English Language Development Strategies:
Teaching Language and Content to English Language Learners (ELLs)

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http://morethanenglish.edublogs.org/
# Do you see your English Language Learners (ELLs)?

<table>
<thead>
<tr>
<th>Types of ELL learner</th>
<th>Background information</th>
<th>Possible learning behaviors</th>
<th>Supports needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>High academic background in native country</td>
<td>These students have received formal academic instruction in their native country and language. *easier time transferring to English</td>
<td>*students understand literacy concepts and can read phonetically without comprehension.</td>
<td>• Teach based on students’ personal strengths*</td>
</tr>
<tr>
<td>Low academic background in native country</td>
<td>These students have minimal or no experience of formal academic instruction.</td>
<td>*minimal responses in L1 or L2 *will struggle initially regardless of language use.</td>
<td>• Build background knowledge through cultural connections</td>
</tr>
<tr>
<td>2nd/3rd generation English Language Learner</td>
<td>These students were born in the U.S. or have received majority of their education in the U.S. but are neither proficient in their L1 or L2</td>
<td>It will take the students 5-7 or more years to acquire CALP (3). Even after students have received several years of formal education, they may continue lack proficiency of literacy skills.</td>
<td>• define specific activities in which the student can excel</td>
</tr>
</tbody>
</table>

**BICS vs. CALPS**

[Diagram showing BICS and CALPS]

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[Image of a student studying]


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**Compiled by Allyson Newton – NC DPI ELL Support Team – Winter 2013**
**Figure 5M: CAN DO Descriptors for the Levels of English Language Proficiency, PreK-12**

For the given level of English language proficiency, with support, English language learners can:

<table>
<thead>
<tr>
<th>Level 1 Entering</th>
<th>Level 2 Beginning</th>
<th>Level 3 Developing</th>
<th>Level 4 Expanding</th>
<th>Level 5 Bridging</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LISTENING</strong></td>
<td><strong>SPEAKING</strong></td>
<td><strong>READING</strong></td>
<td><strong>WRITING</strong></td>
<td></td>
</tr>
<tr>
<td>• Point to stated pictures, words, phrases</td>
<td>• Name objects, people, pictures</td>
<td>• Match icons and symbols to words, phrases or environmental print</td>
<td>• Label objects, pictures, diagrams</td>
<td></td>
</tr>
<tr>
<td>• Follow one-step oral directions</td>
<td>• Answer WH- (who, what, when, where, which) questions</td>
<td>• Identify concepts about print and text features</td>
<td>• Draw in response to a prompt</td>
<td></td>
</tr>
<tr>
<td>• Match oral statements to objects, figures or illustrations</td>
<td>• Ask WH- questions</td>
<td>• Locate and classify information</td>
<td>• Produce icons, symbols, words, phrases to convey messages</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Sort pictures, objects according to oral instructions</td>
<td>• Identify facts and explicit messages</td>
<td>• Make lists</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Follow two-step oral directions</td>
<td>• Select language patterns associated with facts</td>
<td>• Produce drawings, phrases, short sentences, notes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Match information from oral descriptions to objects, illustrations</td>
<td>• Use context clues to determine meaning of words</td>
<td>• Give information requested from oral or written directions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Locate, select, order information from oral descriptions</td>
<td>• Identify main ideas</td>
<td>• Produce bare-bones expository or narrative texts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Follow multi-step oral directions</td>
<td>• Use context clues to determine meaning of words</td>
<td>• Compare/contrast information</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Categorize or sequence oral information using pictures, objects</td>
<td>• Identify word families, figures of speech</td>
<td>• Describe events, people, processes, procedures</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Compare/contrast functions, relationships from oral information</td>
<td>• Summarize information from graphics or notes</td>
<td>• Summarize information from graphics or notes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Analyze and apply oral information</td>
<td>• Edit and revise writing</td>
<td>• Edit and revise writing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Identify cause and effect from oral discourse</td>
<td>• Create original ideas or detailed responses</td>
<td>• Create original ideas or detailed responses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Draw conclusions from oral information</td>
<td>• Apply information to new contexts</td>
<td>• Apply information to new contexts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Construct models based on oral discourse</td>
<td>• React to multiple genres and discourses</td>
<td>• React to multiple genres and discourses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Make connections from oral discourse</td>
<td>• Author multiple forms/genres of writing</td>
<td>• Author multiple forms/genres of writing</td>
<td></td>
</tr>
</tbody>
</table>

Variability of students’ cognitive development due to age, grade level span, their diversity of educational experiences and diagnosed learning disabilities (if applicable), are to be considered in using this information.
What **IS** SIOP?

SIOP is

**good teaching PLUS**

purposeful teaching of the *language* necessary for ELLs
to understand content.

### SIOP Model Components

- Preparation
- Building Background
- Comprehensible Input
- Strategies
- Interaction
- Practice
- Lesson Delivery
- Assessment
1. Lesson Preparation

- Write content objectives and language objectives clearly
- Appropriate content concepts
- Supplementary materials
- Adapt content
- Meaningful activities

Match the Content Objective with the Language Objective.
Be ready to justify your answer

A. SBWAT analyze the difference between plant and animal cells by listing the characteristics in a Venn Diagram and sharing orally their diagrams with a partner.

