

**Content Team PD:  
Teaching English  
Language Learners**

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Sit in your Content Groups!

# Quick Write

- ◆ List the various ELL strategies you use in your lessons.
- ◆ Looking at the lesson that you brought to PD today, identify the strategies or tools that you have embedded to make the content more accessible for your English Language Learners.
- ◆ Chart your answers as a group.

# PD Overview

- ◆ Quickwrite
- ◆ 7 Things That effective Literacy Teachers of ELL students know and Do
- ◆ 6 Things teachers can do to make their instruction in English more Comprehensible for ELLs
- ◆ Most Effective Teaching practices for ELLs
- ◆ 5 Steps to Directed Reading Thinking Approaches
- ◆ 5 Stages of Language Acquisition (Reference)
- ◆ Closing

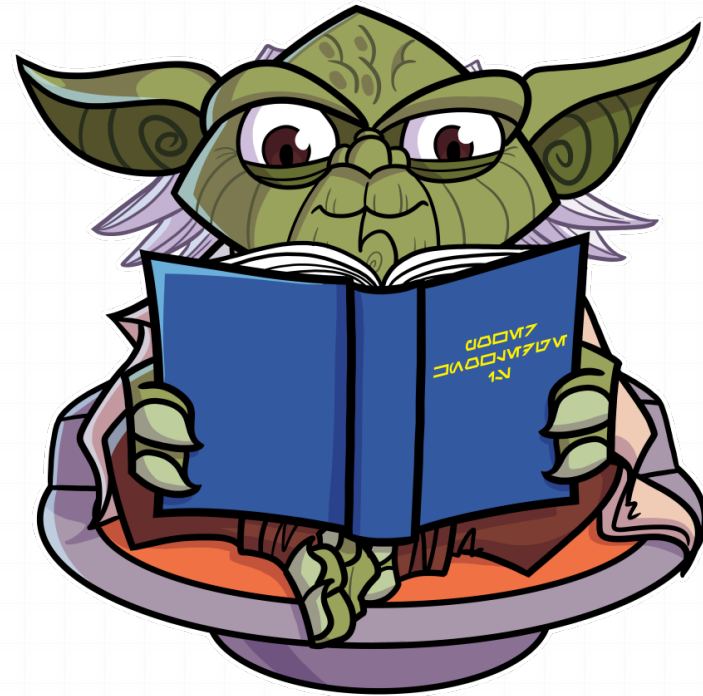
# 7 Things That Effective Literacy Teachers of ELL Students Know and Do

1. Think about their students different meaning and uses for literacy
2. Understand that ELLs need access to a rigorous curriculum as well as to native speakers of English
3. Believe that all their students possess the necessary background, language, and cultural knowledge to become fully literate





4. Provide students with effective reading comprehension instruction
5. Build enticing and relevant classroom libraries
6. Provide challenging and substantive writing instruction as on-going opportunities to write in their classrooms
7. Understand that their students need to access their own linguistic and cultural strengths to become fully literate

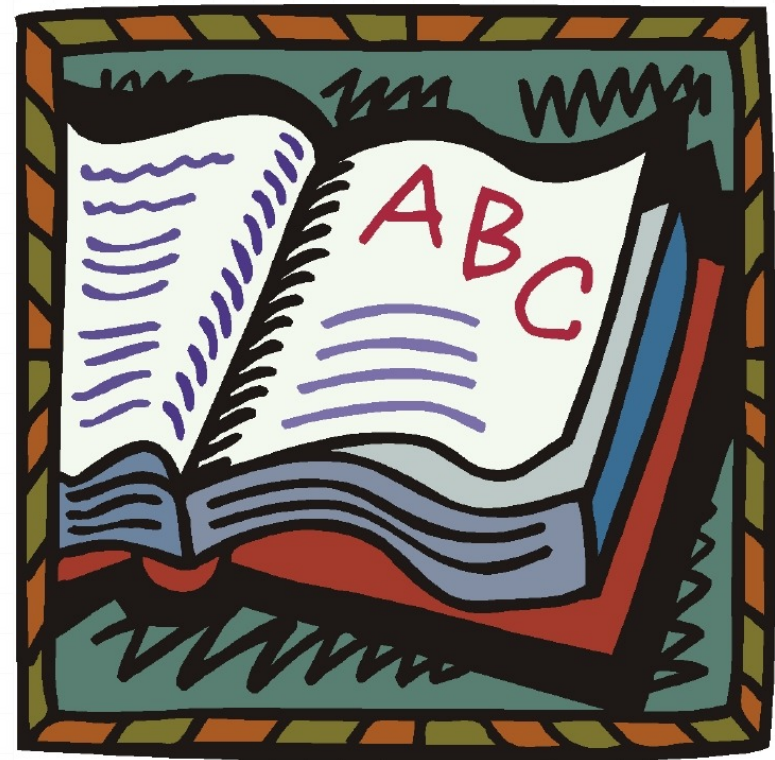


# 6 Things Teachers Do to Make Instruction Comprehensible to ELL Students

1. Use a lesson sequence which proceeds from:
  - Prior Knowledge
  - Concrete to Abstract
  - Oral language to texts
  - More contextual support to less contextual support

