

Reaching and Teaching English Language Learners

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Agenda

Part 1: Building a Community – Reaching English Learners

1. The Importance of Cultural Connections – Knowing and Understanding your EL Population
2. Lowering the Affective Filter – How to connect with English Learners
3. Connecting with Families of English Learners – Strategies for Connecting with and Involving Parents

Part 2: Effective Instruction for English Learners – Teaching English Learners

1. Knowing and Understanding Language Proficiency Levels - WIDA
2. Using the Four Domains of Language – Listening, Speaking, Reading, and Writing
3. Making Content Comprehensible – Strategies for Making Content Accessible to ALL Students

Part 1: Building a Community – Reaching English Learners

1. The Importance of Cultural Connections – Knowing and Understanding your EL Population

Reflections and Next Steps:

2. Lowering the Affective Filter – How to connect with English Learners

Reflections and Next Steps:

3. Connecting with Families of English Learners – Strategies for Connecting with and Involving Parents

Reflections and Next Steps:

Part 2: Effective Instruction for English Learners – Teaching English Learners

1. Knowing and Understanding Language Proficiency Levels

Reflections and Next Steps:

2. Using the Four Domains of Language: Listening, Speaking, Reading, and Writing

Reflections and Next Steps:

**Leveled Sheltered Instructional Strategies
For Making Content Accessible**

E – Entering	EM – Emerging
D – Developing	EX – Expanding
B – Bridging	

Strategy	E	EM	D	EX	B
Accessing prior knowledge	√	√	√	√	√
Brainstorming	√	√	√	√	√
Cloze activities *	√	√	√	√	√
Cognates	√	√	√	√	√
Compare/contrast text	√	√	√	√	√
Content journals/logs	√	√	√	√	√
Cooperative learning	√	√	√	√	√
Critical thinking	√	√	√	√	√
Debates				√	√
Dictoglos *			√	√	√
Directed Reading and Thinking Activities *		√	√	√	√
Dramatization/role play	√	√	√	√	√
Echo reading	√	√	√	√	√
Feature analysis *			√	√	√
Graphic organizers	√	√	√	√	√
Idiomatic expressions			√	√	√
Imaginative Writing		√	√	√	√
Interactive bulletin boards	√	√	√	√	√
Interactive journals	√	√	√	√	√
Interviews				√	√
Labeling *	√	√	√	√	√
Literature circles			√	√	√
Literature Logs (may include illustrations)	√	√	√	√	√
Multiple intelligences strategies *	√	√	√	√	√
Pair/share writing			√	√	√

Strategy	E	EM	D	EX	B
Pantomime	√	√	√	√	√
Patterned books	√	√	√	√	√
Plays	√	√	√	√	√
Poems	√	√	√	√	√
Problem solving activities	√	√	√	√	√
Quick write/quick draw	√	√	√	√	√
RAFT *			√	√	√
Reading: modeled/aloud, shared, guided/leveled	√	√	√	√	√
Realia	√	√	√	√	√
Reciprocal Teaching *			√	√	√
Reporting/sharing	√	√	√	√	√
Retelling stories			√	√	√
Rhymes/rhyming words	√	√	√	√	√
Scaffolding	√	√	√	√	√
Sentence frames	√	√	√	√	√
Sequencing	√	√	√	√	√
Songs/chants	√	√	√	√	√
Sorting	√	√	√	√	√
Storyboards	√	√	√	√	√
Syntax surgery *		√	√	√	√
Total Physical Response (TPR)	√	√	√	√	√
Vocabulary development activities			√	√	√
Word studies (root words, prefixes, word families) *			√	√	√
Word work (Making Words)	√	√	√	√	√
Writer's Workshop *	√	√	√	√	√
Shared Writing	√	√	√	√	√

