ESL Instruction

What can YOU DO?

Fanny Sancen and Berenice Garcia

FUN ICEBREAKER: I KNOW I KNOW…IT WILL BE OK!

Rock Paper Scissors

FUN ICEBREAKER: I KNOW I KNOW…IT WILL BE OK!

Tell your partner about your summer break in Spanish.

FUN ICEBREAKER: I KNOW I KNOW…IT WILL BE OK!

Tell your partner about your summer break in Spanish using the sentence stem and word bank.

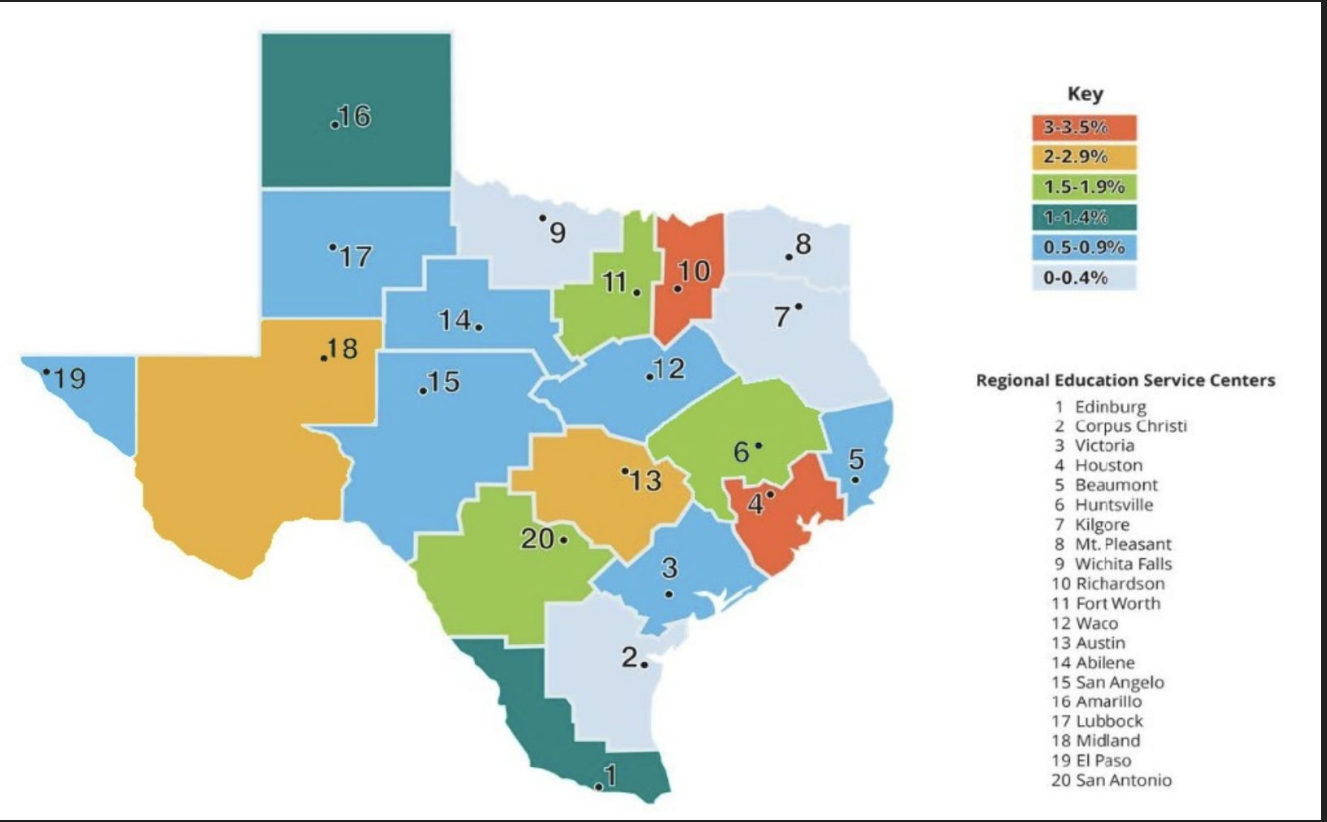
Este verano yo viaje a _____.

