



Bilingual/ESOL Department

ESOL: Building Foundations for ELLs K-5

Day 3

Armelle Johnson

Rosemarie Richard

Instructional Facilitators

⇒ Equity of Voice

⇒ Active Listening

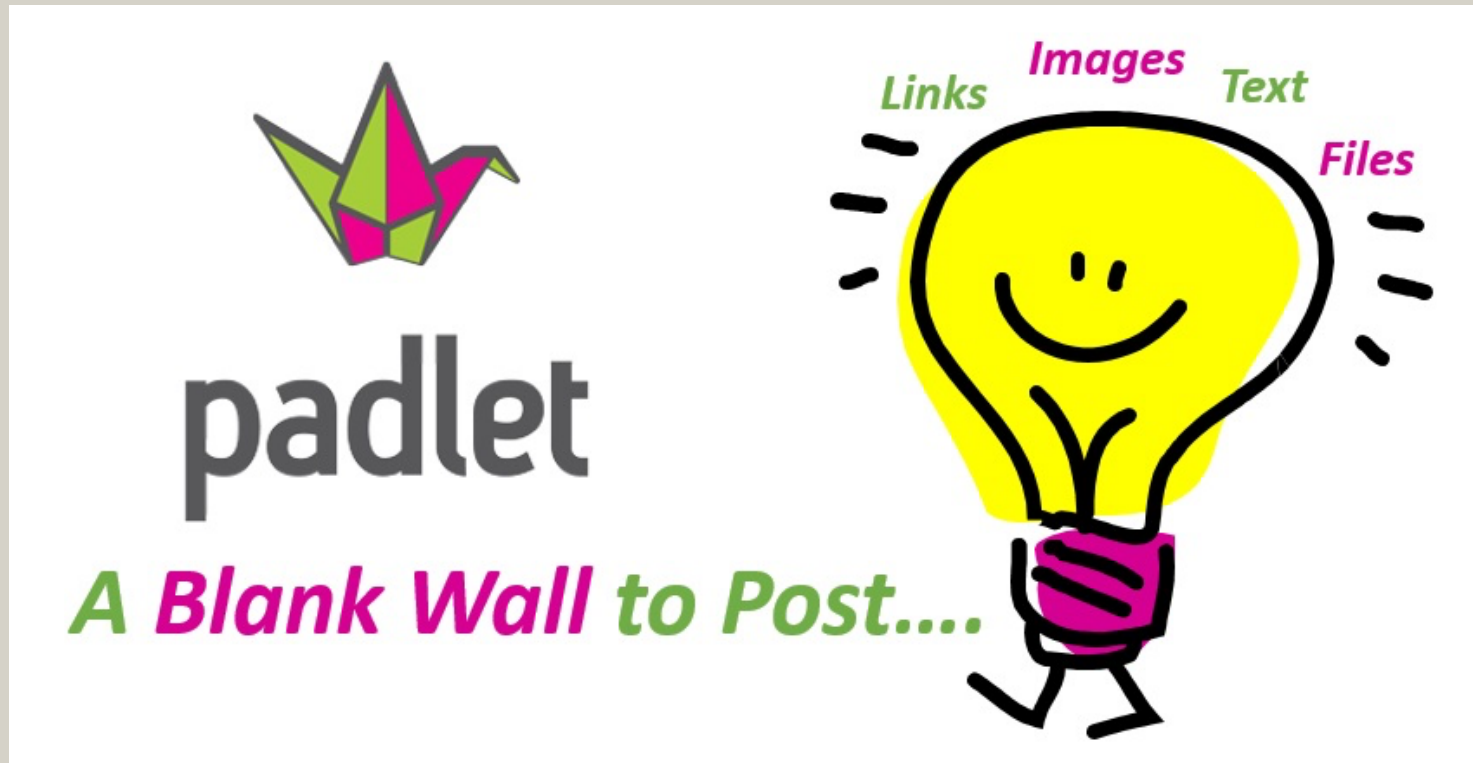
⇒ Respect for all Perspectives

⇒ Safety and Confidentiality

⇒ Self-Monitor Use of Electronics



https://padlet.com/armelle_johnson/BuildingFoundationsK_5



➤ 3-Day Professional Development:
Rock Island Professional Development Center
(1203)

➤ Tuesday, October 11th, 18th, and 25th
8:00AM-3:00PM

➤ Lunch 11:30-12:30



3, 2, 1...
GO!

