

Scenario - Two new students

- Ahmed is from Pakistan.
- Etleva is from Serbia

What else do you want to know about them?



What do you want to know?



How to Create a Welcoming Environment (CCT Domain 2)



Back to Our Data Search - Resources



LAS Links

What does the LAS Links assess?

- Speaking
- Listening
- Reading
- Writing



What do LAS Links Levels mean?

- Level 1
- Level 2
- Level 3
- Level 4
- Level 5



Understanding the LAS Links

- Who has them? How are they shared?
- How do you use LAS Links results?



What did we find out about Ahmed and Eteleva?



Ahmed

- New to the U.S. Never attended a U.S. school
- Parents don't speak English. Family speaks Urdu
- No records from school in Pakistan (suspect interrupted schooling)
- LAS Links – Level 1 on all 4 domains



Etleva

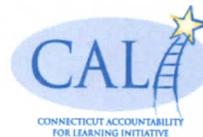
- Transferred from neighboring district
- Has been in U.S. for 3 years
- Speaks Serbian at home
- Parents are professionals and speak some English
- LAS Links – 3 Overall (4-Speaking, 4-Listening, 3-Reading, 2-Writing)
- CMT/CAPT- Basic in all areas



How do we plan, instruct, and assess
(domains 3-5 of CCT) for learning for
Ahmed and Etleva?



*Module 4:
Instructional Strategies for ELLs*



Effective ELL Instruction: 2 Things to Think About

Comprehensible
Input

Opportunities
for Output



Ahmed- A Word about Newcomers

“Special populations such as newcomer students may need a specialized program to accelerate their learning of English, their acculturation to U.S. schooling practices and basic content information.”

Source: Debora Short and Shannon Fitzsimmons. *Double the work: Challenges and solutions to acquiring language and academic literacy for adolescent ELLs*, 2007



How do we help Ahmed instructionally? Focus on language and most accessible content

1. Develop an individualized plan which includes explicit ESL instruction
2. Focus on oral language development, conversational and academic, using content concepts: According to the National Literacy Panel on Language Minority Children and Youth, oral proficiency is critical but is often overlooked in instruction for ELLs.
3. Use the CT ELL Frameworks to develop language goals, for example:
 - Learn basic directions
 - Develop basic vocabulary
 - Use visuals and content to develop vocabulary
 - Begin to ask questions to get needs met
4. Develop appropriate assessments to monitor his language and content area progress



How do we help Etleva instructionally? Focus on Language and Content

- Develop language and grade level content skills
- Tailor instruction based on her language proficiency levels focusing on what she needs in each domain
- Monitor both language and content proficiency using appropriate assessments. Modify content-based assessments based on language proficiency



How can you monitor students' language development?

- Observation checklists
- Language Assessments
- LAS Links Benchmarks



Activate Your Prior Knowledge

- Using the graphic organizer, think about effective teaching strategies you use and why they are effective and jot them down.
- Now work with a partner and share the instructional strategies you selected.
- Now work in groups of 4 or 5 as a table to further share out the instructional strategies you used.
First assign roles: Facilitator, Notetaker, Summarizer and Presenter.



Video #1: Math – Grade 3 Division

What instructional strategies does the teacher use?

How would you modify/enhance the instructional strategies to make content comprehensible and increase opportunities for output?

http://www.learner.org/vod/vod_window.html?pid=880

Use graphic organizer (Supplemental Materials Packet, p.3) to take notes



Video #2: English

What instructional strategies does the teacher use?

How would you modify/enhance the instructional strategies to make content comprehensible and increase opportunities for output?

<http://www.learner.org/resources/series169.html?pop=yes&pid=1827>

Use graphic organizer (Supplemental Materials Packet, p.10) to take notes



Summary of Effective ELL Strategies

- Use of visuals, gestures, realia, hands-on tasks
- Frontloading/explicit instruction for concepts and vocabulary (including academic language)
- Scaffolding information – modified text, graphic organizers, sentence frames and stems, modified and alternate text, note taking, listening guides, info gap activities
- Adjusting teacher speech - shorter sentences, use of idioms, pace and clarity of speech, saying many different ways
- Frequent opportunities for language practice (small group cooperative learning, think-pair-share, numbered heads)
- Safe environment for speaking (think-pair-share, whisper to me, etc.)



Quick Write

- What are the important ideas from today?
- What can you do differently and/or implement after today?
- What questions do you have that you would like addressed during Day 2?



For Day 2

- Using what you've learned today, create or revise a lesson plan using sheltered instructional strategies.
- Implement the lesson plan.
- Reflect on the lesson.
- Bring copies of the lesson plan and an electronic copy and be prepared to present to the group.



Resources

- August, D. & Shanahan, T. Eds. (2006). Executive Summary: Developing Literacy in Second-Language Learners: Report of the National Literacy Panel on Language-Minority Children and Youth. Retrieved from http://www.cal.org/projects/archive/nlpreports/executive_summary.pdf
- Connecticut RESC Alliance. (2010). CT State PowerPoint for Boards of Education and ELL Strategy Cards. Retrieved from <http://www.ctlearning.net/ell/>
- Echevarria, Short & Vogt. (2000). *Making Content Comprehensible for English Language Learners: the SIOP Model*.
- Marzano, R. (2001). *Classroom Instruction that Works*.
- Marzano, R. & Pickering, D. (2005). *Building Academic Vocabulary*.
- U.S. Department of Education Institute of Education Sciences. (2007). What Works Clearinghouse: Effective Literacy and English Language Instruction for English Learners in the Elementary Grades. Retrieved from <http://ies.ed.gov/ncee/wwc/pdf/practiceguides/20074011.pdf>



Useful websites

- www.omniglot.com
- <http://www.capellct.org/>



