Effective Tier I Instruction for English Language Learners (ELLs)

CAL
CONNECTICUT ACCOUNTABILITY FOR LEARNING INITIATIVE

PURPOSE:
To assist educators in providing high-quality Tier I instruction for English Language Learners.

GOAL:
Participants will provide systematic instructional practices to meet the academic and linguistic needs of ELLs and provide support to colleagues through data teams and/or trainings to improve instruction for ELLs.

EXPECTATIONS:
By the end of day one of training, participants will be familiar with sheltered instructional practices that are most effective with ELLs and begin to implement these practices in the classroom.

By the end of day two training, participants will be able to support colleagues through data teams and/or trainings to improve instruction for ELLs.
Agenda – Day 1

Module 1: Best Practices for All Students – Effective Tier I Instruction
Module 2: Foundations in Second Language Learning
Module 3: Getting to Know Your ELLs – Implications for Teaching and Learning
Module 4: Instructional Strategies for ELLs

What is CALI?
Module 1:
Best Practices for All Students –
Effective Tier I Instruction

SRBI Framework for Student Achievement
**SRBI Tier 1 Instruction Overview**

**Focus**

*For ALL students (including bilingual and English language learners, special education students)*

**Curriculum and Instruction**

Scientifically and evidence based curriculums that are *culturally relevant* and implemented with fidelity

**Grouping**

*Multiple grouping formats* to meet student needs (whole group, flexible grouping for differentiated instruction, individualized instruction)

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**SRBI Tier 1 Instruction Cont’d**

<table>
<thead>
<tr>
<th>Instructional Time</th>
<th>Appropriate to the content area and developmental level of the student</th>
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</thead>
<tbody>
<tr>
<td>Assessments</td>
<td>Universal Common Assessments, benchmark assessments, common formative assessments, summative assessments, Curriculum Based Measures</td>
</tr>
<tr>
<td>Interventionist</td>
<td>General education teacher with collaboration from school specialists</td>
</tr>
<tr>
<td>Setting</td>
<td>General education classroom</td>
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</tbody>
</table>

Northeast Regional Resource Center
Tier I Instruction and ELLs

"The first step in following the RTI [SRBI] model is ensuring that general education instruction reflects best practice and meets the students’ academic and linguistic needs. For ELLs who struggle, we need to consider what instructional accommodations are necessary for them to succeed academically."

- Center for Research on the Educational Achievement and Teaching of English Language Learners

Best Practices in CT

What is good teaching?

1. Individually examine the Common Core of Teaching.

2. Which indicators of each domain do you think are most important for ELLs?

3. Small Group Discussion: Groups discuss and select 6 that they feel are most relevant to ELLs.
Module 2: Foundations in Second Language Learning

- Myths and Realities
- Second Language Acquisition Principles and Stages

True or False

The younger students are, the easier it is to pick up a second language.

Once ELLs can converse comfortably in English, they no longer need ESL support.

Parents should speak English at home with their (ELL) children so they can learn English faster.

Effective teaching practices for ELLs also benefit native speaking students.
True or False (cont.)

Students that can speak more than one language have cognitive advantages.

You cannot learn to read in two languages simultaneously.

Oral language development is important for developing literacy skills.

Schools should immerse students in English.

Two Types of Language

• Conversational Language

• Academic Language

Source: Jim Cummins
Examples of Conversational vs. Academic Language

Conversational:
- My idea is like ___’s idea.

Academic:
- My idea is similar to ___’s idea.
- I agree with ____’s perspective. I also think that ....

Stages of Second Language Acquisition

<table>
<thead>
<tr>
<th>Stage</th>
<th>General Time Frame</th>
<th>Characteristics</th>
<th>Teacher prompts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-production</td>
<td>0-6 Months</td>
<td>Student understands very little English. May be in silent period or only give one or two word responses.</td>
<td>Show me.. Draw.. Point to...</td>
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<tr>
<td>Early production</td>
<td>6 months - 1 year</td>
<td>Student has limited understanding of English and produces 1 or two word responses. May understand more than he/she can express.</td>
<td>Yes or no questions Either/or questions Lists Labels</td>
</tr>
<tr>
<td>Speech Emergence</td>
<td>1-3 years</td>
<td>Student understands most conversational English, but not academic language and idioms. Can produce simple sentences, but makes grammar and pronunciation errors. Still has limited vocabulary.</td>
<td>Why..? How..? Explain.. Short answer questions</td>
</tr>
<tr>
<td>Intermediate Fluency and Advanced Fluency</td>
<td>3-5 years and 5-7 years</td>
<td>Speaks in fluent sentences using standard grammar. May have difficulty understanding complex content area materials. Limited understanding of less commonly used words and subtleties in language.</td>
<td>What do you think would happen if..? Why do you think..?</td>
</tr>
</tbody>
</table>
How do you use L1 to build L2?

Cognates

Try to figure out this math problem:

Tuusin and suma ng lahat ng numero sa ibaba at kalkulahin ang promedyo.

14
18
27
25
33

How were you able figure it out?
Prefixes, Suffixes, and Word Roots

Layers of Language

- Other 5%
- Greek - 10% (Content area words)
- Latin - 60% (Content area words)
- Anglo-Saxon - 25% (Dolch words)

Implications

- Teaching word patterns can help students decode and connecting these patterns to prefixes, suffixes and root words with meaning can help students better comprehend text.
- Students with a Latin or Greek-based L1 can benefit from explicit instruction on using cognates.

Note – The National Literacy Panel on Language Minority Children and Youth (2006) found that students need extensive oral language development and practice using rich, oral language in addition to instruction on the 5 components of reading (phonological awareness, phonics, fluency, comprehension and vocabulary).
What vocabulary might a newcomer even with very limited English know?

Can you name some more?

Rethink The Alphabet
15 Minute Break

Module 3:
Getting to Know Your Students – Implications for Teaching and Learning