

# English Learners: Putting the Pieces Together

KSDE Annual Conference  
October 2014



# That's Me!

- I am a teacher.
- I am an instructional coach.
- I am an administrator.
- I work with elementary students.
- I work with middle school students.
- I work with high school students.
- I work with students out of high school.
- I have an ESOL endorsement.
- I teach second language learners.
- I teach students living in poverty.
- I teach students with a race or ethnic background different from my own.



# Presenters

Michele Hayes

ESL/Title III Consultant, KSDE

Brandi Mitchell

1st grade Teacher, Village Elementary, USD 253

Jill Jones

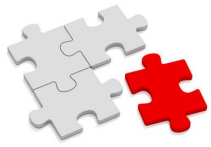
Instructor/PDS Coordinator, Emporia State University



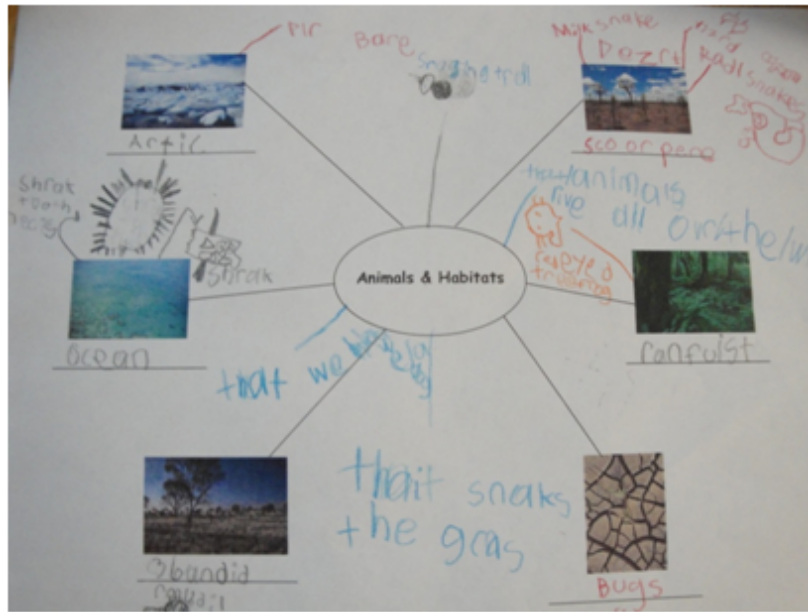
# Purpose



Share best practices working with ALL learners to get to know students, increase language, build background, increase student engagement, and utilize formative assessments.



# Mind Map



Mind Maps can be an effective tool for building background with students before beginning a lesson or unit.

Diverse learners include all students – low SES, ESL, gifted, special education, minorities, genders, etc.



# Getting to Know Students

Home/Porch Visits

\*Family Engagement

Student Biographies

Student Inventories

Building classroom community



# Building Background

Students' personal background

Link to prior knowledge  
i+1 theory

Key vocabulary

Comprehensible Input



# Vocabulary







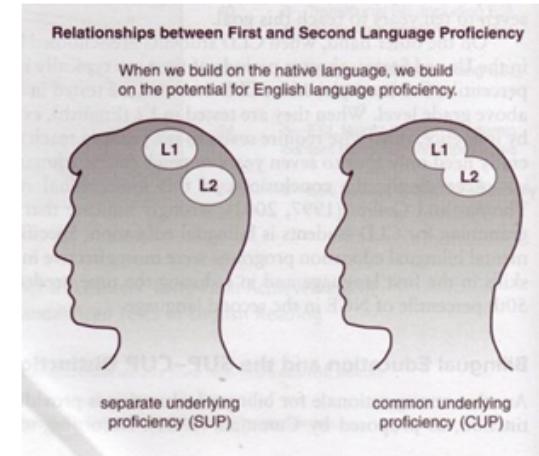
# Comprehensible Input

- ❑ What YOU do to help ALL students learn
- ❑ Appropriate speech (slowly & clearly)
- ❑ Select **vocabulary** carefully & provide support (picture cards, practice)
- ❑ Use visuals & movement to support meaning
- ❑ Use simpler syntax (shorter sentences, paraphrasing)
- ❑ Allow students time to clarify misconceptions in 1st language (L1)



# Interaction

- ❑ Opportunities for discussion
- ❑ Wait time
- ❑ Clarify misconceptions in L1
  - ❑ CUP vs. SUP
- ❑ Appropriate Groupings
- ❑ Kinds of Interaction-teacher, student, groups





# Importance of Interaction

## Traditional Classroom

- ❑ Students have opportunity to speak 1 out of 20 times every 2 minutes per class with 30 min of Q&A time = **45 sec of talk time per student**
- ❑  $2.25 \text{ hrs/class/year} \times 6 =$   
**13.5 hrs per year**

## Cooperative Learning Classroom

- ❑ In groups of 3 (chunk & chew), students have opportunity to speak in 30 min Q&A time an average of **10 min per class period**
- ❑  $20.1 \text{ hrs/class/year} \times 6 =$   
**120.6 hrs per year**



# Appropriate Interaction

- ❑ Students aren't just talking to talk.
- ❑ Students acquire social language (2 yrs) before academic language (7-10 yrs).
  - ❑ BICS vs. CALP
- ❑ College and Career Ready Standards necessitates instruction of academic language.
- ❑ Students need to be immersed in the language with many opportunities to communicate.



