Planning Effective Instruction for English Language Learners

Grand Concourse Academy Charter School

September 7, 2016

Presenter: Aileen Colon, RBE-RN Resource Specialist
Overview of Session

- Discuss Text Complexity and explore working with complex text to support academic language for ELLs.
- Work with Qualitative Dimensions of Text Complexity in analyzing non-fiction text to explicitly understand elements of English to be taught in an ELL classroom.
- Use the BCCI New Language Progressions to determine appropriate language supports/scaffolds.
A "snapshot" biography and timeline of the Wright Brothers’ life from the early years of selling kites through the ups and downs of creating powered flight, to their sky-high achievements. This book shares Orville and Wilbur Wright’s hopes and dreams as they struggle to bring "flight of fancy" to life.

Objective

Students will explain how the Industrial Revolution was furthered by new inventions and technologies.
Compare and contrast the Wright Flyer to airplanes of today. Then design and illustrate a plane of the future. What do you think airplanes will look like 100 years from now?

First Flight, at 10:35am in Kitty Hawk, North Carolina, 120 feet in 12 seconds. Over 100 years ago, the Wright brothers invented and flew the Wright Flyer.
The Wright brothers had no special training, just a natural talent for inventing and a drive to succeed. The invention of the airplane, or flying machine, as it was called back then completely changed the way we live today.

Research three inventions of the Industrial Era including the airplane and reflect on their importance today. What would life be like if the stop sign, zipper, tractor, light switch, assembly line, airplane, or air conditioning never been invented?

How will the Ell students be prepared to meet the writing standard?
The book includes a timeline of the Wright brothers' life and accomplishments. They encountered many ups and downs along the way to reaching their dream.

Identify three challenges the Wright brothers faced while trying to create the first powered flying machine and explain how they ultimately persevered.

How will the Ell students be prepared to meet the writing standard?
Standards

**Standard 5-3**: The student will demonstrate an understanding of major domestic developments that contributed to the United States becoming a world power.

What kind of language structures and patterns will the ELL students need to show they understand the content and be able to extend their learning?
**SHIFT 3: Staircase of Complexity-Planning lessons for ELLs-Entering, Emerging, Transitioning, Expanding, Commanding**

<table>
<thead>
<tr>
<th>SHIFT #3</th>
<th>Listening</th>
<th>Speaking</th>
<th>Reading</th>
<th>writing</th>
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</thead>
<tbody>
<tr>
<td>1. Engaging students in more complex texts</td>
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<td>2. Engaging students in rigorous conversations</td>
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<td>3. Provide experiences with complex texts</td>
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<td>4. Give students less to read, let them reread</td>
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<td>5. Use leveled texts carefully to build independence in struggling readers</td>
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<td>6. More time on complex texts</td>
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<td>7. <strong>Provide scaffolding</strong></td>
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</table>
Qualitative Measures of Text Complexity

Levels of Meaning and Purpose

- Text Structure
- Language Features
- Purpose
- Knowledge Demands

Reflecting on the elements of complexity within the text provides opportunities to think about: **preparing the learner, engaging the learner and expanding on the learning and understanding.**
## LEXILE BANDS

<table>
<thead>
<tr>
<th>Grade Band</th>
<th>Current Lexile Band</th>
<th>&quot;Stretch&quot; Lexile Band*</th>
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<tbody>
<tr>
<td>K–1</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>2–3</td>
<td>450L–730L</td>
<td>420L–820L</td>
</tr>
<tr>
<td>4–5</td>
<td>640L–850L</td>
<td>740L–1010L</td>
</tr>
<tr>
<td>6–8</td>
<td>860L–1010L</td>
<td>925L–1185L</td>
</tr>
<tr>
<td>9–10</td>
<td>960L–1120L</td>
<td>1050L–1335L</td>
</tr>
<tr>
<td>11–CCR</td>
<td>1070L–1220L</td>
<td>1185L–1385L</td>
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</table>
Designing the First Flying Machine
1240L

Orville and Wilbur Wright, two brothers who lived at the turn of the century, are often credited with being the inventors of the airplane. But in fact, they were not the first humans to launch an object into flight. Many had flown (and crashed) experimental aircraft before. They weren’t even inventors to begin with. Instead, they started their careers as newspaper printers and bicycle-makers, then applied the design concepts and scientific principles they learned along the way to their ultimate innovation: a system of controls to fly the plane and keep it from crashing. It is this invention that gained them notice as inventors, and the admiration of the world (readworks.org).

Purple (Appositive-In English grammar, an appositive is a noun, noun phrase, or series of nouns placed next to another word or phrase to identify or rename it.), Blue (idioms), Red (Pronouns), Green (Academic vocabulary), Bold (Time sequence) Dark red (contractions)
JIGSAW-6 Groups in their grade level teams
4 people in each group

Teacher preparation
Using the grade level text identify the following:

- Density of unfamiliar vocabulary
- Idioms & figurative language
- Word order, sentence structure (clauses)
- Pronoun & pronoun referents
- Transition words
Critical Aspects of Academic Oral Language Development

*Academic English is not a natural language that we acquire through extensive listening and social interaction. It requires that we*

- Explicitly teach the elements of English.
- Emphasize *oral language development*, to support academic literacy and interactions.
- Infuse daily, meaningful, accountable, and structured classroom interactions with *clear language targets*.

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Dutro & Kate Kinsella, 2009
RESEARCH

Only 4% of English Learners school day is spent engaging in student talk. Only 2% of English Learners days is spent discussing focal lesson content, rarely speaking in complete sentences or applying relevant academic language (Arreaga-Mayer & Perdomo-Rivera, 1996).