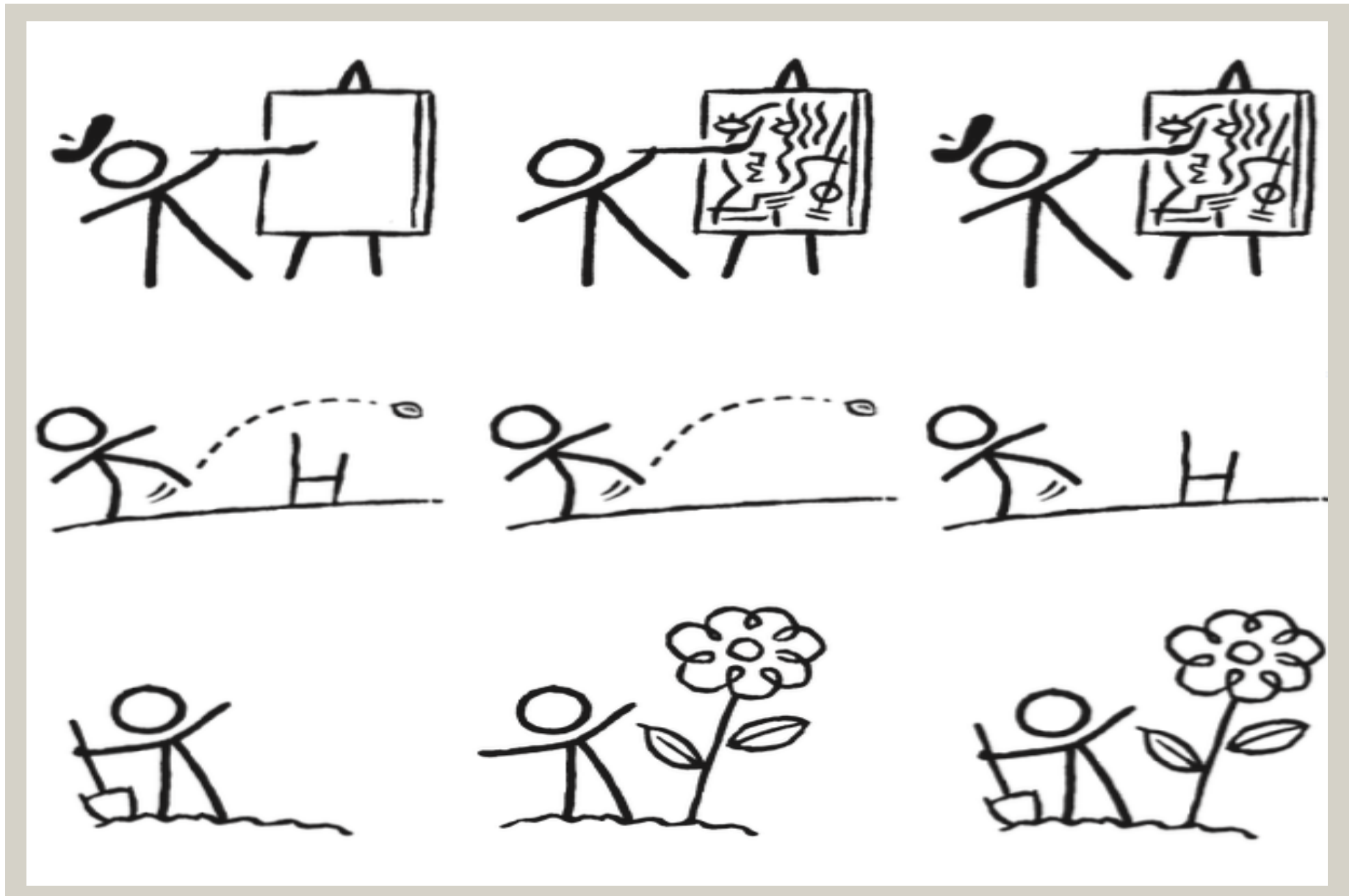
CONVERSATION CODES



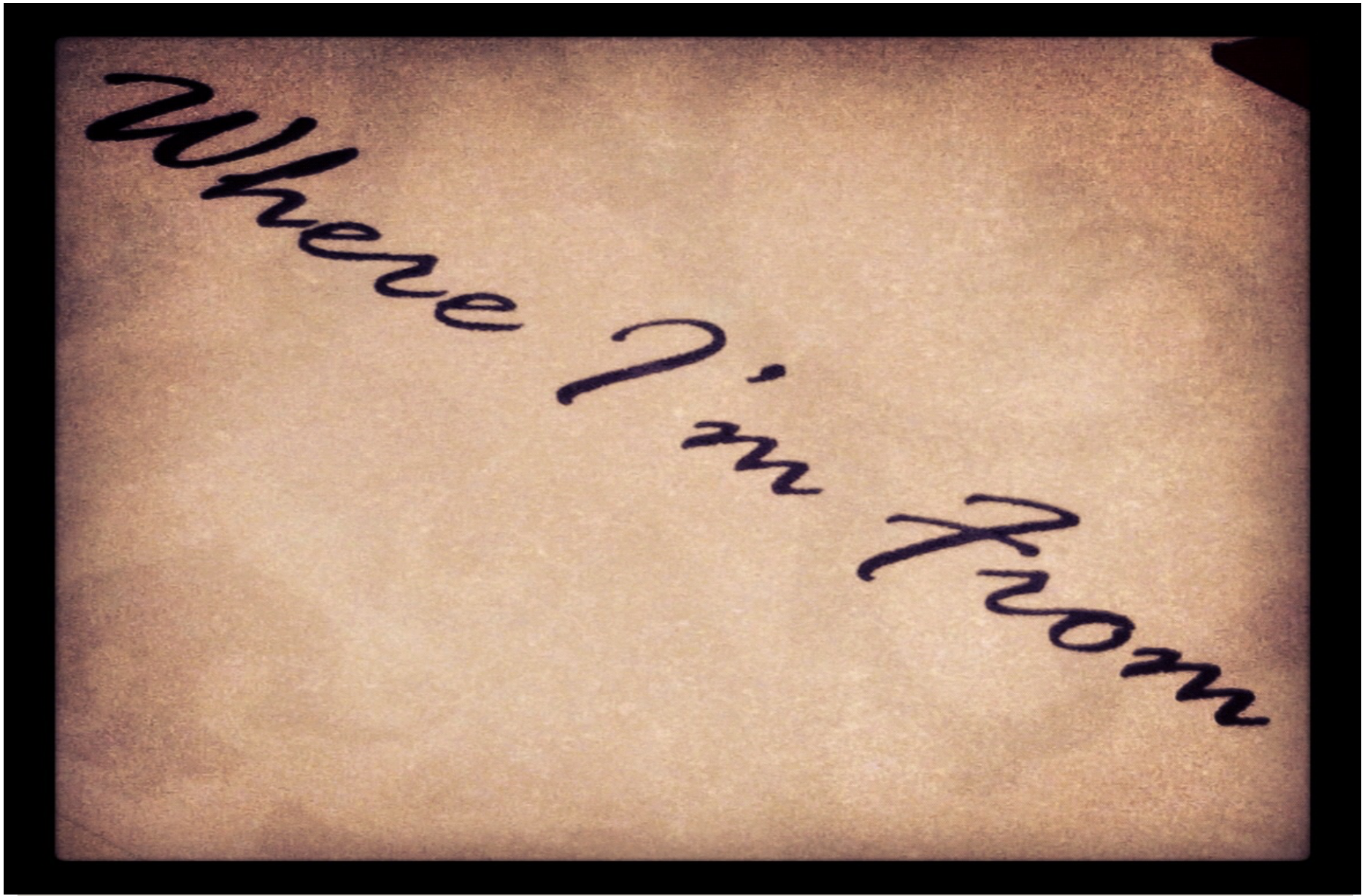
3-2-1 Review



The OK Book by Amy Krouse Rosenthal



Now it's your turn...



Share Home Fun- Original Poems

Content

You will be able to:

- ⇒ Identify techniques for ongoing, formative assessment of student comprehension.
- ⇒ Consider the use of supplemental resources with ESOL students.

Language

You will be able to:

- ⇒ Share, orally and in writing, ideas for reviewing content and key vocabulary.
- ⇒ Explore supplemental ESOL resources.



Day Three

AM

- Home Fun Review
- Review and Assessment
- Preparing ELLs for Success

11:30-12:30 Lunch

PM

- Supplemental Resources
- What It Takes for ELLs to Succeed*
- Implementation
- Final Reflection
- Housekeeping





