ELLs in CTE

Region One Education Service Center
October 28, 2014
Agenda

Demographic Context

Integration of Language & Content (ELPS & TEKS)

Language Objectives

Developing Academic Language

Developing Reading Comprehension

Cognitive Development
Session Objectives

**Content Objective** – Practice and apply effective instructional strategies for ELLs.

**Language Objective** – Explain the benefits and how to integrate content and language into effective instruction that meets the needs of all learners, especially those who are identified ELLs.
Acronyms

• ELL – English Language Learner
• LEP – Limited English Proficient
• ESL – English as a Second Language (program)
• HSL – Home Language Survey
• OLPT – Oral Language Proficiency Test
• M1 – Monitored Year 1
• M2 – Monitored Year 2
• PD – Parent Denial
The Geographic & Demographic Landscape of the Rio Grande Valley
South Texas Actual and Projected Population Increase 2002-2012

Combs (2008)
• Nationally, over **8 million** American students in Grades 6 through 12 are at risk of failure because they read and comprehend below the basic levels needed for high school success.

• Approximately 85% of ELLs in middle and high school were born in the United States and have been in U.S. schools since Kindergarten!

• **Newcomers** and **refugees** are mainly **SIFE** (Students with Interrupted Formal Education)

NAEP (2007); Tienda (2008); OELA (2009)
Characteristics

- **Migrant ELLs**: discontinuity of education; high mobility
- **Transnational ELLs**: international moves; discontinuity of education; high mobility
- **Long-term ELLs**: 1st, 2nd, 3rd generation; cultural dissonance
- **Students with Interrupted Formal Education (SIFE)**: often have literacy and subject matter gaps
- **Asylees / Refugees**: some have never attended school or are SIFE
- **Special Education ELLs**: students with a variety of disabilities that qualify them for the special education program and necessitate close collaboration among ARD/LPAC to ensure appropriate educational services meet needs
- **Recent Immigrants / Recent Arrivals / Newcomers**: mostly from Mexico with increasing Central American and Asian students; may be well educated in math or other areas, may be SIFE, or may have an inadequate foundation of learning for on grade level TEKS-based instruction
- **Gifted & Talented ELLs**: few identified students, possibly more; district identification practices vary
12 o’clock partners
3 min.

• Share details about the student population of ELLs at your school. How many are ELL? How many are immigrant ELLs, long-term, SIFE, etc...
Serving ELLs Today

The majority of ELLs study alongside their English proficient peers, are held accountable for the same curriculum standards, and take the same high stakes tests.

Integration of Language and Content

TEKS & ELPS
English Language Proficiency Standards (ELPS) Statutory Requirement
19 Texas Administrative Code §74.4
Chapter 74. Curriculum Requirements
Subchapter A. Required Curriculum
§74.4 English Language Proficiency Standards

http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4

These REPLACE the ESL TEKS
Writing Language Objectives

• Tell students what they will do with language in the content class

• Are dictated by the content of the lesson:
  – What do students need to do with language in order to achieve the content objectives?
  – What opportunities for language development exist within the lesson?
Language Objectives can focus on:

• Vocabulary
  – Words themselves, terms
  – Strategies for understanding

• Skill building
  – Reading
  – Writing

• Functional language
  – How to ask questions, disagree, etc.

• HOTS language

• Relevant grammar points
How this helps language learners

- Vehicle through which to understand content at hand
- Tool for academic learning in the future
Write SMART Objectives

<table>
<thead>
<tr>
<th>SPECIFIC</th>
<th>MEASURABLE</th>
<th>ACHIEVABLE</th>
<th>RELEVANT</th>
<th>TIMEBOUND</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner understands exactly what they will do.</td>
<td>The teacher can determine whether the objective was accomplished.</td>
<td>The student has the support and guidance to achieve the objective successfully.</td>
<td>The objective is relevant to the TEKS/ELPS curriculum standards for the course.</td>
<td>The objective is realistic for learners to accomplish given the timeframe allocated.</td>
</tr>
</tbody>
</table>
Content and Language Objectives
Make a Prediction

• Why do you think that the title is “The Lost Art of Teaching Soundly Structured Lessons”?
3 O’Clock

Post-Reading

• What do you think now about the title: “The Lost Art of Teaching Soundly Structured Lessons”?
Seven Step Vocabulary Teaching Strategy

1. The teacher says the word in English.
2. The teacher states the word in context from the text.
3. The teacher provides a definition or key definitions from the dictionary.
4. The teacher provides another example of the word in student-friendly terms.
5. The teacher asks students to repeat the word at least 3 times.

6. **The teacher ensures 100% of the students become “engaged with word” through oral language activities.**
7. Emphasize special features of the word or phrase (i.e., cognate, polysemous, silent sounds, etc.)