la playa

las montanas

visitar a mi familia

Percentage of Immigrant Students in Total Student Population by Region



Source: 2022-2023 Peims Standard Report

ELL Data for Mitchell

Spanish	95
French	1
Other	3

ELL Data for Logan

Spanish	112
Vietnamese	1
Swahili	1
Other	2

ELL Data for John T. White

Spanish	77
French	2
Burmese	2

ELL Data for Como

Spanish	111
Bengali	2
Farsi	5
Pashto	6
Swahili	1
Other	1

ELL Data for LAFO 6-8

Spanish	523
French	1
Arabic	2
Bengali	1
Burmese	2
Dard	1
Farsi	11
Hakka	1
Pashto	18
Somali	13
Swahili	25
Urdu	1
Other	26

WHAT DO WE KNOW ABOUT THE ELPS?

TURN AND TALK

What are the ELPS?

English language proficiency standards that outline the instruction school districts ***must provide to ELLs*** in order for them to have the full ***opportunity*** to learn English and to succeed academically.

ENGLISH LANGUAGE PROFICIENCY STANDARDS

The English Language Proficiency Standards (ELPS), as required by 19 Texas Administrative Code, Chapter 74, Subchapter A, §74.4, outline English language proficiency level descriptors and student expectations for English language learners (ELLs). School districts are required to implement ELPS as an integral part of each subject in the required curriculum.

School districts shall provide instruction in the knowledge and skills of the foundation and enrichment curriculum in a manner that is linguistically accommodated commensurate with the student's levels of English language proficiency to ensure that the student learns the knowledge and skills in the required curriculum.
School districts shall provide content-based instruction including the cross-curricular second language acquisition essential knowledge and skills in subsection (c) of the ELPS in a manner that is linguistically accommodated to help the student acquire English language proficiency.
http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4
Choose appropriate ELPS to support instruction.

ELPS.c.1	The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:
ELPS.c.1A	use prior knowledge and experiences to understand meanings in English
ELPS.c.1B	monitor oral and written language production and employ self-corrective techniques or other resources
ELPS.c.1C	use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary
ELPS.c.1D	speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)
ELPS.c.1E	internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment

What are the ELPS?

MATCHING ACTIVITY

With your matching partner, take 30 seconds to discuss how you have used the ELPS?

Exemplar: For **Listening**, it says **listening to a peer**, I know that in my class we do frequent turn and talks to help with listening.

SO...HOW DO WE GET THIS DONE???

Language Objectives

Writing language objectives can be a powerful first step in ensuring that English learners have equal access to the curriculum even when they are not fully proficient in the language.

Language Objectives

3rd grade Science, States of Matter		
Content Area Standard	**Content Objective**	**Language Objective**
California: Students know that matter has three forms: solid, liquid, and gas.	Students will be able to distinguish between liquids, solids, and gases and provide an example of each.	Students will be able to **orally describe** characteristics of liquids, solids, and gases to a partner.

Language Objectives

4th grade Math, Two-Dimensional Figures		
Content Area Standard	**Content Objective**	**Language Objective**
Common Core: Draw and identify lines and angles, and classify shapes by properties of their lines and angles.	Students will be able to classify triangles based on their angles.	Students will be able to **read descriptions** of triangles and their angles.

Language Objectives

7th Social Studies, Colonial Communities		
Content Area Standard	**Content Objective**	**Language Objective**
New York: Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live.	Students will be able show how geographic features have affected colonial life by creating a map.	Students will be able to **summarize in writing** how geography impacted colonial life.

Translanguaging

Translanguaging allows students to use their full repertoire of language.

Translanguaging is intentional and planned.

Translanguaging is not a direct translation.

A need for Scaffolding!

- ELLs come to the classroom with a wide range of educational backgrounds
- Varying levels of English language proficiency
- 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.

Scaffolding provides access into lessons/activities/tasks/content they may not be quite ready for yet.

