Student Achievement on Standardized Tests in English

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Achievement Trajectories</th>
</tr>
</thead>
<tbody>
<tr>
<td>61(70)*</td>
<td>Two-way bilingual</td>
</tr>
<tr>
<td>52(54)*</td>
<td>Late-exit bilingual and content ESL</td>
</tr>
<tr>
<td>40(32)*</td>
<td>Early-exit bilingual and content ESL</td>
</tr>
<tr>
<td>34(22)*</td>
<td>Content-based ESL</td>
</tr>
<tr>
<td>24(11)*</td>
<td>ESL pullout traditional</td>
</tr>
</tbody>
</table>

*Note 1: Average performance of native-English speakers making one year’s progress in each grade. Scores in parentheses are percentile ranks converted from NCEs.

The “Slavin” window

The “English-only” window

The achievement “gap”

The “Closing” window

Achievement Trajectories for ELLs: Native language makes a difference.
Achievement Trajectories for ELLs: Students at-risk for failure.

General Pattern of Bilingual Education Student Achievement on Standardized Tests in English

- 61(70)* Two-way bilingual
- 52(54)* Late-exit bilingual and content ESL
- 40(32)* Early-exit bilingual and content ESL
- 34(22)* Content-based ESL
- 24(11)* ESL pullout traditional

*Note 1: Average performance of native-English speakers making one year's progress in each grade. Scores in parentheses are percentile ranks converted from NCEs.

Model Comparison of Percentage of "At-Risk" Second Language Students

BLUE LINE = Distribution of achievement scores for ESL students
RED LINE = Distribution of achievement scores for monolingual English students

Two way bilingual (dual immersion) – 6% At-Risk
Model Comparison of Percentage of "At-Risk" Second Language Students

BLUE LINE = Distribution of achievement scores for ESL students
RED LINE = Distribution of achievement scores for monolingual English students

Late exit bilingual and content based ESL – 11% At-Risk
Model Comparison of Percentage of "At-Risk" Second Language Students

BLUE LINE = Distribution of achievement scores for ESL students

RED LINE = Distribution of achievement scores for monolingual English students

Early exit bilingual program with content ESL – 27% At-Risk
Model Comparison of Percentage of "At-Risk" Second Language Students

BLUE LINE = Distribution of achievement scores for ESL students

RED LINE = Distribution of achievement scores for monolingual English students

Content-based ESL support only – **41% At-Risk**
Model Comparison of Percentage of "At-Risk" Second Language Students

**BLUE LINE** = Distribution of achievement scores for ESL students

**RED LINE** = Distribution of achievement scores for monolingual English students

Traditional (non-content) ESL pullout support only – 60% At-Risk
The ELL Achievement Gap

“On the 2007 National Assessment of Educational Progress, fourth-grade ELLs scored 36 points below non-ELLs in reading and 25 points below non-ELLs in math. The gaps among eighth-graders were even larger—42 points in reading and 37 points in math.”

Implications of Early Language Differences on Academic Achievement

Results of NAEP Data on Reading Achievement for ELL vs. Non-ELL
Implications of Early Language Difference on Academic Progress

WRCPM = Number of Words Read Correctly Per Minute

Classroom/grade level expectations = 15 WRCPM progress over a 6 week period

English learners often begin behind English speakers

Example 2nd Grade Progress Monitoring Chart

6 week standard

12 week standard

Classroom or Grade Level Aim Line

50 WRCPM

15 word difference

25 word difference

20 word difference

25 word difference

35 word difference

Egberto’s progress if he makes gains comparable to English speaking peers

Egberto’s progress if he makes gains comparable to other “proficient” ELLs

Egberto’s progress if he doesn’t make gains comparable to other “proficient” ELLs

*Note: The name, “Egberto,” is a derivative of “Egbert” and used with the blessings of Dan Reschley.
• Reading (and writing) are symbolic aspects of language development.

• Best predictors of reading acquisition and achievement are Ga (primarily phonological awareness) and Gc (primarily vocabulary)

• Best approach to teaching reading is through a balanced literacy program that is based on both a phonological approach (sounding out words) and sight word development (recognizing words immediately—orthographic structure)

• Because language acquisition is a developmental process, subject to the maturation patterns of the brain, so too is reading acquisition in any language at the mercy of how the brain develops.

