Instructional Strategies for ELL Students

Angie Haro
ESC Region 19
Speaking El Paso Video

- https://youtu.be/ynk9QJGp-bA

*A different language is a different vision of life.*

- Federico Fellini
In a class of 25 students, about 5 students are ELL students.
In a class of 25 students, about 7 students are ELL students.
<table>
<thead>
<tr>
<th>Region Number</th>
<th>State # ELL Assessment</th>
<th>State # ELL Met Standard</th>
<th>Region # ELL Assessment</th>
<th>Region # ELL Met Standard</th>
<th>Regional % of ELLs Meeting Standard</th>
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<th>% of IR Campuses</th>
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Regional % of ELLs Meeting Standard

Above State Average

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<td>STAAR Percent at Approaches Grade Level or Above</td>
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<td></td>
<td>2016</td>
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<td>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</td>
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<td>2015-16</td>
<td>83.3%</td>
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<td>2014-15</td>
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Need for Differentiated Instruction

ELLs come to the classroom with a wide range of educational backgrounds and varying levels of English language proficiency. While some ELLs may have the academic and linguistic ability to interact socially and academically, other ELLs may need support in understanding and making connections with grade-level content.
TAC Chapter 74.4 (b)(4)

Requires school districts to provide intensive and ongoing foundational second language acquisition instruction to ELLs in Grade 3 or higher who are at the beginning or intermediate level of English language proficiency in listening, speaking, reading, and/or writing as determined by the state’s English language proficiency assessment system (TELPAS). These ELLs require focused, targeted, and systematic second language acquisition instruction to provide them with the foundation of English language vocabulary, grammar, syntax, and English mechanics necessary to support content-based instruction and accelerated learning of English.
CTE Perkins Special Populations

• English Language Learners or Limited English Proficient
  ➢ Students whose primary language is not English and/or live in a family or community in which a language other than English is dominant
  ➢ Includes individuals who need to enhance their abilities in the areas of speaking, reading, writing, and understanding the English language
Second Language Acquisition

- Listening
- Speaking
- Writing
- Reading

Receptive

Expressive
Language Development Process

1. Use TELPAS to identify students proficiency levels in the 4 domains

4 Domains
- Listening
- Speaking
- Reading
- Writing

Proficiency Level Descriptors (PLDs)
- Beginning
- Intermediate
- Advanced
- Advanced High

Resources:
http://programs.esc20.net/default.aspx?name=elps.resources
Language Development Process

2. Select linguistic accommodations to address student’s level of English language proficiency
   - Accommodate instructional materials and activities
   - Communicate in a manner to ensure ELLs understand concepts
   - ELPS training
   - ELPS Linguistic Instructional Alignment Guide
Accommodations

• Slow down for processing time
• Give students copy of the PPT ahead of time
• Read out loud
• Give them academic vocabulary before hand
• Printed hand out of glossary
• Orally repeat questions
• Highlight key words on the PPT
Accommodations are **NOT**

- Watering down a curriculum or lowering standards of a CTE program
- Deleting competencies necessary for employment and job retention

**Students are expected to meet the same standards set for everyone else!**
Teacher Behaviors - Speaking

Vary with domain and PLD that is being addressed

• Speaking

  ➢ Respect student’s silent period and do not force him/her to speak if the student is hesitant to participate (BL)
  ➢ Focus on the content of student’s response and not on pronunciation or grammatical errors (IL)
  ➢ Assign oral presentations to practice using content-based terms and common abstract vocabulary (AL)
  ➢ Encourage student to participate in a variety of extended social and academic discussions (AHL)
Teacher Behaviors - Listening

Vary with domain and PLD that is being addressed

• Listening
  - Speak in clear, concise manner, such as using shorter sentences and fewer pronouns (BL)
  - Extensive use of visual and verbal cues to reinforce spoken or written words (IL)
  - Increased wait time to process information (AL)
  - Allow student to seek clarification as needed (AHL)
Teacher Behaviors - Reading

Vary with domain and PLD that is being addressed

• Reading
  ➢ Read aloud to model enunciation and the use of English language structures (BL)
  ➢ Allow student to read independently providing him/her with additional time to read slowly and reread for clarification (IL)
  ➢ Use varied cooperative groups to encourage and provide student with oral reading opportunities (AL)
  ➢ Use grade-appropriate texts that will promote vocabulary development of low-frequency or specialized, content-specific words (AHL)
Teacher Behaviors - Writing

Vary with domain and PLD that is being addressed

• Writing
  - Use a familiar topic to brainstorm and model organization of thoughts using simple sentences (BL)
  - Create an interactive word wall that the student can use during independent or cooperative writing tasks (IL)
  - Have student write a personal narrative requiring the use of a graphic organizer to compose a first draft (AL)
  - Expose student to multiple examples of texts that were written for a variety of purposes and audiences (AHL)
3. Language Development Activities: Provide multiple opportunities to listen, speak, read, and write using academic language.

- Use Content and Language Objectives to frame your lesson
- Use sentence frames and probing questions to promote social and academic disclosure
- Ensure activities are designed to include participation from all levels of proficiency
- Establish routines and procedures to promote a supportive learning environment
Characteristics of Content and Language Objectives

Content Objective
• Align with TEKS
• Answer
  ➢ Who?
    • students
  ➢ Do what?
    • TEKS (match, identify, evaluate, etc.)
  ➢ How/with what?
    • tasks, resources, processes

Language Objective
• Align with ELPS
• Answer
  ➢ Who?
    • students
  ➢ Do what?
    • ELPS (listen, speak, read, write, etc.)
  ➢ How/with what?
    • words/phrases and/or printed material

(Closing Task)
CTE Sample Content and Language Objectives

Content Objective (TEKS)
• We will learn to identify and utilize balance as a design element to create pleasing architecture.

