

EFFECTIVE ELL STRATEGIES

MODLAN Conference 11-21-15

UNDERSTANDING

and Language Proficiency

Language Proficiency

0 Understand the importance of building on students' prior knowledge and Background knowledge.

Understand the concept of "Language Objectives"

0 Develop strategies to support English Learners.



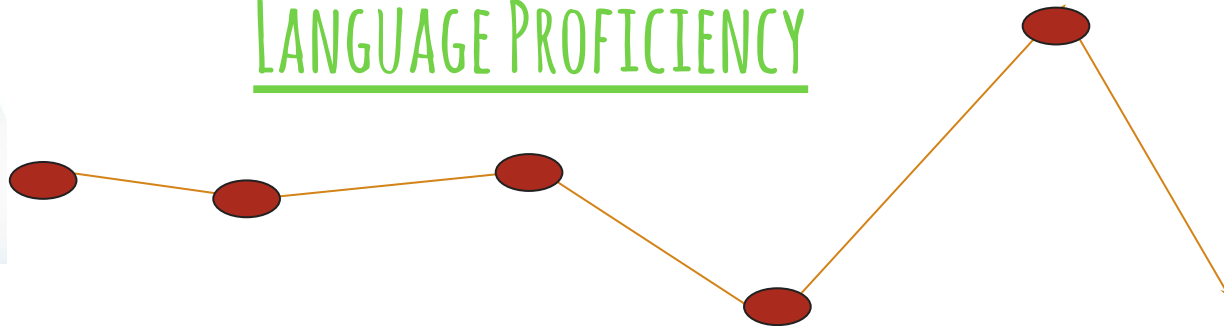
LANGUAGE DEVELOPMENT



The visual leads me to believe that Language Development is...



