**Comprehensive Literacy Webinar Series**

**Academic Language- English Learners in the English classroom**

# Main Notes:

## Introduction:

* There are no native speakers of academic language.
* Academic language is the key to literacy
	+ To achieve higher levels of learning, students must be able to understand academic language—the formalized language of instruction found in classrooms, textbooks, and standardized tests. Teachers need to provide explicit academic language instruction for all students, especially English learners or those struggling with reading (Johnson, 2009).
	+ Research allows us to state with a fair degree of confidence that English learners best acquire English when language forms are explicitly taught and when they have many opportunities to use the language in meaningful contexts (Goldenberg, 2008).
* EL Instruction is part of core instruction, not an intervention
* Virginia has ELD Standards for EL instruction that support the Virginia Standards of Learning (SOL)
* ELA lessons should integrate SOL skills and 4 language domains (speaking, listening, reading, and writing)

## Supports:

* To make ELA lessons more accessible and inclusive:
	+ Identify the language needed (unpack the SOL)
	+ Use a variety of supports
		- Peer interaction
		- Cooperative structures
		- Think alouds and teacher models
		- Relevant readings to student backgrounds
		- Adapted texts for independent reading
		- Primary language
		- Visuals
		- Graphic Organizers
		- Sentence Frames
		- Anchor Charts
	+ Supports can be combined

## Explicit Academic Language Instruction

* Language Functions are embedded within SOL (e.g. compare and contrast, sequence, classify, describe, predict, justify, identify cause and effect)
* Language Functions can be used to establish language objectives connected to the SOL for lessons and units
* Language is developmental and increases with complexity with grade-level

## Extending Learning

* The VDOE offers an EL Education website with a variety of resources and links
* There are on-demand, self-paced modules online from WIDA to support work with ELs
* Any teacher can sign up for EL News and Notes monthly email newsletters for information about professional development and promising practices articles and resources (email jessica.costa@doe.virginia.gov)

# Resource Links Referenced:

* Constructive Conversation Skills Poster
* [EL Teacher Toolkit](http://www.doe.virginia.gov/instruction/esl/resources/teacher-toolkit.docx) (Word) (includes Lesson Planning considerations, Scholar Sheets with examples of academic language sentence frames, lists of supports, "I can" statements for students, and Instructional Considerations by proficiency level)
* [NCELA Webinar (2013)](https://www.youtube.com/watch?t=1&v=2yvpSDul0fc)
* [Providing ELs with Additional Reading Support Infographic](http://www.doe.virginia.gov/instruction/esl/resources/reading-intervention-vs-liep.docx) (Word)
* [Reading Instruction for ELs Infographic](http://www.doe.virginia.gov/instruction/esl/resources/reading-instruction-infographic.docx) (Word)

## Contact Information

* Dr. Jessica Costa, English Learner Instruction Specialist, Jessica.costa@doe.Virginia.gov
* Jill Nogueras, K-12 English Coordinator, Jill.Nogueras@doe.virginia.gov
* Carmen Kurek, Elementary English/Reading Specialist, Carmen.Kurek@doe.virginia.gov
* Taylor Snow, English/History and Social Science Specialist, Taylor.Snow@doe.Virginia.gov