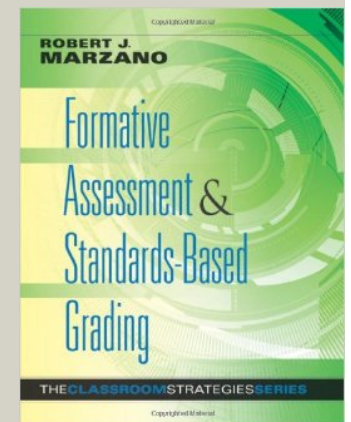
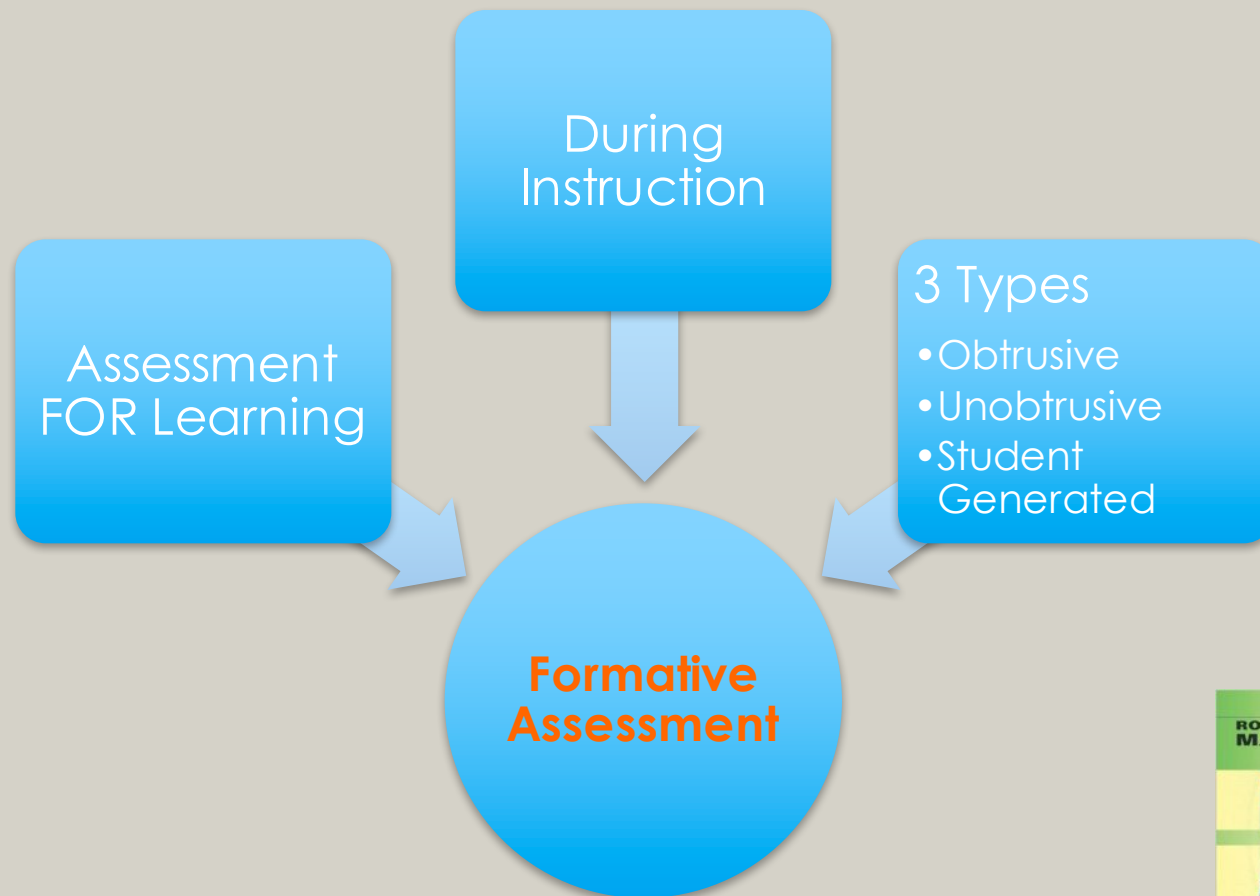
What is the single most important piece of information that will allow us to teach our students better?

What is formative assessment? Why is it important?



Stand Up, Line Up





What, When, Why and How

Question Toss

1. Write a quiz question about what you have learned so far about working with ELLs on a piece of paper and wad it up into a ball.
2. Stand with your teammates and choose who will go first.
3. The first player tosses their “ball” to another player. That player reads the question and answers it. If help is needed, teammates may rally together to help answer the question.
4. After the player has answered the question, he/she tosses the question that he/she wrote to another team member.
5. Play continues until all questions are tossed, read, and answered.



All Hands Up

1. What happens to Bruce Banner when you make him angry?
2. What did Maxwell Smart use as a telephone?
3. What was Kramer's first name?
4. Which university do Sheldon, Leonard, Howard and Raj work?
5. Who was the former host of AFV and is now the host of DWTS?



Quiz-Quiz-Trade

1. Have students stand-up, put their hands-up and then pair-up with someone else who has their hand up.
2. Partner A quizzes and Partner B answers.
 1. Partner A coaches or praises.
 2. Switch roles.
3. Partners trade cards and raise their hands to find new partners.
4. Repeat steps 1-6 a number of times.



Swat the Vocabulary **DIY Dry Erase Boards**

Dr. Martin Luther King Jr. Day
Veteran's Day
Thanksgiving
President's Day
Memorial Day
Independence Day
Cinco de Mayo



Dr. Martin Luther King Jr. Day
Veteran's Day
Thanksgiving
President's Day
Memorial Day
Independence Day
Cinco de Mayo



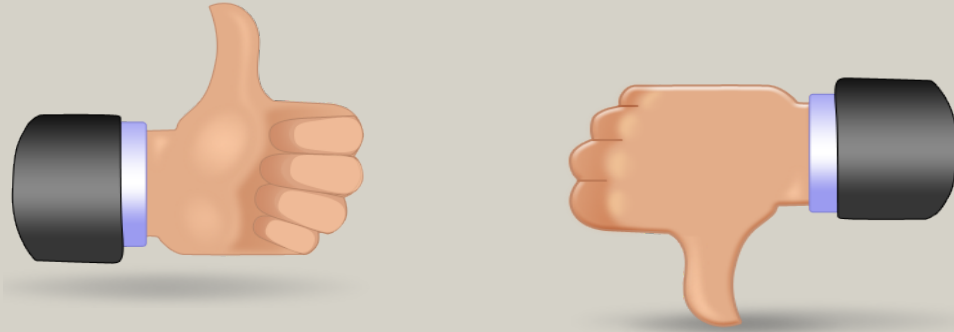


What are you going to do with the data?



MEDIA THAT MATTERS





•ELLs will quickly become fluent in English if immersed in all-English instruction. 

•It is important to consider various assessment techniques to document ELLs' performance and growth. 

