

# Supporting Newcomer and Beginner ELLs in the Content Areas

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A little about me...

# Objectives



## TWBAT...

- Explore how social, emotional & academic needs of newcomers can be supported during instruction
- Discuss instructional strategies for beginner ELLS

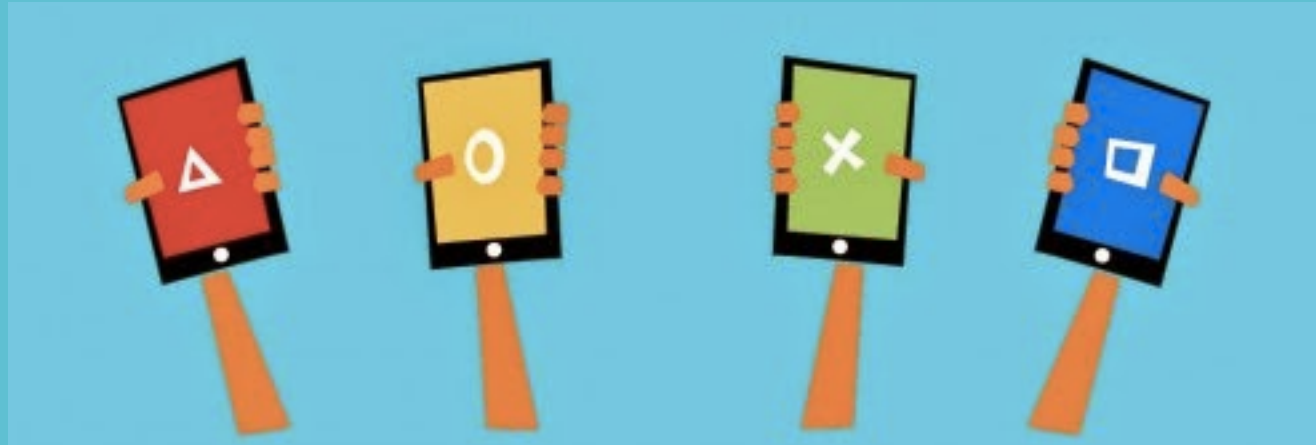
# Group Norms

**Be Respectful**

**Be Open**







# Agenda

- Common Acronyms
- Language Minority Compliance Requirements
- Immersion Video
- Newcomer emotional, social, academic needs
- Language Acquisition
- ELDA & Accommodations
- Instructional Strategies
- Getting to know your students
- Practice Differentiation
- Exit Ticket

# Common Acronyms

- ELL- English Language Learner
- ESL- English as a Second Language
- LEP- Limited English Proficient

•In Louisiana we have ELL students who receive ESL services and LEP accommodations.

# Language Minority Compliance Requirements

- The education of English language learners (ELLs) is impacted by policies at the federal, state, and local level.



Image From: <https://www.unicefusa.org/stories/across-country-capitol-hill/23401>

# Meet Moises



# IMMERSION – REFLECTION



# What are Newcomer Social, Emotional, and Academic Needs?

## Part 1: 2 Minutes

- Get markers and 1 piece of chart paper
- Think about needs in the 3 areas
- One person will be the recorder
- Others briefly say needs
- The recorder will write down everyone's comments

## Part 2: 5 Minutes

- Take 2 minutes to **SILENTLY** read the other team's poster and write 1 comment
- Take 1 Minute to think about classroom implications
- Share out in 10 words or less.



# How Fast Should ELLs Learn English?

- Complex and gradual process
- Can vary enormously for "similar" students
- Initial silent period (up to 1 year)
- Basic, everyday communication skills for social situations = about 2 years
- Academic language skills for the classroom = at least 5 to 7 years



You want to effectively teach

Your students want/need to learn

Let's talk about how we can do  
this... and help our colleagues do  
it, too!