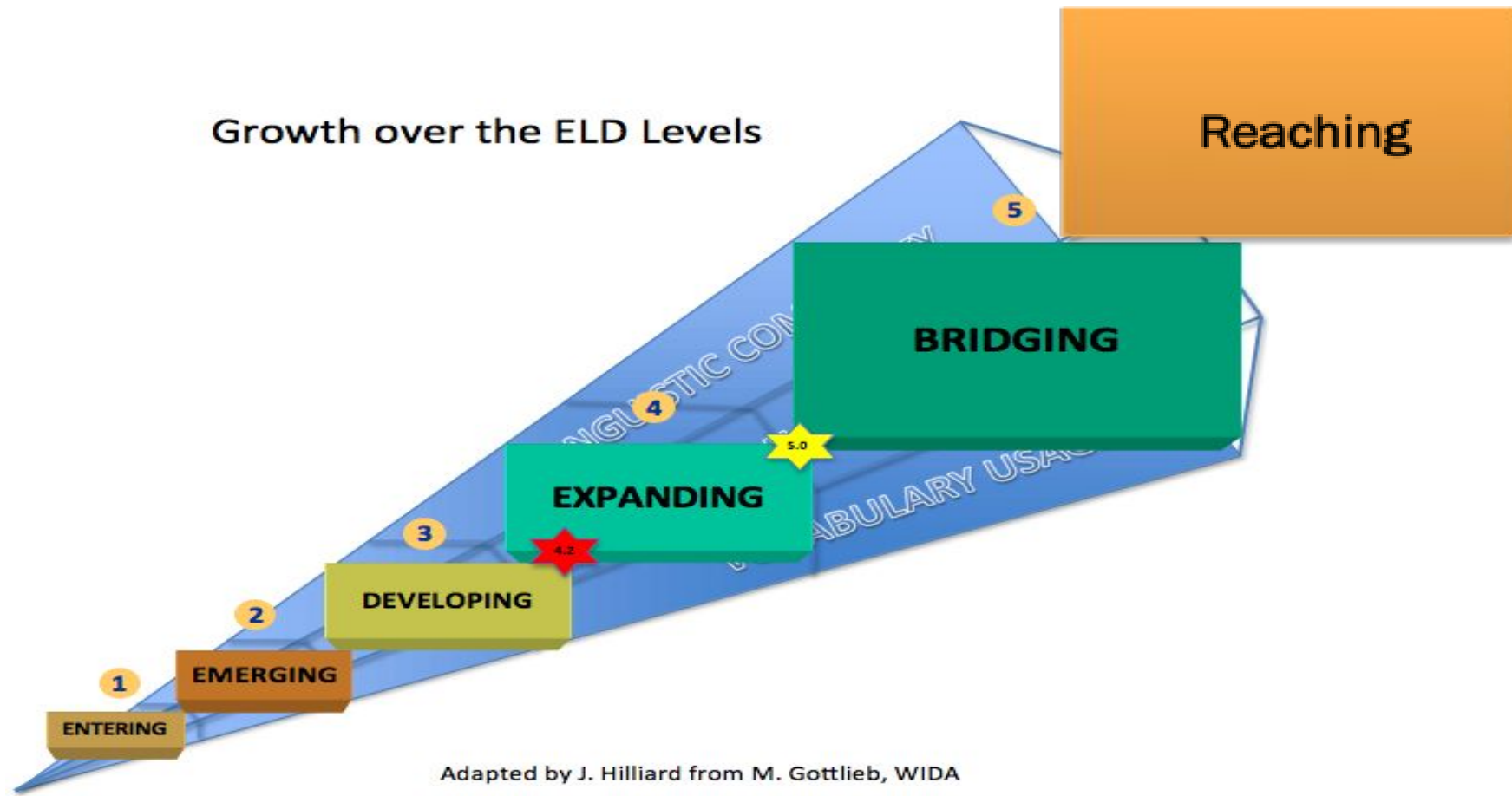
LANGUAGE PROFICIENCY



The visual leads me to believe that Language Proficiency is...

- ENGLISH LANGUAGE DEVELOPMENT (ELD) articulates the language acquisition process as fluid, flexible, and ongoing.
- LANGUAGE PROFICIENCY reflects on a student's current level in the language acquisition process at a particular point in time

ENGLISH LANGUAGE DEVELOPMENT PROFICIENCY LEVELS



SUPPORT VS. INTERVENTION

Intervention:

Because our students are all on different places on the learning continuum, some require a change in instructional, social/emotional, or behavioral plan based on their needs in a particular area. The change is targeted and prescribed PROVIDING sufficient adjustments to time and/or intensity that leads to advancement on the learning continuum. It does not refer specifically to a location or a person but rather refers to the instruction that is offered in addition to what the Tier 1 instruction provides for all.

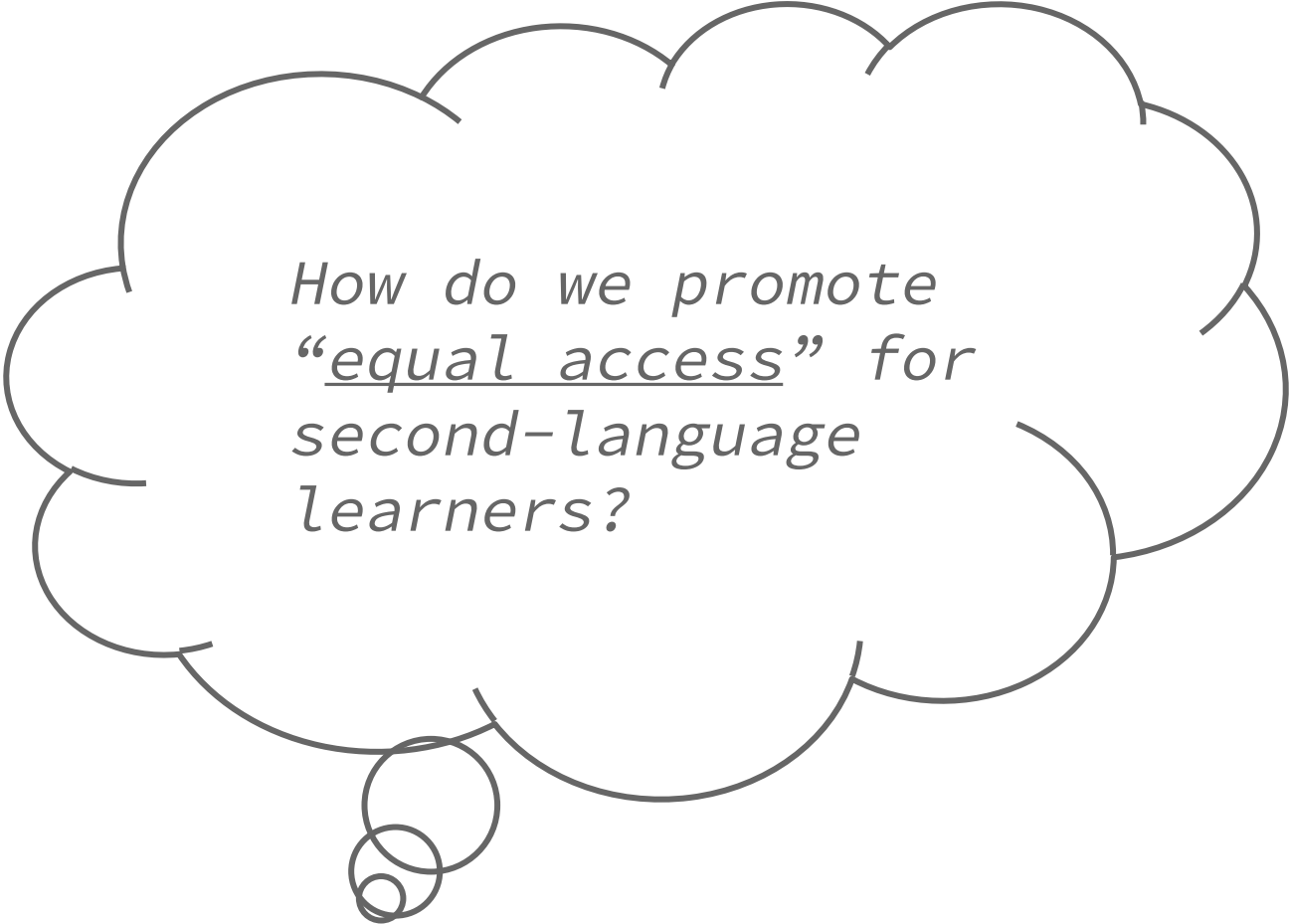
Supports:

Supports are considered the instructional, social/emotional, linguistic, or behavioral strategies, tools, accommodations, and/or conditions that are often considered best practice for all students but are necessary for some students to give them equal access to learning. Supports may be provided to the whole class, small groups, or individuals. They are ongoing, flexible, and applied across subject areas/classrooms.

NEEDS OF SECOND LANGUAGE LEARNERS

- Supports:

- Supports are considered the instructional, social/emotional, linguistic, or behavioral strategies, tools, accommodations, and/or conditions that are often considered best practice for all students but are necessary for some students to give them equal access to learning. Supports may be provided to the whole class, small groups, or individuals. They are ongoing, flexible, and applied across subject areas/classrooms.



*How do we promote
“equal access” for
second-language
learners?*



CORE CURRICULUM

HOW?

Content Objectives

Language Objectives

- What is the language that students will need in order to communicate their learning?

LANGUAGE OBJECTIVES

Unit Understandings :

- ***Innovations impact society.***
- ***Necessity and/or creativity can drive innovation.***
- ***Trial and error can result in continuous improvement or change.***
- ***Perspective impacts views on innovation.***

● Content Specific

Vocabulary

- innovation
- invention
- inventor
- society

● Needed Language

- impacts
- necessity
- drive
- trial
- error
- result
- continuous
- perspective
- views

BUILDING ORACY &
BACKGROUND
KNOWLEDGE

BUILDING ORACY & BACKGROUND KNOWLEDGE

- Oracy is...
 - Oracy is the foundation of Literacy
 - **Reading:** Oracy makes text comprehensible
 - **Writing:** We are only able to put into writing, that which we can express verbally.



National Literacy Panel (August & Shanahan, 2006)



- ELLs are often highly skilled at **word level skills:**

- Word recognition
- Decoding
- Spelling



Word Family Sort

-ip	-ig	-in	-ill	-ot
hip	pig	fin	hill	hot
lip	wig	pin	mill	pot
tip	big	win	pill	dot

National Literacy Panel (August & Shanahan, 2006)



- ELLs lag behind their peers in **text level skills**
 - Reading comprehension
 - Inferencing
 - Predicting
 - Paraphrasing



Building Oracy & Background Knowledge

- Oracy strategies should...
 - meet different learning styles
 - allow students to hear the language using pictures and/or realia
 - allow students to speak the language (give sufficient time to practice)
 - allow ALL children to be actively and meaningfully engaged

BUILDING ORACY & BACKGROUND KNOWLEDGE

Videos



**Experiments/
Experiences**



TPR

Total Physical
Response



EFFECTIVE ORACY BUILDING STRATEGIES

BRIDGE

The instructional moment in teaching for biliteracy when teachers bring the two languages together, guiding students to actively engage in contrastive analysis (a.k.a. Metalinguistic Focus) of the two languages by visually placing them side by side and to transfer academic content they have learned in one language to the other language.

BRIDGE: 3 CRITICAL ELEMENTS

1. Transfer of language
2. Metalinguistic Focus
 - (Phonology, Morphology, Syntax, Grammar, and pragmatics)
3. Extension Activities

BRIDGE: #1 TRANSFER OF LANGUAGE

- **What does this look like?**
- **What is the teacher doing?**
- **What are the students doing?**

BRIDGE MODEL

BRIDGE: #2 METALINGUISTIC FOCUS

- Phonology
 - Sound system
- Morphology
 - Word Formation (i.e. prefixes and suffixes)
- Syntax and Grammar
 - Sentence Structure: Rules for Punctuation, grammar, and word order
- Pragmatics
 - Language Use/Cultural Norms

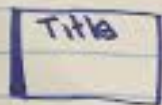
BRIDGE MODEL

BRIDGE: #3 EXTENSION ACTIVITIES

- Extend Learning from one language to the other, embedding the four language domains.
- Students have the opportunity to use the new language.