Language Objective (ELPS)
• We will write using newly acquired vocabulary relating to balance through the application of real world examples.

1. Who?
2. Does What?
3. How or with what?
Let’s Review Our Objectives

<table>
<thead>
<tr>
<th>Language Objective/Closing Question/Task/Product/To Do</th>
</tr>
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<tbody>
<tr>
<td>Who? (Students)</td>
</tr>
<tr>
<td>• The students will</td>
</tr>
<tr>
<td>• I will</td>
</tr>
<tr>
<td>• We will</td>
</tr>
<tr>
<td>Does What? (ELPS Student Expectations)</td>
</tr>
<tr>
<td>Practice and discuss</td>
</tr>
<tr>
<td>How/with what? (Words, phrases, printed materials)</td>
</tr>
<tr>
<td>academic language strategies and techniques that I will be applying during my lesson</td>
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</tbody>
</table>

**Language Objective:** We will practice and discuss academic language strategies and techniques that I will be applying during my lessons.
Deserted Island

You have been exiled to a deserted island for a year. In addition to the essentials, you may take one piece of music, one book, and one luxury item you can carry with you (not anything that can help you leave the island).

What would you take and why?
I’ve been exiled to a deserted island for a year.

- I will take _______ (music) because _____________.
- I will take _______ (book) because _____________.
- I will take _______ (luxury item) because ______.
Language Development Process

4. Choose **supplementary materials** needed to support student learning of new concepts.
   - Select adaptive text(s) or related literature to support students’ understanding
   - Use visuals, manipulatives, and/or modeling to pre-teach vocabulary and/or concepts
Suggestions for Your PPT Presentations

- Add learning objective and task both at the beginning and end of the PPT presentation
- Highlight key vocabulary
- Introduce vocabulary at the beginning of lesson and reinforce at the end
- Create a glossary slide
- Add pictures where appropriate
- Save a copy as a PDF
Glossary 1

**Balance:** How lines, shapes, colors, textures, and patterns are used to break up an area or space into parts.

**Equilibrium:** A state of rest or balance due to the equal action of opposing forces.
Symmetrical Balance: Both sides are EXACTLY the same - a mirror image of each other.

Asymmetrical Balance: The design is balanced but each side is different in some way.
Language Development Process

5. Continuously gather information on student progress in English language development.

- Implement listening, speaking, reading, and writing activities during instruction to check for understanding
- Track and communicate progress to all stakeholders
- Revisit PLDs to consistently support and promote higher levels of English language acquisition
Why is it Important that ELL Students Demonstrate Progress?

• TELPAS reading performance is a primary component of the ELL Progress Indicator that was incorporated into the state accountability ratings system in 2011.

• TELPAS results are used in a number of other indicators in the state’s Performance-Based Monitoring Analysis System (PBMAS).
Gateway Pass

Gateway Pass is a single sign-on (SSO) solution for TEA Gateway Applications. With Gateway Pass, you can access all TEA Gateway Applications through a single account.

- [https://pass.texasgateway.org/launchpad](https://pass.texasgateway.org/launchpad)
Resources

Texas CTE Resource Center

www.txcte.org

“Special Populations” Section Link on Home Page

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Working with English Language Learners in Career and Technical Education (CTE) Classrooms

In this course you will see best practice strategies as they relate to effectively instructing English language learners in CTE classrooms. The objectives of this course are to:

- identify typical instruction that CTE teachers are called upon to address.
- provide simple, easy to use strategies that all CTE teachers can incorporate into their curriculum to deal with these challenges.

https://www.txcte.org/course-binder/working-english-language-learners-ca...

Source: Texas Education Agency
Texas Gateway

www.texasgateway.org

Search Key Word “ELPS”

79 search results for CTE

CTE 101: Career and Technical Education in Texas
CPE credit is 4  Subject: CTE

The CTE 101: Career and Technical Education course returns to the Texas Gateway on March 11, 2016. This course provides an overview of Career and Technical Education in Texas and how it is implemented at the state and local levels. Teachers who are not certified in CTE and have been assigned to teach one of the CTE courses for mathematics or science credit must complete CTE 101. CTE-certified teachers may complete CTE 101, but it is not a requirement. Upon successful completion of the course, participants will earn 4 CPE credits.

Introduction to Accommodations and Modifications in CTE Classrooms
CPE credit is 1.0  Subject: CTE

This course provides an introduction to accommodations and modifications in the CTE classroom.
Resources

Texas Gateway
www.texasgateway.org
Search Key Word “ELPS”

ELPS Academy
An overview of the ELPS, TAC Chapter 74.4, and the ELPS Framework.
Enroll in ELPS Academy

Sheltered Instruction Training Series
Resource ID: SI001  Grade Range: K-12  Subject: ELL Support
Sheltered instruction is an instructional approach that uses various strategies to ensure that grade-level instruction provided in English addresses both content and language objectives. This resource introduces the Sheltered Instruction Training Series (20 CPE hours).
Most importantly, get to know your students!!!
Contact Information

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  ➢ aharo@esc19.net