(Calderon, 2007)
Say Healthier Snacks 3 Times

- Whispering
- Loudly
- As a question
Healthier Snack

healthy
ˈhelTHē/

adjective

adjective: healthy; comparative adjective: healthier; superlative adjective: healthiest

in good health."I feel fit and healthy”
Healthier Snack

snack
snak/
noun

noun: snack; plural noun: snacks

1. a small amount of food eaten between meals.

a light meal that is eaten in a hurry or in a casual manner.
Healthier Snack

My doctor checked my cholesterol and suggested that I eat healthier snacks, like vegetable sticks.
Of the choices, say “healthier snack” when you see the choices that ARE healthier snacks.
Move Over M & M’s

Identify Tier 1, 2 & 3 Word and Phrases
Lesson Delivery

• Key Vocabulary is Posted and Explained
• Explicit Instruction of Vocabulary
• Print Rich Environment
<table>
<thead>
<tr>
<th>ACCESSING PRIOR KNOWLEDGE</th>
<th>SHARING</th>
</tr>
</thead>
<tbody>
<tr>
<td>I already know...</td>
<td>I feel...</td>
</tr>
<tr>
<td>____________ reminds me of...</td>
<td>In my opinion...</td>
</tr>
<tr>
<td>My experience with...</td>
<td>I predict that...</td>
</tr>
<tr>
<td>I would like to know more about...</td>
<td>I agree/disagree that...</td>
</tr>
<tr>
<td>I would compare ____________ to ____________ because...</td>
<td>My view on the matter is ____________ because...</td>
</tr>
<tr>
<td>Discussing ____________ made me consider...</td>
<td>My initial reaction is ____________ because...</td>
</tr>
</tbody>
</table>

Adapted from John Seidlitz and Bill Perryman, 2010
# STEMs for Interaction

<table>
<thead>
<tr>
<th>ELABORATING</th>
<th>JUSTIFYING</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____________ is important</td>
<td>I think ___________ because...</td>
</tr>
<tr>
<td>because...</td>
<td>I agree/disagree with ___________ because.....</td>
</tr>
<tr>
<td>I chose ___________ because...</td>
<td>___________ proves that ...</td>
</tr>
<tr>
<td>The answer might also be</td>
<td>Another idea might be ___________ because...</td>
</tr>
<tr>
<td>___________ because...</td>
<td>I was thinking that ___________ should be...</td>
</tr>
<tr>
<td>I would agree or disagree with</td>
<td>___________ supports the idea that...</td>
</tr>
<tr>
<td>___________ because...</td>
<td></td>
</tr>
<tr>
<td>Another reason could be...</td>
<td></td>
</tr>
<tr>
<td>I would add _____________ because...</td>
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</tbody>
</table>

Adapted from John Seidlitz and Bill Perryman, 2010
STEMs for Interaction

<table>
<thead>
<tr>
<th>SUMMARIZING</th>
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</thead>
<tbody>
<tr>
<td>I learned...</td>
</tr>
<tr>
<td>Today I realized...</td>
</tr>
<tr>
<td>I still wonder...</td>
</tr>
<tr>
<td>The most significant thing I learned today was...</td>
</tr>
<tr>
<td>I would summarize my learning by saying...</td>
</tr>
<tr>
<td>My initial thought was __________ and now I am thinking __________ because...</td>
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</tbody>
</table>
Integration of Language

Listening
Speaking
Reading
Writing
Developing Reading Comprehension
On your foldable

• Write down what you know about food from vending machines.
Text Feature: Caption

• The caption beneath the photo reads:

_Sugary and high-calorie snacks like cookies and candy are being replaced in vending machines by granola bars and fruit snacks._

Why do you think that the type of snacks are changing?

Where do you think this may be happening? Why?

Who do you think this will affect?
What do you think the article will be about?
Other Text Features: Subheaders

- Snack Swap
- Positive Reviews

Turn to your partner and make predictions about what you will learn from reading this article based on these subheaders.

Write your predictions down on your foldable.
Pre-Reading Strategy: Setting Purpose

• Prior to reading, readers need to identify their reason for reading.
• Activate prior knowledge by previewing text structures
• Establish a purpose for reading (to be entertained, get information, or learn how to perform a task).

Ritchhart, Church, & Morrison (2012)
Partner Reading

- Alternate reading sentences
- Identify key words and underline them
- With your partner, think and write the main idea as one concise sentence in the margin next to each paragraph.
Modeling & Think Aloud

- Connect new lesson topics, skills, processes using strategies, such as modeling, think aloud, etc.
Connect new lesson to prior knowledge or previous lessons
Key Comprehension Strategies to Teach

- Activating and Using Background Knowledge
- Generating and Asking Questions
- Making Inferences
- Predicting
- Main Idea
- Summarizing
- Visualizing
- Comprehension Monitoring

Texas Education Agency (2002)
Variety of Strategies

- Visual Support
- Technology Integration
- Cooperative Structures
- Instructional Routines
- Variety of Question Types
Visible Thinking Routine: I Used to Think...Now I Think

This routine helps students think and reflect about a topic and explore how their thinking has changed. Open ended and flexible, this routine often reveals misconceptions and allows students and teachers to see how thinking has changed, shifted, and deepened throughout a unit of study.

