



Using Tech to Support Mainstream Instruction for English Learners:

Online tools, apps and resources

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Outcomes

1. Review key elements of Literacy Standards and how English Learners access language
2. Access platforms, apps, and tools that support English Learners
3. Select your next move

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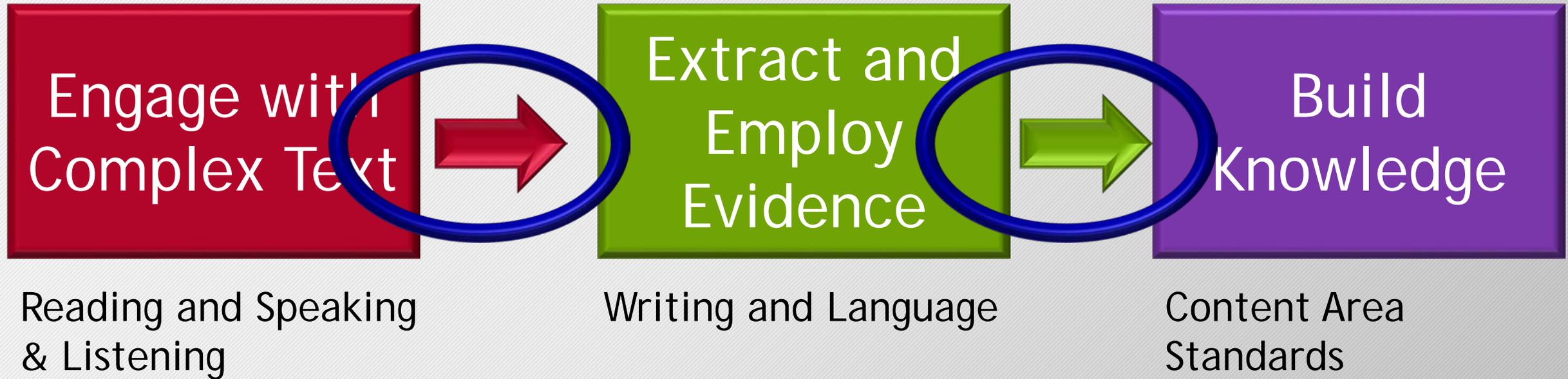
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Reviewing Those Shifts





Quality Instruction: What to Include for ELLs



- Literacy-rich school environments
- Instruction that develops skills in English and participation in grade-level coursework;
- Coursework including specific pedagogical techniques and resources;
- Opportunities for classroom discourse and interaction
- Ongoing assessment and feedback to guide learning; and
- Speakers of English who know the language well enough to provide ELLs with models and support.



Note: A second language learner does not stay set in a particular stage. Given the setting, vocabulary, and prior knowledge of the subject matter, a student's English linguistic proficiency will naturally flow from one stage to another.

Preproduction	Early Production	Speech Emergence	Intermediate Fluency	Continued Language Development
10 hours to 6 months 500 receptive word	An additional 6 months 1000 receptive/active words	An additional 1 year 3000 active words	An additional 1 year 6000 active words	5 to 7 (10) years Content Area Vocabulary
Teacher can expect student to: <ul style="list-style-type: none"> * Point to item/picture/person * Perform an act * Gesture and nod * Say yes or no * Internalize new language 	Teacher can expect student to: <ul style="list-style-type: none"> * Answer with yes or no * Answer questions with one word * Use two+ words * Use repetitive language patterns * Begin to verbalize while still internalizing English 	Teacher can expect student to: <ul style="list-style-type: none"> * Use 3+ words and short phrases * Use beginning dialog * Use full simple sentences 	Teacher can expect student to: <ul style="list-style-type: none"> * Use complex statements * State opinions * Speak at length * Ask for clarification * Share original thoughts 	Teacher can expect student to: <ul style="list-style-type: none"> * Participate fully in the grade level classroom activities with support for comprehension and use of academic language * Need support in filling gaps in cultural and/or background knowledge
Suggested Activities <ul style="list-style-type: none"> * Visual aids and gestures * Oral and written key word emphasis * Oral production is not forced * Journal writing using pictures, native language, or basic English 	Suggested Activities <ul style="list-style-type: none"> * Language experience * Role playing/Charades * Journal writing * Picture reports * Reading and writing conferences with support from teachers and peers 	Suggested Activities <ul style="list-style-type: none"> * Writing process and conferences * Journals (content and personal) * Creating charts, graphs, tables * Book talks with peers * Writing basic paragraphs * Stating predictions 	Suggested Activities <ul style="list-style-type: none"> * Paraphrasing * Outlining/webbing/mapping * Oral discussions/debates * Compare/contrast * Journals * Reading a variety of genres * Group panels * Analyzing/interpreting data 	Suggested Activities <ul style="list-style-type: none"> * All previously mentioned activities, and grade level expectations, with adaptations and support as needed



