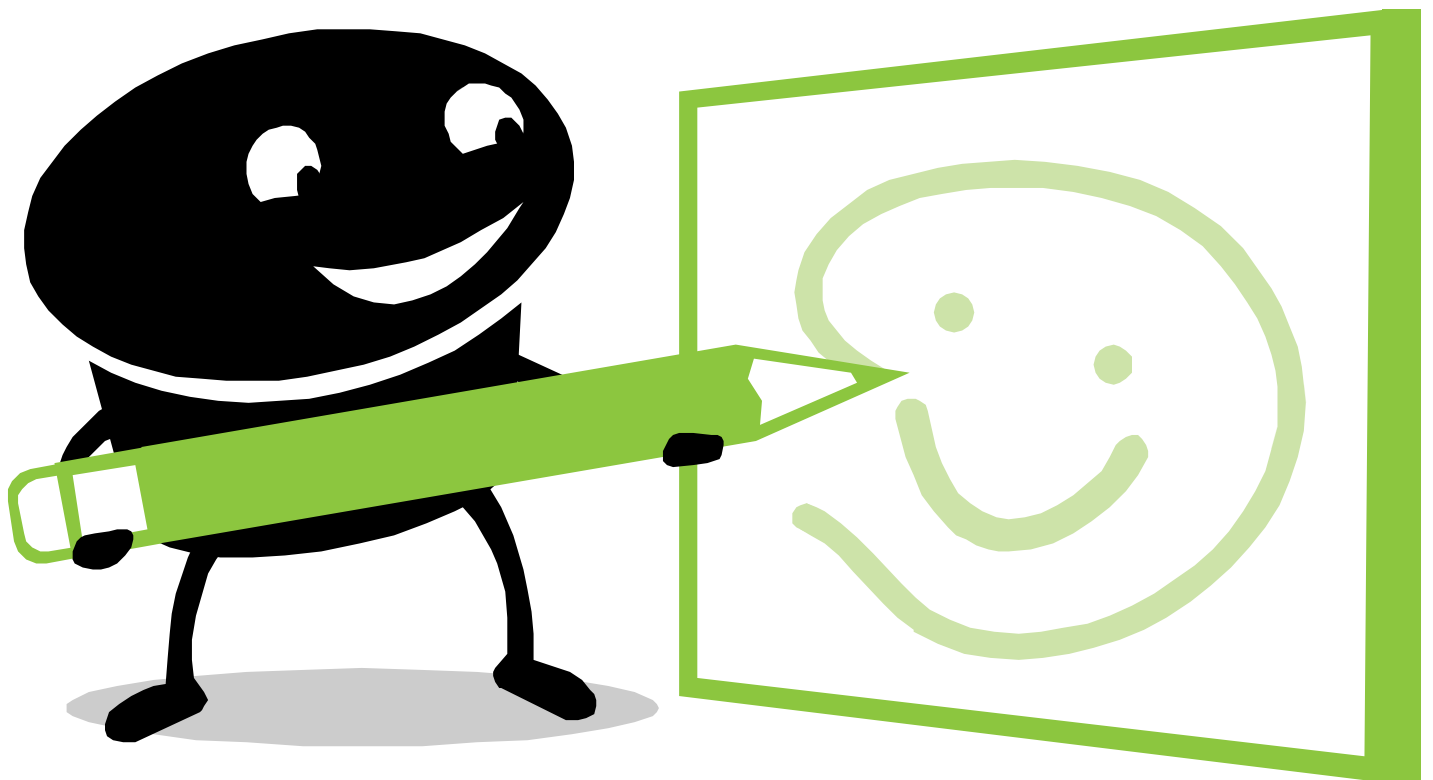


English Language Development Strategies:

Teaching Language and Content to English Language Learners (ELLs)



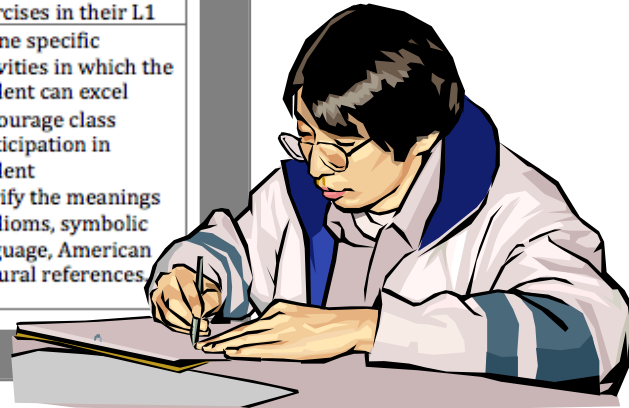
<http://moretnanenglishn.eauiogs.org/>

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Presented by
Allyson Newton
NC DPI ELL Support Team Coach

Do you see your English Language Learners (ELLs) ?