Ultimate objective of English Language Development

Accurate Oral Fluency: ease of producing accurate target language forms (vocabulary, syntax, grammar and ability to follow along and comprehend while listening to more sophisticated language).
### NEW LANGUAGE ARTS PROGRESSIONS (ESL/New Language)

#### Grade 3: Speaking and Listening

**Main Academic Demand**

Compare/Contrast and Evaluate the Credibility of Information Presented in Various Formats

**Grade Level Academic Demand**

Determine Main Idea and Supporting Details of a Text Read Aloud

<table>
<thead>
<tr>
<th>$5$ Levels of Language Development</th>
<th>Entering (Beginner)</th>
<th>Emerging (Low Intermediate)</th>
<th>Transitioning (High Intermediate)</th>
<th>Expanding (Advanced)</th>
<th>Commanding (Proficient)</th>
</tr>
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</table>

**When acquiring a new language, using grade level texts and appropriate supports, students are able to:**

#### RECEPTIVE

**Oracy and Literacy Links**

- **Listening-Centered Activity:** Organize pretaught words and phrases on a main idea graphic organizer to determine the main idea of a text read aloud or information presented orally, as text or another media source is read aloud in partnership and/or teacher-led small groups.

- **Reading-Centered Activity:** Organize pretaught words and phrases on a main idea and supporting details graphic organizer to identify the main idea and supporting details of a text read aloud or other media source in the new and/or the home language.

#### NLAP Speaking and Listening (SL)

SL 2: SL 3.2

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engage ny
NEW LANGUAGE ARTS PROGRESSIONS (ESL/New Language) Grade 3: Speaking and Listening 2, page 3.

- **Common Core Grade 3 Standard (SL.3.2):**
  Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.

- **Grade Level Academic Demand**
  Determine Main Idea and Supporting Details of a Text Read Aloud

- **Linguistic Demands:** The following are some examples in English that may vary based on the language of instruction. In the first three levels (entering, emerging and transitioning), students can approach these linguistic demands in the new and/or home language.
  - Identify words that appear throughout the text (e.g., nouns and related pronouns and/or verbs) to identify the main topic.
  - Use adjectives and adverbs that provide details about the text.
Look at the Grade Level Academic Demand and the language progressions

- Determine Main Idea and Key Details and Explain How they Support the Main Idea.

**How will you differentiate for each language level?**

- Entering
- Emerging
- Transitioning
- Expanding
- Commanding
### Language Frameworks:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Activities</th>
<th>Lang. Functions</th>
<th>Lang Structures</th>
<th>Vocabulary</th>
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**Link to Relevant Standards:**

Orville and Wilbur Wright are credited with inventing the first motorized airplane.

Leonardo Da Vinci had sketched designs for both gliders and helicopters as early as the 1400’s.

It only took one year and two people to create the first flying machine.

The Wright Brothers studied birds in flight and used their wings to help design the wings for their gliders and planes.
Modeling Language to Prepare ELLs for Speaking

- I agree with this statement because I know/read/learned/heard............
- I agree with this statement because the evidence is found on page...paragraph number... It says............
- I have the same opinion as ...... and I also think that....................
- I have a different opinion than............... I think that............
- I disagree with this statement because I know/read/learned that..............
- I disagree with ...........I think that.....because the evidence is found on page......
- I think differently than.......................because the author says.........
Preparing ELLs for reading

- Oral retell using transition words to written retell

**Story Sequence Graphic Organizer**

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Preparing ELLs for Writing

[Web Graphic Organizer]

Find the Main Idea

Main Idea

Details

Details

Details

Details

Details

Details

Details

Details

Visit www.ColoradoColorado.org for the latest tips, activities, and practical, research-based information on how to help English language learners read and succeed.
What Can You Teach ELLs to Do in English?

- Regular/irregular past tense
- Plurals
- Contractions
- Pronouns
- Prepositions/Prepositional phrases
- Adjectives
- Adverbs
- Multiple modifiers
- Academic vocabulary: (word family) fly, flying, flyer, flight, flew, had flown
- Time sequence words/clauses
WRAP UP

How do the BCCI resources support your planning to move your students from one language level to the next?
Reflection

- What stood out?
- What did you learn?
- What can you use?
- What questions do you have?
NYSED/OBE Resources & Others

http://www.nsbsd.org/Page/3561  Informational Text Structures: Center on Instruction at RMC research Corporation

https://www.engageny.org/sites/default/files/resource/attachments/hlap-ri.6.3.pdf  Home Language Arts Progressions


http://www.esboces.org/Page/1442  Suffolk County RBERN-Guide to Academic and Linguistic Demands; Reading for Information


http://nyhistory.org/education/programs-in-your-classroom school programs
https://www.youtube.com/watch?v=yZQipjHUGyQ
http://www.ducksters.com/biography/wright_brothers.php
https://airandspace.si.edu/exhibitions/wright-brothers/online/classroomactivities/archives/index.cfm
http://www.scholastic.com/content/collateral_resources/pdf00premium/01/0439774101_e003.pdf
http://easyscienceforkids.com/all-about-thomas-edison/
https://airandspace.si.edu/exhibitions/wright-brothers/online/who/
https://www.grc.nasa.gov/WWW/K-12/UEET/StudentSite/historyofflight.html
For more information on resources or services

Please visit our website at:
NYC Regional Bilingual Education Resource Network (RBE-RN).

Contact us by email at: nycrbern@fordham.edu
Phone Number: 718-817-0606

Please complete feedback evaluation and Next Steps