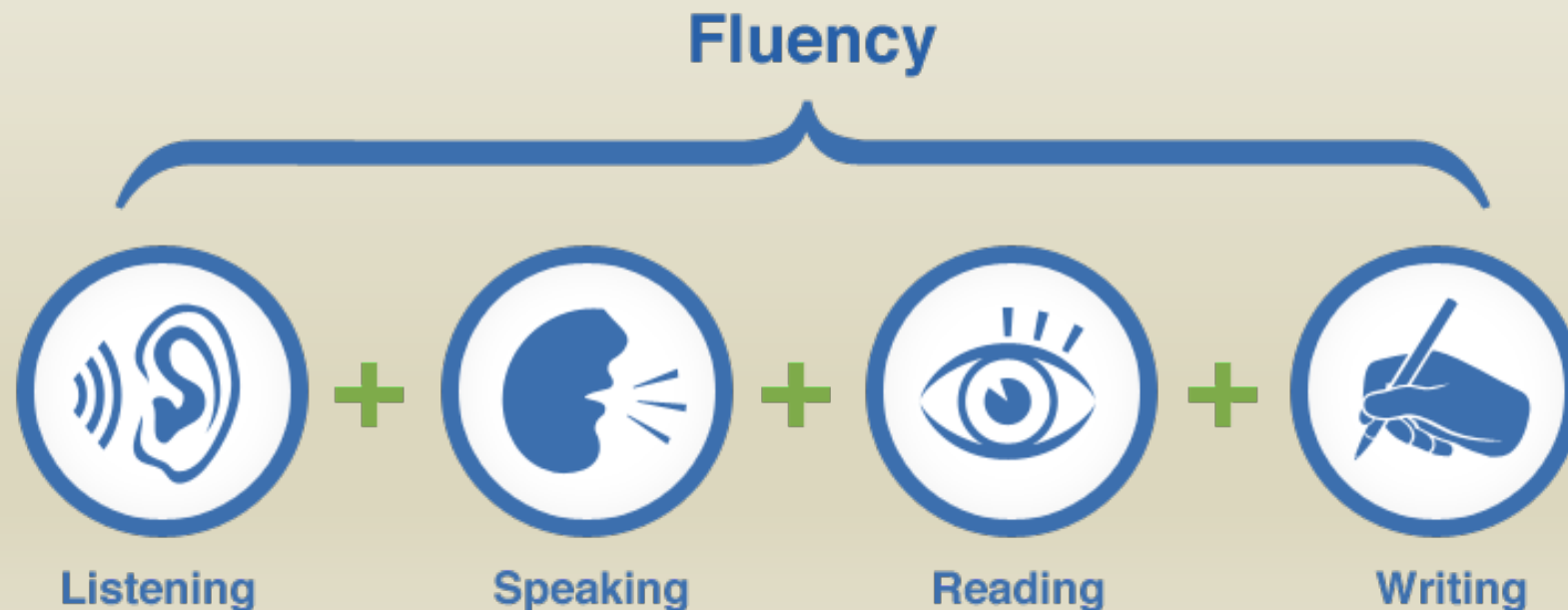
Don't let it turn you  
sideways!

# Agenda

- Common Acronyms ✓
- Language Minority Compliance Requirements ✓
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# A Brief Overview: ELDA Descriptors

- What are they?
- How can YOU use them?



# Accommodations

- Classroom accommodations and modifications
- Testing accommodations
  - Applicable to all statewide testing except ACT series

**DEPARTMENT of EDUCATION**  
Louisiana Believes

Limited English Proficient (LEP) Accommodations Form

First Name: [REDACTED] Last Name: [REDACTED] Date: 12/30/08

Louisiana Secure [REDACTED] Grade: 2 LEP Teacher: [REDACTED]

School: [REDACTED] LEA/District: N.O.