Direct Method Approach: WIDA Connection



Recount: To display knowledge or narrate experiences or events.

- Tell or summarize stories,
- Produce information reports,
- Share past experiences

Explain: To clarify the “why” or the “how” of ideas, actions, or phenomena.

- Describe life cycles,
- Share why or how things work,
- State causes and effects,
- Share results of experiments

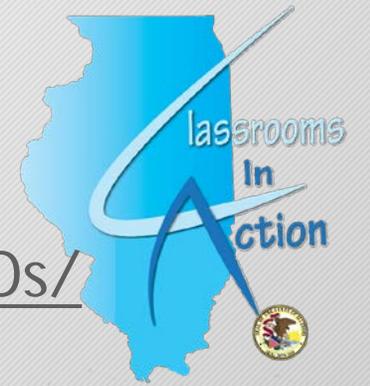
Argue: To persuade by making claims supported by evidence.

- State preferences or opinions
- Construct arguments with evidence

Discuss: To interact with others to build meaning and share knowledge.

- Participate in small or large group activities and projects

Traditional Resources



WIDA Can Do Descriptors: https://www.wida.us/standards/CAN_DOs/

By the end of each of the given levels of English language proficiency* English language learners can...

	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
READING	<p>Process recounts by</p> <ul style="list-style-type: none"> Identifying key words and phrases in illustrated text Signaling language associated with content-related information (e.g., <i>during preview, view, & review</i>) 	<p>Process recounts by</p> <ul style="list-style-type: none"> Identifying time-related language in context (e.g., <i>in biographies</i>) Illustrating experiences of characters in illustrated statements 	<p>Process recounts by</p> <ul style="list-style-type: none"> Creating timelines or graphic organizers from illustrated related statements or paragraphs Identifying temporal-related words that signal order of events (e.g., <i>"In the beginning..."</i>) 	<p>Process recounts by</p> <ul style="list-style-type: none"> Ordering a series of events based on familiar texts Identifying main ideas and details in illustrated texts 	<p>Process recounts by</p> <ul style="list-style-type: none"> Paraphrasing narratives or informational text with support (e.g., <i>arranging paragraph strips</i>) Highlighting relevant information in grade-level texts to produce summaries 	<p>Process recounts by</p> <ul style="list-style-type: none"> Identifying setting and character details from grade-level text Determining the central messages, lessons, or morals of fables and folktales from diverse cultures

Traditional Resources: Center for Applied Linguistics (CAL)

GO TO Strategies Project:

<http://ez.cal.org/content/download/1906/22045/file/go-to-strategies.pdf>

The GO TO Strategies Matrix: Scaffolding Options for Teachers of English Language Learners, K-12