Breaks concepts, skills, or learning experiences into parts

Support decreases with time

Students develop autonomy

Scaffolding Strategies

- ❑ Processing time
- ❑ Preview-View-Review
- ❑ Sentence stems/Paragraph frames
- ❑ Pre-teach vocabulary
- ❑ Restate & Revoice
- ❑ Color-coding text
- ❑ Realia & Visuals
- ❑ Total Physical Response
- ❑ Use exemplars
- ❑ Modeling

DO NOT WATER DOWN MATERIAL: SCAFFOLD!

Teacher Behaviors to support ***SPEAKING***

1. RESPECT STUDENTS SILENT PERIOD AND **DO NOT FORCE HIM/HER** TO SPEAK IF THEY ARE HESITANT TO PARTICIPATE
2. FOCUS ON THE **CONTENT OF STUDENTS RESPONSE** AND NOT ON PRONUNCIATION OR GRAMMATICAL ERRORS
3. ASSIGN ORAL PRESENTATIONS FOR THEM TO PRACTICE PRESENTING TO THE CLASS OR THEIR GROUP
4. **ENCOURAGE** STUDENTS TO PARTICIPATE IN CLASSROOM DISCUSSIONS

Café Conversations Activity

- WHY SHOULD WE RESPECT STUDENTS SILENT PERIOD AND NOT FORCE HIM/HER TO SPEAK IF THEY ARE HESITANT TO PARTICIPATE?

Organize students into groups of 3-4 and place bulletin board paper over desks to create a paper "tablecloth."
Provide students a prompt or question, and have students discuss potential answers.
Students write their final, individual responses on their paper "tablecloth."

Teacher Behaviors to support ***LISTENING***

1. SPEAK IN **CLEAR**, **CONCISE** MANNER, SUCH AS USING **SHORTER SENTENCES** AND FEWER PRONOUNS
2. EXTENSIVE USE OF **VISUAL AND VERBAL CUES** TO REINFORCE SPOKEN OR WRITTEN WORDS
3. **INCREASED WAIT TIME TO PROCESS** INFORMATION
4. ALLOW STUDENTS TO SEEK CLARIFICATION AS NEEDED

Choose and Chat Activity

- WHY IS IT IMPORTANT TO USE VISUAL AND VERBAL CUES TO REINFORCE SPOKEN OR WRITTEN WORDS

Students mingle while music plays then get a partner when the music stops.
Students **CHAT** with their partner justifying their response, symbol, or hand signal and help each other better understand the content.
Teacher sees and hears the students' thinking and clarifies/verifies as appropriate.

Teacher Behaviors to support ***READING***

1. READ ALOUD TO MODEL ENUNCIATION AND THE USE OF ENGLISH LANGUAGE STRUCTURES
2. ALLOW STUDENT TO READ INDEPENDENTLY PROVIDING HIM/HER WITH ADDITIONAL TIME TO READ SLOWLY AND REREAD FOR CLARIFICATION
3. USE COOPERATIVE GROUPS TO ENCOURAGE AND PROVIDE STUDENT WITH ORAL READING OPPORTUNITIES
4. USE GRADE LEVEL TEXT TO PROMOTE VOCABULARY DEVELOPMENT

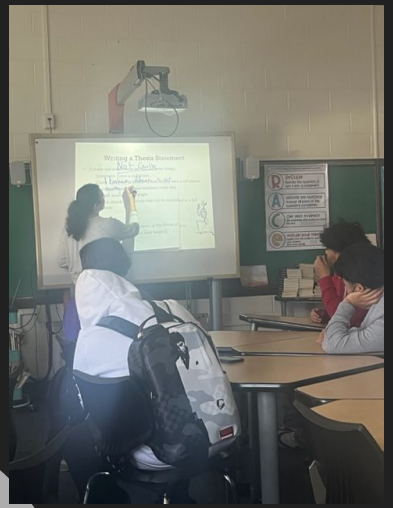
Teacher Behaviors to support ***WRITING***