| Classroom Accommodations and Modifications<br>(To be completed by English as a Second Language Provider (ESL) or School Building Coordinator (SBC). Accommodations will be communicated to all teachers for classroom implementation.) | Testing Accommodations<br>(Applicable to all statewide assessments except ACT series)<br>(To be completed by English as a Second Language Provider (ESL) and School Building Coordinator (SBC). Testing accommodations are submitted to the School Building Coordinator. Testing accommodations are only to be allowed on statewide assessments if they are approved by the School Building Coordinator. Accommodations should be coded on the LEP Test Accommodation Section of the student document.) |
|--|---|
| <input type="checkbox"/> None  | <input type="checkbox"/> None   |
| <input type="checkbox"/> Bilingual dictionary/electronic translator allowed at all times   | <input type="checkbox"/> Color overlay (visual aid)   |
| <input type="checkbox"/> Color overlay (visual aid)  | <input type="checkbox"/> Directions in native language  |
| <input type="checkbox"/> Compositions and written assignments accepted in native language  | <input checked="" type="checkbox"/> Extended time   |
| <input type="checkbox"/> Cooperative learning/peer assistance  | <input type="checkbox"/> Individual administration  |
| <input type="checkbox"/> Directions in native language on tests  | <input type="checkbox"/> Line reader (visual aid)   |
| <input checked="" type="checkbox"/> Extended time for tests and assignments  | <input type="checkbox"/> Magnification (visual aid)   |
| <input type="checkbox"/> Increased hands-on activities   | <input type="checkbox"/> Math assessment in Spanish (grades 3-8)  |
| <input type="checkbox"/> Individual test administration  | <input type="checkbox"/> Noise buffer (audio aid)   |
| <input type="checkbox"/> Line reader (visual aid)  | <input type="checkbox"/> Provision of English/Native Language Word-to-Word Dictionary (no definitions)  |
| <input type="checkbox"/> Magnification (visual aid)  | <input checked="" type="checkbox"/> Small group administration  |
| <input type="checkbox"/> Math assessment in Spanish (grades 3-8)   | <input type="checkbox"/> Specialized equipment or furniture   |
| <input checked="" type="checkbox"/> Modified/shortened tests   | <input type="checkbox"/> Test Administered by ESL Teacher or Individual providing language services   |
| <input type="checkbox"/> Native language reading material sometimes allowed  | <input checked="" type="checkbox"/> Test read aloud (except for Reading Comprehension) on EOC Tests   |
| <input type="checkbox"/> Noise buffer (audio aid)  | <input type="checkbox"/> Test read aloud on Math, Science, and Social Studies assessments (grades 3-8)  |
| <input type="checkbox"/> Peer assistance for note taking   | <input type="checkbox"/> *Unique Accommodations Request (Requires additional documentation and LDC approval for use on state assessments)   |
| <input type="checkbox"/> Photocopied notes/study guide   |   |
| <input checked="" type="checkbox"/> Preferential seating   | Notes:  |
| <input type="checkbox"/> Provision of English/Native Language Word-to-Word Dictionary (no definitions)   |   |
| <input type="checkbox"/> Reduced paper/pencil tasks  |   |
| <input checked="" type="checkbox"/> Repeated directions  |   |
| <input checked="" type="checkbox"/> Shortened, modified, fewer, or taped assignments   |   |
| <input type="checkbox"/> Small group test administration   |   |
| <input type="checkbox"/> Specialized equipment or furniture  |   |
| <input type="checkbox"/> Spelling deductions disallowed  |   |
| <input type="checkbox"/> Taped textbooks/novels  |   |
| <input checked="" type="checkbox"/> Tests read aloud (All content areas except English Language Arts)  |   |
| <input checked="" type="checkbox"/> Tests read aloud (All content areas except Reading Comprehension)  |   |
| <input type="checkbox"/> Other:  |   |

**LEP Federal Guidelines**

The parent or guardian has received a copy of the ELL Federal Guidelines  yes  no

Teacher Signature: [REDACTED]

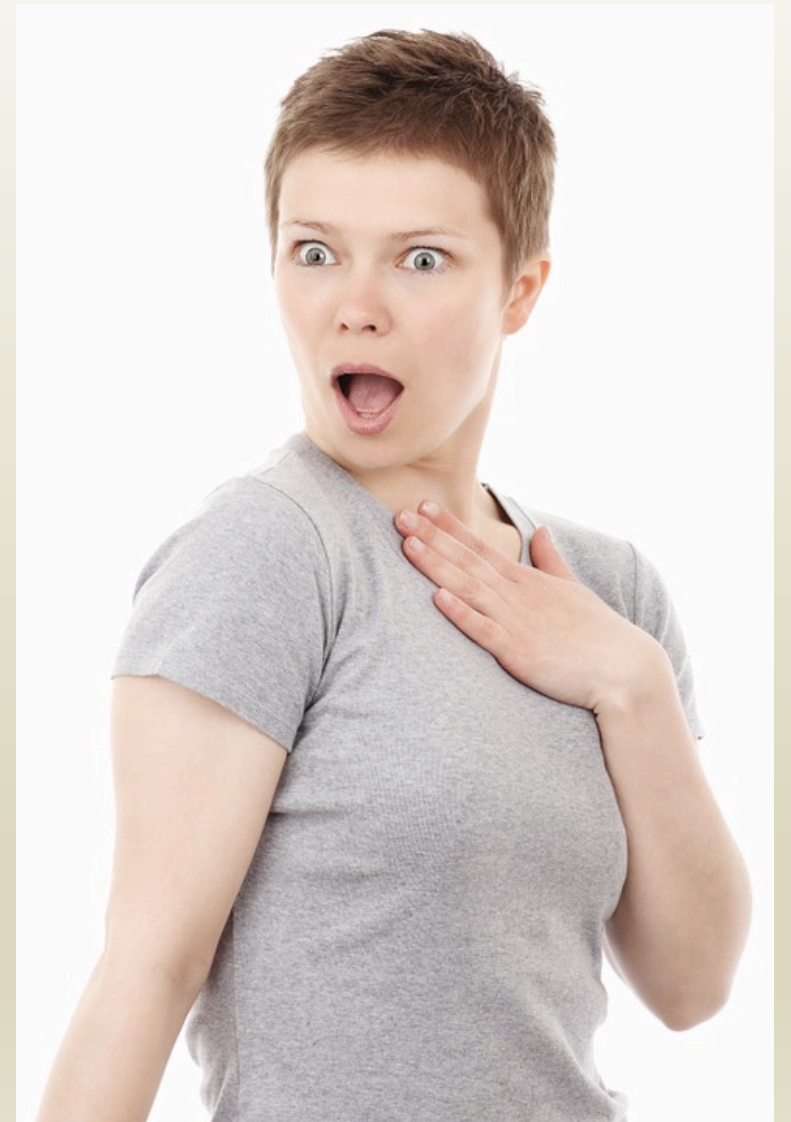
Parent Signature: [REDACTED]

