

SO YOU HAVE AN ELL???



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INTRODUCTION:

Where do I begin?

You already know what to do and how to do it. It's what caring teachers, like you, do each day in the classroom with every student. Your ELLs are children who want to learn but need the accommodations and modifications with your lessons until they are able to perform on grade level. Each ELL is different. However, the average length of time for an ELL to become proficient is three to five years.

Did you know??????

- ▶ The average native English speaker gains about ten months of academic growth in one ten-month academic year. ELL students must outgain the native speaker by making 1.5 year's progress in English for six successive school years. Thus, in order to have skills that are commensurate with those of native English speakers, ELLs must make nine years' progress in six years.

Thomas and Collier(1998) American Speech-Language -Hearing Association(2005)

- ▶ What a daunting task for an ELL!!!! They need you!

ELLs NEED OUR HELP! YOU ARE A HUGE PART OF THEIR SUCCESS!



- ▶ An ELL has many obstacles to overcome when they begin school in America with little or no English.



- ▶ If we all work together we can help our ELLs be successful in the classroom and feel a part of our school and community. Whatever you do to help them is always appreciated, more than you'll ever know.



- ▶ We try very hard to help keep their world from falling apart. Often, ELLs have been moved against their wishes, separated from friends, and would have preferred to live and attend school where they are understood and successful. You can be a part of their success in Nassau County.

HOW DOES A STUDENT QUALIFY FOR ELL SERVICES?

When an ELL registers they answer three questions on the Home Language Survey which is included on the Nassau County Student Registration Form.

- A. Is there a language other than English used in the home?
- B. Did the student have a first language other than English?
- C. Does the student most frequently speak a language other than English?

If a student answers “yes” to any of the three questions your guidance counselor assesses your potential ELL, using the state approved IPT/IRW assessment, to see if they qualify for ELL services.

IPT/IRW RESULTS

A student qualifies, in the state of Florida, for ELL services if they score 32% or below on either the IPT or IRW.

- ▶ *IPT-aural/oral assessment to measure listening and speaking skills in English
- ▶ Given to all k-12th grade potential ELLs
- ▶ *IRW-reading and writing assessment to measure reading and writing skills in English
- ▶ Given to all 3rd through 12th grade potential ELLs

ELL PLACEMENT

Once your student is classified as an ELL they will receive services for three years from the initial placement date. They will be reevaluated at the end of the three years to see if they are able to be dismissed from the ELL program.

Each spring, your ELL will take an annual state assessment, ACCESS 2.0, to measure their progress in listening, speaking, reading, and writing skills.

LEP MEETING

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A placement meeting will be held by your counselor. This meeting will include your counselor, teachers, and parents of your ELL. At this time you will discuss the assessment results and accommodations for your ELL. **YOU ARE A PART OF THIS TEAM** to help your ELL be successful in your classroom so please make sure you're included.

FYI: LEP meetings can be held ANYTIME you need to meet throughout the year. If you don't have enough accommodations, if you need to make changes to the accommodations, if you are having difficulty with lesson plans, etc. All you have to do is request this meeting with your counselor and/or the ESOL Coach. Ext 1212.

LEP PLAN

(handout)

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EVERY ELL HAS A LEP PLAN and EVERY TEACHER WHO TEACHES THE ELL NEEDS A COPY TO USE THROUGHOUT THE

YEAR. This plan provides many accommodations for you to use when you are teaching your ELL. It is IMPORTANT that ALL (counselor and teachers) of you decide, as a team, what is best for your ELL and what will be most beneficial to you as you make your daily plans of instruction. Teachers, along with your counselor, will want to read all of the accommodations on the plan and check all that you feel will benefit your ELL as he/she learns English and begins to comprehend what you are teaching in your classroom. Keep in mind that the lower your ELL scored on the IPT/IRW, the more accommodations you will need to assist him/her as they acquire the English language. Put yourself in their shoes. What would benefit you the most when learning another language? Check all accommodations that you want to use when making your lesson plans for your ELL.