Types of ELL learner	Background information	Possible learning behaviors	Supports needed
High academic background in native country	These students have received formal academic instruction in their native country and language. *easier time transferring to English	*students understand literacy concepts and can read phonetically without comprehension.	<ul style="list-style-type: none"> • Teach based on students' personal strengths* • Group/peer interaction activities • transferring of knowledge in native language to English • English phonetics
Low academic background in native country	These students have minimal or no experience of formal academic instruction.	<ul style="list-style-type: none"> *minimal responses in L1 or L2 *will struggle initially regardless of language use. 	<ul style="list-style-type: none"> • Build background knowledge through cultural connections • Encourage student to share cultural information • Provide student with summaries and exercises in their L1
2 nd /3 rd generation English Language Learner	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	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.	<ul style="list-style-type: none"> • define specific activities in which the student can excel • Encourage class participation in student • Clarify the meanings of idioms, symbolic language, American cultural references



<http://www.esd20.org/site/files/510/135401/451027/623797/SIOPClassroomStrategies.pdf>

BICS vs. CALPS

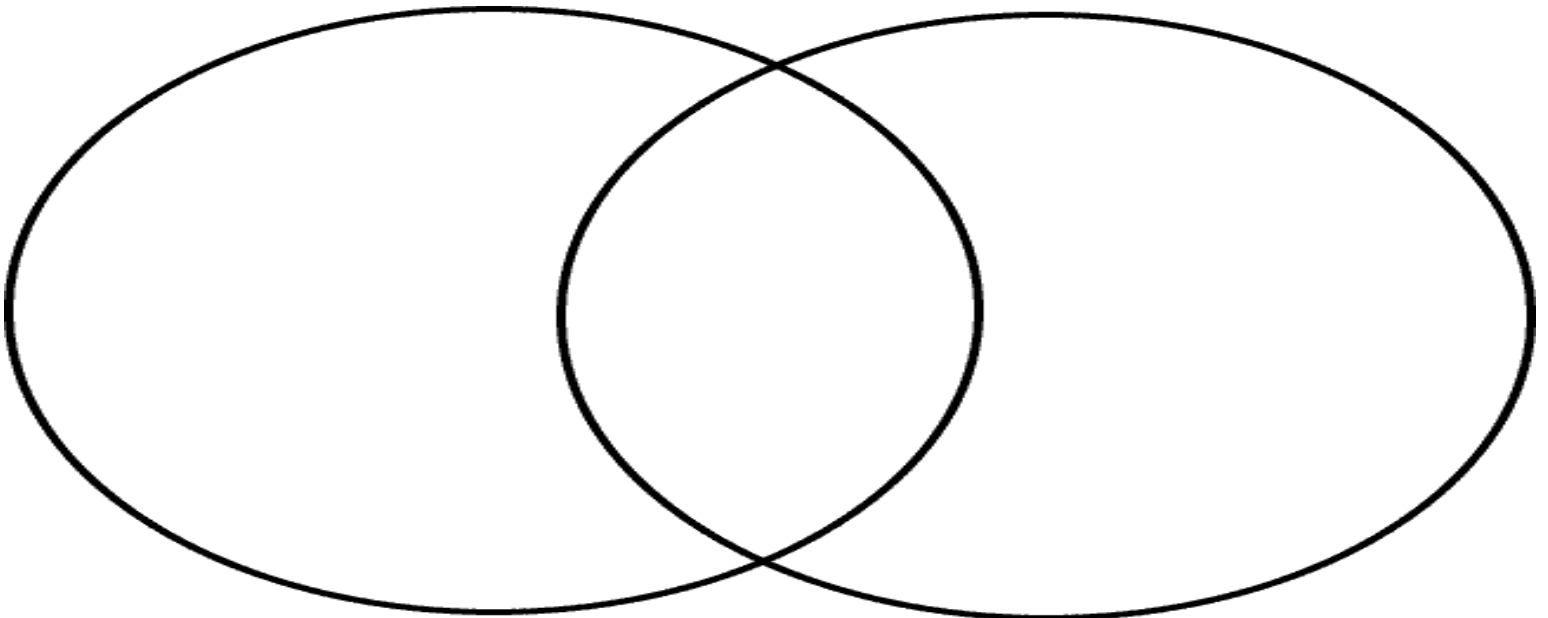


Figure 5M: CAN DO Descriptors for the Levels of English Language Proficiency, PreK-12

