Instructional Best Practices for
English Language Learners

NEW CALI Basic Module
IMPROVED STUDENT LEARNING THROUGH HOLISTIC ACCOUNTABILITY

- Data-Driven Decision Making
- Priority Standards
- Unwrapped Priority Standards
- Common Formative Assessments
- Effective Teaching Strategies and Best Practices for ELLs
- Data Teams
Sheltered Instruction Training

- Module 1: Laying the Foundation
- Module 2: Making Content Comprehensible
- Module 3: Creating Opportunities for Interaction
- Module 4: Putting It All Together
Today’s Agenda

- **Module 1, 8:30-11:45**
  - 10 minute break (10ish)
  - **LUNCH, 11:45-12:15**
- **Module 2, 12:15-3pm**
  - 10 minute break (2ish)
Module 1 Learner Outcomes

1. Describe the fears and frustrations of a language minority student.
2. Explain why common second language learner myths are myths and not facts.
3. Describe the three ingredients for SLA and discuss how long it takes to develop proficiency in academic language.
4. Identify student behaviors in stages of second language development.
5. Explain why academic language is more complex than conversational language.
6. Experience and identify teaching strategies that make it possible to engage in an academic content lesson in a new/foreign language.
Anticipation Guide

- Collect Myths & Facts about ELLs
- Tabulate
- Create shared history
# T/W Chart

<table>
<thead>
<tr>
<th>What I Think I Know About</th>
<th>What I Want To Learn More About</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. English language learners (ELLs) and education in general</td>
<td>1. English language learners (ELLs) and education in general</td>
</tr>
<tr>
<td>2. How to make content comprehensible for ELLs</td>
<td>2. How to make content comprehensible for ELLs</td>
</tr>
<tr>
<td>3. How to get ELLs to engage with the content, the teacher, and the students</td>
<td>3. How to get ELLs to engage with the content, the teacher, and the students</td>
</tr>
</tbody>
</table>
### Myths & Facts About ELLs

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Somewhat Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELLs learn English easily and quickly simply by being exposed to native speakers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In earlier times immigrant children learned English rapidly and assimilated into American life.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Ss immersed in English-only classrooms do better academically than Ss taught in bilingual classrooms</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To teach ESL, you have to know students’ languages</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Promoting use of a student’s native language hinders English language learning and academic achievement.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Myths About Second Language Learners

1. ELL students learn English easily and quickly simply by being exposed to native speakers.

- BICS, 1-2 years
- CALP, 6-10 years

Ss need instruction that allows them to develop language skills needed for cognitively demanding content.

Pages 5-7 in workbook
Myths About Second Language Learners

2. In earlier times immigrant children learned English rapidly and assimilated into American life.

Many immigrant students did not learn English quickly or well. Times have changed - current jobs demand literacy and higher language skills.
Myths About Second Language Learners

3. Students immersed in English-only classrooms do better than students taught in bilingual classrooms.

Classic Debate - The more English the better. More is more is not true with regard to language development.
Myths About Second Language Learners

4. To teach ESL, you have to know the students’ languages.

ESL teachers use English to teach English - which is accomplished through sheltered instructional strategies (target L + visuals, manipulatives, gestures, etc.)
Myths About Second Language Learners

5. Promoting use of a student’s NL hinders English language development and academic achievement.

English immersion = English submersion
Using NL is extremely valuable in developing first literacy skills & validating culture.
Numbers Tell All

Drop Out Rates by Ethnic Group

- 6% White (non-hispanic)
- 10.4% African American
- 22.4% Hispanic
- 14% Native American

- 41.2% of all immigrants
  - 36.5% Hispanic, 4.7% non-Hispanic
New Numbers Tell All

- 10% of Ss who spoke English at home failed to complete high school
- 31% of Ss who spoke English but were language minority students failed to complete high school
- 51% for language minority students who spoke English with difficulty failed to complete high school

NCES, 2004
Dropout Rates by Ethnicity/Race

[Graph showing dropout rates over years for different ethnic/racial groups, with lines for Hispanic, Black, Total, and White, indicating trends and changes over time.]
Numbers Tell All
Connecticut’s ELLs 2000-2008

- 2000: 20,499
- 2001: 21,529
- 2002: 22,885
- 2003: 25,869
- 2004: 27,962
- 2005: 29,609
- 2006: 29,919
- 2007: 29,879

Numbers tell all about Connecticut’s English Language Learners (ELLs) from 2000 to 2008.
By 2030 ~

...and sooner if present trends continue...