Titulo



Title

Autón



Author

Ilustrador



Illustrator

Páginas



Pages

Ficción

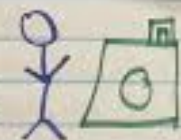


Fiction

Información

Information

Fotos



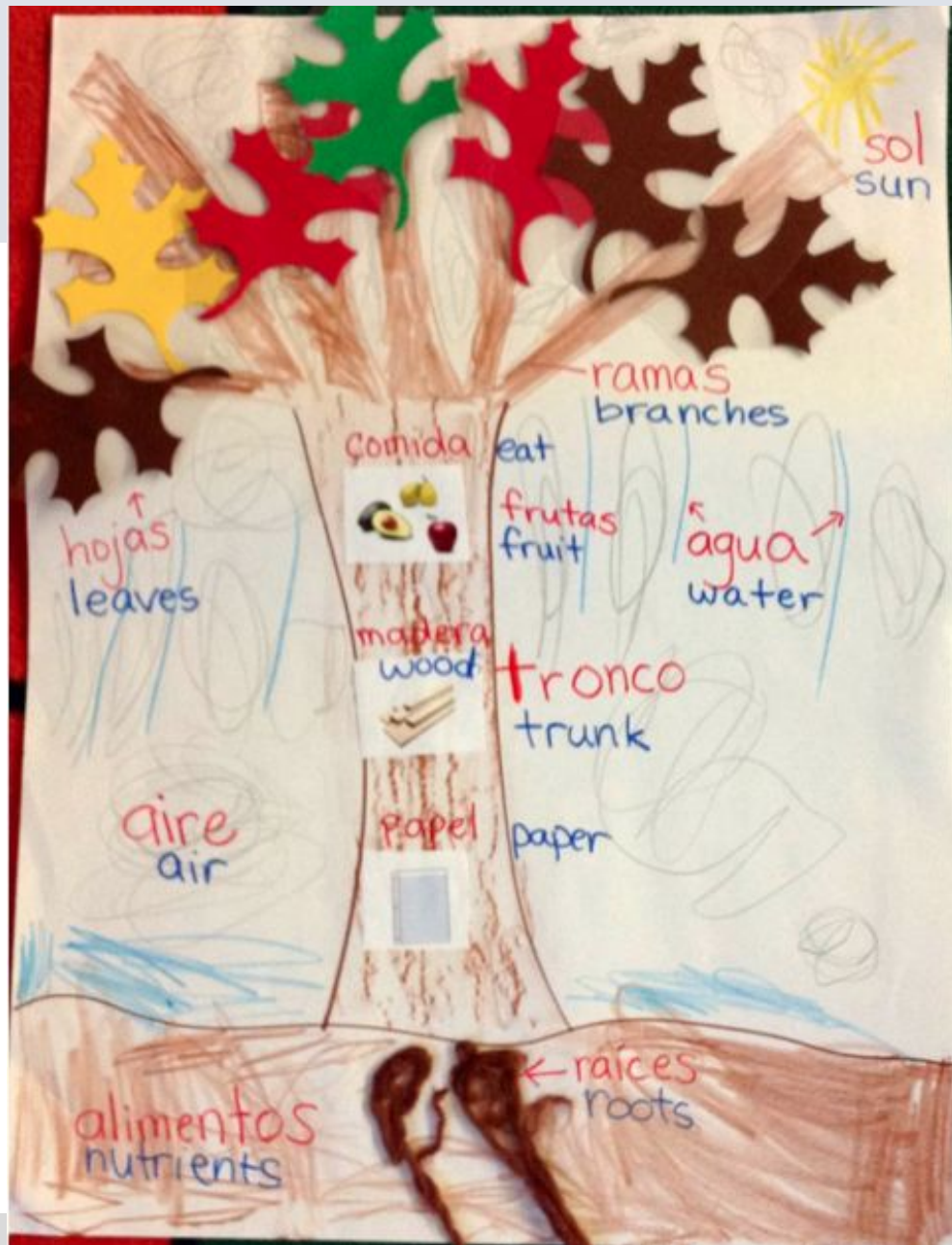
Photos

Ilustraciones



Illustrations

El Proceso de Escritura	The Writing Process
Lluvia de Ideas	Brainstorm
Pre-escritura	Prewrite
Borrador Primera Copia	Rough Draft First Copy
Revisar CADRE	Revise CARED
Editar MUPOA	Edit CUPS
Publicar	Publish



El perímetro

Para calcular el perímetro, se necesitan sumar ^{los} números de los lados alrededor de la figura.

To calculate the perimeter you need to add the numbers of the sides around the figure.