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

Level 6 Reaching					
	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	<ul style="list-style-type: none"> Point to stated pictures, words, phrases Follow one-step oral directions Match oral statements to objects, figures or illustrations 	<ul style="list-style-type: none"> Sort pictures, objects according to oral instructions Follow two-step oral directions Match information from oral descriptions to objects, illustrations 	<ul style="list-style-type: none"> Locate, select, order information from oral descriptions Follow multi-step oral directions Categorize or sequence oral information using pictures, objects 	<ul style="list-style-type: none"> Compare/contrast functions, relationships from oral information Analyze and apply oral information Identify cause and effect from oral discourse 	<ul style="list-style-type: none"> Draw conclusions from oral information Construct models based on oral discourse Make connections from oral discourse
SPEAKING	<ul style="list-style-type: none"> Name objects, people, pictures Answer WH- (who, what, when, where, which) questions 	<ul style="list-style-type: none"> Ask WH- questions Describe pictures, events, objects, people Restate facts 	<ul style="list-style-type: none"> Formulate hypotheses, make predictions Describe processes, procedures Retell stories or events 	<ul style="list-style-type: none"> Discuss stories, issues, concepts Give speeches, oral reports Offer creative solutions to issues, problems 	<ul style="list-style-type: none"> Engage in debates Explain phenomena, give examples and justify responses Express and defend points of view
READING	<ul style="list-style-type: none"> Match icons and symbols to words, phrases or environmental print Identify concepts about print and text features 	<ul style="list-style-type: none"> Locate and classify information Identify facts and explicit messages Select language patterns associated with facts 	<ul style="list-style-type: none"> Sequence pictures, events, processes Identify main ideas Use context clues to determine meaning of words 	<ul style="list-style-type: none"> Interpret information or data Find details that support main ideas Identify word families, figures of speech 	<ul style="list-style-type: none"> Conduct research to glean information from multiple sources Draw conclusions from explicit and implicit text
WRITING	<ul style="list-style-type: none"> Label objects, pictures, diagrams Draw in response to a prompt Produce icons, symbols, words, phrases to convey messages 	<ul style="list-style-type: none"> Make lists Produce drawings, phrases, short sentences, notes Give information requested from oral or written directions 	<ul style="list-style-type: none"> Produce bare-bones expository or narrative texts Compare/contrast information Describe events, people, processes, procedures 	<ul style="list-style-type: none"> Summarize information from graphics or notes Edit and revise writing Create original ideas or detailed responses 	<ul style="list-style-type: none"> Apply information to new contexts React to multiple genres and discourses Author multiple forms/ genres of writing

Variability of students' cognitive development due to age, grade level spans, 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



The SIOP Model



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**

- _____ 1. SWBAT identify the equivalence among decimals, fractions, and percents by matching the decimals, fractions, and percents in a mix-match-freeze activity.
- _____ 2. SWBAT differentiate between plant and animal cells by illustrating the cells side by side.
- _____ 3. SWBAT identify key events in a historical era by constructing a timeline.
- _____ 4. SWBAT use reading strategies to comprehend text by sequencing events on a story strip.

- A. SWBAT 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. SWBAT justify the equivalence among decimals, fractions, and percents by presenting orally their match to the class using the words decimal, fraction, and percent.
- C. SWBAT apply reading strategies to comprehend text by writing a summary that follows the sequence of events on a completed story strip.
- D. SWBAT explain key events in a historical era by presenting orally their timelines to the class including key vocabulary.

Notes:



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:



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



Hands-on materials



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?

Notes:

8. Review and Assessment



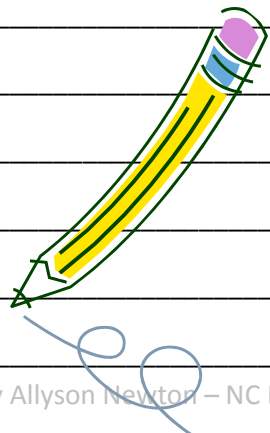
- Comprehensive review of key vocabulary and key content concepts
- Provide feedback to students
- Assessments of student comprehension and learning throughout the lesson

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 _____



Notes:

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.
- ___ 24. **Support language 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:

Clock Partners