Student Signature: [REDACTED]

ESL Teacher Signature: [REDACTED]

SBC Chairperson: [REDACTED]

# Instructional Strategies





# Instructional Strategies



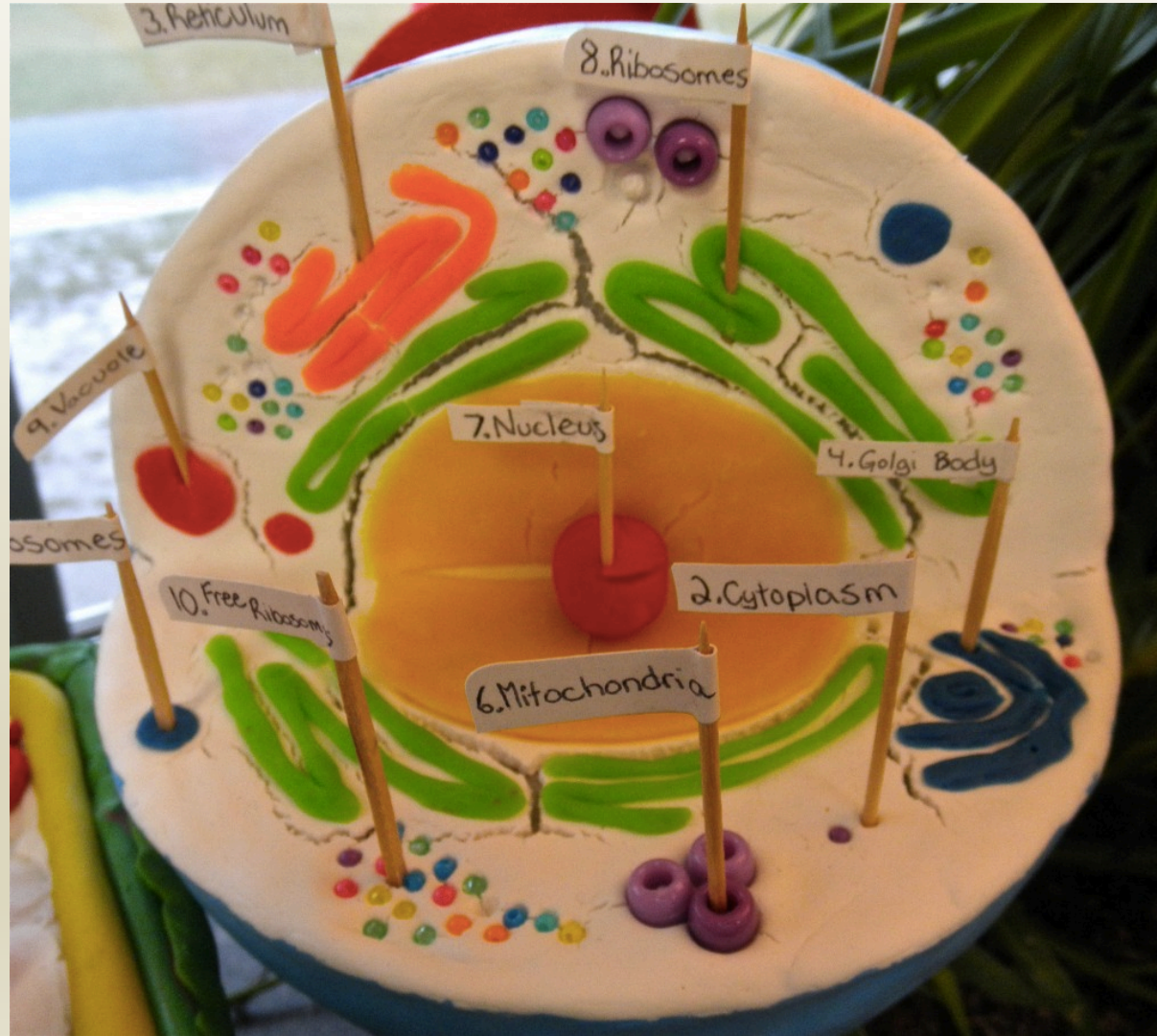
The girl plants the flower in soil.