## 2. Teach the Text Backwards

- Do applications
- Discuss main points
- Examine study questions
- Read Text







3. Use contextual support to communicate the overall message, then correlate the message with language
4. Increase interaction among students and between students and teachers
5. Increase their student's thinking skills
6. Make connections to other content areas, student interests, and other cultures

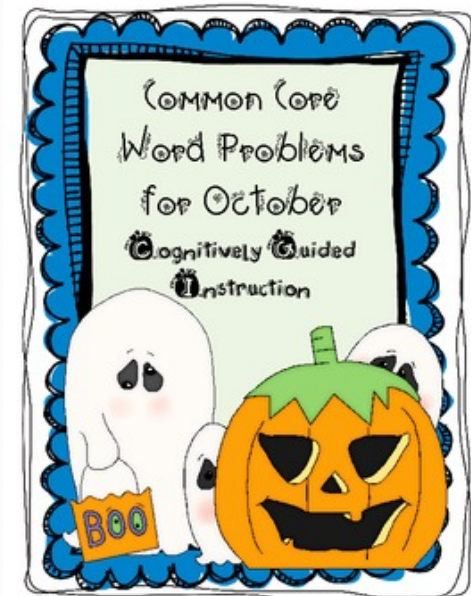
# Check-In

- Which of the previous 6 strategies do you use in your lessons?
- What strategies can you use in this lesson?
- Where will you implement them?



# Five Effective ELL Teaching Practices

1. Culturally-responsive teaching
2. Cooperative Learning
3. Instructional Conversation
4. Cognitive- guided instruction
5. Technology-enriched instruction



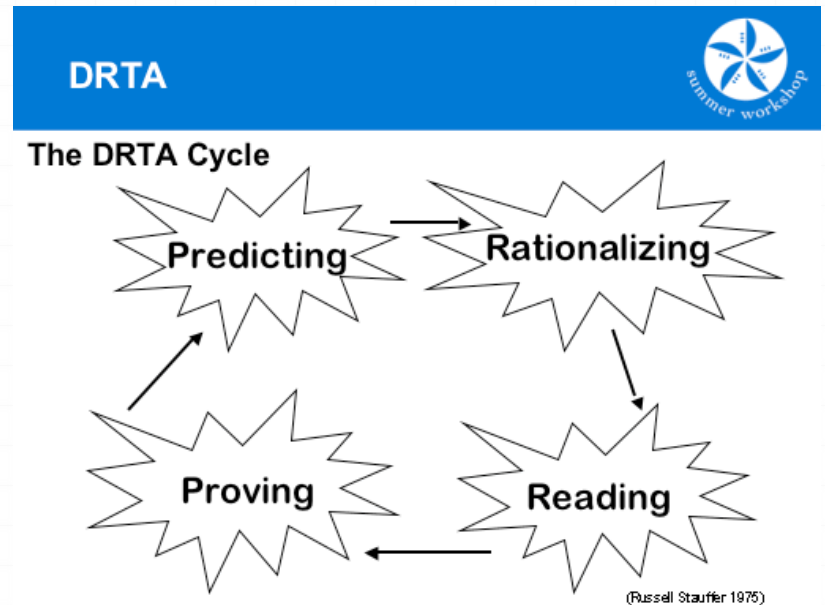
# Check In

- ◆ Looking at the handout titled, “Effective Strategies for Teaching English Language Learners,” answer the following questions.
- In your lesson, identify where you have implemented any of the effective practices listed.
- Do you have at least one of the practices mentioned above? If there isn’t, where could you add one?



# 5 Steps to the Directed Reading Thinking Approaches (DRTA) Teaching Strategy

1. Preview the reading
2. Predict the Content
3. Read in sections
4. Check the predictions
5. Summarize the main points



# Check In

- When you assign reading in class, which of the previous DRTA do you use?
- How do you implement the approaches?
- In future lessons, where do you see implementing these strategies?



# Five Stages of Language Acquisition

1. Pre-Production/Silent Period
2. Early Production
3. Speech Emergence
4. Intermediate Fluency
5. Fluency



# Check In

- ◆ Think about your English Language Learners to answer the following questions:
  - Do you have students in all of the different categories?
  - In which stage do you find the highest number of your ELLs?



# Closing

- Revisit the Chart you came up with as a team at the beginning of the session and add any other strategies you could implement as a content team.
- Select one person to observe in your content group and pick a date that works for the both of you.
- Fill in the Observation Guide form before their observation
- Observations should be no shorter than 30 minutes