<table>
<thead>
<tr>
<th>Characteristics of Impaired Readers</th>
<th>Characteristics of Normal Bilinguals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor decoding skills –</td>
<td>Poor decoding skills in older bilinguals –</td>
</tr>
<tr>
<td>Suggests intrinsic difficulty in phonological processing</td>
<td>Possible circumstantial issue if sounds were not heard in early childhood, otherwise minimal effect related to limited exposure</td>
</tr>
<tr>
<td>Weak vocabulary development –</td>
<td>Weak vocabulary development –</td>
</tr>
<tr>
<td>Suggests intrinsic difficulty despite adequate language exposure</td>
<td>Circumstantial issue due to lack of comparable exposure to English</td>
</tr>
<tr>
<td>Inability to read strategically (can’t rely on Gf) –</td>
<td>Inability to read strategically (can’t rely on Gf) –</td>
</tr>
<tr>
<td>Suggests intrinsic problem in fluid reasoning</td>
<td>Circumstantial issue due to limited educational benefit and CALP</td>
</tr>
<tr>
<td>Poor spelling –</td>
<td>Good spelling –</td>
</tr>
<tr>
<td>Suggests intrinsic problem in visual memory</td>
<td>Assumes no intrinsic problems in visual memory</td>
</tr>
<tr>
<td>Many reading opportunities outside of school –</td>
<td>Few reading opportunities outside of school –</td>
</tr>
<tr>
<td>Available but insufficient to markedly improve reading skills</td>
<td>Insufficient to markedly improve reading skills even if available</td>
</tr>
<tr>
<td>Poor motivation and confidence —</td>
<td>Poor motivation and confidence —</td>
</tr>
<tr>
<td>Tendency to avoid reading as it becomes effortful and difficult</td>
<td>Tendency to avoid reading as it becomes effortful and difficult</td>
</tr>
</tbody>
</table>

## Developmental Implications of Early Language Differences on the Acquisition of Reading Skills

<table>
<thead>
<tr>
<th>Subtypes of Dyslexia</th>
<th>Implications for Normal Bilinguals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dysphonetic Dyslexia</strong> - difficulty in using phonological route in reading, so visual route to lexicon is used. Little reliance on letter-to-letter sound conversion. Over-reliance on visual cues to determine meaning from print.</td>
<td>Not usually evident in young bilinguals. However, difficulties may be evident if an individual is past the critical period (10-12 y/o) when first hearing sounds of a new language. Neuronal pruning creates a “wall” that limits accurate processing of new sounds.</td>
</tr>
<tr>
<td><strong>Surface Dyslexia</strong> - over-reliance on sound/symbol relationships as process of reading never becomes automatic. Words broken down to individual phonemes and read slowly and laboriously, especially where phonemes and graphemes are not in 1-to-1 correspondence.</td>
<td>Very typical and common characteristic of bilinguals due to the lack of sufficient time and opportunity to develop automaticity and reading fluency. Insufficient orthographic development means reading remains an auditory process that may never become automatic and transparent.</td>
</tr>
<tr>
<td><strong>Mixed Dyslexia</strong> - Severely impaired readers with characteristics of both phonological deficits as well as visual/spatial deficits. Have no usable key to reading or spelling code. Bizarre error patterns observed.</td>
<td>Not usually evident in bilinguals, although, the need to over-rely on visual processing to access meaning limits development of reading speed and automaticity. However, significant difficulties may be evident if an individual is past the critical period (10-12 y/o) and has had limited or no prior education in reading.</td>
</tr>
<tr>
<td><strong>Reading Comprehension Difficulties</strong> - inability to apply strategies to derive meaning from print. Deficiencies in working memory common and vocabulary development may lag behind peers.</td>
<td>Very typical and common characteristic of bilinguals when native language development is absent, interrupted or insufficient to promote age or grade expected CALP. Limited exposure to instructional language causes the curriculum to exceed the individual’s development in vocabulary and abstract/reasoning abilities to foster meaning.</td>
</tr>
</tbody>
</table>

Special education cannot solve problems that are rooted in general education.
Is Special Education the Answer?
OCR Surveys and National Trends in Disproportionality