# Instructional Strategies



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# Instructional Strategies





# Instructional Strategies

## Instructions or Directions:

**Word Problems**

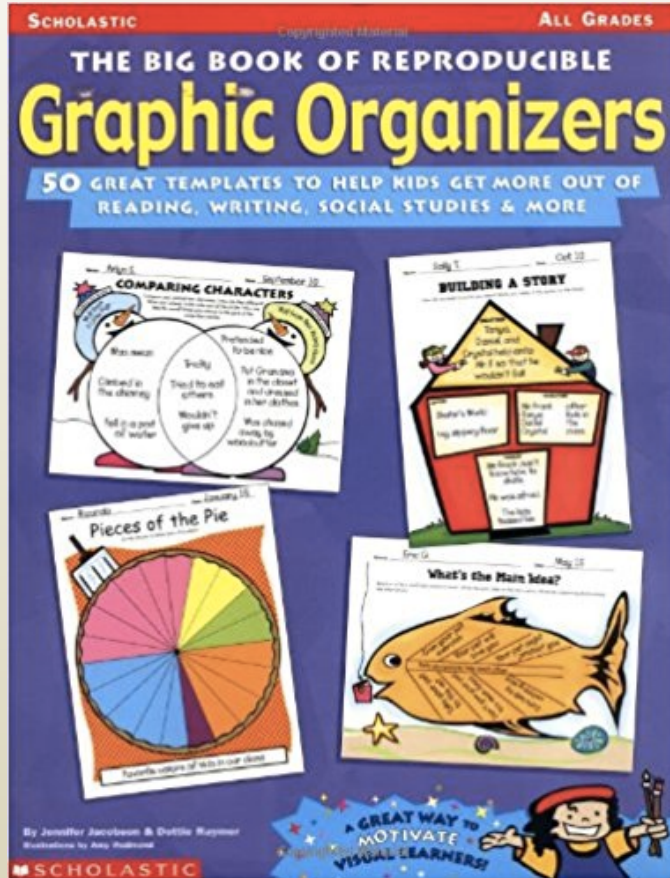
**+** Add **+**      **← Key ACTION WORDS →**      **-** Subtract **-**

"altogether"      "less than"  
"in all"      "left over"

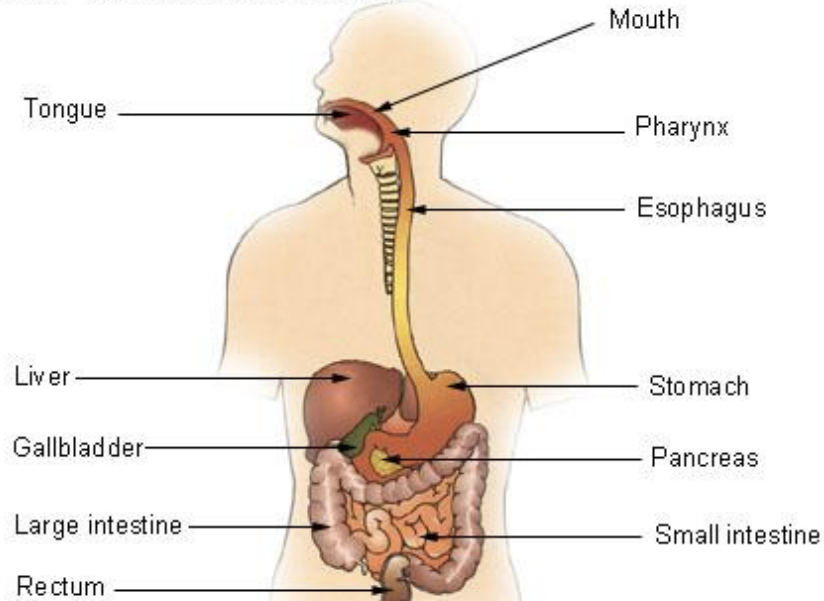
**Steps for solving Word Problems**

1. **Circle** the numbers <sup>1 2 3 4 5</sup><sub>1 8 9 10</sub>
2. **Underline** the question?
3. **Box** the action word <sup>Look</sup> <sup>+</sup> <sup>-</sup>
4. **Think** .... Add or Subtract
5. **Write the problem**  $5 + 3 =$
6. **Find the answer**  $5 + 3 = \boxed{8}$