# Language Sample: Ti Sang, 12 years old from Cambodia

*Hmmmm...they-they, like speak Cambodian more because they more comfortable in it. They don't want to talk English sometime because – when they go to school they don't like, really talking, right? But when at home they chatter-talk. Cause they kind of shy, you know, like, when the teacher call on them and they don't know the answer, sometime they know the answer but they shy to answer. If you ask them, ask them so quietly, they answer.*

Wong & Snow, 2000



# Academic Language

- ❑ Students acquire language naturally through interactions but...  
YOU MUST TEACH VOCABULARY AND ACADEMIC LANGUAGE!
- ❑ “Academic English is **not a natural language. It must be explicitly taught, not merely caught.**” (Smiley, 2008)  
Bottom Line...just because students can speak fluently socially, does not mean they are fluent in their 2nd language.
- ❑ Give them a specific purpose to advance their academic language. English is not required for academic learning.
- ❑ Sentence stems:
  - ❑ My idea is similar to...because...
  - ❑ I was able to conclude...because...
  - ❑ I’m confused about...because...



# Types of Strategies

1. Cognitive - Tools in the Hand
2. Metacognitive - Tools in the Head
3. Social/Affective - Interaction

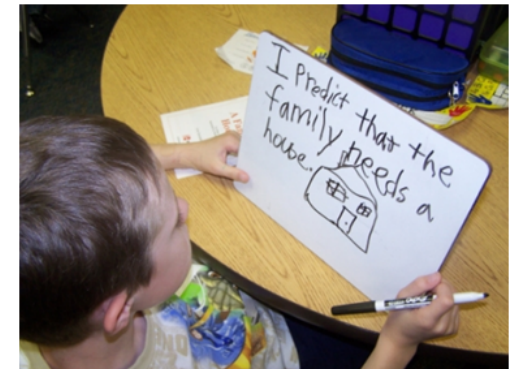






# Cognitive Strategies Tools in the Hand

- Take notes
- Summarize
- Predict
- Make Inferences
- Visualize
- Elaborate on prior knowledge



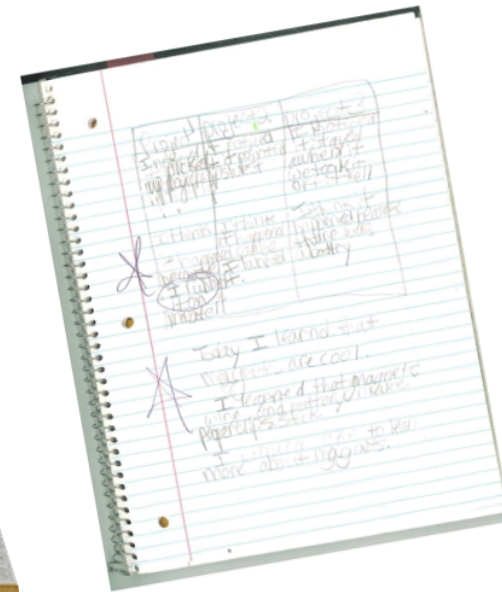
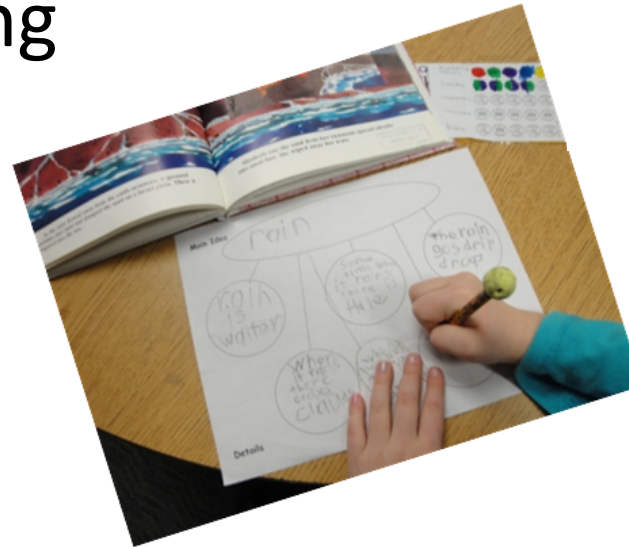




# Metacognitive Strategies

## Tools in the Head

- Graphic organizers
- Self-monitor
- Self-assess
- Organization Planning





# Social/Affective Strategies

## Interaction

- Self-talk
- Questioning for clarification
- Cooperation



## Student Engagement






# How We Learn

According to William Glasser we learn . . .

