


**Academic Achievement
for ELLs**

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Day 2

ESOL Department
<http://www.broward.k12.fl.us/esol/>



Objectives:

This professional learning will prepare us to:

- *apply pertinent information to facilitate ESOL programs that are in compliance with federal, state and district guidelines pertaining to English Language Learners (ELLs).*
- *identify specific educational needs of English Language Learners (ELLs) and design instruction that promotes academic achievement for all students.*
- *explore instructional implications of the Common Core State Standards as they apply to ELLs.*

**Activating Prior
Knowledge**

- Turn to your partner and share a highlight from day one for one minute.




How does this video relate to your classroom and your students?

http://www.youns.com/lucy/i-love-lucy_video.asp

Reflection

- Think back to something you learned from scratch. How did you feel as you were starting?
- Can you think of anything that would have made you feel better about starting on the new topic?
- At what point did you feel you were finally "getting it"?
- Share with your partner/group.



Activating Prior Knowledge

When a reader's prior knowledge is thus "primed," the resulting schema provides a framework for any new information the reader learns (Graves, Juel, and Graves, 1998) and increases the likelihood that the reader will recall text afterward.

Baldwin, Peleg-Bruckner, McClintock 1985; Recht and Leslie, 1988

Building Background

It is essential that every lesson take account what students bring to the lesson and build on that existing knowledge and prior language skills.

Dutro and Moran, 2003

A Solid Start

Building and Activating Background Knowledge
Chapter 5

Chapter 5: page 55

- Skim the chapter
- Highlight a strategy that you currently use or are willing to use when you return to your classroom.

Building Background			
Realia	Photos	Examples	Graphs
Videos	Modeling	Read Alouds	KWL
Concept Maps	Story Maps	Illustrations	Demos
Charts	Picture Walks	Text Previews	Quick Writes
Discussions	Word Banks	Technology	Guest Speaker

Presenting New Material


Teaching the Lesson
Chapter 6

Wright Family Exercise

- What was the passage about?
- How did you feel as the passage was read?
- What could the reader have done differently to help you comprehend the content of the passage?

Scavenger Hunt

- Which strategy requires you to take students through a step-by-step process?




Name one difficulty of oral academic language.

1. Oral language is ephemeral in nature.
2. Non-native listener takes more time to process the incoming words than the speakers take to deliver them.
3. English, the language students are trying to learn, is the medium through which academic content is delivered.

Routine

- Name one routine that you implement in your classroom or find effective from those listed in the book.



This is an example of which strategy?

Are you interested in partaking of a carbonated beverage at the conclusion of the professional development training session?

Do you want to go for a coke later?

Final Scavenger Hunt Question

- In your group, write one scavenger hunt question using the content in Chapter 6.
- Be prepared to ask the question to the whole group.

Did They Get What I Taught?

Checking Comprehension
Chapter 7

Positive/Negative Graffiti

You have just been assigned a student teacher and you want to start him/her out right.

Write a list of at least five practices that encourage classroom participation and five practices that are sure to discourage participation.

Extending Comprehension

Chapter 8:
Textbook Vocabulary Strategies

Chapter 9:
Textbook Reading Strategies


Pause 2 Ponder

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graph LR; A[Topic / Issue] --> B[Points to Remember]; B --> C[Implications for my classroom];
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Reinforcing Learning

Chapter 10
Activities and Assignments.


Choose an appropriate graphic organizer/
concept map and use it to depict concepts
presented in Chapter 10.



**Did they learn what I
taught?**

Chapters 11 and 12
Classroom and High-Stakes Tests

What about PARCC Accommodations for ELLs?



PARCC's technical working group, the Accessibility, Assessment and Fairness group, is looking at how the assessments can be designed from the onset for maximum accessibility for ELLs and students with disabilities.


Members of the working group will draft and recommend to the Governing Board a set of Partnership-wide policies, described in a Partnership Accommodations Manual. These policies will be adopted by each member state to identify eligible students and select and administer acceptable accommodations.

Go/Go Grid

Give One/Get One

I give an idea.	I get an idea.
I get an idea.	I get an idea.

Concept Mania



- Form teams of two.
- Designate a talker and listener in each team.
- The talker tries to get the listener to guess each word by quickly describing it.
- The talker may not use words in the title, rhyming words or "sounds like."

Beach

- * Sand
- * Ocean
- * Sun
- * Seaweed
- * Towel
- * Shells

Accommodations

- * Timing
- * Scheduling
- * Dictionary
- * Setting
- * Response
- * Presentation

Assessments

- * Rubrics
- * Portfolios
- * Journals
- * Presentations
- * FCAT
- * CELLA

Graphic Organizers

- * Venn Diagram
- * T-Chart
- * KWL
- * Semantic Web
- * Fishbone
- * Story Map
- * Thinking Maps

Cartoon Characters




Resources



Documents Supporting the K-12 ESOL Plan


- ESOL Instructional Strategies MATRIX
- Developmental Language Arts through ESOL Instructional Frameworks (6-12)
- Language Arts Standards with English Proficiency Standards (K-12)
- Suggested Supplementary Materials(K-12)
- List of Bilingual Dictionaries

Broward Enterprise Education Portal (B.E.E.P)



- ❖ Lesson plans are available in all subject areas with ESOL strategies.
- ❖ Specific ESOL/Reading lessons are currently being developed for teacher use.
- ❖ <http://beep.browardschools.com>

Resources



These pamphlets are also available in Spanish, Haitian-Creole and Portuguese.

Language Acquisition is a Long-Term Process



Language learning is a complex, multifaceted process that encompasses academic and cultural knowledge as well as basic communication skills.

Multiple factors influence rate of language acquisition:


- Educational background
- Native language skills
- Learning style
- Cognitive factors
- Motivation
- Age
- Instructional environment
- Quality of instruction
- Practice in the second language
- Others???

What are the most effective instructional practices for teaching ELLs?

- Six classroom attributes associated with positive student outcome:
 - Explicit skill instruction
 - Student-directed activities
 - Instructional strategies that enhance understanding
 - Opportunities to practice
 - Systematic student assessment
 - Balanced curriculum

August and Hakuta, 2007

How do these practices transfer to the classroom?



- Easy to follow procedures, language is clear and specific
- Interactive, plenty of opportunities for students to practice the language
- Items should be labeled, print awareness
- Hands-on activities and manipulatives
- Lots of visual cues
- Differentiated instruction
- Others...

Helpful Websites

<http://www.psychomet/ricshapes.co.uk/questionnaire.php>

www.inspiration.com

www.broward.k12.fl.us/esol/

**FOLLOW-UP
Option #1**



Follow - up Activity

- Due Date: Monday, Sept. 7 via CAB to Jenna Moniz or email jenna.moniz@browardschools.com
- Participants will complete _____ using the template provided.
- If you have any questions during the summer, contact Jenna Moniz at 754-321-2950.

Cruise Line

- ✿ The most important point that I learned is . . .
- ✿ I now know that ELLs . . .
- ✿ I still need to know . . .

Have a wonderful summer!