# Instructional Strategies

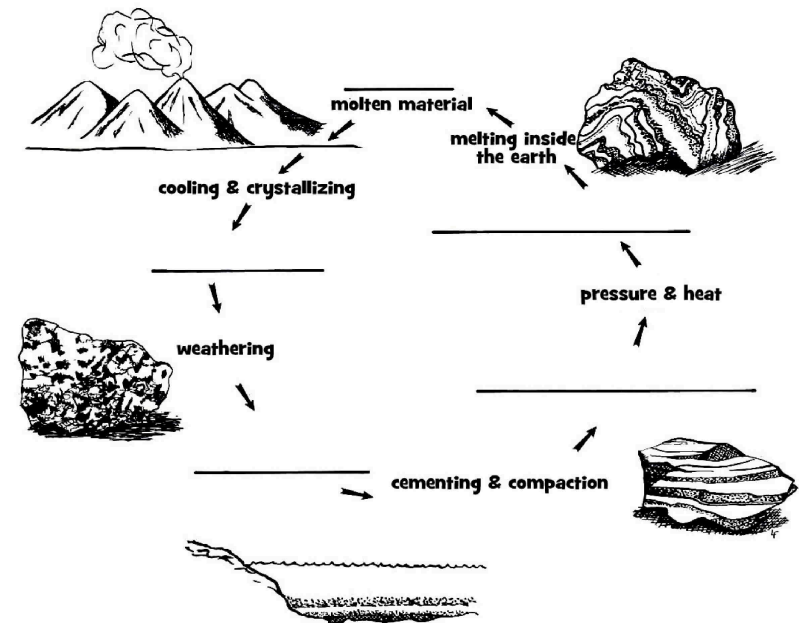


## Organs of the Digestive System



## The Rock Cycle

Fill in the blanks to complete the rock cycle using these words:  
metamorphic rock      igneous rock      sedimentary rock  
magma      sediment



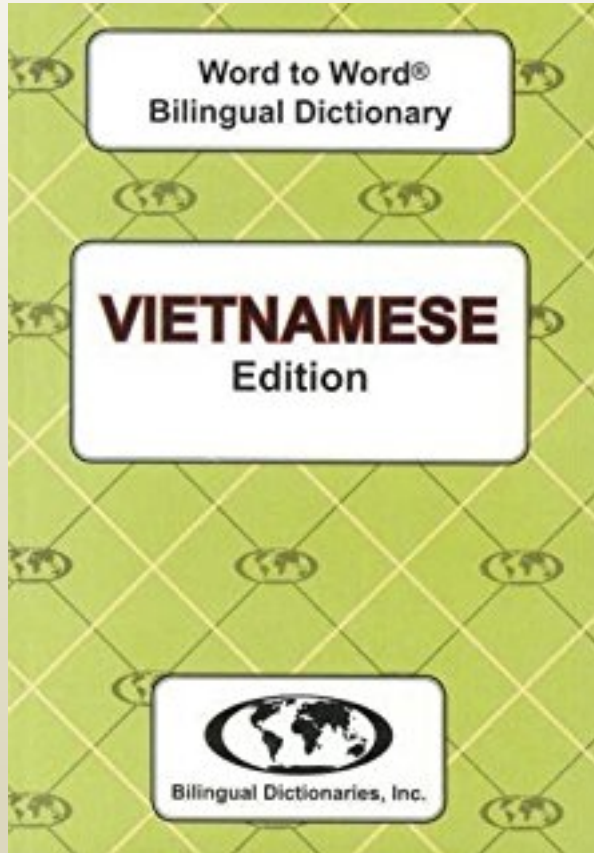
[www.layers-of-learning.com](http://www.layers-of-learning.com)