Ritchhart, Church, & Morrison (2012)
• Review your initial thoughts about the topic and your predictions.

Discuss how your thoughts or predictions may have changed and add to your foldable.
CSI – Color, Symbol, Image

“This routine asks students to identify or distill the essence of ideas taken from their reading, viewing, or listening – in nonverbal ways by using a color, symbol, and image to represent the big ideas they have identified.”

COLOR – SYMBOL – IMAGE

On your foldable create a color, symbol, image for ‘healthier snacks’

Ritchhart, Church, & Morrison (2012)
1. Why is *vocabulary* important?

2. What are the 7 steps for explicitly pre-teaching vocabulary?

3. How can language be integrated with content?

4. What are the benefits of *partner reading*?
Questioning for Cognitive Development
During Reading Strategy: Questioning

• Skilled readers asks questions prior, during, and after reading.
• Teacher models questions using “think aloud”

Ritchhart, Church, & Morrison (2012)
Questioning During/After Reading

- Why are the type of snacks changing?
- Where is this happening? Why?
- Who will this affect?
- What else did you learn that you did not predict?
- What might happen if the type of snacks in vending machines stayed the same?
- Create a flyer and a 5 minute presentation promoting a Healthier Vending Machine Snack Initiative for your local city commissioner’s to consider implementing in city parks.
# The Revised Bloom’s Taxonomy

## The Cognitive Process Dimension

<table>
<thead>
<tr>
<th>The Knowledge Dimension</th>
<th>Remember</th>
<th>Understand</th>
<th>Apply</th>
<th>Analyze</th>
<th>Evaluate</th>
<th>Create</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Factual Knowledge</strong></td>
<td>Recognize recall</td>
<td>Interpret give examples classify/categorize summarize infer compare/contrast explain</td>
<td>Execute implement</td>
<td>Differentiate organize attribute</td>
<td>Check critique</td>
<td>Generate plan produce</td>
</tr>
<tr>
<td>Basic elements students must know</td>
<td></td>
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</tr>
<tr>
<td><strong>Conceptual Knowledge</strong></td>
<td>Identify retrieve define decode label list match name repeat memorize reproduce locate observe listen read tell recite cite enumerate recount count spell</td>
<td>Clarify connect paraphrase represent illustrate describe sort discuss translate convert outline rephrase generalize abstract sequence determine cause and effect discriminate same/different find patterns/rules find the main idea identify the facts and details identify traits/characteristics give example/non-example</td>
<td>Build demonstrate discover predict relate show solve use use formulate classify collect sort compute simulate calculate operate exhibit model map relate record code encode</td>
<td>Distinguish focus deconstruct find evidence integrate separate deduce investigate diagram probe isolate find coherence identify ambiguities identify missing information identify irrelevant information make analogies formulate questions determine point of view/perspective determine bias determine function or purpose identify unanswered questions identify ethical considerations/dilemmas</td>
<td>Check rate judge choose select monitor measure test weigh assess appraise editorialize influence persuade defend</td>
<td>Judge rate choose select monitor measure test weigh assess appraise editorialize influence persuade defend</td>
</tr>
<tr>
<td>Connections between basic elements within a larger structure</td>
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<tr>
<td><strong>Procedural Knowledge</strong></td>
<td>Identify the vocabulary of the discipline identify the tools of the discipline</td>
<td>Classify</td>
<td>Use procedures or knowledge in a given situation</td>
<td>Separate the parts and understand their relationships</td>
<td>Make judgments based on criteria and standards</td>
<td>Create connections</td>
</tr>
<tr>
<td>How to do something, knowing subject-specific skills, and criteria for methods</td>
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<tr>
<td><strong>Metacognitive Knowledge</strong></td>
<td>Identify the tools of the discipline</td>
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<tr>
<td>Awareness and knowledge of cognitive tasks, strategic knowledge, and self-knowledge</td>
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</tr>
</tbody>
</table>

### Simple

- Who, What, Where, When…?

### Complex

- How, Why, What if, How come…?

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Curriculum, Instruction & Assessment
Language Proficiency, Biliteracy and Cultural Diversity
Building Cognitive Ability with a Variety of Questions

- Who?
- What?
- Where?
- When?
- How?
- Why?
- What if?
GROWTH
References


Ritchhart, R., Church, M., Morrison, K. (2012). *Making thinking visible: How to promote engagement, understanding, and independence for all learners*.

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