OCR Surveys Conducted every 2 years -

1978 – 2010:
✦ African Americans continue to be over-represented as: ID and ED

1980 – 2010:
✦ Hispanics continue to be overrepresented as: LD, SLI and ID

National Trends -
✦ African American identification increasing in: ID, ED, and LD

✦ Hispanic identification increasing in: LD and SLI

✦ Native American identification increasing in: ID, ED and LD
Effective Instruction for ELLs:
What the Research Says

Typical English Learners who begin school 30 NCE’s behind their native English speaking peers in achievement, are expected to learn at:

“...an average of about one-and-a-half years’ progress in the next six consecutive years (for a total of nine years’ progress in six years--a 30-NCE gain, from the 20th to the 50th NCE) to reach the same long-term performance level that a typical native-English speaker...staying at the 50th NCE) (p. 46).

In other words, they must make 15 months of academic progress in each 10 month school year for six straight years—they must learn $1\frac{1}{2}$ times faster than normal.

Effective Instruction for ELLs: What the Research Says

Of the five major, meta-analyses conducted on the education of ELLs, ALL five came to the very same conclusion:

“Teaching students to read in their first language [i.e., bilingual education] promotes higher levels of reading achievement in English” (p. 14, 2008).

“Bilingual education [i.e., teaching students to read in their first language] produced superior reading outcomes in English compared with English immersion” (p. 9, 2013).

This is true primarily because teaching in the native language does not interrupt or inhibit the linguistic and cognitive development that students bring to school.

What would you choose?

SCHOOL ENROLLMENT FORM

Please select an instructional program for your child by placing a check in the appropriate box below:

- English as a Second Language
- Bilingual Education

SURGEON GENERAL'S WARNING: This program has been scientifically validated to lower achievement in English, increase special education placement, raise the risk of dropping out, and decrease rates of graduation.
The “Basics” of Effective Instruction and Intervention Strategies for English Language Learners

1. Provide comprehensible input and output
   • Students need to understand what they are told as well as what they say

2. Negotiate meaning
   • Connect what is being taught with why it’s important and meaningful

3. Shelter the core/content instruction
   • Provide necessary support to maintain the student’s access to core subjects

4. Develop thinking skills and strategies for learning
   • Sometimes students need to be taught explicitly how to learn

5. Give appropriate error correction
   • Correct only the most egregious errors, not every one of them

6. Control classroom climate
   • If students do not feel comfortable and safe, they will shut down
Effective Instruction for ELLs: Match the development.