Highlight the most important information

Images From: <https://www.amazon.com/Big-Book-Reproducible-Graphic-Organizers/dp/0540378848>  
<http://diagram.temptingfootwear.com/neat-labelled-diagram-of-human-digestive-system/>  
<http://layers-of-learning.com/tag/rock-cycle-worksheet/>



# Informal Assessment Techniques



- Images From: <https://www.amazon.com/English-Spanish-Spanish-English-Word-Word-Dictionary/dp/093314699X>  
[https://img.clipartfest.com/ecd51d5d06bbd38f683fb61f7a8ffb52\\_helping-hands-student-talking-to-principle-clipart\\_500-333.jpeg](https://img.clipartfest.com/ecd51d5d06bbd38f683fb61f7a8ffb52_helping-hands-student-talking-to-principle-clipart_500-333.jpeg)

# Foundation of Language

Try to figure out this math problem:

Tuusin and suma ng lahat ng numero sa  
ibaba at kalkulihin ang promedyo.

13  
17  
28  
27  
35

Adapted from



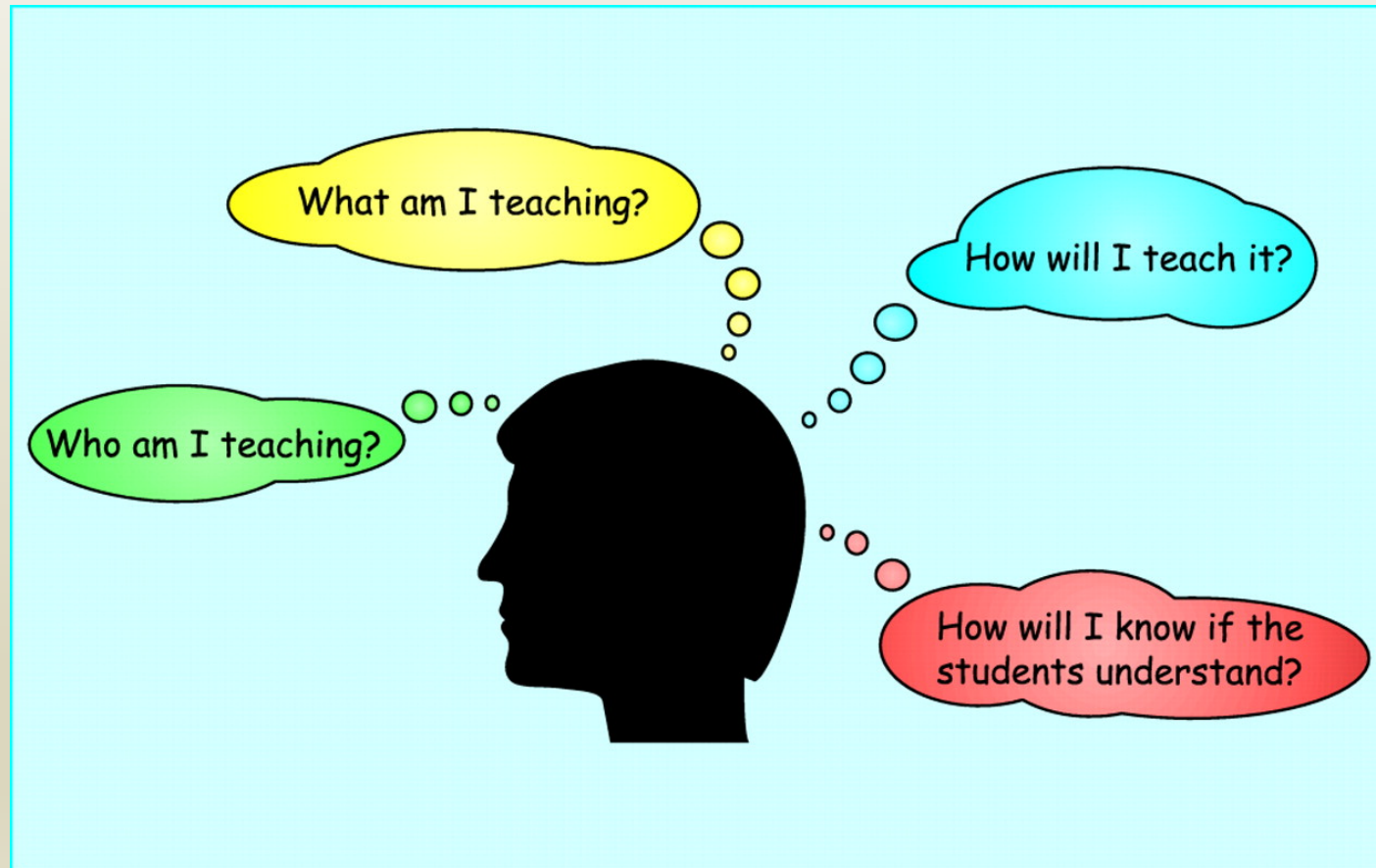
# Foundation of Language

Try to figure out this math problem:

Tuusin and **suma** ng lahat ng **numero** sa ibaba at **kalkulahin** ang promedyo (**average**).

