

## A Few Resources for Developing Oral Language Proficiency & Enhancing the Rigor of Instruction

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### GRAPHIC ORGANIZERS

Graphic Organizers (with permission to copy for classroom use)

<https://www.eduplace.com/graphicorganizer/>

Gay Miller's Graphic Organizers

<http://bookunitsteacher.com/flipchart/reading/textstructures/causeeffect.htm>

### INFOGRAPHICS

Health Effects of Heat Stroke Infographic

[https://www.osha.gov/SLTC/heatillness/3431\\_wksiteposter\\_en.pdf](https://www.osha.gov/SLTC/heatillness/3431_wksiteposter_en.pdf)

Car Safety Infographic

<https://www.childrens.com/wps/wcm/connect/childrenspublic/78342616-7e07-4714-b508-266c7c3ea28b/car-safety-tips-for-kids.pdf?MOD=AJPERES>

Immigration Statistics from South Dakota

<http://www.immigrationpolicy.org/sites/default/files/docs/ipc/images/infographics/2015/South%20Dakota%202015.png>

### VIDEO

English for Work Interactive, by Bethany Gustafson

<https://abeweb.mpls.k12.mn.us/English-For-Work/Home.htm>

National Institute of Health Senior Health "Know Your Diabetes ABCs"

<http://nihseniorhealth.gov/videolist.html#diabetes>

### LEARNER WEBSITE

REEP World English Practice for Beginners

<http://www.reepworld.org/englishpractice/>

### ESL Literacy Readers

Stories available online for beginning literacy through low intermediate, which can be printed for classroom use. The stories reflect a Canadian context. <https://esl-literacy.com/readers/>

### Newsela.com

Online nonfiction articles and opinion pieces on a wide range of topics and available at various reading levels—though the levels are not for lower level ELs; can be printed for classroom use. Reading starts at grade level 2.0

### Reading Skills for Today's Adults

[http://resources.marshalladulthoodeducation.org/reading\\_skills\\_home.htm](http://resources.marshalladulthoodeducation.org/reading_skills_home.htm)

Adult-oriented stories at reading levels from 0.7 to 8.0. Students can also listen to the stories. Each story includes a handout with comprehension questions and writing prompts that can be printed.

### Some Additional Resources

August, D. & Shanahan, T. (2010). Effective English literacy instruction for English learners, In California Department of Education, *Improving education for English learners: Research-based approaches*. (pp. 209-240). Sacramento, CA: California Department of Education.

Beck, I. L., McKeown, M. G., & Kucan, L. (2002). *Bringing words to life: Robust vocabulary instruction*. New York. Guilford Press.

Dutro, S., & Kinsella, K. (2010). English language development: Issues and implementation at grades six through twelve. In California Department of Education, *Improving education for English learners: Research-based approaches*. (pp. 151-207). Sacramento, CA: California Department of Education.

Ewert, D. E. (2014). Content-learning tasks for adult ESL learners: Promoting literacy for work or school. *TESOL Journal*, 5(2), 265-287.

Ferlazzo, L. (2015). Five strategies for ELL vocabulary instruction. Retrieved from <http://www.teachingenglish.org.uk/blogs/larry-ferlazzo/larry-ferlazzo-five-strategies-ell-vocabulary-instruction>

Ferlazzo, L. (2015). Vocabulary instruction is more than a list of words - Part One. Classroom Q & A with Larry Ferlazzo, *Education Week*, retrieved from [http://blogs.edweek.org/teachers/classroom\\_qa\\_with\\_larry\\_ferlazzo/2015/02/response\\_strategies\\_for\\_vocabulary\\_instruction\\_-\\_part\\_one.html](http://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/2015/02/response_strategies_for_vocabulary_instruction_-_part_one.html)

Ferlazzo, L. (2015). Vocabulary instruction is more than a list of words - Part Two. Classroom Q & A with Larry Ferlazzo, *Education Week*, retrieved from [http://blogs.edweek.org/teachers/classroom\\_qa\\_with\\_larry\\_ferlazzo/2015/03/response\\_vocabulary\\_instruction\\_is\\_more\\_than\\_giving\\_a\\_list\\_of\\_words.html](http://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/2015/03/response_vocabulary_instruction_is_more_than_giving_a_list_of_words.html) (**Word Walls**)

Ferlazzo, L. (2014). The picture word inductive model. Retrieved from <http://www.teachingenglish.org.uk/blogs/larry-ferlazzo/larry-ferlazzo-picture-word-inductive-model> (**For Beginners**)

Hiebert, E. H. (2012). Core vocabulary: The foundation for reading complex text. *Text Matters*, 1(2), 1-4. Retrieved from <http://textproject.org/library/text-matters/vocabulary/text-complexity-and-english-learners-building-vocabulary/>

Hiebert, E. H. (2013). Text complexity and English learners – Building vocabulary. *Text Matters*, 2(1), 1-6. Retrieved from <http://textproject.org/library/text-matters/vocabulary/text-complexity-and-english-learners-building-vocabulary/>

Hiebert, E. H. & Pearson, P. D. (n.d.). *Generative vocabulary instruction*. Pearson. Retrieved from <http://textproject.org/assets/library/resources/Hiebert-Pearson-Generative-vocabulary-instruction.pdf>

Himmele, W. & Himmele, P. (2011). *Total participation techniques Making every student an active learner*. Alexandria, VA: ASCD.