Adapted from Fresno Unified School District, Fresno, CA

Strategy	Definition
Cloze activities	<p>Cloze activities are based upon written text in which academic vocabulary is left out and blanks are inserted. They are often used to assess reading comprehension because the word choices students make provide the teacher with an opportunity to evaluate their understanding of the meaning of the text.</p>
Dictoglos	<p>This strategy focuses on fluent academic language and supports ELs in listening and recalling appropriate language models.</p> <ol style="list-style-type: none"> 1. Select a content-related text and read it aloud. Students are instructed to “just listen carefully.” 2. Reread the text twice more. Students are instructed to jot down key words and phrases. 3. Students work in pairs to recreate as much of the text using notes taken by each of the partners to write the text as closely as possible to the original text. 4. Have two sets of pairs meet together to reconstruct the text more completely. 5. Each group of four shares their re-creation of the text. Display the group’s recreated text and compare and discuss them, noting the sections that were difficult to re-create. (Herrell,

<p>Directed Reading and Thinking Activities (DRTA)</p>	<p>2000)</p> <p>A during reading strategy that “walks” students through a process that increases comprehension and fosters independent reading skills.</p> <ol style="list-style-type: none"> 1. Preview the text 2. Predict the content 3. Read in sections 4. Check predictions 5. Summarize 																				
<p>Feature Analysis</p> <table border="1" data-bbox="191 737 792 936"> <thead> <tr> <th>Insect</th> <th>Legs</th> <th>Wings</th> <th>Eyes</th> <th>Body</th> </tr> </thead> <tbody> <tr> <td>Ant</td> <td>+</td> <td>–</td> <td>+</td> <td>+</td> </tr> <tr> <td>Fly</td> <td>+</td> <td>+</td> <td>+</td> <td>+</td> </tr> <tr> <td>Grasshopper</td> <td>+</td> <td>–</td> <td>+</td> <td>+</td> </tr> </tbody> </table>	Insect	Legs	Wings	Eyes	Body	Ant	+	–	+	+	Fly	+	+	+	+	Grasshopper	+	–	+	+	<p>A strategy that helps students visually organize information in order to understand the attributes of the concept being studied.</p> <ol style="list-style-type: none"> 1. Make a list of the attributes, traits, or characteristics that can be charted. 2. Involve students in the discussion of the traits or attributes. Demonstrate how to use a marking system for the task.
Insect	Legs	Wings	Eyes	Body																	
Ant	+	–	+	+																	
Fly	+	+	+	+																	
Grasshopper	+	–	+	+																	
<p>Labeling</p>	<p>Labels written in two or more languages, including English are appropriate for ELs for several reasons. They validate the students’ home language and allow them to use their knowledge of the home language to support their understanding of the text. Labels also bring students’ native cultures into the classroom and provide opportunities for all students to be exposed to multiple ways of expressing thoughts and ideas. (Herrell, 2000)</p>																				

<p>Multiple intelligences strategies</p> <p>Multiple intelligences strategies (cont.)</p>	<p>Strategies that involve consideration of the modalities in which individuals process information most effectively. This is particularly beneficial to ELLs since allowing them to learn and demonstrate their understanding in the mode in which they are most confident serves to lower the affective filter and boost their self-esteem and motivation. (Herrell, 2000)</p>
<p>RAFT</p>	<p>Strategy in which individuals or groups of students write about the information that has been presented to them. The teacher determines the role of the writer, audience, format, and topic (RAFT).</p> <p>Example: Content Area – Science Role of the writer – Cloud Audience – Earth Format – Weather Report Topic – Explanation of upcoming thunder storms</p>
<p>Reciprocal Teaching</p>	<p>A during reading strategy in which students are involved in predicting, clarifying, question-generating, and summarizing as they read text. The teacher and students both share the responsibility for conducting the discussion. (Herrell, 2000)</p>
<p>Syntax surgery</p>	<p>A strategy that allows students to see the relationship of elements within a sentence that may be confusing to understand. Because English syntax often differs from the word order found in students' home languages, ELs sometimes encounter difficulty in</p>

Syntax Surgery (cont.)	comprehending sentences they read or confuse word order when speaking or writing in English.
Shared writing	Strategy in which students brainstorm different characters, settings, and problems which they then record on individual index cards. The teacher then groups all like cards together (setting, characters, etc.) and student volunteers come up and take one of each card. Their task is then to write a shared story that encompasses the characters, setting, and topic/theme they've been given.