40% of all US school-age children will speak a home language other than English
Numbers Tell All

Connecticut: Schools & Staffing Survey

- 41,971 teachers
  - 44% taught ELLs
  - 4.7% had 8+ hours of training in best practices in how to teach ELLs

-NCES, 2000
Empowerment

The problem:
Hasn’t been enough PD for educators working with ELLs.

The solution:
You are here. This kind of training is now part of the CALI cycle. That’s a powerful message from the CSDE.
Second Language Acquisition

Three ingredients:
1. Comprehensible Input
2. Language Acquisition Device (LAD)
3. Opportunities for Output

Our goal ~

To cognitively challenge our ELLs and to teach them at grade level. Engage our ELLs with self, with teachers, with peers, and with content.
ELL Student Profile

Puzzle activity: 2 minutes (in groups)

Debrief:

- Why do we need to know these stages exist?
- How can we find out what stage our students are in?
BICS and CALP

Contextualizing Lessons

How to shift from context-reduced to context-embedded:

- Create a shared history
- Use visuals
- Negotiate meaning

Pages 12 and 13 in workbook
10 minute break
Experiential Lesson

Wilkommen zu unsere Deutsch-Unterichtstunden!

Lesson, Debrief, Discussion of strategies
Yes, but...

- How can I apply this to my mainstream class?
- How can I slow my pace while keeping my mainstream Ss engaged?
- We were all GLLs (beginners). How do I differentiate for beginner ELLs, intermediate ELLs, and mainstream Ss?
- How can I be expected to cover the same material with my beginner ELLs as I do with my more advanced ELLs?
30 minute lunch break
Sheltered Instruction Training

- **Module 1: Laying the Foundation**, completed

- **Module 2: Making Content Comprehensible**
Module 2 Learner Outcomes

1. Make entire lessons comprehensible through contextualization: adding visuals, creating/activating background knowledge, and creating opportunities for students to negotiate meaning.
2. Introduce, contextualize and teach vocabulary.
3. Make text comprehensible by using graphic organizers or modifying text by: highlighting or summarizing in margins, rewriting text, and cutting and pasting.
4. Make classroom talk comprehensible by using listening guides (including graphic organizers), pacing speech, framing main ideas, and checking for understanding.
5. Apply these ideas to one of their own lessons.
Preview: Self Reflection

Commit to a lesson: _____________________________

> What specific parts of reading will be difficult for your ELLs?

> What specific parts of class discussion will be difficult for your ELLs?

You will be presenting modifications made to this lesson tomorrow
The Rouche Test
This is a story about a kite.
If you have too much **rouche**, it won’t function properly.

If you don’t have enough **rouche**, it won’t work at all.

You need just the right amount of **rouche** for it to work properly.
Making Text & Talk Comprehensible

Differentiate content ~

Learning to read group (Grades K-3 educators)
  Break out with Lorrie

Reading to learn group (Grades 4+ educators)
  Break out with Marisa
Modified Jigsaw Activity

We will learn 4 ways to make text and talk comprehensible for your ELLs.

We will split into 4 groups and become experts in each of the 4 ways.
Groups 1 - 4

1: Develop Vocabulary, pgs 11-22
2: Use of Graphic Organizers, pgs. 23-32
3: Modification of Text, pgs 33-41
4: Use of Listening Guides, pgs 42-48

30 minutes for groups to prepare your 'piece'
12 minutes for groups to report out, 3 min/group
Modifications “In Action”

Refer to Health Lesson, *The Skeleton*, to see modifications to text and effective use of graphic organizers on pages 49-52.
10 minute break
Checking for Understanding

- Do you understand? X

- Retell
- Frequent Q & A
- Tickets out of the room, “exit” cards
- Thumbs up, thumbs down
Checking for Understanding

Having learned what you just learned in the last hour, how would you as educators check for understanding?

