



Best Practices for Culturally and Linguistically Diverse ELSWDS

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Agenda

- Welcome + Introductions
- Best Practices
- Questions



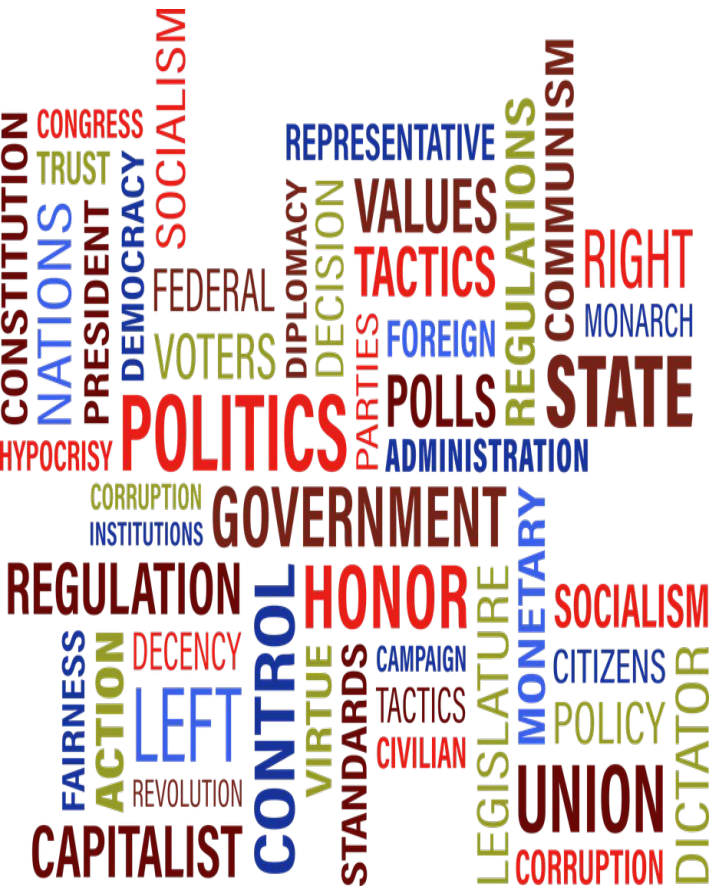
Goals

- Identify teaching strategies to improve academic development for ELSWDs in the classroom.
- Discuss implementation of best teaching practices for Culturally and Linguistically Diverse ELSWD students.
- Create a plan to support teachers of ELSWD.

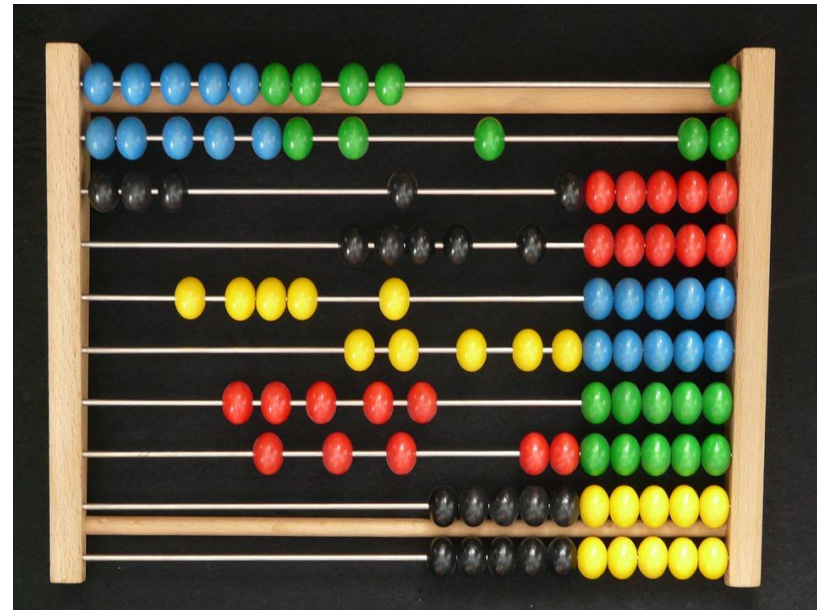


“Educators need to maintain the cognitive demand of a task as they differentiate the language of instruction and assessment to ensure educational equity for all students.”