1. USE A FAMILIAR TOPIC TO BRAINSTORM
2. MODEL ORGANIZATION OF THOUGHTS USING SIMPLE SENTENCES
3. CREATE AND INTERACTIVE WORD WALL THAT THE STUDENT CAN USE DURING INDEPENDENT OR COOPERATIVE WRITING TASK
4. EXPOSE STUDENTS TO MULTIPLE EXAMPLES OF MENTOR TEXTS

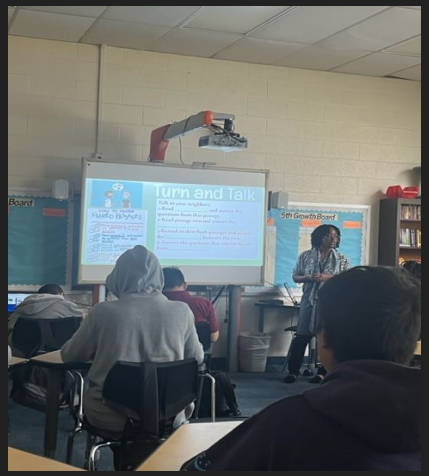
Providing Students With Opportunities

1. USE SENTENCE STEMS
2. PROBING QUESTIONS TO PROMOTE SOCIAL AND ACADEMIC DISCLOSURE
3. ENSURE ACTIVITIES ARE DESIGNED TO INCLUDE PARTICIPATION FROM ALL LEVELS OF PROFICIENCY
4. ESTABLISH ROUTINES AND PROCEDURES TO PROMOTE A SUPPORTIVE LEARNING ENVIRONMENT

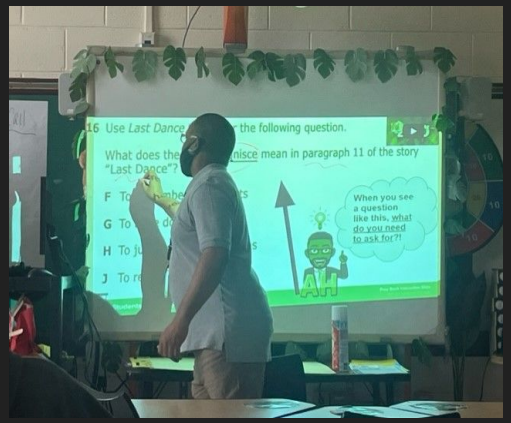
AS EDUCATORS, WHAT CAN WE DO TO SUPPORT OUR ESL STUDENTS?



Modeling

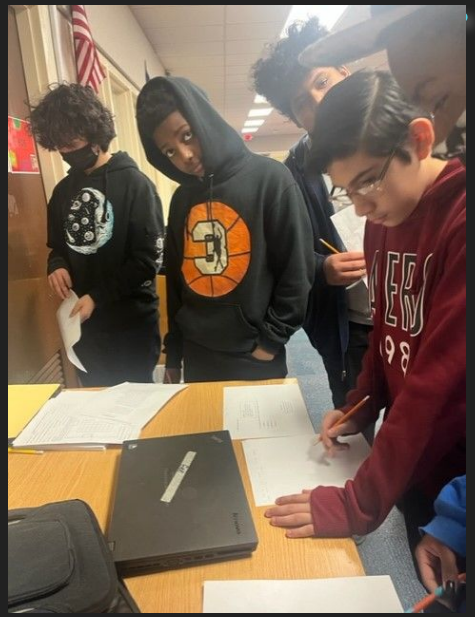


Schema



Text Representation

Metacognitive Development



Contextualization

Bridging

Scaffolding Activity Exemplar

Why we use it	Examples
Modeling • Provides clear examples • What the end product will be • How to do it? How to do something	1. Providing an exemplar and going over it 2. Clear expectations of what the end product should look like

Scaffolding Activity Exemplar

Why we use it	Examples
BRIDGING • Connects new information • Links new knowledge to prior knowledge • Establishes a personal link between students and material taught	1. Anticipation Guide

Scaffolding Activity Exemplar

Why we use it	Examples
CONTEXTUALIZATION • Familiarizes concepts through direct experience • Enhances recalls through memories	1. Pictures 2. Manipulatives

Scaffolding Activity Exemplar

Why we use it	Examples
SCHEMA • Provides students with a conceptual map • Help students establish connections that exist between and across concepts	1. Graphic Organizers

Scaffolding Activity Exemplar

Why we use it	Examples
TEXT REPRESENTATION • Encourages higher order thinking skills • Allows for different learning styles • Helps students think about their audience	1. Role-Play

Scaffolding Activity Exemplar

Why we use it	Examples
METACOGNITIVE DEVELOPMENT • Provides students self assessment and self monitoring • Skills to talk about their own learning	1. Gallery walk

Match/Sort Activity ANSWERS!

