

## Day 1

[www.metroecsucell.wikispaces.com](http://www.metroecsucell.wikispaces.com)

Presentation = [bit.ly/CELLwiki](http://bit.ly/CELLwiki)

### **Take aways for teachers:**

- Vocab components in our success criteria
- Tiered words and the emphasis we put on them
- 2 generic strategies for the most high leverage components

Wida.us - provides standards for English Language Proficiency (ELP)

### Strategies:

- Sentence starters
- Movie buddies (use prompts A/B)
- TPTS - supplement with sentence starters or cards
- Talking chips
- Gallery walks

What makes sheltered instruction critical for EL's?

Affective filters - anxiety, motivation and self confidence. How can we mitigate/assist these factors?

Multiple languages can be developed simultaneously

MDE Guide to ELL/SPED

Reflections on Second Language Acquisition: Thoughts on language acquisition seems to be a missing piece of the EL support puzzle. Knowing the mechanics behind language acquisition help us better implement strategies to promote it. A lack of understanding in language acquisition may lead to incorrect assumptions on how EL's may best be supported in the mainstream classroom.

### Lesson Preparation

- Language objectives: HOW: How students will show what they know, language skills to engage in the content
  - HS Science Learning Objective: SW differentiate the characteristics of animal and plant cells.  
Lang objective: Discuss
  - Language objective = Success criteria which integrates language component (write, discuss, tell, compare, etc)
  - <http://padlet.com/wall/content-lang-obj>

### Lesson Delivery

- Funny to tease out the differences in engagement discussion. Their definition and our district definition do not align.

## Day 2

- Strategies
  - Using quizlet for vocab instruction,
  - Word walls
  - Language components in objectives
- Review on language objectives
  - How
  - what students will do to show what they know
  - opportunities to practice all 4 domains
  - language skills to engage the content
  - similar to success criteria with a language component
- Model Performance Indicators (WIDA)
  - Idea of the marrying of content and language
  - language function = how students use language to demo proficiency
  - content stem = context for language instruction (from standards)
  - instructional support = sensory, graphic, or interactive resources
  - PUT ALL THREE TOGETHER: Follow oral directions (lang) to design area maps (content) using manipulatives and illustrated examples in small groups (support)
    - Can use the same 2 strands and replace 1 strand
- Expanding on language objectives
  - key vocab
  - language functions = explain, compare, summarize, identify, arrange, etc
  - lang skills = find the main idea, edit, listen, give an opinion, paraphrase, etc
  - grammar or lang stuctures = verb tenses, sentence structures, question formats
  - academic task = take notes, participate in a group, review
  - learning strats = predicting, rereading, questioning, mnemonics, etc.
- Comprehensible Input
  - appropriate speech
    - know the language proficiencies of your students by domain
    - clarify idiomatic language
    - paraphrase and repeat (not louder and slower!)
    - body language
    - practice vocab
    - ID cognates
  - clear explanations
    - clear directions (tasks, expectations, behavior)
    - oral and written (model, demo, visuals)
    - exemplars
    - repetitive meaningful tasks (familiar, affective)
  - techniques to make concepts clear
    - sensory, graphic or interactive supports
    - sentence strips, graphic organizers, audio support, allow for alternative forms of demo-ing understanding
- Background Knowledge
  - “What students already know about the content is one of the strongest indicators of how well they will learn new info.” - Marzano

- explicit link to students
- explicit link to previous learning
- key vocab
- Mumbai example
  - activate prior knowledge:
    - personal example...time you felt left out or isolated, discriminated against
    - time that you were not allowed to do something because of age
    - make connections to the caste system in India
  - background knowledge
    - childrens books
    - video clips
    - vocabulary
    - notes
- Ideas to build background knowledge/prior knowledge:
  - text impressions - gives us an idea of what the kids already know and what conceptions might be
  - provide experiences - field trip (or virtual), guest speakers, artifacts, models and simulations, multimedia. Pam Booker from EMID!
  - intro a conceptual framework/graphic organizer
  - teaching vocab for pre-reading
  - paraphrase gambits (in book)
  - sentence frames
  - jigsaw. One idea A \_\_\_\_\_ is a kind of \_\_\_\_\_ that \_\_\_\_\_.
- Vocabulary instruction
  - Must be exceptionally explicit about the context in which that vocabulary is used
  - several strategies, review often, include words that we may take for granted
  - Types
    - content words, process/function, suffixes and such (60% of academic words have word parts that always carry the same meaning!)
  - Tiered vocabulary (1, 2, 3)
    - tier 1: rarely require instruction, used frequently
    - tier 2: common in school texts but not in convo (compare, contrast, debate)
    - tier 3: content specific (Should I teach this? Ask yourself: Do they know it already, is it essential to understanding the selection, will the word appear in the future?)
      - Do we do a good enough job explicitly teaching tier 2?
      - Doug Fisher “too many tier 1, not enough tier 2, right on for tier 3”
  - Meaningful and immersive. Repetition
  - Strategies:
    - word toss (dice)
    - total physical response:
    - zip cloze
    - tri-bond (3 ideas or pictures)
    - Circle of words one (what is it called?)
    - Vocab in math: write word, draw, define
    - concept chain
    - click/clunk = identify words they know or don't know

### Day 3:

- [sites.google.com/site/krohjc](http://sites.google.com/site/krohjc)
- [todaysmeet.com/SLP](http://todaysmeet.com/SLP)
- Today focused on Interaction, Strategies, and Review & Assessments
- Interaction
  - receptive and productive
  - context-embedded language
  - repetition and clarification
  - safe challenge
  - typical lesson = 80 percent teacher talk dna 20 percent student
  - “talk - about books and subjects - is as imp ed as the books/subjects themselves.” - Gerald Gaf
- Melissa Castillo -- “Traditional” Teacher Talk presentation at “Newcomer’s Conf”
  - Versus “Highly interactive”
- Wait time options and/or When you get IDK (in the Interactions Section)
  - What would you do if you didn’t know?
- Strategies - 3 Key Features
  - Scaffolding - extended reach, temporary, encourages success. Not all kids will necessarily get the same scaffolding
    - Consider ‘verbal scaffolding’ for ELs
    - Procedural scaffolding - models, practice,
    - can scaffold during input (give info), intake (kids process) and output (demo learning)
  - Text Questions - QAR - Michelle is really good at this

### Day 4: Additional Day with Science, Math and Health

- Materials: <http://bit.ly/SIOPPLAN>
- Presentation: <https://docs.google.com/file/d/0B57jNsR5TECJLWxnNUZ6QUZtUnM/edit>
- Myths were great -- could be good for use if we do an all staff training
- iCue for language level
  - Select class
  - Turn on ELL filter
  - go into their class list and find the student
  - click newspaper next to name
  - click language along the top
- What are you already doing with academic language and vocab
  - Science: vocabulary with pictures, phonetic pronunciations
  - AL stool - words, forms and functions, prefixes/suffixes/roots
  - Bricks and Mortar (bricks = literal content words/vocabulary. mortar = abstract like although, while, but, realize, etc) Mortar might actually create the ability to think in that manner
  - Look at example that Brittany gave us walking through 6 steps
- Academic language article: How can we tie this to explicit teaching, modeling, etc.
- Assisting Teachers:
  - Article
  - Strategies
  - Feedback form! Lesson delivery section
  - Building background questions from Background building section
  - Tons of vocabulary strategies in the Background building section

- Interaction techniques from the Interaction section
- Cooperative learning structures in Interaction section