13  
17  
28  
27  
35

# Lassen Sie uns ein Beispiel von diesem sehen ....



# Getting to Know Your Students – Implications for Teaching and Learning

# Scenario

- Alejandro from Honduras

- What else do you want to know about him?



# Welcoming Environment



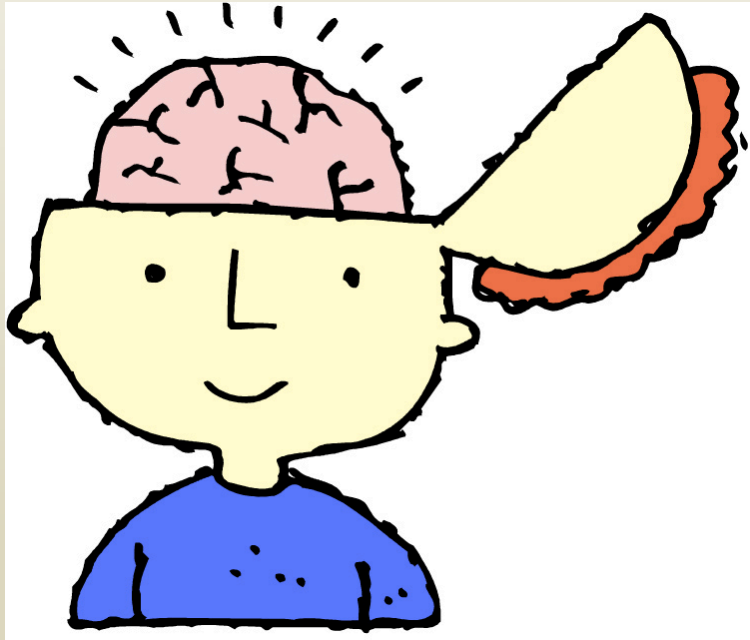
# Alejandro

- **New to the U.S. Never attended a U.S. school**
- **Parents don't speak English. Family speaks Spanish**

**No records from school in Honduras (suspect interrupted schooling)**

**ELDA- Level 1 on all 4 domains**

# How do we plan, instruct, and assess for students like Alejandro?



**Comprehensible  
Input**

**Opportunities for  
Output**

**Let's Practice!**

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# Exit Ticket

## What more do you need?

- Put questions and comments on the parking lot





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engaging\_ells



## English is a crazy language

There is no **EGG** in **EGGPLANT** nor **HAM** in **HAMBURGER**; neither **APPLE** nor **PINE** in **PINEAPPLE**. **ENGLISH MUFFINS** weren't invented in **ENGLAND**. **QUICKSAND** can work **SLOWLY**, **BOXING RINGS** are **SQUARE**, and a **GUINEA PIG** is neither from **GUINEA** nor is it a **PIG**.

And why is it that **WRITERS WRITE** but **FINGERS DON'T FING**, **GROCERS** don't **GROCE** and **HAMMERS** don't **HAM**? Doesn't it seem crazy that you can make **AMENDS** but not one **AMEND**? If **TEACHERS TAUGHT**, why didn't **PREACHERS PRAUGHT**? If a **VEGETARIAN** eats **VEGETABLES**, what does a **HUMANITARIAN** eat?

In what other language do people **RECITE** at a **PLAY** and **PLAY** at a **RECITAL**? We **SHIP BY TRUCK** but **SEND CARGO BY SHIP**. We have **NOSES** that **RUN** and **FEET** that **SMELL**. We **PARK** in a **DRIVEWAY** and **DRIVE** in a **PARKWAY**. And how can a **SLIM CHANCE** and a **FAT CHANCE** be the same, while a **WISE MAN** and a **WISE GUY** are opposites?

You have to marvel at the unique lunacy of a language in which your **HOUSE** can **BURN UP** as it **BURNS DOWN**, in which you **FILL IN** a form by **FILLING IT OUT**, and in which an **ALARM** goes **OFF** by going **ON**. And, in closing, if Father is **POP**, how come Mother's not **MOP**?