Modeling

Why use it	Examples
▪ Provides clear examples. ▪ Imitation is an early state in learning. ▪ Provides explicit guidelines and standards for student work. ▪ Provides a text for analysis and learning.	▪ Introducing routines, procedures, tasks, and products ▪ Using a finished product (exemplar) when giving directions for a project ▪ Conversation Guide

Bridging

Why use it	Examples
▪ Connects new information into existing mental structures (Tharp & Gilmore). ▪ Linking new knowledge to prior knowledge. ▪ Establishes a personal link between students and the material taught.	▪ Anticipatory guides ▪ Think-Pair-Share ▪ Brainstorming and KWL charts ▪ Novel Ideas Only ▪ Quick-write

Match/Sort Activity ANSWERS!

Contextualization

Why use it	Examples
▪ Familiarizes unknown concepts through direct experience. ▪ Enhances recall through the creation of complex memories. ▪ Makes language accessible and engaging by bringing complex ideas closer to the students' own experience.	▪ Labs and demonstrations ▪ Manipulatives ▪ Pictures ▪ Realia ▪ Analogies & Metaphors ▪ Pass the Envelope ▪ Role-Play

Schema Building

Why use it	Examples
▪ Provides students with a conceptual map. ▪ Helps to process information top-down. ▪ Helps to distinguish between central and peripheral information. ▪ Helps students to establish the connections that exist between and across concepts.	▪ Advance Organizers ▪ Compare/Contrast matrix and Discourse Analysis ▪ Sort & Label ▪ Lesson Agenda & Learning Objective

Match/Sort Activity ANSWERS!

Text Representation

Why use it	Examples
▪ Encourages higher order thinking skills. ▪ Makes genres explicit. ▪ Helps students think about the audience. ▪ Allows for different learning styles. ▪ Invites students to extend their understanding and apply it in new formats.	▪ Think-aloud ▪ Reciprocal teaching ▪ Storyboard ▪ Role-Play ▪ Mind Mirror ▪ Postcard

Metacognitive Development

Why use it	Examples
▪ Makes the learning process explicit. ▪ Provides students with learning strategies. ▪ Fosters student self-assessment and self-monitoring. ▪ Provides students with skills and vocabulary to talk about their own learning	▪ Rubrics ▪ Student Self-selection ▪ Gallery Walk ▪ Peer & Self-Evaluations ▪ Clarifying Bookmark

Bienvenidos, saquen sus cuadernos y prepárense para responder a un guía de anticipación.

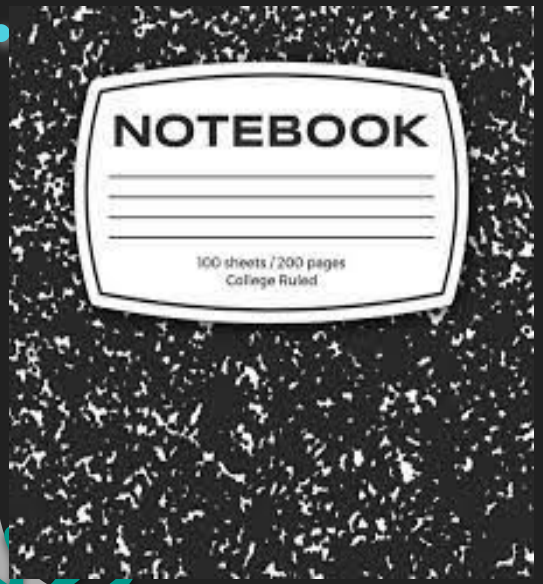
Después de responder a nuestro guia, empezaremos nuestra lección.