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Listening	<ul style="list-style-type: none"> Use physical gestures to accompany oral directives. Modify *Teacher Talk. Label visuals and objects with target vocabulary. Introduce Cognates to aid comprehension. Ask for Signal Responses to check comprehension. 	<ul style="list-style-type: none"> Give two step Contextualized directions. Restate/rephrase and use *Patterned Oral Language routines. Model Academic Language and vocabulary. Ask for Total Physical Responses from students. 	<ul style="list-style-type: none"> Provide graphics or objects to sequence steps in a process. Check Comprehension of all students frequently. Use *Wait Time. Provide Anticipation Guides for previewing content reading. 	<ul style="list-style-type: none"> Compare/contrast relationships from auditory information using a Venn Diagram. Require students to restate and rephrase from auditory input as in *Paraphrase Passport. 	<ul style="list-style-type: none"> Outline lectures on the SmartBoard. Use *Video Observation Guides. Confirm students' prior knowledge of content topics. Extend content vocabulary with multiple examples and non-examples.
Speaking	<ul style="list-style-type: none"> Provide wall charts with illustrated academic vocabulary. Ask simple WH (who, what, when, where), yes-no or either-or questions. Elicit *Choral Responses. Encourage participation in group chants, poems, and songs. 	<ul style="list-style-type: none"> Use 10-2 structures. Assign roles in group work. Use Clock Buddies. Use Numbered Heads Together. Use *Think-Pair-Share-Squared. Develop Key Sentence Frames for pair interactions. 	<ul style="list-style-type: none"> Provide Graphic Organizers or notes to scaffold oral retelling. Prompt for academic language output. Use Think-Pair-Share. Repeat and Expand student responses in a *Collaborative Dialogue. 	<ul style="list-style-type: none"> Require full sentence responses by asking open ended questions. Use Varied Presentation Formats such as role plays. * Scaffold oral reports with note cards and provide time for prior practice. Use Reader's Theatre to scaffold oral language growth. 	<ul style="list-style-type: none"> * Structure debates requiring various points of view with graphic organizers and/or outlines. Require the use of academic language. Require oral reporting for summarizing group work. Include oral presentations in the content classroom.
Reading	<ul style="list-style-type: none"> Preview the text content with pictures, demos, charts, or experiences. Pair students to read one text together. Preview text with a Picture Walk. Use Choral Reading. Use *Teacher Read Alouds. 	<ul style="list-style-type: none"> Use Card Sorts. Use K-W-L charts before reading. Use the Language Experience Approach. Provide a list of important concepts on a graphic organizer. Use *Shared Reading and/or simplify the text. 	<ul style="list-style-type: none"> Provide a content vocabulary Word Bank with non-linguistic representations. Teach skimming for specific information. Use Teach the Text Backwards. Use 4 to 1 for main ideas from text. Use *Guided Reading. 	<ul style="list-style-type: none"> Model the creation of a Story Map from a narrative. Provide Question Answer Relationship questions for student pairs to research. Use Directed Reading Thinking Activity. Use Cornell Notes. Use *Jigsaw Reading to scaffold independent reading. 	<ul style="list-style-type: none"> Require computer and library research. Ask students to analyze text structure and select an appropriate Graphic Organizer for summarizing. Use *Reciprocal Teaching to scaffold independent reading.
Writing	<ul style="list-style-type: none"> Require students to label visuals and/or create language balloons. Require vocabulary notebooks with L1 translations or non-linguistic representations. Provide *Key Sentence Frames with word and picture banks. 	<ul style="list-style-type: none"> Teach note taking on a Graphic Organizer. Use a Roving Chart in small group work. Use Interactive Journals. Use *Think-Write-Pair-Share. Provide Cloze sentences with a Word Bank. 	<ul style="list-style-type: none"> Require Learning Logs for summaries of learning. Use Text to Graphics and Back Again. Teach Signal Words (comparison, chronology, cause-effect, and listing) for academic writing. Provide *Cloze paragraphs with a *Word Bank. 	<ul style="list-style-type: none"> Provide Rubrics and exemplars to scaffold writing assignments. Teach and utilize the writing process. Provide an outline for the standard five-paragraph essay. Provide *Report Frames for independent, structured, content writing. 	<ul style="list-style-type: none"> Require academic writing and the use of target academic vocabulary. *Teach the process of writing a research paper. Address students' cultures in differing genres of writing. Hold frequent writing conferences with teacher and peers.

