

Soaring to New Heights

Keys to Academic Success for
English Language Learners
(ELLs)

Demographics

“By 2050, 30% of the students in our schools are projected to be Hispanic and 50% minorities. If we do nothing, 50% of the Hispanic population will have less than a high school education. The future of this nation is tied to the minority population. How well they do is how well America will do.”

Dr. Steve Murdock, Demographer, Office of English Language Acquisition Summit (OELA), 2006.

Research

Students should be taught academic English in the earliest grades. We will probably not see large gains in the upper grades without academic English in the lower grades.

Academic Success for ELLs

How do we create academic success for the ELLs we teach?

Anticipation Guide

Complete the Anticipation Guide on page 1 of your handout. Hold onto this until the end of the presentation.

See pages 2-6 in your handout for examples.

How Do We Build Academic Language with With ELLs of Diverse Levels?

What does the following sentence mean?
Write your thoughts on a piece of paper.
Handbook page 7

The pine cone was very echinated.
Defenestrating it was impossible
Because it ailed me to purchase it.

Handout page 7

echinated

defenestrate

purchase

Complete the matching activity on page 8 of your handout.

What do you think the following sentence means now? (Handout page)

The pine cone was very echinated.

Defenestrating it was impossible

Because it ailed me to purchase it.

The pine cone was very prickly. Throwing it was impossible because it hurt me to hold it.

Defenestrate: to throw out of a window--
Fenetre--French for window

Purchase: to use a fast hold to move something mechanically or to keep from slipping

4 Square

Divide a piece of paper into 4 sections.

In the first section, write BICS and prickly.

In the second section, write CALP and echinated.

In the third section, draw a picture to illustrate the meaning.

In the fourth section, write a sentence using the word “echinated”.

Handout pages 9-15

Echinated

What did you observe that facilitated student success? Use a Think-Pair-Share. Think about the question individually. Share your thoughts with a partner. Share with the group.

Was your response different depending upon the stage of language acquisition you were assigned? (See handout pages)

How would these activities meet the needs of the student who is below grade level?

Strategies

Use of visuals

Slower speech

Repetition

Matching

Hands-on activity

4 Square

Differentiation

Realia

Drawing

Acting out words

Simple directions given one at a time

Key words spoken with emphasis

Write page numbers on the board.

Use color coding.

Brain Glue

The teacher wears a word on his/her shirt or head.

The students will form a mental picture of the word.

When they see it in texts, they will visually and mentally retrieve it. Example: echinated

Alisha Das, Harnett County

Three Principles

- Increase Comprehension
- Increase Interaction
- Increase Thinking Skills

Center of Applied Linguistics Judy Jamison

Cooperative Activities

Example: People Hunt

- Increases Comprehension
- Increases Interaction
- Increases Thinking Skills

See handbook pages 16-19

People Hunts

- Use as icebreakers at the beginning of the year to help students get to know each other.
- Use to tap prior knowledge and to introduce content.
- Use to review content prior to a test.
- Use to build language.
- Use to shelter instruction for students with a limited vocabulary.
- Use to help students learn to use questioning words.

Vocabulary Concerns for ELLs

- Research shows that in every grade, vocabulary is the strongest predictor of achievement, and it must be directly taught.

Multiple Meaning Words Make English Difficult to Learn

table wound operation invalid
plot quotient live

Don't assume that ELLs know even the simplest words especially if they are below the advanced level.

Pre-teach multiple meaning words.

Handbook p. 20

Cognates

nacional

clorofila

planet

fotosintesis

agosto

atmosfera

hemisferio

problema

operacion

biografia

Handout pages 21-25

False Cognates

asistir

embarazada

largo

atender

bravo

contestar

ropa

carpeta

exito

recorder

fabrica

ropa

intoxicada

molestar

Handout page 22

Morphemes

- Handbook p. 26

ABC Chart

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

ABC Chart

Complete the chart with a word on the topic with each letter of the alphabet.

Use to assesses prior knowledge.

Use to reviews material previously taught.

Use to develop vocabulary.

See handout page

Kathleen Kenfield

English/Spanish Confusion

come

van

sin

pan

tan

sale

son

dime

dame

red

Handout page 29

Flyswatter

- Write 6 words in two columns of 3 words each on the whiteboard or tape the words to a wall. Do this twice.
- Have students repeat the words in order.
- Give 2 students flyswatters.
- Have the students hit the word you say.
- Continue until all of the words have been used. Handout p. 30
 - --Alisha Das

Brain Boggle

- Write words in two columns of three words.
- Have students repeat the words in order.
- Have students close their eyes.
- Remove one of the words.
- Have a student guess which word was taken.
- Continue until all of the words have been used. Handbook p. 31
- ---Alisha Das

Difficulties With Vocabulary Usage

- Which word goes in each of these sentences? Handbook page
- 1. ___I helped my dog carry my husband's slippers yesterday.
- 2. I___helped my dog carry my husband's slippers yesterday.
- 3. I helped ___my dog carry my husband's slippers yesterday. Handout p. 32

Suggestions for Vocabulary Use

- Select vocabulary with care and avoid idiomatic language.
- Assign only words which are used in many content areas and in life experiences.
- Direct teach and pre-tech vocabulary and use it multiple times in a variety of ways prior to assigning it for homework or for use in other activities.