FYI: Because you check an accommodation doesn't mean that you have to use it with every lesson. Use the accommodation when it is necessary to help your ELL better understand what you are teaching.

LESSON PLANS FOR YOUR ELLS

Your ELL/s will need to have lessons that are applicable to their level of English. It is required that you show, in your daily plans, how you are meeting the needs of all ELL's. Your daily plans should include what you are doing to instruct your ELL on their level of English. You will want to record the accommodations you are using that are commensurate with their level of English. Please do not hesitate to call me, ext.1212, if you have any questions or concerns when writing or implementing your plans.

GRADING *(handout)*

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AN ELL SHOULD NOT BE FAILING IN YOUR CLASSROOM!!!

Grade your ELLs appropriately by using your LEP Plan to make the needed accommodations with WIDA Can-Do Descriptors, your grade level material, and most importantly, your ELL expertise. We all know, a Level 1/beginning ELL, won't be able to read and comprehend a ten paragraph passage. However, with the appropriate accommodations on the LEP Plan you will be able to grade them by giving:

- a. shorter assignments
- b. shorter quizzes
- c. fewer answer choices
- d. visuals
- e. an oral test instead of written
- f. technological support

BE CREATIVE—Consider what would help you if you were just beginning to learn a new language.

RESOURCES AND TITLE III:

We have many resources available to assist you in the classroom. Through our Title III Grant we have purchased many supplies that we feel will benefit your ELL and supplement your instruction while your ELL is acquiring English. Please look over the list below and let me know if you want or need any of the items to help with your instruction. I will be happy suggest ideas on how to use them in your lessons, if you'd like.

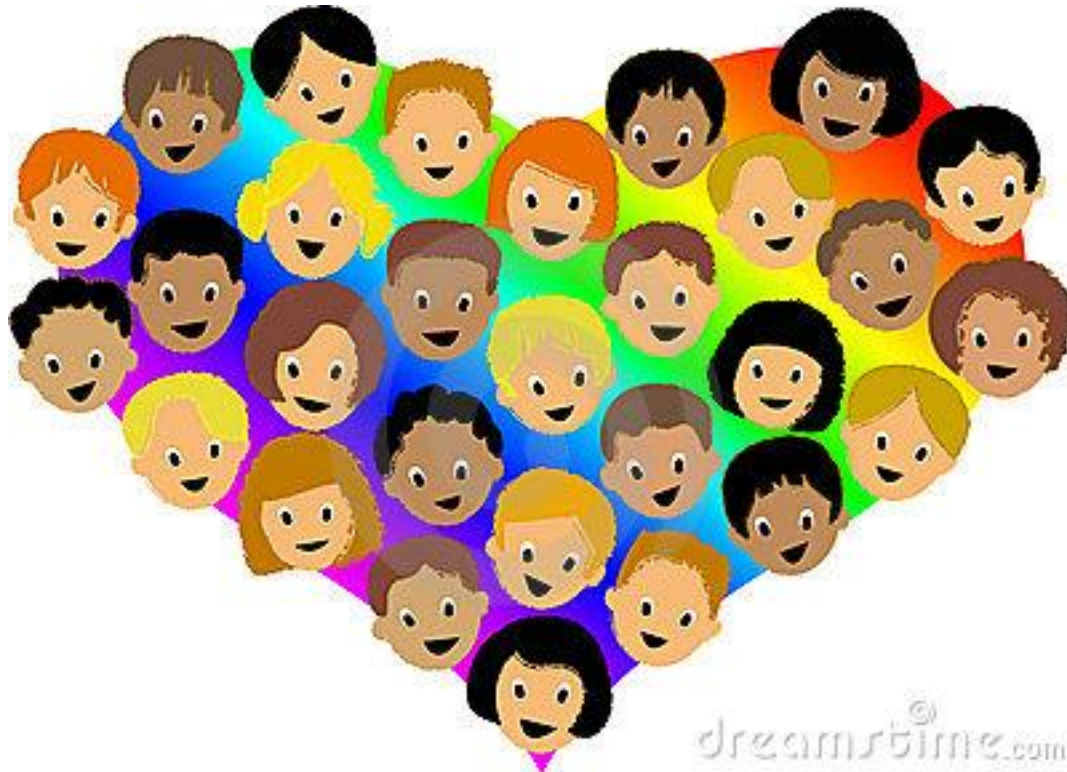
Rosetta Stone English program
Califone Magnetic Card reader
Language Master with visual cards
Oxford Picture Dictionaries

