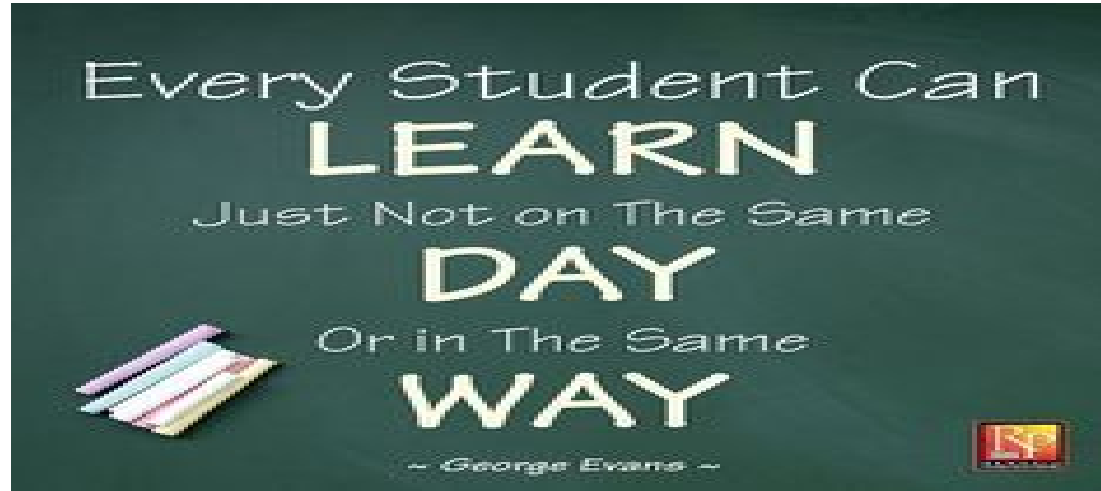


# Orange High School

## Strategies for Success in the ESL Classroom



Claudia Alvarado  
Stephanie Ross  
January 28, 2016

# Teacher Test

- 1) Quid est nomen tibi? \_\_\_\_\_
- 2) Quid doces? \_\_\_\_\_
- 3) Quamdiu es doctrina? \_\_\_\_\_

# Teacher Test

- 1) What is your name?
- 2) What do you teach?
- 3) How long have you been teaching?








# The Scenario

You have a new student, and he speaks no English. His family has just moved to your town from Guatemala, and though he receives English as a Second Language (ESL) support, he will also be sitting in your room every day to give him more exposure to his new language. How can you be a good teacher to someone who barely understands you? In this session, ESL teachers tell us what they know about the things regular classroom teachers can do to improve instruction for ELL students.

# ESL GLOSSARY-FREQUENTLY USED TERMS

- ESL-English as a **S**econd **L**anguage
- ELL-English Language Learner
- LEP-Limited English Proficient 
- SIOP-Sheltered Instruction **O**bservation **P**rotocol
- SIFE-Student with Interrupted **F**ormal **E**ducation
- L1-Student's native language
- L2-Student's second language
- F1- Exited Student - first year 
- F2 - Exited Student - second year 
- Co-teaching - two teachers working together with groups of students; sharing the planning, organization, delivery, and assessment of instruction, as well as the physical space. ( Bacharach, Heck & Dank, 2004)
- Inclusion - LEP and general education students combined in a classroom which blends specialized instruction of English with the mainstream academic content
- WIDA - **W**orld-class **I**nstructional **D**esign and **A**ssessment
- BICS - **B**asic **I**nterpersonal **C**ommunication **S**kills
- CALP - **C**ognitive **A**cademic **L**anguage **P**roficiency

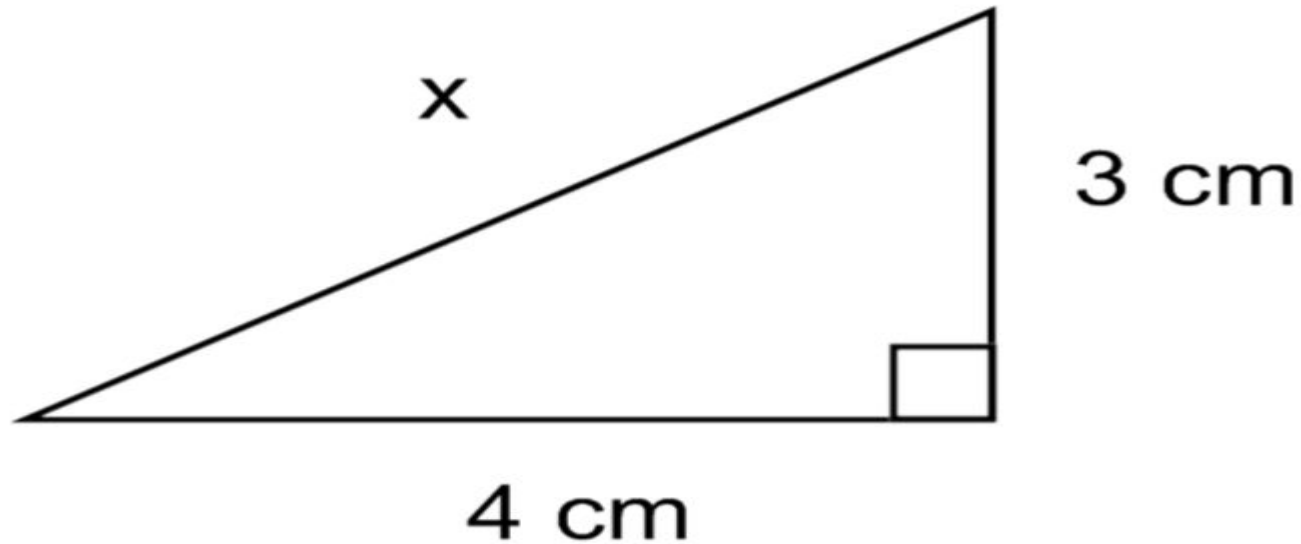


# A DAY IN THE LIFE OF A NEWCOMER



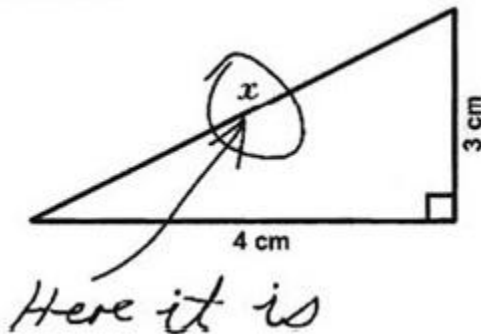


Directions: Find  $X$



# Student Misunderstanding

Directions: Find X



In this problem, the student was instructed to "find x." The student obviously knew the meaning of the word "find" because he "found" it and circled it. The student even put a note on the page to help in locating the lost "x". The student understood the meaning of "find" in one context, but not in the appropriate mathematical context.

**\*\*\*\*\* Vocabulary must be introduced within the context of the content \*\*\*\*\***

**Figure 5M: CAN DO Descriptors for the Levels of English Language Proficiency, PreK-12**

For the given level of English language proficiency, **with support**, English language learners can:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
LISTENING	<ul style="list-style-type: none"> <li>Point to stated pictures, words, phrases</li> <li>Follow one-step oral directions</li> <li>Match oral statements to objects, figures or illustrations</li> </ul>	<ul style="list-style-type: none"> <li>Sort pictures, objects according to oral instructions</li> <li>Follow two-step oral directions</li> <li>Match information from oral descriptions to objects, illustrations</li> </ul>	<ul style="list-style-type: none"> <li>Locate, select, order information from oral descriptions</li> <li>Follow multi-step oral directions</li> <li>Categorize or sequence oral information using pictures, objects</li> </ul>	<ul style="list-style-type: none"> <li>Compare/contrast functions, relationships from oral information</li> <li>Analyze and apply oral information</li> <li>Identify cause and effect from oral discourse</li> </ul>	<ul style="list-style-type: none"> <li>Draw conclusions from oral information</li> <li>Construct models based on oral discourse</li> <li>Make connections from oral discourse</li> </ul>	
SPEAKING	<ul style="list-style-type: none"> <li>Name objects, people, pictures</li> <li>Answer WH- (who, what, when, where, which) questions</li> </ul>	<ul style="list-style-type: none"> <li>Ask WH- questions</li> <li>Describe pictures, events, objects, people</li> <li>Restate facts</li> </ul>	<ul style="list-style-type: none"> <li>Formulate hypotheses, make predictions</li> <li>Describe processes, procedures</li> <li>Retell stories or events</li> </ul>	<ul style="list-style-type: none"> <li>Discuss stories, issues, concepts</li> <li>Give speeches, oral reports</li> <li>Offer creative solutions to issues, problems</li> </ul>	<ul style="list-style-type: none"> <li>Engage in debates</li> <li>Explain phenomena, give examples and justify responses</li> <li>Express and defend points of view</li> </ul>	
READING	<ul style="list-style-type: none"> <li>Match icons and symbols to words, phrases or environmental print</li> <li>Identify concepts about print and text features</li> </ul>	<ul style="list-style-type: none"> <li>Locate and classify information</li> <li>Identify facts and explicit messages</li> <li>Select language patterns associated with facts</li> </ul>	<ul style="list-style-type: none"> <li>Sequence pictures, events, processes</li> <li>Identify main ideas</li> <li>Use context clues to determine meaning of words</li> </ul>	<ul style="list-style-type: none"> <li>Interpret information or data</li> <li>Find details that support main ideas</li> <li>Identify word families, figures of speech</li> </ul>	<ul style="list-style-type: none"> <li>Conduct research to glean information from multiple sources</li> <li>Draw conclusions from explicit and implicit text</li> </ul>	
WRITING	<ul style="list-style-type: none"> <li>Label objects, pictures, diagrams</li> <li>Draw in response to a prompt</li> <li>Produce icons, symbols, words, phrases to convey messages</li> </ul>	<ul style="list-style-type: none"> <li>Make lists</li> <li>Produce drawings, phrases, short sentences, notes</li> <li>Give information requested from oral or written directions</li> </ul>	<ul style="list-style-type: none"> <li>Produce bare-bones expository or narrative texts</li> <li>Compare/contrast information</li> <li>Describe events, people, processes, procedures</li> </ul>	<ul style="list-style-type: none"> <li>Summarize information from graphics or notes</li> <li>Edit and revise writing</li> <li>Create original ideas or detailed responses</li> </ul>	<ul style="list-style-type: none"> <li>Apply information to new contexts</li> <li>React to multiple genres and discourses</li> <li>Author multiple forms/ genres of writing</li> </ul>	

# SOCIAL VS. ACADEMIC LANGUAGE

Social Language (Basic Interpersonal Communication Skills, also known as BICS) - Please open the door.

Can I go to the bathroom? At what time do we go home?

- According to English Language development research, learning a language socially takes about 1-3 years.

Academic Language (Cognitive Academic Language Proficiency, also known as CALPS) - Compare and contrast Saturn and Jupiter. Paraphrase the paragraph. What is the main idea of this paragraph?

- According to English Language development research, learning a language academically takes about 4-7 years or more.

# ESL TESTING PROCEDURES

1. Upon entry, into the district, ESL students are given the **WIDA MODEL**\* assessment to determine their linguistic proficiency levels and placed into the appropriate ESL course.

2. Students' transcripts from their native countries are assessed by the OHS guidance counselors and students are placed into content area classes depending on how many credits they have earned previously.

\* The WIDA MODEL (Measure of Developing English Language) is a series of English language proficiency assessments for Kindergarten through Grade 12. MODEL can be used by educators as an identification/placement assessment for newly enrolled ELLs or as an interim progress monitoring assessment. (<https://www.wida.us/assessment/MODEL/>)

# ESL PROGRAM AT OHS

- NCA I-Newcomers  
Academy Level I
- NCA II-  
Newcomers  
Academy Level II
- Intermediate


# ESL STUDENT SCHEDULE

[Student Profile](#)

Grade-11

L1-Spanish























Length of Time in U.S.-4 months

Class Schedule: [List](#) | [Block](#) | [Bell](#)  

By Semester:  ▼

Show Room & Teacher:

Hide HR from Print:

Period	Course	Section/Subsection	School	Semester	Days	Start Time	End Time	Mins	Room	Teacher	GPA	Roster
1	4210 - Biology/ESL	3 / 1	OHS	FY	A	8:28 AM	9:50 AM	82	245	Pickrell, Shannon	<input type="checkbox"/>	
1	8311 - Ceramics I	1 / 1	OHS	S1	B	8:28 AM	9:50 AM	82	105	Guerriero, Megan 	<input type="checkbox"/>	
1	8312 - Ceramics II	1 / 1	OHS	S2	B	8:28 AM	9:50 AM	82	105	Guerriero, Megan 	<input type="checkbox"/>	
2	4205 - Geometry/LEP	1 / 1	OHS	FY	B	9:53 AM	11:15 AM	82	237	Nikolaidis, Sonya	<input type="checkbox"/>	
2	4208 - US History I/LEP	1 / 1	OHS	FY	A	9:53 AM	11:15 AM	82	123B	Suarez, Carlos 	<input type="checkbox"/>	
3A/B	4198 - NCA I	3 / 1	OHS	FY	B	11:15 AM	12:38 PM	83	123B	Alvarado-Weiner, Claudia 	<input type="checkbox"/>	
3A/B	ESL3 - English III	1 / 1	OHS	FY	A	11:15 AM	12:38 PM	83	209	Arlea, Patrick 	<input type="checkbox"/>	
3CL	9500 - Lunch	3 / 1	OHS	FY	AB	12:45 PM	1:15 PM	30	CAFE		<input type="checkbox"/>	
4	4049 - Native Speaker Spanish I	2 / 1	OHS	FY	B	1:18 PM	2:40 PM	82	125	Johari, Antonella	<input type="checkbox"/>	
4	9140 - Phys Ed III	8 / 1	OHS	Q1	A	1:18 PM	2:40 PM	82	128	Frantantoni, Anthony 	<input type="checkbox"/>	
4	9140 - Phys Ed III	8 / 2	OHS	Q2	A	1:18 PM	2:40 PM	82	128	Frantantoni, Anthony 	<input type="checkbox"/>	
4	9140 - Phys Ed III	8 / 3	OHS	Q3	A	1:18 PM	2:40 PM	82	128	Frantantoni, Anthony 	<input type="checkbox"/>	
4	9154 - Driver Education/Safety	8 / 1	OHS	Q4	A	1:18 PM	2:40 PM	82	121	Cipriano, Perry 	<input type="checkbox"/>	

## **SUPPORTED CLASSES WITH AN ESL TEACHER** **AT OHS**

- English I, English II, English III & English IV
- Algebra I, Algebra II & Geometry
- Biology, Chemistry and Environmental Science
- Social Studies (teacher has dual certification)

# CO-TEACHING-WORKING WITH ELL STUDENTS - STRATEGIES OVERVIEW

## WHAT DO WE DO?

- Reading/Writing activities– Journaling
- Role Play– interviewer, characters in a play
- Cooperative Learning– Group of 3-4 students with specific roles
- Pairing– Non English speaker/reader/writer paired with intermediate level student who can speak the same native language
- Videos - Show videos to students of particular subjects, stories or plays to introduce, discuss and complete a lesson
- Cultural Responsive Instruction – Use students’ diverse backgrounds in creating lessons
- Collaboration – Among teachers ( ESL and mainstream teachers), guidance counselors, social workers
- Parental Involvement-keep parents informed of student progress and events throughout the district



# SAMPLE LANGUAGE ARTS UNIT

## A Doll's House: Vocabulary Assignment

- Using Google Slides, each group will create a slideshow presentation with the 10 words assigned to them.
- Each slide should include:
  - the vocabulary word
  - a definition written in your own words
  - a sentence utilizing the vocabulary word
  - a picture accurately representing the vocabulary word
- Each group member is responsible for preparing and presenting a minimum of two slides in English.
- Due date: January 21, 2016
- All 3 groups will orally present on January 25, 2016

Group 1

M.B.

J.P.

E.S.

K.M.

E.M.

Group 2

A.R.

M.C.

J.G.

X.M.

Group 3

A.C.

Y.M.

E.F.

R.P.

W.J.

Group 1

insensitive

daring

dangerous

resourceful

witty

determined

lonely

angry

dim-witted

greedy

Group 2

impulsive

jealous

condescending

content

honorable

generous

covetous

compassionate

overbearing

spoiled

Group 3

loyal

dishonorable

cowardly

intelligent

rational

childish

sarcastic

stubborn

selfish

unpredictable

**insensitive**-to not care about the feelings of another, callous

The insensitive doctor left the room while his patient was crying.



© Can Stock Photo

# DIFFERENTIATION

## LEVEL 1-2 ENTERING-EMERGING

- Have students read synopsis of play in native languages. Spanish Summary of A Doll's House  
French Summary of A Doll's House
- Read the play in their native language.
- Watch the movie in their native language.
- Allow students to use online translators.

## LEVEL 3-4 DEVELOPING-EXPANDING

- Have the students skim the play in English.
- Have students read the play in their native languages. [http://www.colombiaaprende.edu.co/html/mediateca/1607/articles-65462\\_archivo.pdf](http://www.colombiaaprende.edu.co/html/mediateca/1607/articles-65462_archivo.pdf)  
[http://www.litteratureaudio.com/textes/Henrik\\_Ibsen\\_-\\_Une\\_maison\\_de\\_poupee.pdf](http://www.litteratureaudio.com/textes/Henrik_Ibsen_-_Une_maison_de_poupee.pdf)
- Allow use students to use online translators.

## LEVEL 5 BRIDGING

- Challenge students to read play in English.
- Allow students to use online translators.

# CHARACTER ANALYSIS AND ESSAY

Character Chart

Character	Trait	Evidence from Text
<b>Example: Nurse</b>	1. Compassionate 2. Rational 3. Loyal	1. The nurse cares for the children. 2. The nurse gave up her daughter because she knew that she could not financially support her. 3. The nurse is committed to caring for Nora and Nora's children.
Nora	1.  2.  3.	1.  2.  3.
Torvald	1.  2.  3.	1.  2.  3.
Krogstad	1.  2.  3.	1.  2.  3.
Mrs. Linde	1.  2.  3.	1.  2.  3.

## A Doll's House: Character Analysis Essay

Using the **Character Chart** you completed with a partner, write a brief essay about one of the characters, focusing on negative character traits that may cause that person to behave the way her or she does. To get you started, the introductory paragraph is provided for you. You may write your essay on this sheet or on your own paper.

**Note:** Be careful in choosing the trait to write about. Compassion and generosity are not flaws, so be sure not to choose those to write your essay about.

Henrik Ibsen's play *A Doll's House* is an examination of human nature and personality. Each of the five main characters displays personality traits that can be considered a character flaw. One of these characters, \_\_\_\_\_, is an example of a person who has the flaw of being \_\_\_\_\_. That flaw is made evident in several ways.

# CLASSES THAT MAY BE UNSUPPORTED AT OHS

- Financial Literacy
- First Aid
- Family Living
- Safety
- Visual and Performing Arts
- World Language
- Any elective courses (Hydroponics, Forensics, Pharmaceuticals)
- Home Economics
- AP Courses



**WHAT CAN YOU DO IF YOU HAVE AN ESL STUDENT  
IN YOUR CLASSROOM WITHOUT SUPPORT?**



# CLASSROOM BUDDY

- Assign buddies or other classmates to help the ELL student. Students like to help each other.
- Select a classmate, to sit near the student(s) and assist with materials, assignments and all classroom procedures.
- Classmates may be assigned for helping the newcomer feel more comfortable in their new surroundings.
- The classroom buddy may speak the same language as the newcomer, but it is not necessary. A native English speaker may even encourage the newcomer to speak some English.
- Offer the classroom buddy community service hours, as they are generously offering their time to work with the newcomer in class.



## TRANSLATION LINKS

- <http://www.freetranslation.com/>
- <http://translation2.paralink.com/>
- <http://www.online-translator.com/>
- <http://www.collinsdictionary.com/translator>

## PHONE/TABLET APPS

[Applications \(APPS\)--photo translations](#)

**For iPhone/iPad:**

<https://itunes.apple.com/us/app/translate-photo-free-camera/id896187714?mt=8>

**For Android:**

<https://play.google.com/store/apps/details?id=com.smartmobilesoftware.phototranslatorlight&hl=en>

# ESL STRATEGIES- MAKING CONTENT COMPREHENSIBLE

- **Use supplementary materials** - makes the lesson clear and meaningful
  - **Hands-on manipulatives and realia** – connects abstract concepts with concrete experiences and student's own life
  - **Pictures, Photos, Visuals** – provides support for harder concepts
  - **Multimedia** – film clips, songs, posters, computer games related to lesson because it solidifies concepts into the students' deep memory
    - [http://www.uen.org/general\\_learner/multimedia\\_resources.shtml](http://www.uen.org/general_learner/multimedia_resources.shtml)
    - <https://getkahoot.com/>
  - **Demonstrations** – model step-by-step completion of tasks or model language to use with presentations – scaffolds and enhances learning

# ESL STRATEGIES- MAKING CONTENT COMPREHENSIBLE

- **Emphasize key vocabulary-** choose key vocabulary words that are essential to understand the lessons' most important concepts
  - **Contextualizing key vocabulary** - usage of synonyms, cognates (words in two languages that share a similar meaning, spelling, and pronunciation) to convey meaning
  - **Content word wall** - a collection of words which are displayed in large visible letters on a wall
  - **Word sorts** - students put the words in order as they engage in examining word structure
  - **Visual vocabulary-** use pictures to illustrate the meaning of words

**\*\*\*\* Use student friendly descriptions, not definitions \*\*\*\***

# ESL STRATEGIES- MAKING CONTENT COMPREHENSIBLE

- **Adaptation of Content:**
  - **Thinking Maps/Graphic Organizers** – schematic visuals that help students brainstorm and structure their writing
  - **Highlighted Text** – highlighted key concepts, important vocabulary and summary statement in text helps reduce stress yet maintains key concepts
  - **Marginal Notes** – notes in the margins help focus attention on important ideas, key concepts, key words and definitions or important supporting facts
  - **Adapted Text** – helps students get access to the same text, but with shorter, simpler sentences they can comprehend better
  - **Study Guides** – a summary of key information and vocabulary

# ESL STRATEGIES- MAKING CONTENT COMPREHENSIBLE

## Opportunities for Interaction:

- **Vary grouping configurations** (random, voluntary, teacher assigned)
  - whole group, flexible small groups, partners/triads
  - homogeneous/heterogeneous (language proficiency, ability, etc...)
- **Clarify concepts in L1 if needed** – teacher or peers clarify concepts or use native text, dictionaries or other tools
- **Allow adequate wait time** – give at least 10 seconds
- **Integrate all language skills** - Plan activities that involve reading, writing, listening, speaking
- **Use group responses** - agree/disagree, true/false, yes/no index cards, thumb up - down, dry erase response boards, debates

# HELPFUL LINKS FOR TEACHERS AND STUDENTS

- Language Arts Resource for Secondary Students-<http://pinkmonkey.com/index2.asp>
- Algebra/Geometry/Pre-Calculus/AP Calculus and more- <https://njctl.org/courses/math/>
- Bilingual Science Glossaries- <http://newyorkscienceteacher.com/sci/pages/esl/index.php>
- Financial Literacy- [http://www.otan.us/images/publicarchive/ArchivesDigitalFiles/ELCivics/Financial\\_Lit/003370financial\\_literacy\\_esl.pdf](http://www.otan.us/images/publicarchive/ArchivesDigitalFiles/ELCivics/Financial_Lit/003370financial_literacy_esl.pdf)
- SIOP (Sheltered Instruction Observation Protocol)-<http://www.cal.org/siop/>
- SIFEs-<http://www.colorincolorado.org/article/how-support-ell-students-interrupted-formal-education-sifes>

# GROUP CLOSURE ACTIVITY

Directions: Discuss with your group members, ESL strategies you find most useful to make a lesson more comprehensible in your classroom. Write down your responses on the large poster paper.





**OHS ESL PD SURVEY-HOW DID WE DO??**

**[HTTPS://WWW.SURVEYMONKEY.COM/R/GPCYDSX](https://www.surveymonkey.com/r/GPCYDSX)**



# Tips

- Discover and value the culture of your students.
- Build background- never make assumptions about what students know.
- Provide culturally appropriate interaction.
- Create a climate of acceptance.



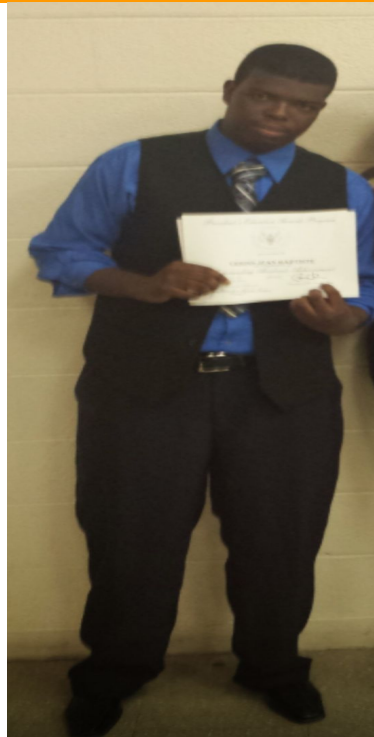
# FREQUENTLY ASKED QUESTIONS-GIVE THEM A HAND!

## Getting involved in school extra-curricular activities and other aspects of life at OHS!!

- What clubs are there at OHS and how do I join?
- I'm interested in playing a sport, where do I find out more information?
- Where can I get a lunch form?
- Where can I complete my community service hours? How many do I need?
- How many credits do I need to graduate?
- I was absent, where can I hand in my letter from the doctor/court to be excused?
- How and where do I get a locker?
- Where can I get my ID?



# *Together We Can Make a Difference With Our ESL Students*



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