Guía de anticipación

ANTES		DECLARACION	DESPUES	
De Acuerdo	No Acuerdo		De Acuerdo	No Acuerdo
		Las redes sociales son peligrosas		
		El internet es una sobrecarga de información		

OR

Bienvenidos, saquen sus cuadernos y prepárense para responder a un guía de anticipación.



Copiar

Guia de anticipacion

ANTES			DESPUES	
De Acuerdo	No Acuerdo	DECLARACION	De Acuerdo	No Acuerdo
		Las redes sociales son peligrosas		
		El internet es una sobrecarga de información		

Guía de anticipación

ANTES			DESPUES	
De Acuerdo	No Acuerdo	DECLARACION	De Acuerdo	No Acuerdo

Warm-Up

Do you think it's important for someone to express themselves, why or why not?

USE THESE SENTENCE STARTERS TO HELP YOU!!

I think it is really important to express yourself because……

Expressing yourself can be difficult if you……

When you express yourself you….

10/22/2022

Do you think it's important for someone to express themselves, why or why not?

Expressing yourself can be difficult if you…

Tuesday, OCTOBER 11, 2022

SWBAT **to describe how the author's use of figurative language achieves specific purposes by making inferences.**

Warm-Up:

Quick Write:

Who was Tupac Shakur? What is significant(important) about his work?

Tupac Shakur was a _____ , _____ and actor. His work is significant because _____.

2nd 6th Week Assessment:

➔ **Login to School City to Complete DOL. "2223_6W2_6thGrade_Math"**

Make sure you solve every problem on the scratch paper.

Lea has $\frac{3}{4}$ cup of laundry detergent left in the detergent bottle. Each load of laundry requires $\frac{1}{6}$ cup of detergent. How many loads of laundry can Lea wash?

