

High Impact Language Development Practices: Breaking Down Language Barriers for English Learners

Resources



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John Hattie's Instructional Practices Effect Size Alignment to English Language Development Training

Magnitude or size of given effect

.0 indicates no change

.2 small, .4 medium, .6 large
(Hattie, 2009)

1.0 typically associated with
achievement by two or three
years

Instructional Practice	Effect Size
Self-Reported Grades/Student Expectations	1.44
Collective Teacher Efficacy	1.57
Teacher Credibility	.90
Classroom Discussion	.82
Feedback	.75
Teacher Clarity	.75
Teacher-Student Relationships	.72
Vocabulary Instruction	.67
Repeated Readings	.67
Study Skills	.63
Direct Instruction	.59
Cooperative Learning Versus Individualistic Learning	.59

John Hattie's work was based on over 800 meta-analyses conducted by researchers all over the world, which included over 50,000 individual studies that included over 250 million students. It has been claimed to be the most comprehensive review of the literature ever conducted" (Fisher, Frey, Hattie 2016). The goal for a meta-analyses is to identify patterns that can inform instruction.



Anchor Charts

What to Include

Visuals/Drawings

Use simple, clear drawings that students can replicate. Visuals can support high levels of thinking.

Color Coding

Color coding aids in memory retention. It is a way to help organize information and easily reference different strategies. Use different colored paper or sticky notes.

Examples

Use student work to support “buy in,” celebrate work, and to be a model for others. Examples can reinforce expectations and models for zone of proximal development.

Strategies

Record a list of strategies for a big skill.

Headings

Use language students can understand, grab their attention, and/or provide relevancy.

Numbers

Use numbers 1. 2. 3. Or First, second... to complete the routine or task.

Pictures

Use pictures from the book or pictures of students doing a task. Pictures help make words stick and provide a quick example.

Kid Language

Consider the amount of print, size of print, amount of spaces, number of lines, and kid friendly vocabulary.

Question Bubbles

Use question bubbles to encourage metacognition and the process.

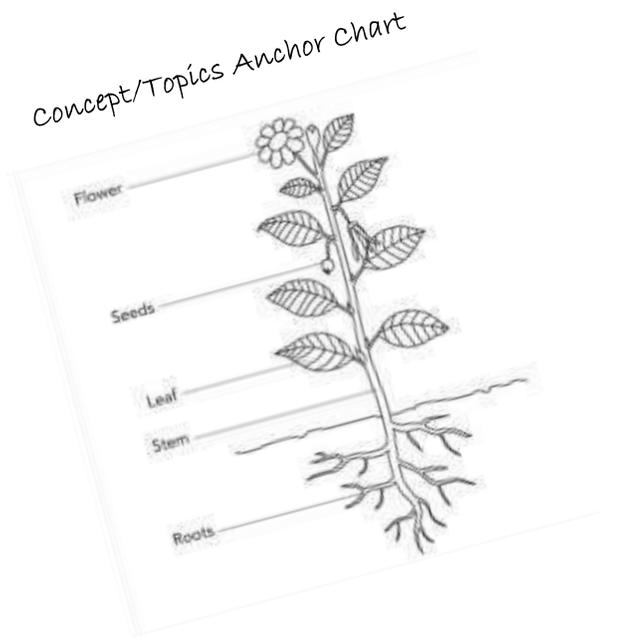
Sequence Events or Flow Map

Use words first, second... use arrows.



Types of Charts

- **Exemplar:** What student product should look like and include. Shows specific strategy or skill in context.
- **Concept/Topics:** Diagram with labels and explanations (vocabulary words, animals, parts of a flower, ...)
- **Strategies:** Tools to help us learn or complete a task (What to think about when visualizing, How to decide on a topic to write about...). Records a list of strategies that lead to mastering a big skill. Provides multiple entry points and allows student choice.
- **Routine:** Standard operating procedures (How to put things away, How to line up, How to play a math game...)
- **Process:** Like strategies but deals with a concept or skill. There is a logical order (How to give a compliment, How to summarize, How to determine same and different, How to estimate...). Breaks a big skill into a sequence of steps.



Revise or Retire Charts When the Time Is Right

- *Since the environment can be considered a teacher in the room, the environment must be responsive to students' needs. Too much clutter and visual stimuli can be a distractor.*
- *Revise when the anchor chart is no longer effective, when students are ready to add a new layer of learning to the chart, students are no longer using it and should.*
- *Retire the chart when the chart is no longer needed. Students can have a say in which charts need to be retired.*

English Language Proficiency Levels

Level	General Time in Level	Descriptor	One Liner	Appropriate Classroom Task	Teacher Considerations
1	0 months-1 year	Little or no English proficiency. The English sound system is new to them, and they comprehend little of what is said in English. They may go through a "silent period" where they attempt to make no English sounds. They may know vocabulary words of common environmental print/logos (apple icon, Nike swoosh, Pepsi).	I have little or no English proficiency.	Point Draw Match Select Circle State Choose Act Out Label Name List	Connect to primary language Show me.. Draw.. Point to... Circle... Find... Yes or no questions Either/or questions Ask student to match pictures to words or objects Ask student to categorize objects Ask who, what, where, what
2	1-3 years	Able to converse at length and to comprehend anything said to them, however reading, and writing at grade-level in English is difficult. Student understands most conversational English, but not academic language and idioms. Can produce simple sentences, but makes grammar and pronunciation errors. Still has limited vocabulary.	I have good oral skills in English, but minimal reading and composition skills in English.	Recall Retell Define Describe Compare Contrast Summarize Restate	Why..? How..? Explain.. Describe... Short answer questions Tell me what ____ means Explain the assignment to me
3	3-7 years	Speaks in fluent sentences using standard grammar. May have difficulty understanding complex content area materials. Limited understanding of less commonly used words and subtleties in language. Appears to be proficient in reading and writing skills, but needs help to pass tests.	People think I am not trying because I appear to be proficient by the way I speak and read words.	Analyze Create Defend Debate Evaluate Justify Support Explain	What do you think would happen if..? Why do you think..?

Facilitator Prompts

4 TIPS for Productive Discussion

1. Help students share, expand and clarify own thinking.
 - Give time to think
 - Can you say more about that?
 - What do you mean by that?"
 - Can you give an example?
2. Help students listen carefully to one another.
 - What did your partner say?
 - Who can repeat what ___ just said?
3. Help students deepen their reasoning
 - Why do you think that?
 - What's your evidence?
 - How did you arrive at that conclusion?
 - Is there anything in the text that made you think that?
 - Does it always work that way?
 - How is your idea like ___'s idea?
4. Encourage students to think with others.
 - Do you agree or disagree with ___? And why?
 - Are you saying the same thing as ___?
 - Who can add onto ___'s idea?
 - Can anyone take that idea and push it a little further?
 - Who can explain in their own words what _____ means?