Vocabulary Banks



Manipulatives



Modify teacher talk and practice wait time

- Speak slowly
- Use clear articulation
- Reduce the amount of teacher talk
- Use a variety of words for the same idea
- Exaggerate intonation
- Place more stress on important new concepts
- After asking a question, wait for a few moments before calling on a volunteer.
- Write the question on the board/overhead

Elicit Nonverbal Responses



Sentence Frames

I can explain...

For Example

Another positive of _____ is _____.

The data we gathered supports the claim because...

What are other examples that support your idea?

Strong evidence is...

Use sentence frames

Sentence frames serve a variety of purposes:

- Support EL's need in order to fully participate in discussions
- Contextualize / bring meaning to vocabulary
- Provide structure for practicing/extending language skills
- Able to use learned vocabulary in
- Formulate grammatically correct sentences

Design questions and prompts for different proficiency levels



Design questions and prompts for different proficiency levels

- Questioning students lets them reveal what they have learned.
- Answering questions lets students test, confirm, or modify their own understandings.
- None of these goals can be met unless the queries are structured in a way that allows students to produce a response.

Use prompts to support student responses



Use prompts to support student responses

Prompts can help English learners get started when responding to a question. For example,

- Begin with: "You figured it out by..." or "It is a polygon because..." or "First you put the hexagon on the table..."
- And then: If you encourage them toward an answer, they are more likely to follow your lead and respond with confidence.

Utilize partner talk



Partner Talk

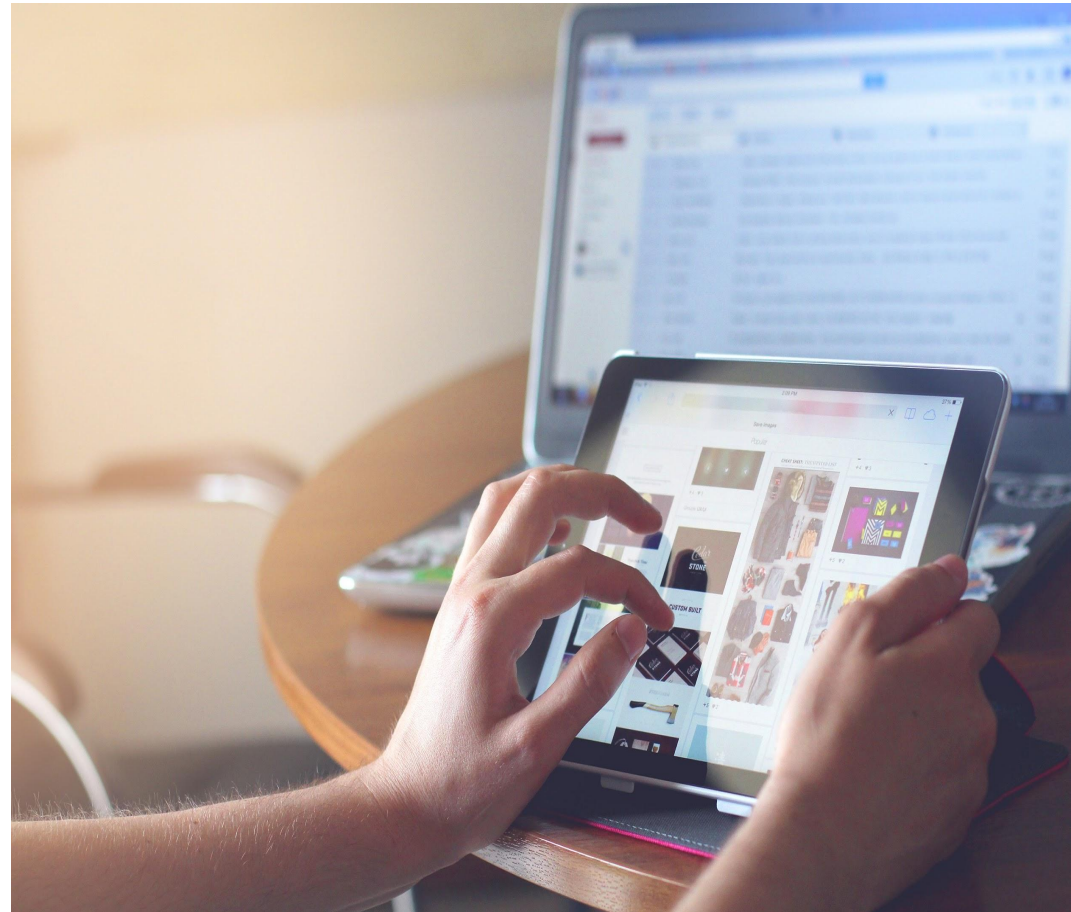
- Ask a question and then give students a minute or two to put their thoughts into words with their nearest neighbor.
- Partner talk allows more students to participate in classroom discussions and eliminates the pressure that comes with speaking alone in front of a large group.
- It also fosters positive peer collaboration; when students figure something out together, trust is built between them.