Brainstorm ideas
Review of Module 2

Techniques for Contextualization, pg. 55

Where we’ve been and where we’re headed: Sheltered ELL Strategies Checklist, pg. 56
Wrap Up

Questions, concerns?
Application-to-practice component to be completed after Module 3. Time to workshop and prepare modified lessons
We meet again tomorrow

THANK YOU
Instructional Best Practices for English Language Learners

NEW CALI Basic Module
Sheltered Instruction Training

- Module 1: Laying the Foundation
- Module 2: Making Content Comprehensible
- Module 3: Engaging Your ELLs
- Module 4: Putting It All Together
Module 3 Learner Outcomes

1. Explain why current typical classroom interaction models do not produce sufficient output time for students.
2. Explain why interaction is important and necessary for ELLs.
3. Identify the characteristics of an “instructional conversation.”
4. Explain how varying teacher question strategies can elicit student responses- no matter what level of language development the student currently possesses.
5. Identify the points in a student’s language development when s/he needs to be challenged to produce longer, extended utterances.
6. Use language modeling to increase students’ opportunities for output.
7. Identify small group experiences that increase student interaction and content engagement.
8. Identify when and how to respond to students’ written errors.
9. Apply these ideas to one of their own lessons.
Recall your lesson: _____________________________

What specific difficulties would ELLs have in participating in class discussions?

What specific difficulties would ELLs have in participating in writing assignments?
Why is Interaction Important to Language & Student Development?

1. Allows the learner to co-construct knowledge
2. Helps construct the student’s classroom identity
3. Provides the learner the practice needed to develop academic language
4. Facilitates expression of ideas in a variety of ways
Creating Opportunities for Output

- Changing Traditional Classroom Talk
- Engaging Appropriate Language Proficiency Levels Through Cognitively Challenging Questions
- Giving Students Voice
Traditional Classroom Interaction

(Teacher) I: Initiation
(Student) R: Response
(Teacher) E: Evaluation

T has 66% of the talk time: Initiation and Evaluation
S responds with 1-2 word utterances, increasing T talk to 95%
Divide the remaining time, 5%, by # of Ss in class (25 Ss) = .2% talk time/student
“Buffalo Lady”

What did the T do to facilitate output?

Question Strategies:
1. Use Open-ended questions
2. Ask Higher level cognitive level questions
3. Expand topic by asking same S or other Ss to add
4. Scaffold, if necessary
5. Link questions to Ss’ previous comments
6. Ask questions with unknown answers
“Buffalo Lady”

What did the T do to facilitate output?

Response Strategies
1. Paraphrase/recast
2. Repeat
3. Back-channel
4. Give confirmation checks
5. Silence/pauses
Questioning Strategies at Various Proficiency Levels

Take a moment to think about what questions were asked in the science lesson. How were they varied?

**Questions must:**
1. Be on academic topic
2. Be cognitively challenging
3. Elicit extended student talk
### Modeling Language

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Expressions</th>
<th>Words</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Predict</td>
<td>Whether objects sink or float?</td>
<td>(Das, der, die) 1 wird - 2</td>
<td>1. Das Blatt</td>
<td>Verb infinitives.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Das Papier</td>
<td>Gender of Nouns.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Die</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Aluminumfolie</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Der Stift</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Der Knopf</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Der Deckel</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Der Pfennig</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. sinken schwimmen</td>
<td></td>
</tr>
<tr>
<td>Justify</td>
<td>Predictions about objects sinking or floating.</td>
<td>ist schwerer als _______. Or ist nicht schwerer als _______.</td>
<td>Das Wasser Schwer, schwerer</td>
<td>Comparative adj.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>nicht</td>
<td>Negative form of predicate adjectives</td>
</tr>
</tbody>
</table>
Example 4 ~ Creating a Story **Problem**

Write a story problem that can be solved using the number $7.96 - $0.49 = \underline{\hspace{2cm}}$

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________
Modeling Language

Create a word sentence with the number sentence provided.