- 10 % of what we **READ**
- 20% of what we **HEAR**
- 30% of what we **SEE**
- 50% of what we **SEE** and **HEAR**
- 70% of what is **DISCUSSED** with **OTHERS**
- 80% of what is **EXPERIENCED PERSONALLY**
- 95% of what we **TEACH TO SOMONE ELSE**



# Individual Learning Plan (ILP)

Standard 2	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can....		<ul style="list-style-type: none"><li>• participate in short conversations, discussions, and written exchanges</li><li>• take turns</li><li>• respond to simple yes/no and wh- questions about familiar topics.</li></ul>	 <ul style="list-style-type: none"><li>• participate in short discussions and written exchanges</li><li>• follow the rules for discussion</li><li>• ask questions to gain information or clarify understanding</li><li>• respond to the comments of others</li><li>• contribute his or her own comments about familiar topics and texts.</li></ul>		



# Individual Learning Plan (ILP)

Standards 9	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can....		<ul style="list-style-type: none"><li>• communicate simple information about a topic</li><li>• recount two events in sequence</li><li>• use frequently occurring linking words (e.g., <i>and</i>, <i>then</i>) with emerging control.</li></ul>	<ul style="list-style-type: none"><li>• present a few pieces of information about a topic</li><li>• recount a short sequence of events</li><li>• use common linking words (e.g., <i>and</i>, <i>but</i>, <i>next</i>, <i>after</i>) to connect ideas or events with developing control.</li></ul>		

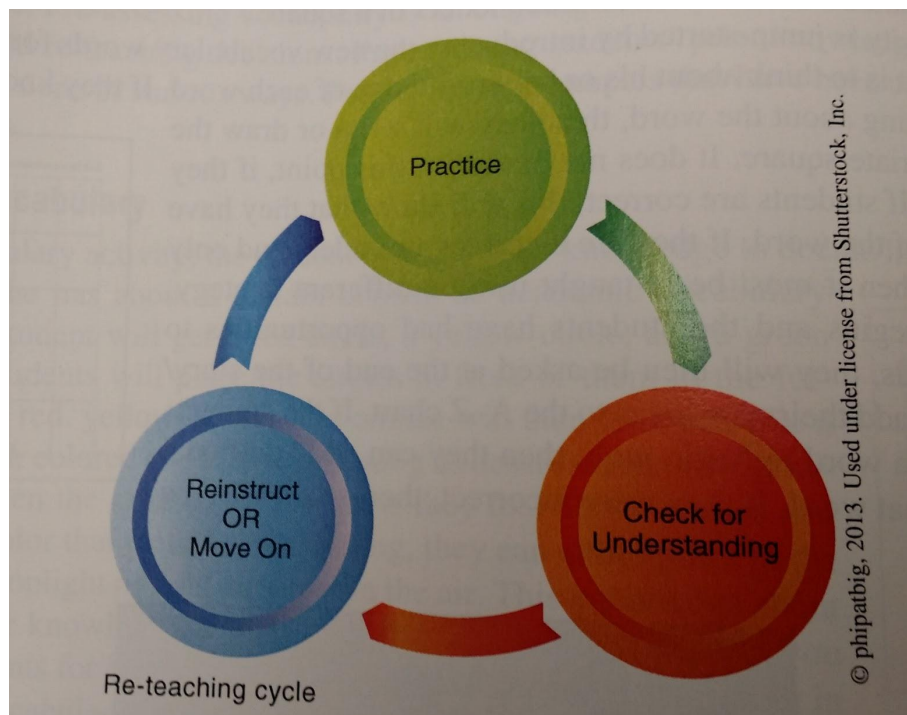
# Student Scenarios

- ❑ Grade Bands
  - ❑ PreK-3
  - ❑ 4-6
  - ❑ 7-12
- ❑ Language Proficiency
- ❑ Individual
- ❑ Partner/Small Group
- ❑ Share
- ❑ Gallery Walk





# Using Formative Assessments to Drive Instruction







# Examples of Formative Assessments

- ☐ A-Z Vocabulary
- ☐ Mind Map
- ☐ Observations
- ☐ Interviews
- ☐ Rubrics
- ☐ “Talk Times”
- ☐ Exit Tickets
- ☐ Projects



Self-Assessment Rubric      Name: \_\_\_\_\_ Date: \_\_\_\_\_

Today in workshop I did great! I worked on:

★ \_\_\_\_\_

Today in workshop I did okay. I could do better next time by:

😊 \_\_\_\_\_

Today in workshop I did not do well. To get my work done next time I could:

☹ \_\_\_\_\_

One thing I am an expert about after workshop is:

\_\_\_\_\_

\_\_\_\_\_

Self-Assessment Rubric      Name: \_\_\_\_\_ Date: \_\_\_\_\_





# Questions



Michele Hayes [mhayes@ksde.org](mailto:mhayes@ksde.org)

Jill Jones [jjones8@emporia.edu](mailto:jjones8@emporia.edu)

Brandi Mitchell [brandi.mitchell@usd253.net](mailto:brandi.mitchell@usd253.net)