

Long-Term ELLs: Academic Success Through Language Development



**Instructional &
Learning Strategies**

English Language Learners

Sheltered Instruction

Physical & Cognitive
Engagement

Total
Participation

Formative and
Summative
Assessments

Goals:

- Rationale and theory related to the inclusion of language objectives
- Strategies that foster language development and promote access to content area concepts
- Texts and ELLs, how do we define “complex”?

The Human Continuum

Best Practices

- Use visuals, manipulatives and demonstrations...anything to provide another mode of input
- Repetition, repetition, repetition...provide opportunities to access the content in multiple, meaningful ways
- Include instruction about language...be explicit about morphemes, text structures and common usage

Language Objectives (Chamot & O'Malley, 1996; Short, 2004)

- Think about how language will be used in the lesson: in speech, in class discussion, in reading assignments, in the lesson activities.
- Language objectives can occur over several lessons. You don't have to create new ones each day....It depends on your activities.
- The important thing to remember is.....How will you get them to practice reading, writing, speaking, and listening while learning the content of the lesson?
- Don't forget to use Building Academic Vocabulary strategies for ELLs to help them acquire academic vocabulary

Content vs. Language...

- Content objectives are the WHAT of student learning
- Language objectives are the HOW of student learning

Let's Practice...

- Use the blank note-sheet to write an instructional objective from a recent or upcoming lesson...(content objective)
- Which reading, writing, speaking and/or listening skills do students need to access the content or to demonstrate their understanding of the content?
- Make the R-W-S-L task explicit to students