I have ______. I
1st # bought a
________ for
object
2nd #.

Create a distraction sentence.

I wanted to buy
________ for
object
________, but
amount
did not.

Ask a question.

How much
money do I
have left?

Use estimation
to check the
reasonableness
of your answer.

______ = ______
______ = ______
subtract

Make sense?
Modeling Language

Instructions: Read the story. Then, fill in the blanks.

“Seventh Grade” Section 2

In the homeroom, roll was taken, emergency cards were passed out, and they were given a bulletin to take home to their parents. The principal, Mr. Belton, spoke over the crackling loudspeaker, welcoming the students to a new year, new experiences, and new friendships. The students squirmed in their chairs and ignored him, they were anxious to go to first period. Victor sat calmly, thinking of Teresa, who sat two rows away, reading a paperback novel. This would be his lucky year. She was in his homeroom, and would probably be in his English and math classes. And, of course, French.

The bell rang for first period, and the students herded noisily through the door. Only Teresa lingered, talking with the homeroom teacher.

“So you think I should talk to Mrs. Gaines?” she asked the teacher. “She would know about ballet?”

“She would be a good bet,” the teacher said. Then added, “Or the gym teacher, Mrs. Garza.”

Victor lingered, keeping his head down and staring at his desk. He wanted to leave when she did so he could bump into her and say something clever.
## Plot Summary

Instructions: Use the information from Activity 1 and the words below to fill in the blanks.

<table>
<thead>
<tr>
<th>happy</th>
<th>French</th>
<th>help</th>
</tr>
</thead>
<tbody>
<tr>
<td>speak</td>
<td>impress</td>
<td>French</td>
</tr>
<tr>
<td>Teresa</td>
<td>Victor</td>
<td>class</td>
</tr>
<tr>
<td>French</td>
<td>school</td>
<td>Teresa</td>
</tr>
<tr>
<td>boy</td>
<td>Victor</td>
<td>girl</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Somebody</th>
<th>A _______ boy _______ in seventh grade named _________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wanted</td>
<td>wants to see a _________ he likes named _________ as much</td>
</tr>
<tr>
<td></td>
<td>as possible in _________</td>
</tr>
<tr>
<td>So</td>
<td>so he signs up to take _________ because she is going to take</td>
</tr>
<tr>
<td></td>
<td>that _________</td>
</tr>
<tr>
<td>Unfortunately</td>
<td>Unfortunately, _________ doesn’t have any other classes with</td>
</tr>
<tr>
<td></td>
<td>_________</td>
</tr>
<tr>
<td>So</td>
<td>so in _________ class, he tries to _________ her by</td>
</tr>
<tr>
<td></td>
<td>pretending to _________ French.</td>
</tr>
<tr>
<td>In the end</td>
<td>In the end, Teresa asks Victor to _________ her with</td>
</tr>
<tr>
<td></td>
<td>_________ and he is extremely _________</td>
</tr>
</tbody>
</table>
Personal Experience

Instructions: Read the question and then answer it with information about yourself.

Have you ever felt nervous / happy / embarrassed / upset?

One time, I felt nervous/happy/embarrassed/upset. I was at _____________.

(circle one) (Name of place)

I felt ________ because _____________.

(feeling) (explain the situation here)
### Making Connections

Instructions: What feeling did you write about at the beginning of class (nervous / happy / embarrassed / upset)? Write the feeling in the space below.