A. $2\frac{1}{5}$

B. $4\frac{1}{4}$

C. $2\frac{2}{5}$

D. $4\frac{1}{2}$

C= Highlight the Numbers in Yellow

U=Highlight the Question in Blue

B=Highlight the Keywords in Pink

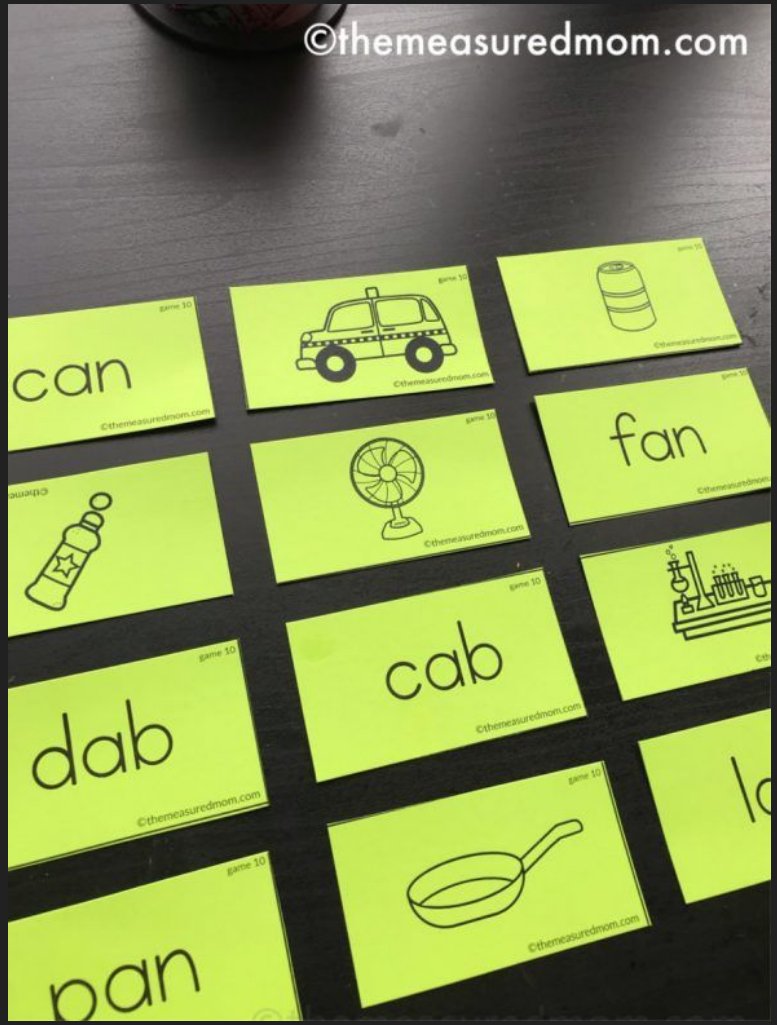
Question Laps

- Lap 1: Complete Questions 1-3
  - Complete in 8 minutes
- Lap 2: Complete Questions 4-6
  - Complete in 10 minutes
- Lap 3: Question 7-9
  - Complete in 10 minutes
- Lap 4: Complete Question 10-14
  - Complete in 10 minutes
- Lap 5: Review Difficult

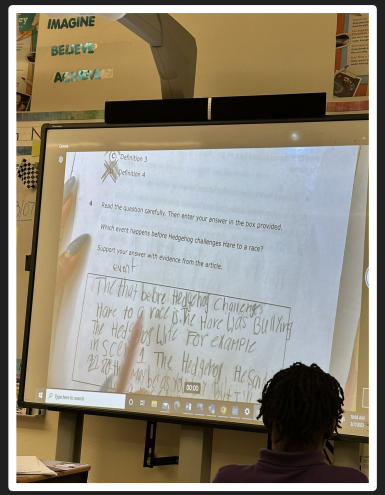
Warm up - Vocabulary

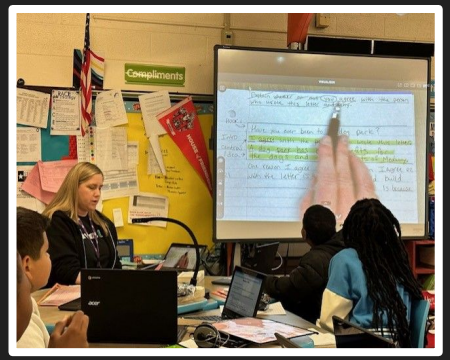
At your desks is a deck of Vocabulary cards, that are mixed up.

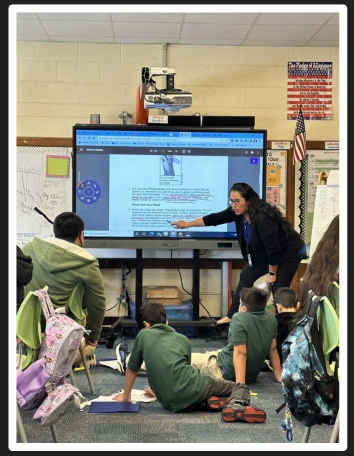
One card has an image that represents a word and another card has the definition. In you table groups match the word with the correct definition.

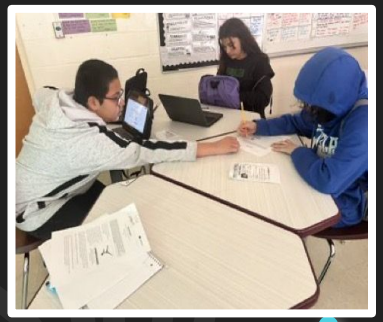


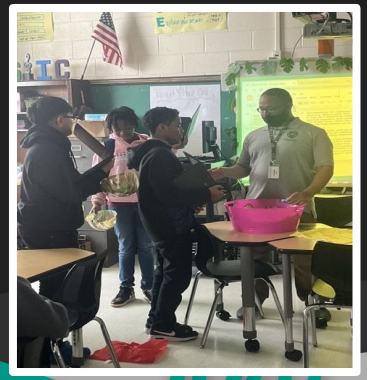
WHAT WILL YOU DO TO MAKE SURE YOU SUPPORT OUR EB STUDENTS?