Oxford Picture Dictionaries for Content Areas
Oxford Picture Dictionary for Kids
Photo Card Library(communit, school, foods)
Califone Handheld Card Game English Skills

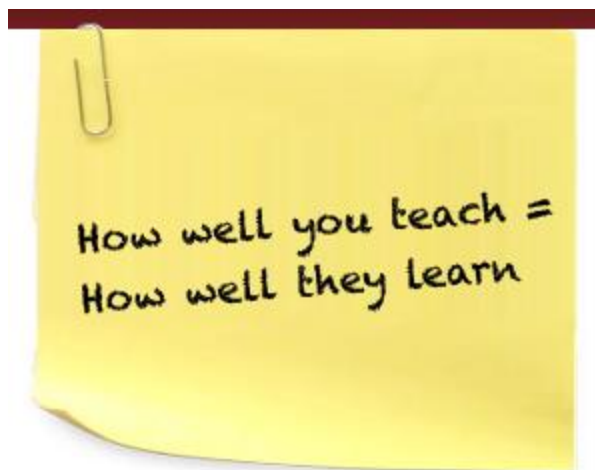
ALL ELLs SHOULD HAVE A BILINGUAL DICTIONARY IN YOUR ROOM!

I have more supplies than what are listed. Please call and I'll try to find whatever you need to help your instruction.

**YOU DO HAVE A NEW ELL.
LUCKY YOU!**



ACCESS 2.0 AND DIFFERENTIATING INSTRUCTION FOR YOUR ELLs!



Objectives for ELL teachers:

Use:

- ✓ WIDA standards (page 1 of your ELP standards handout)
- ✓ Student Can-Do descriptors (handout)
- ✓ ELD levels-Performance Definitions-Entering, Beginning, Developing, Expanding, Bridging, Reaching (handout)
- ✓ BICs-Basic Interpersonal Communication Skills & CALP-Cognitive Academic Language Proficiency.
- ✓ Differentiated assessment
- ✓ Differentiated instruction
- ✓ Academic vocabulary/grade level

WIDA ENGLISH LANGUAGE PROFICIENCY STANDARDS

- ✓ *English Language Proficiency Standard 1: English language learners communicate for Social and Instructional purposes within the school setting.*
- ✓ *English Language Proficiency Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.*
- ✓ *English Language Proficiency Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.*
- ✓ *English Language Proficiency Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.*
- ✓ *English Language Proficiency Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.*

WIDA Can-Do Descriptors and how to help your ELLs!

1. Who are my ELLs?
2. What are my goals and objectives?
3. What do I think will be challenging in this lesson for my ELLs?
4. What instructional strategies can I use to help my ELLs participate and achieve with this lesson/test/unit?
5. What assessment strategies will I use to show my ELL is learning?
6. How can I use evidence of student learning to a) drive instruction; b) foster collaboration among ESL and mainstream teachers (draw on expertise of ESL teachers; c) document student growth each week/nine weeks/semester

Sample lesson

CONTENT OBJECTIVES:

Students will be able to . . .

- Describe features of the rainforest before deforestation
- Describe features of the rainforest after deforestation
- Compare and contrast features of the rainforest before and after deforestation
- Prepare a persuasive argument for or against deforestation to present orally to the town council and in writing for the local newspaper

Remember:

CONTENT OBJECTIVES ARE THE SAME FOR EVERYONE

Sample lesson cont.,

LANGUAGE OBJECTIVES:

Students will be able to:

- ✓ Use key vocabulary orally and in writing - rainforest, deforestation, erosion/erode, habitat, destruction/destroy, ecosystem
- ✓ Use oral and written language to describe, compare, contrast, and persuade

*****Language objectives are differentiated according to ELLs' ELP level and other important background factors.***

Sample lesson cont.,

WHO ARE YOUR ELLs?

