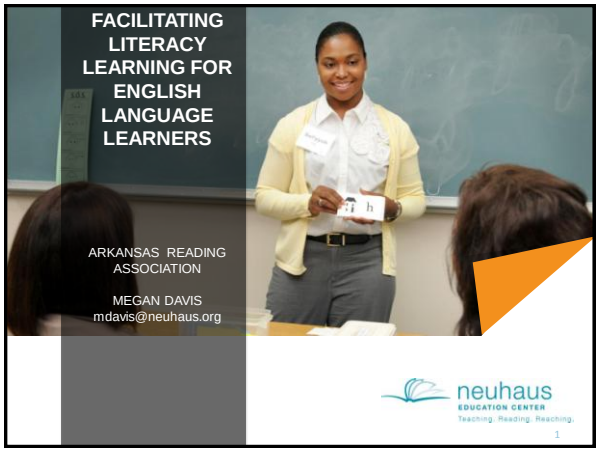


Ladder of Language Acquisition

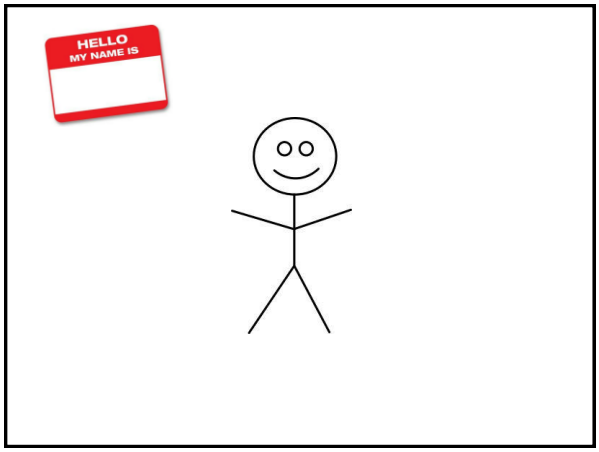
Written Expressive Language
Written Receptive Language
Oral Expressive Language
Oral Receptive Language

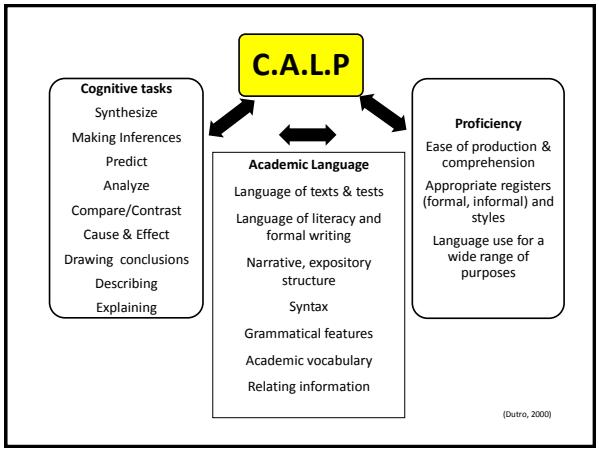
Johnson and Myklebust, 1967

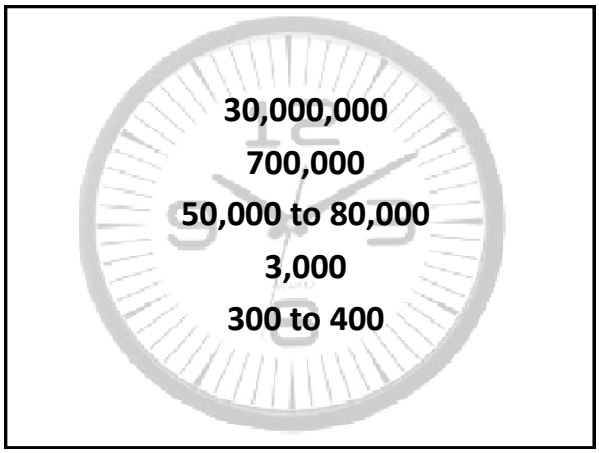
Language Structures		
	Oral	***Written***
Receptive		
Expressive		