A Social Studies Example

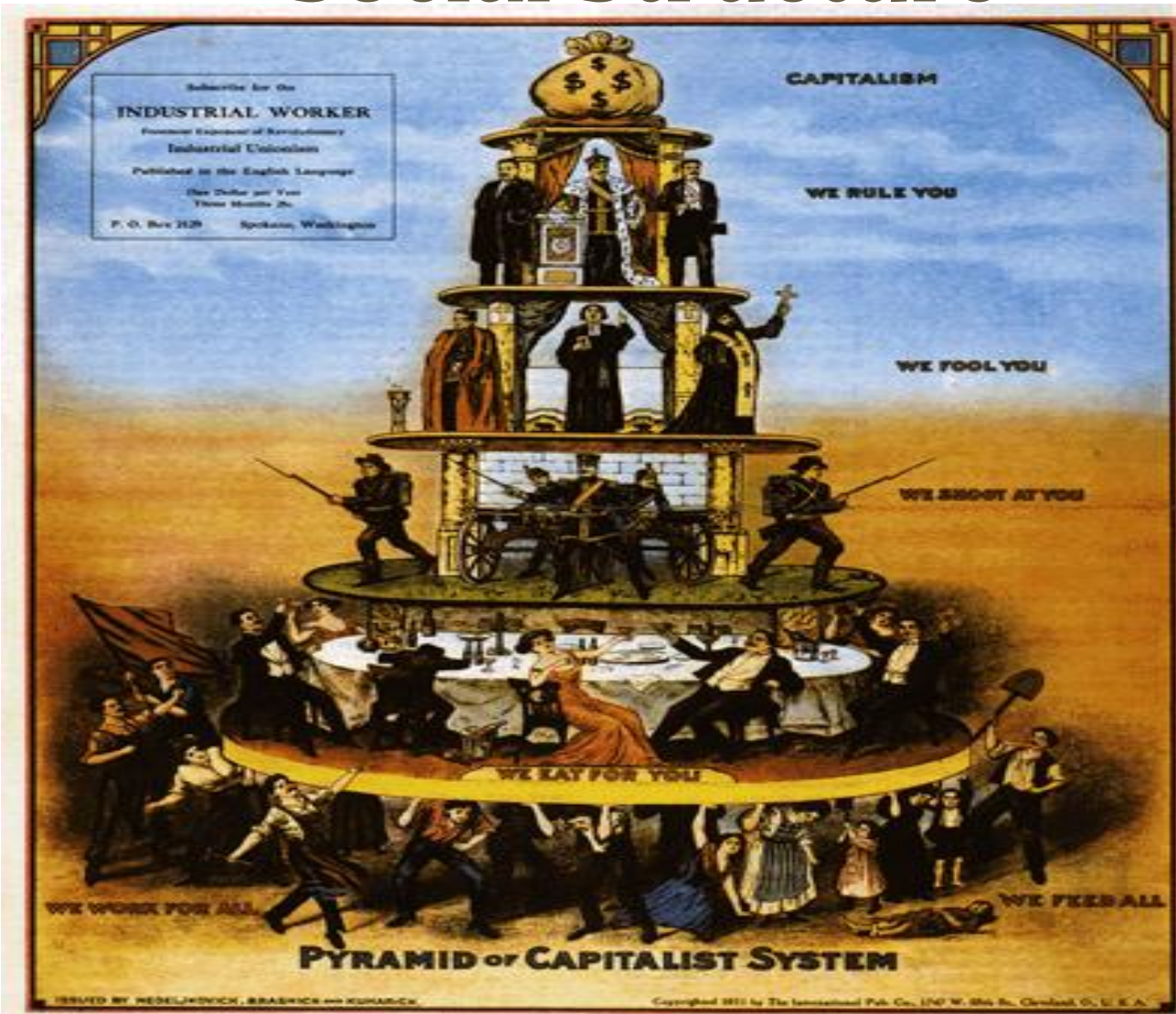
Objectives

- Content: SWBAT describe how the Industrial Revolution influenced social structure.
- Language: SWBAT define three key terms related to the Industrial Revolution
 - SWBAT annotate a text by underlining key ideas, making connections and asking questions
 - SWBAT create a poem that incorporates key terms and ideas related to the Industrial Revolution

Important Vocabulary

- Social structure
 - Malleable
 - laissez-faire
-
- Why did I select these words?
Think content and language development...

Social Structure



Malleable

- Able to be molded and changed
- List three things you think are malleable

Laissez-faire

- Find the term in the text
- Use the context to determine the meaning of the term
- Be prepared to defend your definition

Text Talk (Probst, 1988)

- Underline facts that describe/provide information about how the Industrial Revolution changed social structure.
- Make personal connections with the text (prior knowledge, comments...)
- Write one question for each paragraph

Found Poem

- Select several words/ phrases from each paragraph are interesting to you
- Write each word/phrase on a separate piece of paper
- Join your phrases with a partner
- Organize your phrases to create a poem about the Industrial Revolution and social structure. This is a poem NOT a summary.
- You may add 5 words, all other must come directly from the text

Reflect...

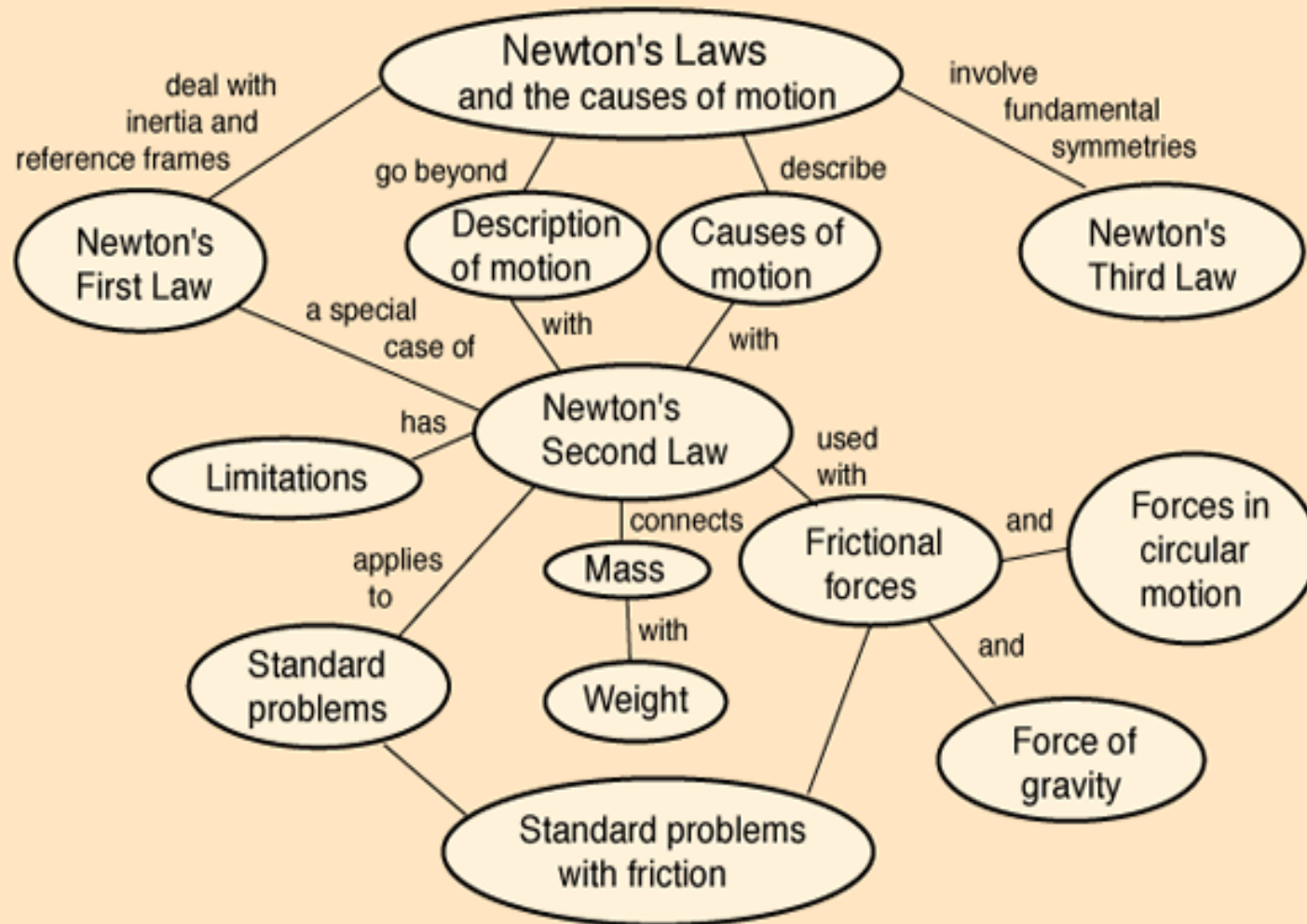
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A Science Example

Objectives

- Content: SWBAT describe Newton's Three Laws
- Language: SWBAT select and define key vocabulary terms related to Newton's three laws
 - SWBAT draw and label a diagram for each of the three laws.

Reading Diagrams



Making a Foldable – The Matchbook

1. Fold a sheet of paper like a hotdog, but fold it so that one side is 1 inch longer than the other side.
2. Fold the 1-inch tab over the short side, forming an envelope-like fold.
3. Cut the front flap in thirds toward the mountaintop to create three flaps.
4. Label the bottom flap – Newton's Three Laws
5. Label the three flaps – The First Law, The Second Law, The Third Law

Taking Notes...

- Read the section on Newton's First Law
- Select two terms/phrases you believe are critical to understanding this text. Be ready to defend your selection
- Use clues in the text to “define” the terms. Write the terms and definitions on the “top” of the flap.
- On the “bottom” flap, draw and label a diagram that describes the section.

Closure

- Select one of Newton's Three Laws
- Explain the terms you selected and your rationale for each decision
- Explain your labeled diagram
- On the back, write 1-2 sentences that describes your understanding of Newton's three laws.

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