Refer to HANDOUTs for student profiles and
Can Do Descriptors!

ELLs:

Marco

Julia

Hassan

Amitabh



Sample lesson cont.

CAN-DO DESCRIPTORS

GOAL: to move students from their current ELD level (i.e., what they can do independently) to the next ELD level(i.e., their instructional level) using scaffolds and supports to get there.

****HANDOUTS:**

Figure 1: Focal ELLs placed on WIDA Can-do Descriptors
A Useful Tool: The Differentiation Template

Sample lesson cont.

Specific Activities for All Students

Oral language:

Comprehend a short video

Answer teacher questions about the video

Ask questions about the video

Listen to books on tape

Work in pairs or small groups to compare, describe, and persuade

Written language:

Read stories/narrative text in short books

Read expository text in grade-level science book

Read informational texts at botanical center

Read and respond to persuasive essays from newspaper articles/internet articles



Sample lesson cont.,

What will likely be the challenge/s with this assignment for your ELLs?

***Think about the concrete content, language, literacy, and/or cultural challenges the assignment is likely to present.

What can you do to make it more comprehensible for them at their level of English and what instructional strategies can you use to address those challenges?
Use your Can-Do Descriptors!

A Sample of Julia's Writing (level 2-beginning from Can-Do Descriptors)

Before deforestation. The rainforest is very beautiful and there are many trees and birds and animals. The habitat is very beautiful.

After deforestation. They cut the trees and they make money but they kill the bird habitat and they kill the animal habitat and there are too many death. The habitat is destroy. They must not kill too many trees.

Step 1: Identify student strengths

Step 2: Identify instructional needs

Step 3: Identify instructional strategies



What assessments can be used to evaluate and confirm ELLs understand the content?

Performance-based assessments of what students can do in each of the activities you have planned, paying close attention to what they can do with support and/or in collaboration with their peers, and what they can do independently (samples of student work and observations)

(In some cases, the assessment that you use might be common assessments that all teachers use to generate common evidence of what their students know and can do with content and language relative to common goals, objectives, and benchmarks. These common assessments might be included in the students' pivotal portfolio (Gottlieb & Nguyen, 2007)



- ❖ Know the ELD level of your ELLs and other important background specifics (L1 literacy, prior schooling, special ed. history, language background)
- ❖ Know your curriculum and content standards
- ❖ Design outcomes by applying relevant assignment/assessment strategies to student ELP level while addressing same content standards
- ❖ Support student success with instruction differentiated according to each ELL's ELD level.
- ❖ Collect performance-based evidence to demonstrate student learning (growth and achievement for portfolio)
- ❖ Be sympathetic and compassionate-what if this were you or your child trying to learn a new language



QUESTIONS

1. WHO ARE YOUR ELLs THIS YEAR?
2. WHAT LEVEL ARE THEY ON? (use your Can-Do Descriptors for help/support.)
3. WHAT ARE YOUR GOALS AND OBJECTIVES FOR EACH ELL?
4. WHAT IS LIKELY TO BE THE MOST CHALLENGING ABOUT YOUR GOALS AND OBJECTIVES FOR EACH ELL IN YOUR CLASS?
5. WHAT INSTRUCTIONAL STRATEGIES CAN YOU USE?
(Language Proficiency Standards, Can-Do Descriptors, knowledge of “best practices” for each ELL to support you)
6. WHAT EVIDENCE OF STUDENT PERFORMANCE CAN YOU COLLECT? Classroom-specific and/or common assessments

Our ELLs come to Nassau County with much more than a desire to learn. They come here with customs, cultures, languages, optimism, hope, and a unique perspective. All of these things help them be who they are. What a wonderful asset they are to each classroom. Each day we all work together to help them interact with teachers, classmates and other ELLs as they learn many NEW things that will enrich their lives and help prepare them for their future. We are all here to help make that happen and to be a part of their success.