* Starred strategies are described in the summary document on the following page, "The Go To Strategies Matrix: Scaffolding Across Language Proficiency Levels."



Traditional Resources:

[www. Achievethecore.org](http://www.Achievethecore.org)



STUDENT ACHIEVEMENT PARTNERS

1. Aligned Materials:
<https://achievethecore.org/aligned/?s=ELL>
2. Fluency Packets:
https://achievethecore.org/category/411/ella-literacy-lessons?filter_cat=1153
3. Text Sets:
https://achievethecore.org/category/411/ella-literacy-lessons?filter_cat=1112

What's In Common?



How ELLs Access Language!

1. Listening
2. Speaking
3. Reading
4. Writing



Access Language Through: Listening



Book Recordings
Small Group Instruction
Repetition with Academic Vocabulary

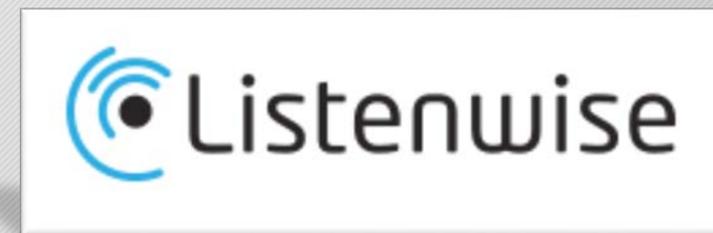


<http://bitsboard.com/>

BitsBoard



<http://www.storylineonline.net/>



<https://listenwise.com/>



<http://www.esl-lab.com/>

Access Language Through: Speaking



Book Talks
Conferences
Peer Discussion
Sentence Frames



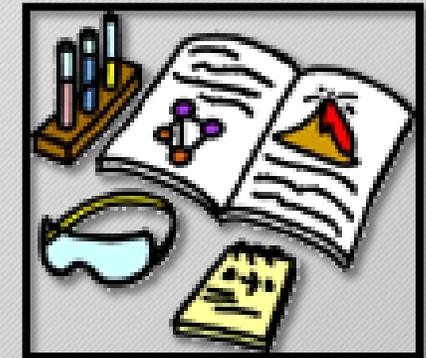
<http://www.digitaldialects.com/>



<http://bit.ly/2KpaRTg>



<http://www.voki.com/>



UVic Clipart

<https://hcmc.uvic.ca/clipart/>



Access Language Through: Reading



Texts that include:

Video

Artwork

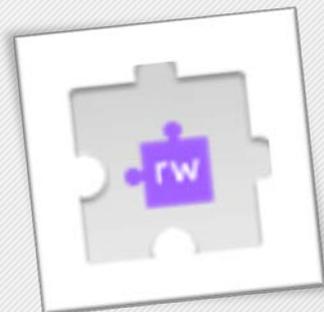
Graphs/Charts

Vocabulary Supports

(images, bold faced words, context clues)



<https://stanford.io/2KpL6Tb>



Read/Write Chrome Extension



bit.ly/EducaPlay



<http://bit.ly/2KmtAiv>

Access Language Through: Writing

Book creation
Journals
Picture Reports/Bulletin Boards



<https://www.writereader.com/en>



<http://en.linoit.com/>



- Voice Typing
- Add ON - Translate

<https://drive.google.com>



<https://storybird.com/educators/>



<http://www.pobble365.com/>



Our Support for Teachers

- www.illinoisliteracyinaction.org
- www.ilclassroomtech.weebly.com





Checklist for ELL Programming & Classroom Considerations



1. Bias (not prejudicial)
2. Professional learning opportunities
3. Culturally responsive materials
4. Instructionally accessible
5. Assessments provided at stage of language acquisition
6. Frequent attempts to communicate with parents



www.ilclassroomsinaction.org

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Tools and Resources for
ELA
MATH
Science
Social Science
Social Emotional Learning
Technology
Fine Arts