

Academic Achievement for ELLs

Miriam Acevedo
Annette Ramos
Day 2

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



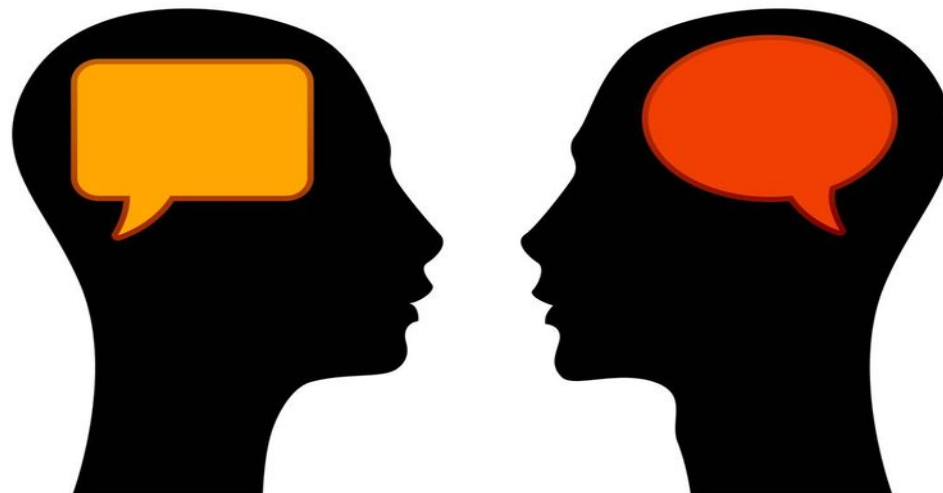
Objectives:

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

Topic / Issue

Points to
Remember

Implications
for my
classroom

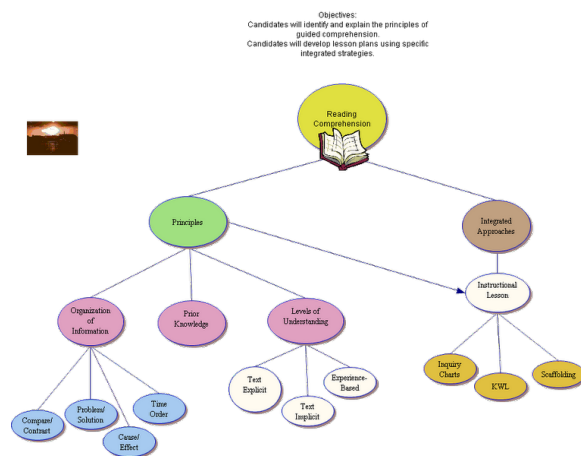


Reinforcing Learning

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)

The screenshot shows the BEEP homepage with a header banner that reads "Broward Enterprise Education Portal" and "Your 'Digital Doorway' to Resources for Teaching & Learning". Below the banner is a "Welcome to BEEP" section with the text "2006 Digital Education Achievement Award Winner". The main content area features four portals: Student Portal, Teacher Portal, Administrator Portal, and Parent Portal, each with a small image and a brief description. A sidebar on the left contains links for Teachers, Administrators, Parents, Students, SBBC Home, and Contact Us. At the bottom, there is a DEAA logo and a copyright notice for the School Board of Broward County, Florida.

HELP

Broward Enterprise Education Portal

Your "Digital Doorway" to Resources for Teaching & Learning

Welcome to BEEP

2006 Digital Education Achievement Award Winner

The Broward Enterprise Education Portal (BEEP) is a secure, single point of access to digital resources for teaching and learning.

These "Digital Doorways" allow Teachers, Students, Administrators and Parents of Broward County Schools to access current and relevant resources and information focused on student achievement, academic performance, and instructional best practice.

For instructions on login and accessing the Learning Village, check out the **BEEP Roadmap** (pdf).

Student Portal

Teacher Portal

Administrator Portal

Parent Portal

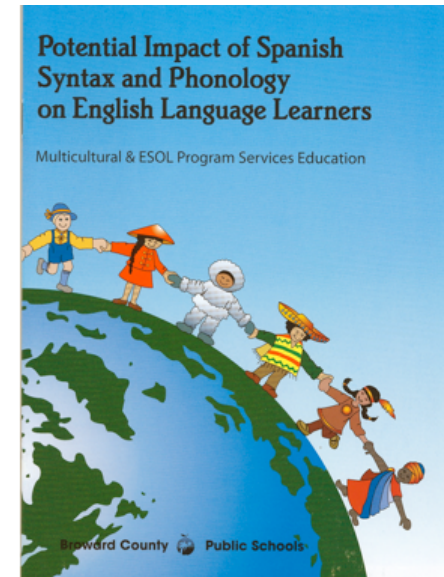
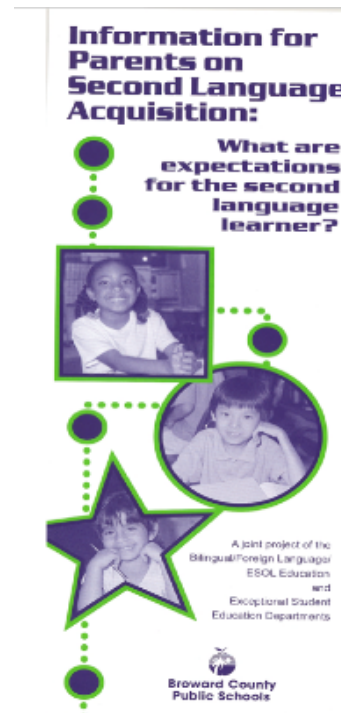
Teachers
Administrators
Parents
Students
SBBC Home
Contact Us