- Don’t be afraid to provide the cognitively-linguistically appropriate level of instruction regardless of current AGE or GRADE.
- Teach within the zone of proximal development, essentially what comes NEXT because instruction that is beyond what comes “NEXT” will be ineffective and impede development even further.
- Don’t try to alter cognitive or linguistic development because you CAN’T. Alter the curriculum, because you CAN.
- Provide access to core curriculum and focus on developing thinking and literacy skills from the CURRENT developmental level.
- Use meta-cognitive strategies that help students think about, plan, monitor, and evaluate learning at their CURRENT level.
- Use cognitive strategies that help engage students in the learning process and which involve interacting with or manipulating the material mentally or physically, and applying a specific technique to learning tasks at their CURRENT developmental level.
- Use social-affective strategies that help students interact with another person, accomplish a task, or that assist in learning.
<table>
<thead>
<tr>
<th>Level</th>
<th>Learner Characteristics</th>
<th>How will they gain language?</th>
<th>What do they Understand?</th>
<th>What can they do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Can be silent for an initial period; Recognizes basic vocabulary and high frequency words; May begin to speak with few words or imitate</td>
<td>Multiple repetitions of language; Simple sentences; Practice with partners; Use visual and realia, Model, model, model; Check for understanding; Build on cultural and linguistic history</td>
<td>Instructions such as: Listen, Line up, Point to, List, Say, Repeat, Color, Tell, Touch, Circle, Draw, Match, Label</td>
<td>Use gestures; Use other native speakers; Use high frequency phrases; Use common nouns; Communicate basic needs; Use survival language (i.e., words and phrases needed for basic daily tasks and routines)</td>
</tr>
<tr>
<td>2</td>
<td>Understand phrases and short sentences; Beginning to use general vocabulary and everyday expressions; Grammatical forms may include present, present progress and imperative</td>
<td>Multiple repetitions of language; Visual supports for vocabulary; Pre-teach content vocabulary; Link to prior knowledge</td>
<td>Present and past tense; School related topics; Comparatives &amp; superlatives; Routine questions; Imperative tense; Simple sequence words</td>
<td>Routine expressions; Simple phrases; Subject verb agreement; Ask for help</td>
</tr>
<tr>
<td>3</td>
<td>Increased comprehension in context; May sound proficient but has social NOT academic language; Inconsistent use of standard grammatical structures</td>
<td>Multiple repetitions of language; Use synonyms and antonyms; Use word banks; Demonstrate simple sentences; Link to prior knowledge</td>
<td>Past progressive tense; Contractions; Auxiliary verbs/verb phrases; Basic idioms; General meaning; Relationship between words</td>
<td>Formulate questions; Compound sentences; Use precise adjectives; Use synonyms; Expanded responses</td>
</tr>
<tr>
<td>4</td>
<td>Very good comprehension; More complex speech and with fewer errors; Engages in conversation on a variety of topics and skills; Can manipulate language to represent their thinking but may have difficulty with abstract academic concepts; Continues to need academic language development</td>
<td>Multiple repetitions of language; Authentic practice opportunities to develop fluency and automaticity in communication; Explicit instruction in the use of language; Specific feedback; Continued vocabulary development in all content areas</td>
<td>Present/perfect continuous; General &amp; implied meaning; Varied sentences; Figurative language; Connecting ideas; Tag questions</td>
<td>Range of purposes; Increased cultural competence (USA); Standard grammar; Solicit information</td>
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<td>5</td>
<td>Communicates effectively on a wide range of topics; Participates fully in all content areas at grade level but may still require curricular adjustments; Comprehends concrete and abstract concepts; Produces extended interactions to a variety of audiences</td>
<td>May not be fully English proficient in all domains (i.e., reading, writing, speaking, listening); Has mastered formal and informal language conventions; Multiple opportunities to practice complex grammatical forms; Meaningful opportunities to engage in conversations; Explicit instruction in the smaller details of English usage; Focus on “gaps” or areas still needing instruction in English; Focus on comprehension instruction in all language domains</td>
<td>Analyze, Defend, Debate, Predict, Evaluate, Justify, Hypothesize and Synthesize, Restate, Critique</td>
<td>May not yet be fully proficient across all domains; Comprehends concrete and abstract topics; Communicates effectively on a wide range of topics and purposes; Produces extended interactions to a variety of audiences; Participates fully in all content areas at grade level but may still require curricular modifications; Increasing understanding of meaning, including figurative language; Read grade level text with academic language support; Support their own point of view; Use humor in native-like way</td>
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<tr>
<th>PLUSS Framework</th>
<th>Definition</th>
<th>Evidence</th>
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<tr>
<td><strong>P</strong>re-teach critical</td>
<td>Presentation of critical vocabulary prior to lessons to ensure later comprehension using direct instruction, modeling, and connections to native language</td>
<td>Beck, McKeown and Kucan (2002); Heibert and Lubliner (2008); Martinez and Lesaux (2011); Nagy, Garcia, Dyrgunoglu and Hancin (1993)</td>
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<tr>
<td>vocabulary</td>
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<td><strong>L</strong>anguage modeling and</td>
<td>Teacher models appropriate use of academic language, then provides structured opportunities for students to practice using the language in meaningful contexts</td>
<td>Dutro and Moran (2003); Echevarria, Vogt and Short (2008); Gibbons (2009); Linan-Thompson and Vaughn (2007); Scarcella (2003)</td>
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<td><strong>opportunities for practice</strong></td>
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<td><strong>U</strong>se visuals and graphic</td>
<td>Strategically use pictures, graphic organizers, gestures, realia, and other visual prompts to help make critical language, concepts, and strategies more comprehensible to learners</td>
<td>Brechtal (2001); Echevarria and Graves (1998); Haager and Klingner (2005); Linan-Thompson and Vaughn (2007); O’Malley and Chamot, (1990)</td>
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<tr>
<td><strong>organizers</strong></td>
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<tr>
<td><strong>S</strong>ystematic and explicit</td>
<td>Explain, model, provide guided practice with feedback, and opportunities for independent practice in content, strategies, and concepts</td>
<td>Calderón (2007); Flagella-Luby and Deshler (2008); Gibbons (2009); Haager and Klingner (2005); Klingner and Vaughn (2000); Watkins and Slocum (2004)</td>
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<tr>
<td><strong>instruction</strong></td>
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<tr>
<td><strong>S</strong>trategic use of native</td>
<td>Identify concepts and content students already know in their native language and culture to explicitly explain, define, and help them understand new language and concepts in English</td>
<td>Carlisle, Beeman, Davis and Spharim (1999); Durgunoglu, et al. (1993); Genesee, Geva, Dressler, and Kamil (2006); Odlin (1989); Schecter and Bayley (2002)</td>
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<td><strong>l</strong>anguage &amp; teaching for</td>
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<td><strong>t</strong>ransfer</td>
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## Examples of PLUSS Framework Applied in the Classroom