B. SBWAT justify the equivalence among decimals, fractions, and percents by presenting orally their match to the class using the words decimal, fraction, and percent.

C. SBWAT apply reading strategies to comprehend text by writing a summary that follows the sequence of events on a completed story strip.

D. SBWAT explain key events in a historical era by presenting orally their timelines to the class including key vocabulary.
2. Building Background

- Explicitly link concepts to students' background
- Explicitly link past learning and new concepts
- Emphasize key vocabulary

*Why is this political cartoon confusing, or not amusing?

*What information might you need in order for it to make sense?

3. Comprehensible Input

- Use appropriate speech
- Explain academic tasks clearly
- Use a variety of techniques to make concepts clear

What helps language learning? | What hurts language learning?
---|---

Notes:

____________________________________

____________________________________

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____________________________________
4. Strategies

- Explicitly teach students to use strategies
- Scaffolding techniques
- A variety of question types – including HOTs

The Features of the “Strategies” component are:

L________________ strategies; Sc________________;
H________________ O___________________
Q________________________.

5. Interaction

- Frequent opportunities for interactions
- Use group configurations
- Provide sufficient wait time for student responses
- Give opportunities for students to clarify key concepts in first language (L1)

What are ways that you utilize technology to facilitate interaction?
6. Practice and Application

- Hands-on materials and/or manipulatives
- Activities for students to apply content and language knowledge
- Activities that integrate all language skills

7. Lesson Delivery

- **Support content and language objectives** clearly
- **Engage students** approximately 90-100% of the period
- **Pace** the lesson appropriately to the students’ ability level.

Questions:

1. How was the teacher’s pacing of the lesson?

2. Were all students engaged? Why or why not?

3. Did you observe other SIOP Components and features present in this lesson?

4. How might you have delivered the lesson differently? What might you “borrow” for use in your classroom?
8. Review and Assessment

- Comprehensive review of key vocabulary and key content concepts
- Provide feedback to students
- Assessments of student comprehension and learning throughout the lesson

1. What are techniques you use to...
   a. Review vocabulary?
   b. Review content concepts?
   c. Provide informal feedback to students?

2. What is your favorite 5 minute wrap-up Activity?

Closure

My Next Steps are____________________________________________________
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____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
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Notes:
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____________________________________________________________________
The Sheltered Instruction Observation Protocol (SIOP) Model Implementation Self Check (U-S-N)

Beside each SIOP Model feature, write either Usually, Sometimes, or Never to show how often you use this feature in your teaching.

Lesson Preparation
1. Write content objectives clearly for students.
2. Write language objectives clearly for students.
3. Choose content concepts appropriate for age and educational background level of students.
4. Identify supplementary materials to use (graphs, models, visuals).
5. Adapt content (e.g., text, assignment) to all levels of student proficiency.
6. Plan meaningful activities that integrate lesson concepts (e.g., surveys, letter writing, simulations, constructing models) with language practice opportunities for reading, writing, listening, and/or speaking.

Building Background
7. Explicitly link concepts to students' backgrounds and experiences.
8. Explicitly link past learning and new concepts.
9. Emphasize key vocabulary (e.g., introduce, write, repeat, and highlight) for students.

Comprehensible Input
10. Use speech appropriate for students' proficiency level (e.g., slower rate, enunciation, and simple sentence structure for beginners).
11. Explain academic tasks clearly.
12. Use a variety of techniques to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language).

Strategies
13. Provide ample opportunities for students to use strategies (e.g., problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring).
14. Use scaffolding techniques consistently (providing the right amount of support to move students from one level of understanding to a higher level) throughout lesson.
15. Use a variety of question types including those that promote higher-order thinking skills throughout the lesson (literal, analytical, and interpretive questions).

Interaction
16. Provide frequent opportunities for interactions and discussion between teacher/student and among students, and encourage elaborated responses.
17. Use group configurations that support language and content objectives of the lesson.
18. Provide sufficient wait time for student responses consistently.
19. Give ample opportunities for students to clarify key concepts in L1 as needed with aide, peer, or L1 text.

Practice/Application
20. Provide hands-on materials and/or manipulatives for students to practice using new content knowledge.
21. Provide activities for students to apply content and language knowledge in the classroom.
22. Provide activities that integrate all language skills (i.e., reading, writing, listening, and speaking).

Lesson Delivery
23. Support content objectives clearly.
25. Engage students approximately 90-100% of the period (most students taking part and on task throughout the lesson.
26. Pace the lesson appropriately to the students' ability level.

Review/Assessment
27. Give a comprehensive review of key vocabulary.
28. Give a comprehensive review of key content concepts.
29. Provide feedback to students regularly on their output (e.g., language, content, work).
30. Conduct assessments of student comprehension and learning throughout lesson on all lesson objectives (e.g., spot checking, group response).

Total Us _____  Total Ss _____  Total Ns _____  Conclusions:

Center for Applied Linguistics, 2006