•The difference between failure and the honor roll often depends on the grading policies of the teacher. 



Set clear goals for learning and provide feedback that focuses on meaning.

Provide support to students by “thinking aloud.”

Build on and clarify input of students.

Provide opportunities to speak and encourage active participation of all students.

Activate or provide adequate prior knowledge.

Use visuals, manipulatives, and non-verbal cues.



- Preview and teach key vocabulary and concepts
- Explicitly teach new skills and English language structures
- Provide practice and application
- Frequently monitor comprehension
- Challenge!

(Adapted from Garcia, Pearson, & Jimenez, 1990; Gersten & Baker, 2000)



Generally meet the following criteria:

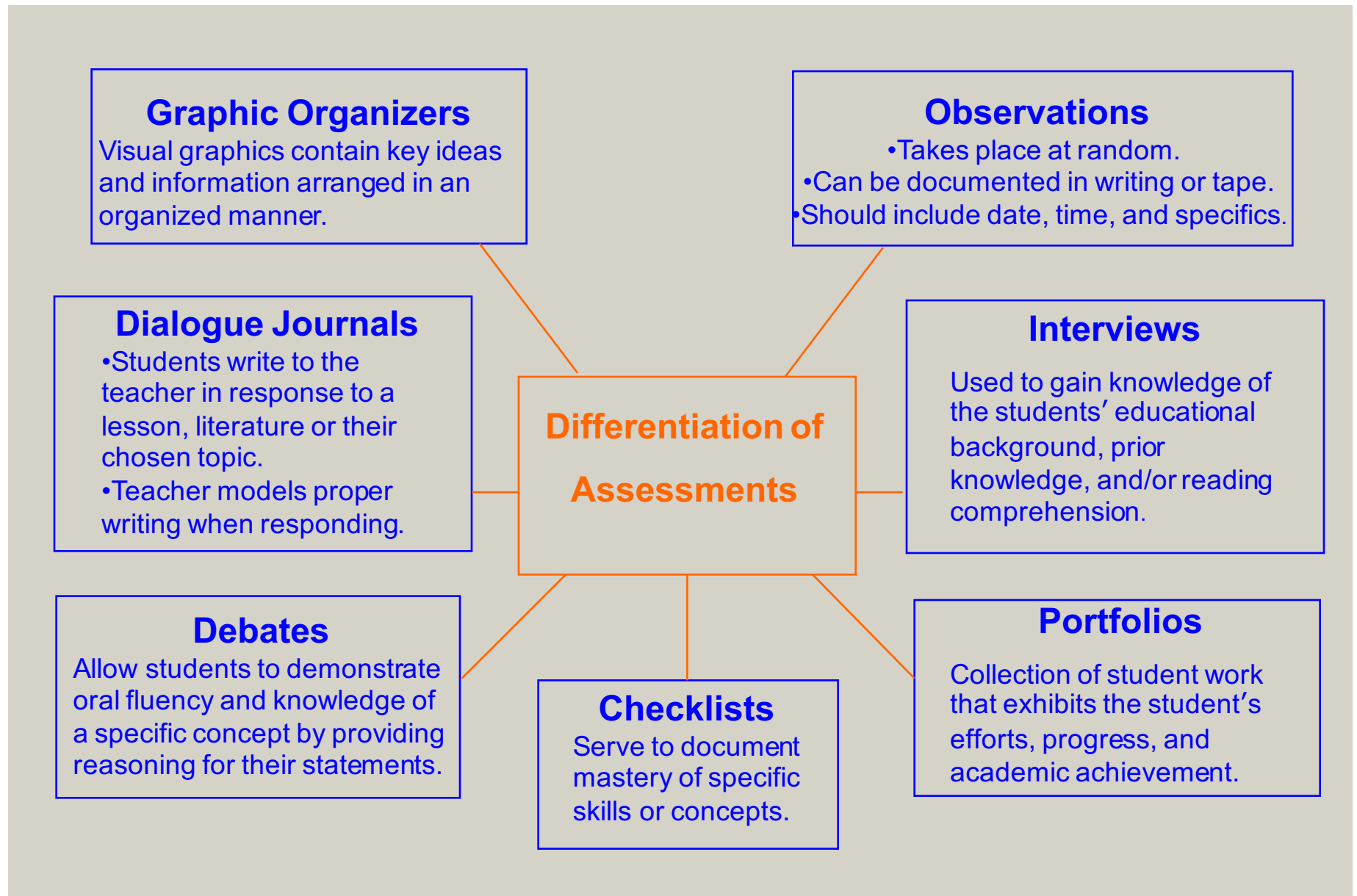
- Focus on documenting individual student growth over time, rather than comparing students with one another.
- Emphasize students' strengths (what they know), rather than weaknesses (what they don't know).
- Consideration is given to the learning styles, language proficiencies, cultural and educational backgrounds, and grade levels of students.



Grading

- ELLs may not receive failing grades based on English language proficiency.
- Grades must reflect accommodations, various assessment techniques and other ways that demonstrate the student is not failing due to language.