Consider language and core content skills when grouping students

- Group similar abilities when all struggling with same concept or skill
- Benefit from working in varied skill levels groups
- Benefit working with different levels of English language competence; positive language models
- Monitor student talk to ensure that all students have the opportunity to engage in conversations

Use Technology

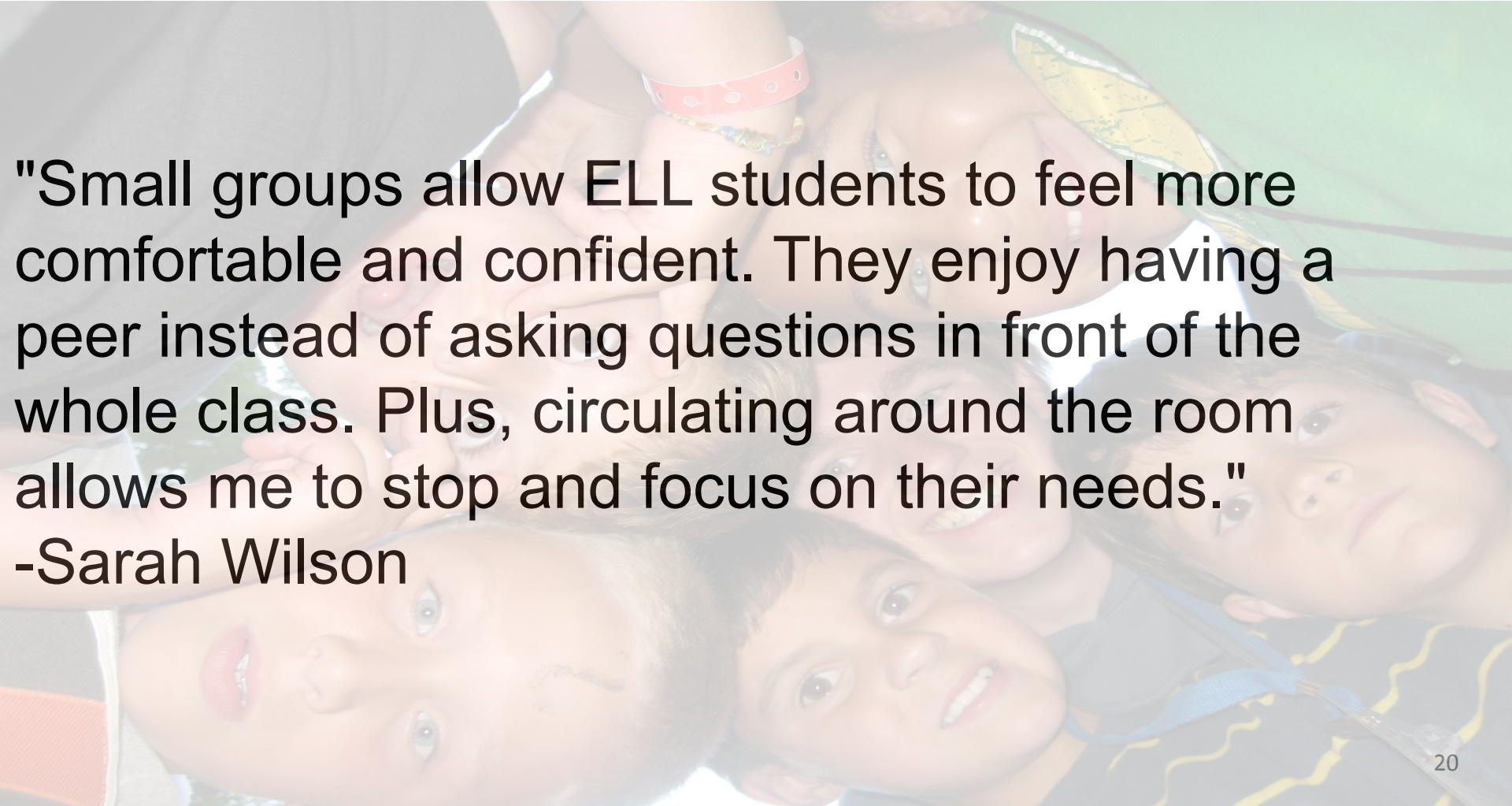
- Smart boards
- Tablets
- Listening centers
- Language labs
- Interactive software
- RazKids
- Rosetta Stone
- Etc.