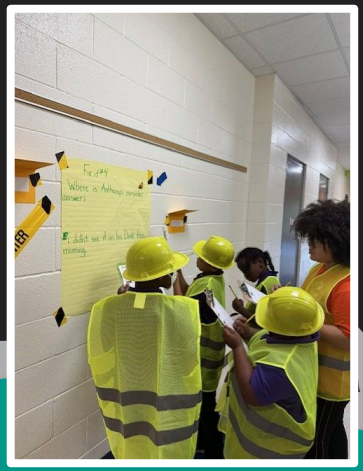


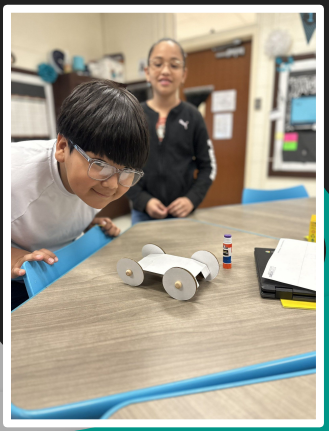




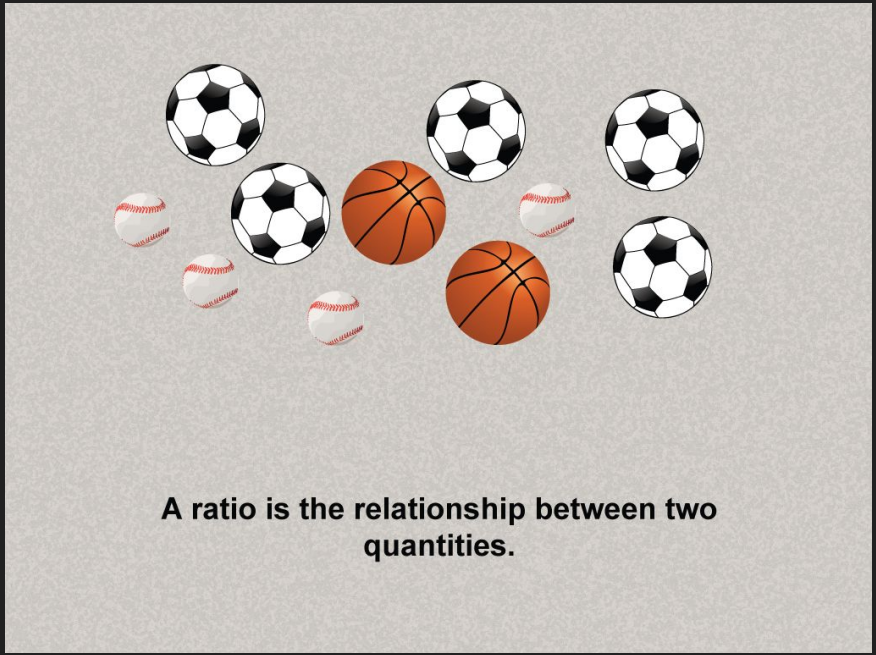








What ESL strategy would you provide for this activity?



What ESL strategy would you provide for this activity?

What ESL strategy would you provide for this activity?

5 Read the following information about the origin of the word supervise.

> from the Latin *super-* + *vidēre*, meaning "to see"

This information helps the reader know that the word supervises in paragraph 6 means —

A encourages

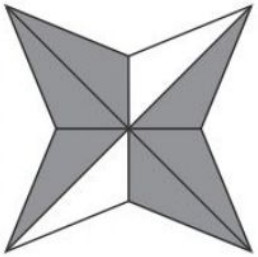
B judges

C determines

D watches

What ESL strategy would you provide for this activity?

1 Anissa shaded part of the figure shown below.



What fraction of the figure is shaded?

A $\frac{6}{8}$

B $\frac{1}{6}$

C $\frac{2}{8}$

D $\frac{2}{6}$

What ESL strategy would you provide for this activity?

A student reads the label on the bottle of salad dressing shown below.

Why would the student shake the salad dressing well before using it?

A Vinegar and oil have different densities.

B Vinegar and oil easily form a solution.

C Vinegar and oil both contain water.

D Vinegar and oil are both liquids.