- ❖ Provide a version of the test with simplified language
- ❖ Choosing key and/or main ideas for assessment
- ❖ Simplifying directions
- ❖ Reading test questions aloud
- ❖ Supplying word banks for tests
- ❖ Providing matching activities
- ❖ Extending time to complete the tests
- ❖ Using peer interpreters
- ❖ Allowing the student to respond orally rather than in written forms



Multiple choice: Eliminate one or more of the choices

Discussion and essay: Have ELLs label terms, draw and label diagrams and pictures

Matching: Reduce the number of matches required and eliminate “trick” language matches

Short-answer: Accept one-word answers and phrases in place of complete sentences

True/False: Eliminate or clarify “tricky” language, reduce the number of questions

Fill in the blank: Provide two or three options (make the answer multiple choice)



A1 Bilingual Dictionary

A2 Bilingual Support

A4 Flexible Scheduling

A5 Flexible Setting

A6 Flexible Timing

These can make a difference.





Time to Process

Date: 8/10/2016
Time: 7:43 PM

WIDA ELP Standards Report

Broward County

Report: WIDASTD01

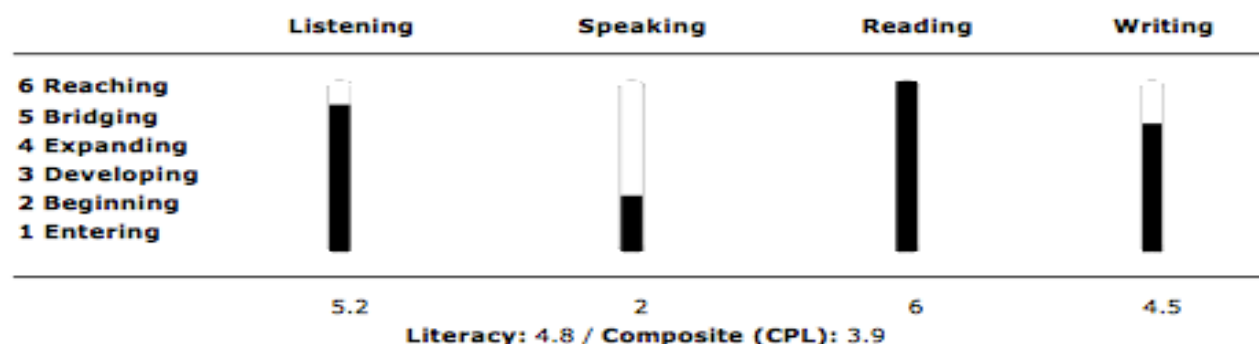
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Filter: All Standards (1-5), Both: Formative and Summative, Of the selected Students, those with any type of ELP scores are included.

Student: Marvin Practice Sanchez Martinez
Student #: _99900007
Date of Birth: 12/18/2007
School: Practice School (_999)

Test Date: 2/1/2016
Grade Level: 11
ELP Test Type: ACCESS for ELLs
Cluster: Grades 9-12

Test Results



Note: Performance Definitions for the Levels of English Language Proficiency in Grades K-12 are available in the *CAN DO Performance Definitions* listing.

WIDA Can Do Descriptors

At this ESOL student's level of English proficiency, you can expect that they will be able to:

Listening

- Interpret cause and effect scenarios from oral discourse
- Make inferences from oral discourse containing satire, sarcasm, or humor
- Identify and react to subtle differences in speech and register (e.g., hyperbole, satire, comedy)
- Evaluate intent of speech and act accordingly

Speaking

- Describe persons, places, events, or objects
- Ask WH- questions to clarify meaning
- Give features of content-based material (e.g., time periods)
- Characterize issues, situations, regions shown in illustrations

Reading

- Student has achieved English proficiency in this domain.

Writing

- Summarize content-related notes from lectures or text
- Revise work based on narrative or oral feedback
- Compose narrative and expository text for a variety of purposes
- Justify or defend ideas and opinions
- Produce content-related reports



Making Language More Comprehensible



Effective teaching practices to incorporate in your daily teaching...

Teaching Practice	What it could sound/ look like in your classroom...
Use consistent language when teaching or giving directions.	When giving directions use the same language for consistency (ex. Line up at the door)
Use controlled vocabulary and simple language structures	When writing story problems for the math 4 block, include only relevant details. Use present tense when possible.
Limit the number of new terms or vocabulary you use (limit the new vocabulary to 2 or 3 words)	When introducing geometry as a new focus unit in math you might map out which vocabulary you will teach each day.
Use sensory, graphic and interactive supports	*Refer to charts on the back for ideas*
Paraphrase or repeat difficult concepts	When teaching a new game in gym, you will explain the directions using varied language multiple times.
Speak slowly	Use in all interactions and content areas
Enunciate clearly	Use in all interactions and content areas
Avoid idiomatic expressions	When it is lunch time you might say " I am hungry" instead of " My stomach is growling."
Define words that have double meanings or synonyms	In math, explain and show how a word like "quarter" has different meanings.
Check for student understanding frequently by eliciting requests for clarification and posing questions of varying levels of complexity.	After explaining a science experiment, you could ask students to turn and talk and tell their partner step-by-step what to do during the experiment.
Give ample amount of wait time for students to respond	General rule...give students at least 30 seconds to respond.