<table>
<thead>
<tr>
<th>Victor felt</th>
<th>when</th>
</tr>
</thead>
<tbody>
<tr>
<td>nervous</td>
<td>...he spoke to Teresa in homeroom.</td>
</tr>
<tr>
<td></td>
<td>...Teresa wasn't in his English class.</td>
</tr>
<tr>
<td></td>
<td>...Mr. Bueller spoke to him in French.</td>
</tr>
<tr>
<td>upset</td>
<td>...Mr. Bueller didn't tell Teresa Victor's secret.</td>
</tr>
<tr>
<td></td>
<td>...he looked for Teresa at lunch.</td>
</tr>
<tr>
<td>happy</td>
<td>...Teresa smiled at him at lunch.</td>
</tr>
<tr>
<td>embarrassed</td>
<td>...Teresa asked him for help with French.</td>
</tr>
<tr>
<td></td>
<td>...he spoke French in French class.</td>
</tr>
<tr>
<td></td>
<td>...he said Teresa's name in English class.</td>
</tr>
</tbody>
</table>

Use the information above to help you make a connection to Victor.

Victor felt _______ when _______

He felt _______ because _______

Use the "Personal Experience" worksheet from the beginning of class to help you finish.

One time, I felt _______ too. I was at _______. (Name of place)

I felt _______ because _______
Tragic Hero = **Julius Caesar**

**Noble Stature**
- Julius Caesar was the leader of Rome.
- Julius Caesar led Rome in 44 BC.
- BC = Before Christ.

**Tragic Flaw**
- A flaw is something bad.
- Too much pride is a flaw.
- Julius Caesar had too much pride.

**Free Choice**
- Julius Caesar chose not to share his power.

**Punishment**
- Julius Caesar was murdered.
- Julius Caesar was murdered by men who thought Caesar had too much power.

**Increased Awareness**
- Julius Caesar realized he should have shared his power.
- Julius Caesar realized he made a mistake.

**Produces Catharsis**
- (We will fill this one in after you read the play!)
My Culture Presentation: Ways to Compare and Contrast

There are many similarities and differences between ______ and ____________.

Contrast

The ______ in ______ is different than the ______ in ______

The most popular ______ in ______ is ______ but in ______ it is ______

Many people wear ______ in ______. However, in ______ the people wear ______

A typical ______ in ______ is ______. The typical ______ in ______ is different than in ______. It is ______

In ______ there are ______ but in ______ there are ______

However, we celebrate ______ in ______ but in ______ we celebrate ______
Compare

Some of the _____ is similar though.

Both _____ and _____ have _____

The _____ in _____ is just like the _____ in _____

In both cultures, the people love _____

The _____ is similar too.

People celebrate similar festivals in _____ and _____ and _____ are holidays that we celebrate in both countries.

The _____ in _____ is similar to the _____ in _____

The _____ in _____ is the same as the _____ in _____

The _____ in _____ is _____ too.

In both cultures, _____

Although there are many differences between _____ and _____ both cultures are _____
Where we’ve been...

We’ve examined 3 ways teachers can alter their talk in teacher-fronted instructional activities:
1. Employ instructional conversations
2. Vary question strategies for each stage of linguistic proficiency
3. Give Students Voice, Modeling Language
Pair/Share Conclusion

How would you describe the characteristics of an interaction that develops academic language?

What does it mean to engage?
Group/Pair Work

- Think, Write, Pair, Share
- Numbered Heads Together
- Jigsaw
- Peer Tutoring
- Pair Assignments
- Cooperative Learning
Why use group work with ELLs?

- Increases language practice opportunities
- Improves the quality of student talk
- Helps individualize instruction
- Promotes a positive social climate
- Motivates learners
Engaging with the Content

Instead of having the student.....
Learn to spell the words on the list

Think about having the student
Learn words about a topic, learn word families, learn words related to other class work, learn words easily illustrated

Refer to page 34, Mod 3
TAT Sheltered Strategies

- Making Content Comprehensible
  - Review #s 1, 2, and 3

- Creating Opportunities for Interaction
  - Review #s 4, 5, and 6

Take some time to select a few strategies to add to your lesson, making it accessible to your ELLs

Refer to page 35
Workshop Wrap Up

- Participants have time to workshop, independently or in groups to apply their newly learned sheltered strategies to an everyday lesson.
- Presentations to the group
- Followed by Module 4
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