DEAA
Digital Education Achievement Award
2006 WINNER

© 2005, School Board of Broward County, Florida

- ❖ 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.

ESOL Instructional Strategies Matrix

**ESOL INSTRUCTIONAL STRATEGIES MATRIX
MULTICULTURAL & ESOL PROGRAM SERVICES EDUCATION**

A. Instructional Modifications based on Level of English Proficiency	A1	Bilingual Dictionary	E. Interactive Strategies & Cooperative Learning Settings	E1	Dialogue Journals
	A2	Bilingual Support		E2	Flexible Grouping
	A3	Chunking		E3	Games*
	A4	Flexible Scheduling		E4	Group Reports/Projects*
	A5	Flexible Setting		E5	Jigsaw*
	A6	Flexible Timing		E6	Panel Discussions/Debate*
	A7	Language Experience Approach (LEA)		E7	Peer Pair*
	A8	Modeling		E8	Reader's Theater*
	A9	One-on-One Instruction with Teacher or Teacher Assistant		E9	Role Play*
	A10	Pacing of Lessons		E10	Think/Pair/Share*
	A11	Provide Meaningful Language Practice*	F. Other Strategies	F1	Activating and/or Building Prior Knowledge
	A12	Use all Modalities/Learning Styles*		F2	Anticipation Guides
	A13	Use of Illustrations/Diagrams*		F3	Demonstrations
	A14	Use of Substitution, Expansion, Paraphrase, Repetition		F4	Field Trips*
	A15	Use Simple, Direct Language		F5	Note-Taking/Outline Notes*
	A16	Vary Complexity of Assignment		F6	QAR (Question-Answer-Relationship)*
B. Vocabulary	B1	Categorize Vocabulary		F7	Read Aloud
	B2	Explain Key Concepts		F8	Reading with a Specific Purpose*
	B3	Interactive Word Walls		F9	Reciprocal Teaching*
	B4	Semantic Feature Analysis*		F10	SQ3R (Survey, Question, Read, Recite, Review)*
	B5	Structural Analysis		F11	Summarizing*
	B6	Use of Cognates		F12	Think Aloud
	B7	Vocabulary Improvement Strategy (VIS)		F13	Total Physical Response (TPR)*
	B8	Vocabulary with Context Clues		F14	Visualization*
	B9	Word Banks	G. Alternative Assessment Instruments	G1	Checklist
C. Visuals & Graphic Organizers	C1	Charts*		G2	Cloze Procedure
	C2	Computer/Software		G3	Dictation/Dictogloss
	C3	Flow Charts*		G4	Graphic Representation*
	C4	Graphs*		G5	Interview
	C5	K-W-L (Know/Wants to Know/Learned)*		G6	Observation/Anecdotal
	C6	Labeling		G7	Portfolio
	C7	Maps*		G8	Retelling
	C8	Pictures*		G9	Rubrics*
	C9	Semantic Webbing/Mapping*		G10	Student Self Assessment
	C10	Story Maps*		G11	Writing Sample
	C11	T-Charts*	H. Multicultural Resources	H1	Cultural Sharing
	C12	Timelines*		H2	Guest Speakers
	C13	Venn Diagrams*		H3	Use of Community Resources
D. Other Audio/Visuals	D1	Audio Books		H4	Varied Holiday Activities
	D2	Captioning			
	D3	Language Master			
	D4	Music/Songs/Jazz Chants/Raps*			
	D5	Realia/Manipulatives*			
	D6	Videos/Films/CD ROM/DVD			