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<tr>
<th>PLUSS Framework</th>
<th>Example</th>
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<tr>
<td><strong>P</strong>re-teach critical vocabulary</td>
<td>Select 3-5 high utility vocabulary words crucial to understanding text (not necessarily content specific words) and explicitly teach student friendly definitions, model using the words, and provide students with repeated opportunities to use the words over time (Honig, Diamond, &amp; Gutlohn, 2008; Beck, McKeown, Kucan, 2002).</td>
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<tr>
<td><strong>L</strong>anguage modeling and opportunities for practicing</td>
<td>Provide language frames and sentence starters to structure language interaction. For example, after having defined the word, “preoccupied,” for instance, ask students to use the word, “preoccupied,” in a sentence, “Think of a time when you were preoccupied.” (pause to give time to think). “Turn to your partners and share, starting your sentence with, ‘I was preoccupied when...’, what will you start your sentence with?” (Have students repeat the sentence starter before turning to their neighbor and sharing).</td>
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<td><strong>U</strong>se visuals and graphic organizers</td>
<td>Consistently use a Venn diagram to teach concepts, such as compare and contrast, and use realia and pictures to support the teaching of concepts (Echevarría, Vogt, &amp; Short, 2008).</td>
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<td><strong>S</strong>ystematic and explicit instruction</td>
<td>Teach strategies like summarization, monitoring and clarifying, and decoding strategies through direct explanation, modeling, guided practice with feedback, and opportunities for application (Honig, Diamond, &amp; Gutlohn, 2008).</td>
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<td><strong>S</strong>trategic use of native language &amp; teaching for transfer</td>
<td>Use native language to teach cognates (e.g., teach that preoccupied means the same thing as preocupado in Spanish) or explain/clarify a concept in the native language before or while teaching it in English.</td>
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Overview of Instructional and Intervention Strategies for English Language Learners

1. Instruction must always match linguistic/cognitive development regardless of the individual’s age or grade.

2. No amount or type of instruction can make up for developmental delays that occur as a function of differences in the primary language and the language of instruction.

3. Individual differences means that some children will succeed despite the way we instruct them and many will fail because of the way we instruct them.

4. There is no single teaching method or intervention that is appropriate for all English language learners.

5. There is no single teaching method or intervention that will help all English learners “catch up.”

6. Of the three major variables for learning, language, cognition, and academic development, only the latter is within our control. Thus, to improve learning we must not attempt to fit the child to the curriculum but rather, fit the curriculum to the child. Any other way will not prove successful.
Effective Instruction for ELLs: What the Research Says

• The value of the heritage language (L1) in being able to facilitate learning is too valuable to be ignored and the potential of bilingualism for improving academic progress, response-to-intervention, and testing, is necessary now more than ever.

• Merely teaching English learners to speak and comprehend English may comply with Title I and III of ESEA (aka NCLB) but is insufficient to foster academic success for the large majority of students.

• Of the three major variables in learning (language, cognition, curriculum) only the curriculum is within our control. To improve learning we must not attempt to fit the child to the curriculum but rather, fit the curriculum to the child.

• Political ideology or knee-jerk psychology about bilingualism and schooling cannot continue to be used as the basis for instruction of ELLs. The research is very clear, the longer children are taught in their native language, the better they succeed in English.

Assessment and Instruction of English Language Learners - Resources

BOOKS:

