Induction & Yearly Workshop

In addition to the resources provided in this packet, teachers will be given a yearly workshop focusing on the topics below, as well as providing a question and answer session with ELL teachers and ELL coordinator in order to help teachers plan for the year.

WHAT ARE THE WIDA STANDARDS?

Teachers will be given a copy of the WIDA standards for their grade level and/or content area (if applicable). In small groups teachers, and ELL teachers will go through what these standards mean in their classroom and how they can prepare their curriculum materials to align with the WIDA standards (it is recommended that teachers bring at least one lesson or unit with them so that they can apply their knowledge directly to their curriculum on this day).

CULTURAL AWARENESS & SENSITIVITY

With ELL students coming from an array of backgrounds, it is important that their classroom teacher understand the “journey” that they have been on. In this workshop teachers will be given a feel for what it is like to enter an English speaking classroom as a non English speaker. Passages from Otto Santa Ana’s Tongue Tied will be distributed and discussed in this workshop. Another component to this workshop will include issues that deal specifically with middle-school and junior high school students with regards to identity, peer pressure, and self-image.

PLAN TIME WITH AN ELL TEACHER

Teachers will be given plan time to work with an ELL teacher. Once class lists and caseloads have been determined, teachers can sit down with their ELL teacher and discuss the needs of the students that they will teach that year. General tips and practice is also encouraged, as you never know when a new student will arrive.
When an ELL Student Enters Your Classroom

Tips for getting to know your ELL student and making them feel welcome and comfortable.

• Learn how to pronounce the student’s name.

• Do not assume the student does not speak or understand any English, take the time to find out. Look at their previous school records, create their language iceberg.

• Learn about the student’s culture and background. Encourage all of your students to talk about their backgrounds and themselves. Make it a priority to build your classroom community.

• Have a buddy system in place so that the ELL student can get help from a fellow classmate. When possible assign a buddy who speaks their native language.

• Avoid slang and idioms.

• ELL students NEED to talk. Create moments in your lessons that allow students to talk in small groups and with partners. This will help build their conversational English (BICS) as well as their academic English (CALP).

• Increase wait time when asking questions. Allow enough time for all students to comprehend the question before someone answers.

• Create modifications for beginning and entering ELL students.
Top 9 Instructional Strategies with a Strong Impact on Achievement

1. SIMILARITIES & DIFFERENCES (45% AVERAGE PERCENTILE GAIN)

2. SUMMARIZING & NOTE-TAKING (34% AVERAGE PERCENTILE GAIN)

3. REINFORCEMENT & RECOGNITION (29% AVERAGE PERCENTILE GAIN)

4. PRACTICE & HOMEWORK (28% AVERAGE PERCENTILE GAIN)

5. NONLINGUISTIC REPRESENTATION (27% AVERAGE PERCENTILE GAIN)

6. COOPERATIVE LEARNING (27% AVERAGE PERCENTILE GAIN)

7. SETTING OBJECTIVES & PROVIDING FEEDBACK (23% AVERAGE PERCENTILE GAIN)

8. GENERATING & TESTING HYPOTHESIS (23% AVERAGE PERCENTILE GAIN)

9. CUES & QUESTIONS & ADVANCE ORGANIZERS (22% AVERAGE PERCENTILE GAIN)
Strategies for Building Vocabulary & Writing Skills

Use Nonlinguistic Representation Whenever Possible

- do a somersault
- play the guitar
- make an airplane
- inline skate

Source: http://bogglesworldesl.com/cancards.htm
Refer to the Can Do Descriptors When Planning Lessons

### CAN DO Descriptors

**Grade Level Cluster 5-8**
**Speaking**

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

<table>
<thead>
<tr>
<th>Level 1 Entering</th>
<th>Level 2 Beginning</th>
<th>Level 3 Developing</th>
<th>Level 4 Expanding</th>
<th>Level 5 Bridging</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

The CAN DO Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students’ language processing and use across the levels of language proficiency.

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### CAN DO Descriptors

**Grade Level Cluster 5-8**
**Listening**

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

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Kim • LaBellarte • Lovering • Ryan
# CAN DO Descriptors

## Grade Level Cluster 6-8

### Reading

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</tr>
</thead>
<tbody>
<tr>
<td>Associates letters with sounds and objects</td>
<td>Sequence illustrated text of fictional and non-fictional events</td>
<td>Identify topic sentences, main ideas and details in paragraphs</td>
<td>Order paragraphs; identify summaries of passages</td>
<td>Differentiate and apply multiple meanings of words/phrases</td>
</tr>
<tr>
<td>Match content-related objects/pictures to words</td>
<td>Locate main ideas in a series of simple sentences</td>
<td>Identify multiple meanings of words in context (e.g., “sell,” “sell”)</td>
<td>Identify figurative language (e.g., “dark as night”)</td>
<td>Apply strategies to new situations</td>
</tr>
<tr>
<td>Identify common symbols, signs and words</td>
<td>Find information from text (e.g., titles, graphs, glossary)</td>
<td>Follow text read aloud (e.g., tapes, teacher, paired readings)</td>
<td>Interpret adapted text or modified text</td>
<td>Interact meaning from modified grade-level text</td>
</tr>
<tr>
<td>Recognize concepts of print</td>
<td>Recognize concepts of print</td>
<td>Recognize concepts of print</td>
<td>Validate cause and effect</td>
<td>Critique material and support argument</td>
</tr>
<tr>
<td>Use context clues to interpret text related to illustrated text</td>
<td>Use context clues</td>
<td>Make predictions based on illustrated text</td>
<td>Identify specific language of different genres and informational texts</td>
<td>Sort grade-level text by genre</td>
</tr>
<tr>
<td>Use dictionary and glossaries</td>
<td>Use context clues</td>
<td>Use context clues</td>
<td>Answer questions about explicit information in texts</td>
<td>Use an array of strategies (e.g., skim and scan for information)</td>
</tr>
<tr>
<td>Use context clues and glossaries</td>
<td>Use context clues</td>
<td>Use context clues</td>
<td>Use English dictionaries and glossaries</td>
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## Writing

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</tr>
</thead>
<tbody>
<tr>
<td>Draw content-related pictures</td>
<td>Complete pattern sentences</td>
<td>Produce short paragraphs with main ideas and some details (e.g., column notes)</td>
<td>Create multiple paragraph essays</td>
<td>Create expository text to explain graphs/charts</td>
</tr>
<tr>
<td>Produce high frequency words</td>
<td>Extend “sentence starters” with original ideas</td>
<td>Create compound sentences (e.g., with conjunctions)</td>
<td>Justify ideas</td>
<td>Produce research reports using multiple sources/citations</td>
</tr>
<tr>
<td>Label pictures and graphs</td>
<td>Connect simple sentences</td>
<td>Explain steps in problem-solving</td>
<td>Produce content-related reports</td>
<td>Begin using analyzation</td>
</tr>
<tr>
<td>Create vocabulary/concept mapping</td>
<td>Complete graphic organizers/frames with personal information</td>
<td>Compare/contrast information, events, characters</td>
<td>Use details/examples to support ideas</td>
<td>Critique literary essays or articles</td>
</tr>
<tr>
<td>Generate lists from pretaught words/phrases and word banks (e.g., create menu from list of food groups)</td>
<td>Respond to yes/no, choice and some Wh-questions</td>
<td>Give opinions, preferences and reactions along with reasons</td>
<td>Use transition words to create cohesive passages</td>
<td>Begin using analyzation</td>
</tr>
</tbody>
</table>

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To Help Build Vocabulary Use Cloze Statements

Irregular Past Tense Verbs Cloze

Fill in the blanks below with one of the 15 irregular past tense verbs in the box.

ate
came
did
drank
gave
got
made
met
read
ran
saw
swam
took
went
rode

(1) He __________________ his homework before he went to school.
(2) It was cold so we __________________ some hot chocolate.
(3) I __________________ a sandcastle when I went to the beach.
(4) It was a hot day so she __________________ in the lake yesterday.
(5) His car had a flat tire so he __________________ the bus to work.
(6) I __________________ a horse last summer when I went to my uncle’s farm.
(7) I was late for class so I __________________ to school.
(8) I __________________ two hamburgers so I am full.
(9) I __________________ a good book before I went to bed.
(10) She __________________ a lion when she went to the zoo.
(11) A letter __________________ in the mail today.
(12) They __________________ hiking yesterday.
(13) I __________________ my brother a game for his birthday.
(14) She __________________ a good report card so her mom was happy.
(15) I __________________ my friends when we went to the park.

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Use Graphic Organizers to Help ELL Students Break Down Big Ideas into Smaller Chunks

RESOURCES & BIBLIOGRAPHY


INTERNET RESOURCES:

Lanternfish: Jobs, Worksheets, and Flashcards for the ESL and TEFL Teacher
http://bogglesworldesl.com/

Teacher Vision- PDFs of Graphic Organizers and Other Worksheets
http://www.teachervision.fen.com

WIDA Consortium
http://www.wida.us/