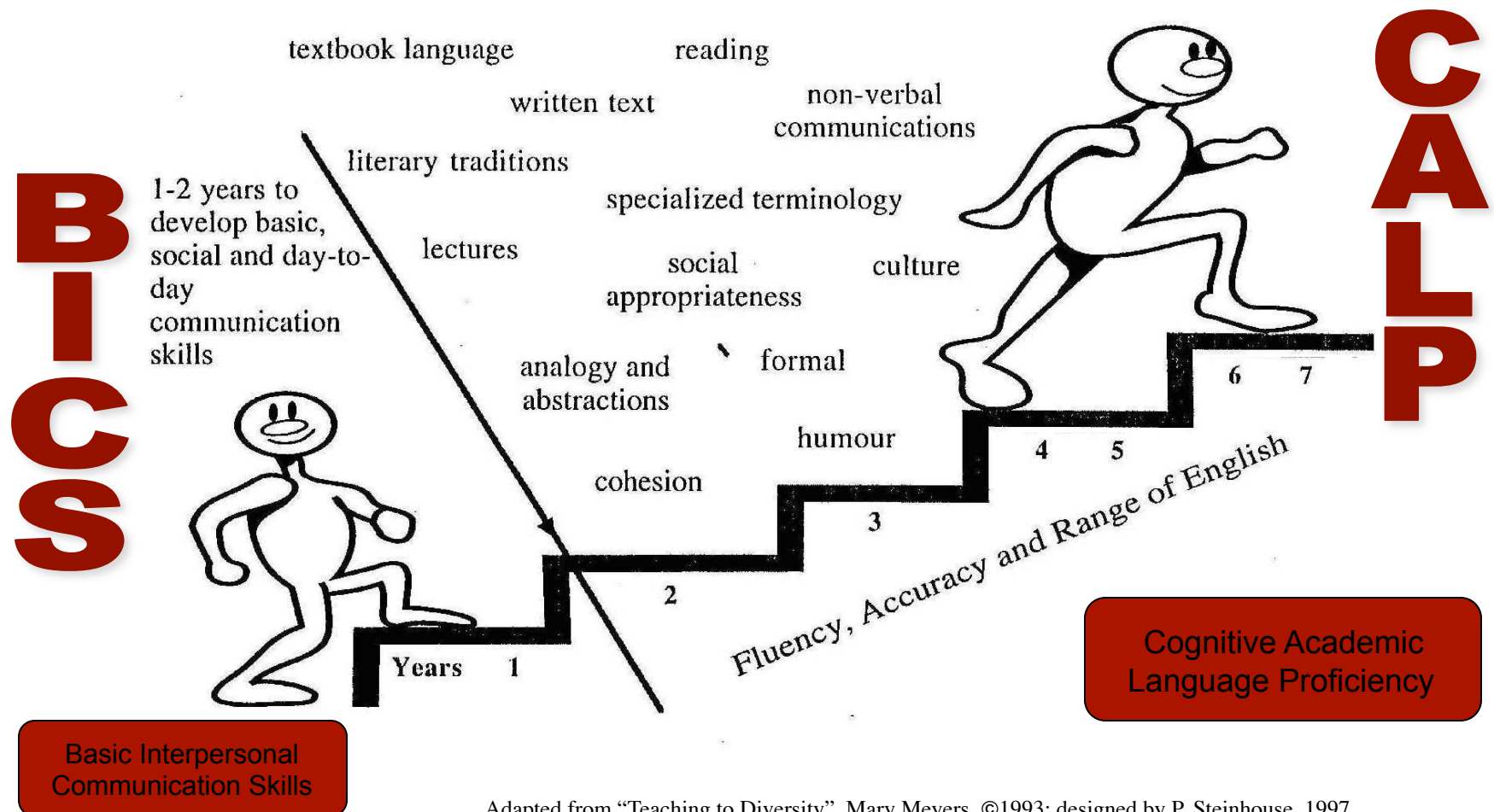
* Marzano's High Yield Strategy

Comprehensible Instruction

As required by Section 1003.56, F.S. ELLs are to be provided with comprehensible instruction that is equal in amount, sequence and scope as that provided to non-ELLs.

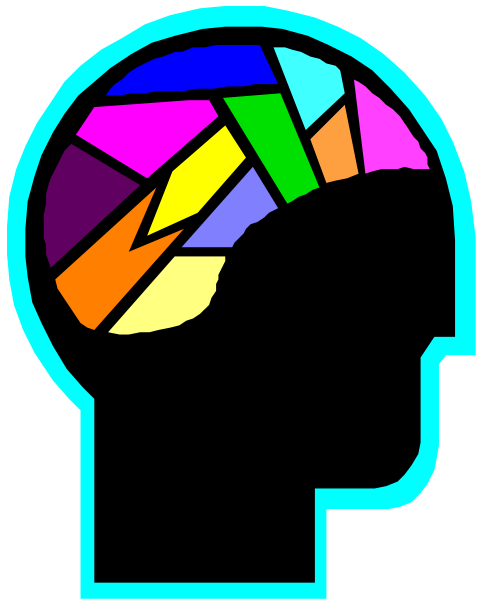


Years to Achieve Native-Like English Proficiency



Adapted from "Teaching to Diversity", Mary Meyers, ©1993; designed by P. Steinhouse, 1997

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

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!