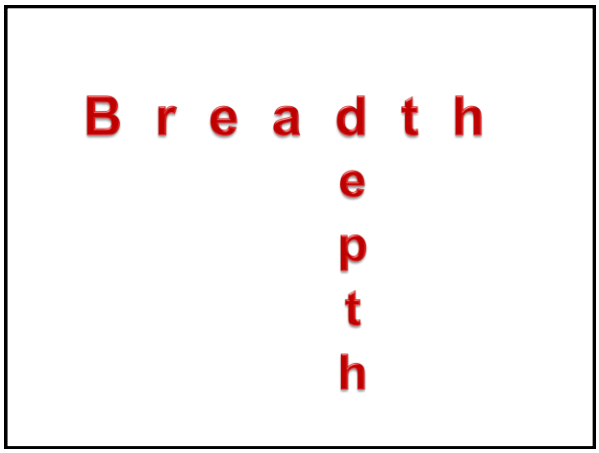
SOCIAL LANGUAGE	ACADEMIC LANGUAGE
Basic Interpersonal Communication Skills BICS	Cognitive Academic Language Proficiency CALP
• Informal, interpersonal • Language used in social settings • Language children use on the playground, the school bus, lunch room • Language used for every day life activities such as buying groceries at the store or shopping. • Expressing needs and wants language such as asking to leave the classroom • Having everyday conversations.	• Language used for learning in a school setting • Language children use about the learning in the classroom. • Language read in print that is found in textbooks and tests • Language required in an academic setting.

(Cummins, 1979)


HELLO
MY NAME IS


C.A.L.P
Cognitive tasks
Synthesize
Making Inferences
Predict
Analyze
Compare/Contrast
Cause & Effect
Drawing conclusions
Describing
Explaining
Academic Language
Language of texts & tests
Language of literacy and formal writing
Narrative, expository structure
Syntax
Grammatical features
Academic vocabulary
Relating information
Proficiency
Ease of production & comprehension
Appropriate registers (formal, informal) and styles
Language use for a wide range of purposes
(Dutro, 2000)


30,000,000
700,000
50,000 to 80,000
3,000
300 to 400


Breadth
Depth

Depth of Oral Language

1.

2.

3.

4.

tip

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

well

- Noun
- Verb
- Adjective
- Adverb
- Interjection

glitch	hitch	trial	tribulation	dilemma
catastrophe	disaster	annoyance	tragedy	irritation
calamity	hassle	blip	breakdown	nuisance
misfortune	blow	displeasure	snag	hiccup

Naming

1. Choose a topic.
2. Students rapidly name things related to the chosen topic.
3. Students rapidly name things related to the topic by categories.
4. Students rank words.
5. Students generate multiple meanings.

Ranking

- Increases world knowledge
- Helps students understand figurative language
- Helps students make precise word choices
- Helps students understand word connotations

Describing

- Choose two or three objects or pictures of objects that are related to the topic (i.e., clothing, transporation).
- Students describe.
  - Name the object.
  - Name categories the object belongs in.
  - Name the functions of the object.
  - Name its color, size, shape. Compare it to another object. Use a simile or a metaphor.

Sentence Frames

- **Compare:**

  Both the _____ and the _____ are/have

  _____.

  The _____ and the _____ are similar because

  _____.

Sentence Frames

- **Contrast:**

  The _____ is/has <u>but</u> the _____ is/has _____.

  The _____ and the _____ are <u>different</u>

  because _____.

Sentence Frames

- **Sequence**:

  First _____ (this happens), then _____ (this

  happens) and finally _____ (this happens).

Sentence Frames

- **Predict**:

  I think _____(this will happen).

  I think _____ (who) will _____ (do what).

- **Draw conclusions**:

  If _____(this happens), then _____ (this will

  happen).

Questions to ask yourself:

- What am I asking students to do with language today?
- How will I structure opportunities for the students to use these new forms?

Sensory Supports

- Real-life objects
- Manipulatives
- Pictures & photographs
- Illustrations, diagrams, & drawings
- Magazines & newspapers
- Physical activities
- Videos & films
- Broadcasts
- Models & figures

Graphic Supports

- Charts
- Graphic organizers
- Tables
- Graphs
- Timelines
- Number lines

Retelling

1. Read a passage.
2. Display summary pictures that mark the actions, events, or key points.
3. After students listen to the passage, students generate interesting words they heard.
4. Students take turns retelling the passage, using the pictures as prompts.

Cars have been seen in a hundred years.	100
Cars been pulled by wagons, carts, and horses.	
Cars are a lot of money and they're not available and you can't even afford one.	$$$$$$$$
It will take lots of time for a car, like one hour.	🕐🕑🕒🕓
A man had made up an idea, an assembly line.	▬▬▬
And you put one piece part together.	1
And time takes less to buy a car of making.	🕐
Cars can cost less. Cars just need gas and energy and you drive like a hundred miles.	$$