Other strategies and routines

- Show and tell whenever possible through demonstration, role playing, and modeling.
- Use pictures and video during vocabulary and concept instruction.
- Get the students up and active. They are by nature very kinesthetic; for example ask them to clap when counting by fives and tens, go on a "numbers hunt" by walking and searching around the room, or patrol the school to identify geometric shapes."

Other Strategies and Routines



"Small groups allow ELL students to feel more comfortable and confident. They enjoy having a peer instead of asking questions in front of the whole class. Plus, circulating around the room allows me to stop and focus on their needs."

-Sarah Wilson

Other Strategies and Routines

"Give ELLs opportunities to work individually so they can progress at their own pace. During a difficult lesson, you might want to say something like: 'Do as much of question 5 as you can in 10 minutes' or 'Choose which question you want to start with.'

Other Strategies and Routines

"Relate a concept to a personal experience a student has had in the past;

- that way they will have a greater chance of understanding the information taught.
- Try to introduce a concept by relating it to something from their country. For example, I have a student who came from Holland and I always ask her what they call a certain word in Dutch."

Other Strategies and Routines

"Have students keep journals to write about what they have learned and address questions they may have relating to a recent lesson. I read their entries and respond with answers and encouragement."



Resources

Jeffzwers.org

<https://drive.google.com/drive/folders/0B3YCdmNEDNVEQUpnYUI5VEpqcVk?ths=true>

https://drive.google.com/drive/folders/0B_EC2IXMkFWXOWMyaFU5MnhzROE

https://docs.google.com/document/d/1EYGEyYvbb_-PaYVd81gAxS6AgISo2HSN9IVVDJR6qZY/edit

http://www.readingrockets.org/strategies/concept_maps

<http://www.teach-nology.com/worksheets/research/book/>

<https://www.americangeosciences.org/education/k5geosource/activities/literacy-strategies>

<http://www.learningunlimitedllc.com/2012/12/concept-circles-vocabulary/>

<https://newsela.com/text-sets/#/spanish>

<http://www.learningunlimitedllc.com/2013/07/5-steps-vocabulary-instruction/>

What does Research tell us?



Marzano's 6-Step Process for Building Academic Vocabulary

by Dr. Kimberly Tyson
@tysonkimberly

Step 1

The teacher provides a **description, explanation, or example** of the term.

Step 2

Linguistic:
Students restate the description, explanation, or example *in their own words*.

Step 3

Non-linguistic:
Students construct a picture, pictograph, symbolic representation, or act out the term.

Step 4

The teacher extends and refines understanding of the word by engaging students in activities that help them add to their knowledge of the terms in **vocabulary notebooks**.

Step 5

Periodically ask students to **discuss the terms** with one another.

Step 6

Involve students in **games** that enable them to play with the terms and reinforce word knowledge.

Marzano, R. J. (2004). *Building background knowledge for academic achievement: Research on what works in schools*. Alexandria, VA: ASCD.

Questions/Next Steps