Created by Leslie Sandeen, Madison Metropolitan School District, Madison, WI



HELP



Broward Enterprise Education Portal

Your "Digital Doorway" to Resources for Teaching & Learning



Third Grade English Language Arts

Journeys Online: Teacher Edition and Resources
Journeys Online: Spanish Teacher Edition and Resources
Journeys Online: Spanish Student Edition and Resources

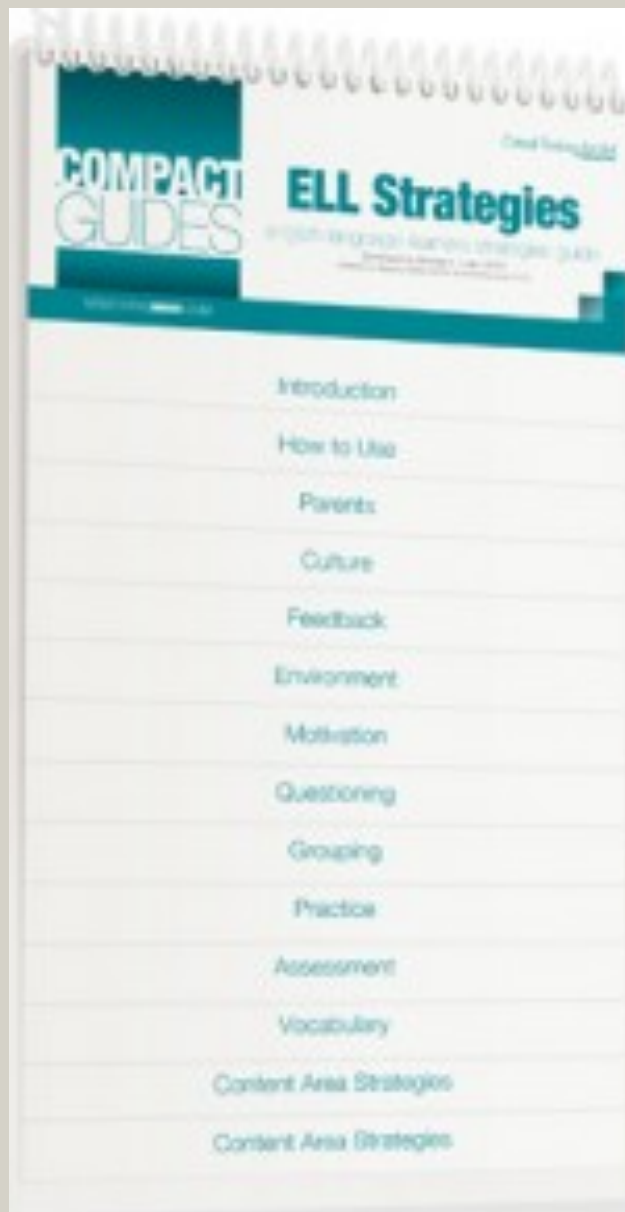


English Language Learners Grade 3

- Core Components
- Intervention
- Assessment
- Teaching Aids
- English Language Learners

[English Language Learners Newcomer Teacher's Guide](#)
[English Language Learners Newcomer Vocabulary and Concepts Posters](#)
[English Language Learners Teacher's Handbook](#)
[Journeys Language Support Cards](#)
[Picture Card Bank](#)
[ELD Station](#)









I Love Lucy

Close your Eyes



Close your Eyes

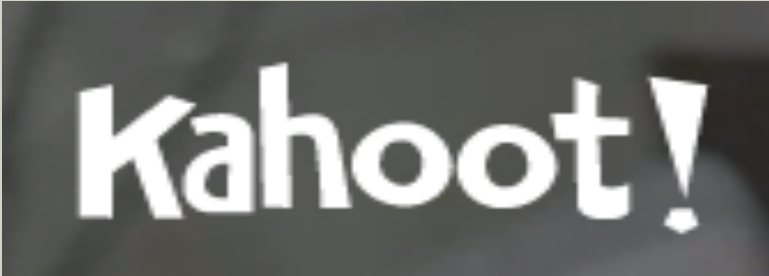
Imagine that you are sitting at the beach in your lounge chair. You are sitting under a colorful umbrella under a palm tree. You smell the ocean, you hear the birds, you feel the breeze across your face.



What It Takes for English Learners To SUCCEED

Jana Echevarria, Nancy Frey and Doug Fisher



The Kahoot! logo is displayed in white, bold, sans-serif font on a dark grey rectangular background. The word "Kahoot!" is centered within the rectangle.

Kahoot!