Lawrence, J. F., White, C. & Snow, C. E. (2010). The words students need. *Educational Leadership*. 68(2), 23-26 Retrieved from <http://www.ascd.org/publications/educational-leadership/oct10/vol68/num02/The-Words-Students-Need.aspx>

Liu, D. (2003). The most frequently used spoken American English idioms: A corpus analysis and its implications. *TESOL Quarterly*, 37(4), 671-700.

Liu, D. (2011). The most frequently used phrasal verbs in American and British English: A multicorpus examination. *TESOL Quarterly*, 45(4), 661-688.

Marzano, R. (2004). *Building background knowledge for academic achievement: Research on what works in schools*, Alexandria, VA: Association for Supervision and Curriculum Development. Excerpts available online at <http://www.ascd.org/publications/books/104017/chapters/An-ASCD-Study-Guide-for-Building-Background-Knowledge-for-Academic-Achievement@-Research-on-What-Works-in-Schools.aspx>

\*Parrish, B. & Johnson, K. (2010). *Promoting learner transitions to postsecondary education and work: Developing academic readiness skills from the beginning*. Washington, DC: Center for Applied Linguistics.. Retrieved from <http://www.cal.org/caelanetwork/pdfs/TransitionsFinalWeb.pdf>

## Web Resources

Averil Coxhead's Academic Word List

<http://www.victoria.ac.nz/lals/resources/academicwordlist/>

New Academic Word List

<http://www.newacademicwordlist.org/>

Michigan Corpus of American Spoken English

<http://quod.lib.umich.edu/m/micase/r>

New General Service List

<http://www.newgeneralservicelist.org/>

Tom Cobb's Vocabulary Profiler marks up texts according to the first 1,000 and second 1,000 most common English words (West, 1953) as well as Averil Coxhead's Academic Word List. Website also includes vocabulary tests and study materials. <http://www.lex tutor.ca/vp/>

Stanford University Language Awareness

White papers, videos and curricular resources focused on supporting English learners in K12 with the Common Core State Standards

<http://ell.stanford.edu/>

Word Generation (SERP)

A vast collection of exemplary K12 lesson plans in science and social studies with a strong focus on vocabulary which can be adapted for adults <http://wordgen.serpmedia.org/>

Flash Cards App for iPhone

<http://orangeorapple.com/Flashcards/Default.aspx>

Promoting Vocabulary Development Texas Reading Initiative

<http://www.education.sfasu.edu/ele/classes/abel/affixes.html>

Quizlet for creating word cards with pictures and audio online and through apps

<http://quizlet.com/>

Jeff Zwiers website – useful collection of effective tools for teaching language

<http://www.jeffzwiers.com/resources.html>

## Online English Learners' Dictionaries

Cambridge

<http://dictionary.cambridge.org/us/>

Newbury Dictionary of American English

<http://nhd.heinle.com/home.aspx>

Longman Dictionary of Contemporary English

<http://www.ldoceonline.com/>

Oxford Collocations Dictionary

<http://llohe-ocd.appspot.com/>

## \*NEW\* LINC'S ESL Pro Issue Briefs

Harris, K. (2015). *Integrating digital literacy into English language instruction: Issue brief*. Washington, DC: Literacy Information and Communication System, ESL Pro. Retrieved from

[https://lincs.ed.gov/publications/pdf/ELL\\_Digital\\_Literacy\\_508.pdf](https://lincs.ed.gov/publications/pdf/ELL_Digital_Literacy_508.pdf)

Parrish, B. (2015). *Meeting the needs of today's English language learners: Issue brief*. Washington, DC: Literacy Information and Communication System, ESL Pro. Retrieved from

[https://lincs.ed.gov/publications/pdf/ELL\\_Increasing\\_Rigor\\_508.pdf](https://lincs.ed.gov/publications/pdf/ELL_Increasing_Rigor_508.pdf)

Wrigley, H. S. (2015). *Preparing English learners for work and career pathways: Issue brief*. Washington, DC: Center for Applied Linguistics.. Retrieved from [https://lincs.ed.gov/publications/pdf/ELL\\_Context\\_Instruction\\_508.pdf](https://lincs.ed.gov/publications/pdf/ELL_Context_Instruction_508.pdf)