

Effective Tier I Instruction for English Language Learners (ELLs)



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:

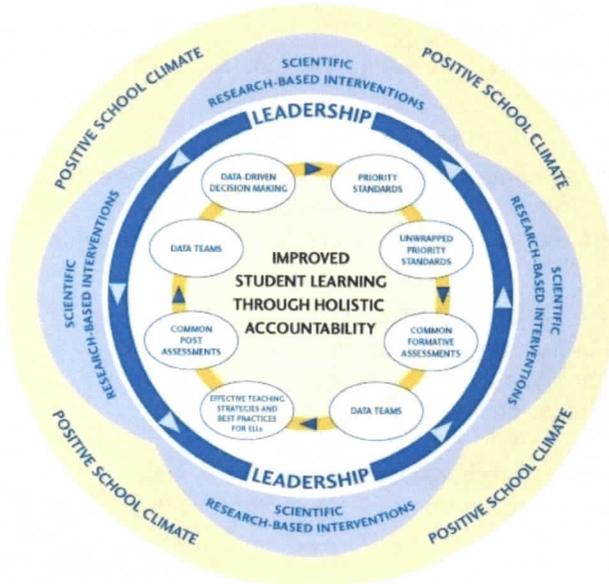
By the end of day one of training, participants will be familiar with sheltered instructional practices that are most effective with ELLs and begin to implement these practices in the classroom.

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



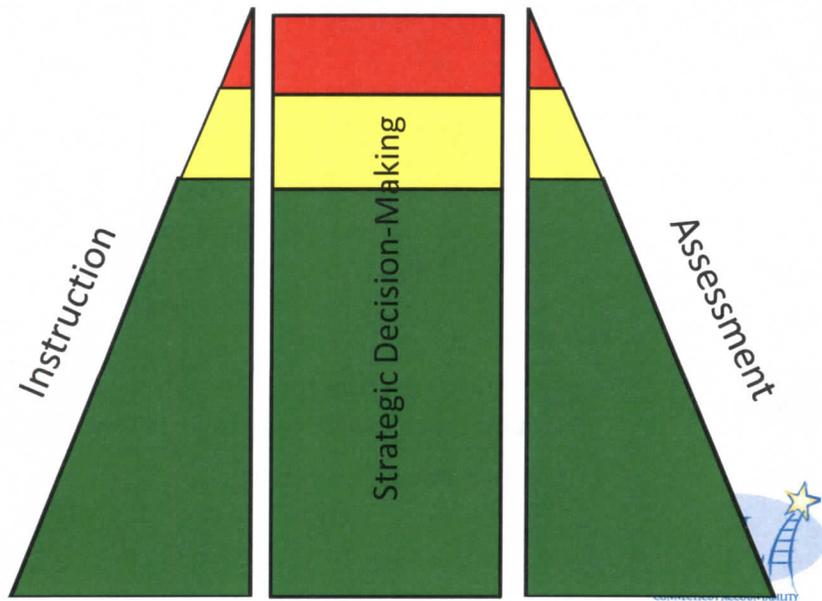
What is CALI?



*Module 1:
Best Practices for All Students –
Effective Tier I Instruction*



SRBI Framework for Student Achievement



SRBI Tier 1 Instruction Overview

Focus	<i>For ALL students (including bilingual and English language learners, special education students)</i>
Curriculum and Instruction	Scientifically and evidence based curriculums that are <u>culturally relevant</u> 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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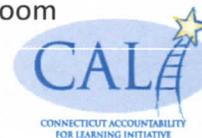


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SRBI Tier 1 Instruction Cont'd

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

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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

Stage	General Time Frame	Characteristics	Teacher prompts
Pre-production	0-6 Months	Student understands very little English. May be in silent period or only give one or two word responses.	Show me.. Draw.. Point to...
Early production	6 months – 1 year	Student has <u>limited</u> understanding of English and produces 1 or two word responses. May understand more than he/she can express	Yes or no questions Either/or questions Lists Labels
Speech Emergence	1-3 years	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.	Why..? How..? Explain.. Short answer questions
Intermediate Fluency and Advanced Fluency	3-5 years and 5-7 years	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.	What do you think would happen if..? Why do you think..?

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

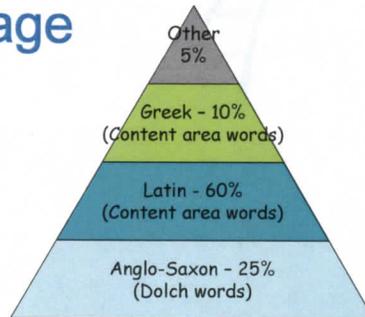
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How were you able figure it out?



Prefixes, Suffixes, and Word Roots

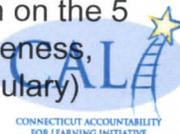
Layers of Language



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

Phonics The Alphabet

This poster belongs to:

A	B	C
D	E	F
G	H	I
J	K	L
M	N	O
P	Q	R
S	T	U
V	W	X
Y	Z	

Sing the alphabet song and point as you go along.

The logo for the Connecticut Accountability for Learning Initiative (CAL), identical to the one in the top box, featuring the letters 'CAL', a blue ladder with a yellow star, and the full name below.

15 Minute Break



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