<https://kahoot.it/#/>



Student Portrait



Your implementation must include:

- Student first name and grade level
- 2-3 text boxes with notes about the student's background or history (Social Emotional Learning)
- 1 text box to include the Can Do Descriptor instructional level based on teacher observation for each language domain
- 1 text box on what the student "Can Do" in **each** language domain (Listening, Speaking, Reading and Writing)
- 1 text box for instructional considerations to help meet the needs of the student to facilitate progression for **each** language domain

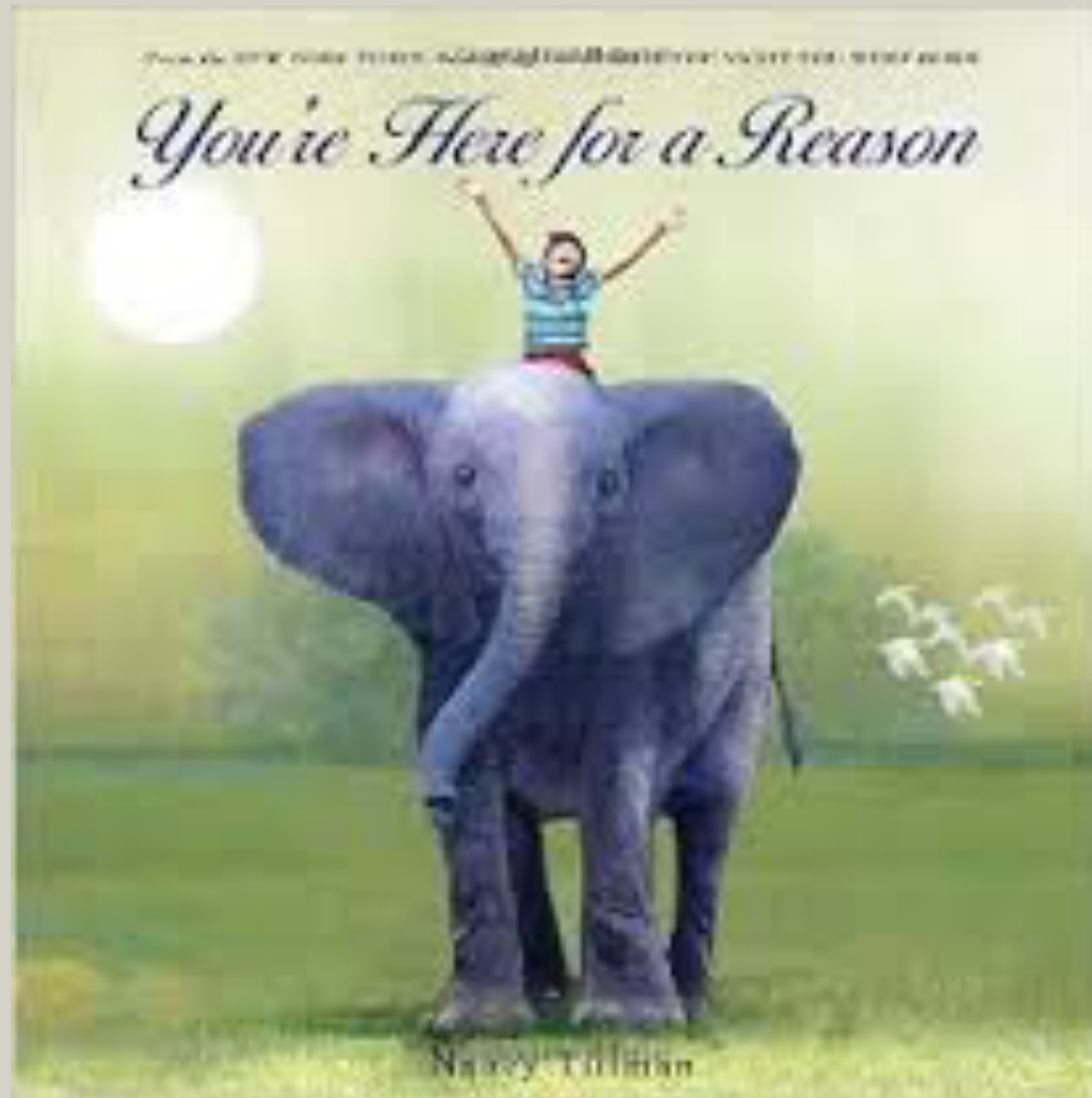
Your student portrait should include a total of 11-12 text boxes



“Every child deserves a champion—an adult who will never give up on them, who understands the power of connection and insists that they become the best that they can possibly be”.

-Rita F. Pierson





You're Here for a Reason by Nancy Tillman

55



LAUREN MICKLER

**SPORTS
NIGHT**



FOR COMPLETION...

- Submit a Student Portrait on one English Language Learner and submit by December 2nd to rosemarie.richard@browardschools.com
- Professional Learning (formerly MLPPDMS):
Professional Learning Feedback by December 2nd

TICKET OUT THE DOOR

- Elevator Chat



Low level
LANGUAGE
proficiency
does NOT mean
low level
THINKING
proficiency.

Students can do no better
than the assignments they
are given.





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