Suggestions for Vocabulary Use

- Assign spelling words that students can read, pronounce and use with understanding. Differentiate spelling homework and other homework. What takes a native speaker 1 hour may take an ELL 3 hours.
- For novice students only teach and ask students to learn vocabulary that you can draw or act out.
- Teach vocabulary words and concepts through mnemonic devices, drama, demonstrations, illustrations etc. so that they are easy to understand and hard to forget!
-

Vocabulary Lists

- Third Grade in Spanish and English
- Fourth Grade in Spanish and English
- Dolch Basic Word List in Spanish and English

- Handout pages 33-39

Vocabulary for Content

- In every content area, ELLs are expected to learn new vocabulary; consequently, content area teachers should expect no more than the following number of words per unit or content area at a time:
 - K-2 3-5 words
 - 3-5 5-8 words
 - 6-8 10-12 words
 - High School 15 words maximum
 - --TESOL, Dr. White

Word Sorts

- Handbook pages 40-42

Problems with Definitions

- Extrapolation
- Epiphenomenal
- Epiphenomenon
- Epigyny
- Siphon
- Handbook p. 43

Problems with Definitions

- Avoid asking ELLs to copy definitions from the dictionary. Instead give them simplified meanings to study and use cognates.
- They will find it difficult to select from several definitions.
- Even if they copy the definition, they may not understand what they copied.
- Instead ask students to do an activity such as a 4-square activity.
- Use Longman dictionaries or picture dictionaries.

Traditional Lesson

- Read the text
- Answer the questions
- Discuss the material
- Do the hands-on activities

Teach the Text Backwards

- Do the hands-on activities first. Teach the concrete first, then the abstract.
- Discuss the material.
- Answer the questions.
- Read the text.

Math Quiz

- Imagine that you are in Mexico taking this quiz. Answer these questions from a Mexican student's perspective.
- Write today's date in numbers.
- Write 3 million in numbers.
- Write your height.
- Write 5 and 5 tenths in decimals
- Write 4 dollars

Handout page

- Write the numbers one and seven in digits
- Divide 858 by 7.

Math Quiz

- 15-11-07
- 3.000.000
- 1.68 m
- 5,5
- 4.00

Math Suggestions

- Use one word for an operation instead of several when writing problems: add, sum, and, total, plus
- Explain math connectors such as if..then, that is, for example, such that, either...or
- Explain difficult math structures such as two numbers whose product is 1 are reciprocals of each other.
- Use active voice instead of passive voice.

Cultural Influences in Math

- Handbook p. 44

Split Screen

Students write key vocabulary words on the left side of the folded paper. First,

Students listen to the story.

Students listen to the story a second time. The teacher explains and emphasizes the key words. Students illustrate key words on the right side of the folded paper as the teacher explains them.

Handout page 45

GIST

- Assign two to three students a paragraph in a story.
- Ask students to write a one sentence summary of the paragraph and the number of the paragraph on a large piece of paper.
- Ask them to tape their paragraphs to the wall in order. Read the “GIST” of the story.
- Do the paragraph summary as a review of the story. Handbook pages 46-47

Creative Rankings

- Have students rank order items by difficulty, preference, degree of importance, etc.
- Have students share opinions with their table group.
- Ask students to try to come to a consensus.
- Handbook page

Paragraph Summary

- Handbook p. 48

Creative Rankings

- Students are able to interact with the conflicts, themes and events of a piece of literature.
- Students may follow this activity with a written activity.
- Students may rank items by moving strips of paper with the choices on them.

Handbook pp. 49-52

OPIN

- Students write any word in the blank that makes sense.
- This is a modified cloze.
- Low ELLs may need a word bank.
- Handout pages 53-54

Strategies for Simplifying the Text

- Select a limited number of vocabulary words.
- Simplify vocabulary.
- Highlight key words.
- Use active verb constructions.
- Use visuals.
- Rewrite the paragraph in language the ELL can read.
- Make an outline of the passage.
- Delete unnecessary details in writing and in speech. Handbook pp. 55-57

Lesson Plan Adapted for ELLs

- An Intergrated Lesson Comparing the Butterfly and Frog Life Cycles
- The Migration of the Monarch Butterfly
- LEARN NC

Revisit Anticipation Guide

- _____1. A Novice Low English Language Learner (ELL) is new to English. This stage usually lasts a few months. The student may go through a silent period. The student can communicate with gestures and actions.
- _____2. An Intermediate High ELL understands most conversations on familiar subjects at normal speed. He/She is able to speak the language in most situations.

Anticipation Guide Revisited

- _____3. There are three things that must happen for ELLs to succeed: increase comprehension, increase knowledge of cognates and increase interaction.
- _____4. Anticipation Guides are a good way to build background knowledge.

Anticipation Guide Revisited

- _____5. A 4 Square provides an interactive way to help students access difficult vocabulary.
- _____6. The GIST simplifies a text making it more accessible for ELLs.

Anticipation Guide Revisited

- _____7. In a Paragraph Summary ELLs write summaries for stories they have read using a simplified matrix.
- _____8. Find Someone Who is a good way to introduce a piece of literature or a topic for discussion.

Anticipation Guide Revisited

- _____9. It is best to use passive verb constructions with ELLs.
- _____10. A Creative Rankings lets one rank order judgmental statements.

Mix and Match

- Walk around and switch cards every time you pass a different person.
- When the facilitator says, “Stop,” find the person with the match to your card

- _____

Cooperative Activity

Increases Comprehension

Increases Interaction

Increases Thinking Skills

Stages of Language Acquisition

- Novice Low
- Novice High
- Intermediate Low
- Intermediate High
- Advanced
- Superior
- Handbook pages 58-60

BICS and CALP

- Handbook page 62