Pre-Reading Text

Reciprocal Teaching

1. Predicting

2. Questioning

3. Clarifying

4. Summarizing

Process:

Predicting

A good prediction is based upon:

- ✓ What has already happened in the story
- ✓ An understanding of the type of story I'm reading
- ✓ The pictures, captions, and other text clues

- ✓ Based on facts and is not just a random guess

Prediction Sentence Frames:

1. My prediction is _____.
2. I predict that _____.
3. If we look at the _____ we can tell that _____.
4. Now that I have scanned the text, I have come to the conclusion that _____.
5. I hypothesize that _____.
6. I bet that _____.

Questioning

Good questions are based upon:

- ✓ Things you hope to learn about in the text
- ✓ Clues in the pre reading activities
- ✓ Something we expect might be answered
- ✓ Patterns in the text that you think may continue

Question Sentence Frames:

1. I want to know if _____?
2. I'm wondering if we will learn about _____?
3. I have a question about _____?
4. I've always wondered if _____?
5. Who is _____?
6. Why did _____?
7. What would happen if _____?

Syrja, R. (2011) *How to reach and teach English language learners: Practical strategies to ensure success*. San Francisco, CA: Jossey-Bass.

Clarifying

When you come to something you do not understand, do the following:

- ✓ Re-read the sentence
- ✓ Identify parts of the word that you know
- ✓ Sound the word out then see if it make sense with the rest of the sentence

- ✓ Substitute a word or idea that might make sense in its place
- ✓ Identify which part of the story doesn't make sense

Clarification Sentence Frames:

1. What does the author mean by _____?
2. I don't understand what it meant when _____?
3. I need clarification on _____?
4. I agree with you. This means _____?
5. No, I think it means _____?
6. This part is really saying _____?

Summarizing

Good summaries always include:

- ✓ Key ideas and concepts
- ✓ Key words
- ✓ Key places
- ✓ Key people or items

Summary sentence frames

1. This story/paragraph is mainly about _____.
2. The topic sentence is _____.
3. The author is trying to tell me _____.
4. This is mostly about _____.
5. This chapter's main idea is _____.

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From Finland to Bayfield County

Why did the Ketola family choose to come to Northern Wisconsin?

In the spring of 1889, Heikki Ketola left Finland and traveled by steamboat to New York. He was 26 years old. He left his wife, Maria, and their five children at home in Finland when he immigrated to the United States. He wanted to own land and be a farmer. It was nine years before he had saved enough money to bring his family to join him. When Heikki first arrived, he worked at two different Lake Erie ports in Ohio for about three and a half years. Then he learned that other Finns were settling in northern Wisconsin. He left Ohio and moved to the town of **Oulu** in the northwestern corner of Bayfield County, Wisconsin.



On December 13, 1892, Heikki entered a **homestead** claim to 80 acres of land. The Homestead Act was a national law of 1862 that gave people the opportunity to own land without paying cash for it. In exchange for the **deed** proving ownership, they had to build a house on the land and live there. They had to clear and farm a certain number of acres.

Between 1893 and 1898, Heikki built and lived in a log house that measured 15 by 17 feet on the land that he claimed. That's about as large as today's single-car garages. He cleared trees, stumps, brush, and stones from about seven acres. He also built a log barn for one horse and six cows.

In 1898, he sent enough money to Maria and their children so they could travel from Finland to Wisconsin. He built an addition to the house the same year with logs he had cut. Soon they had three more children and needed more room, so Heikki built on a second addition!



This is the **Heikki** and **Maria Ketola** family outside their log home in Bayfield County. Heikki built the house himself in three sections between 1893 and 1900. The homemade ladders were mounted on the house so Heikki could quickly climb to the roof to put out chimney fires.



Finland is a heavily forested country with small amounts of good farmland. Finnish people immigrated to northern Wisconsin between about 1890 and 1920. Many came to farm. Others worked in the iron mines.

Heikki (haz kee) **Ketola** (keh tuh tuh)
Oulu (oo loo)
homestead A house with its buildings and grounds; farm with all its buildings
deed A document that proves ownership of the land



Maria knit mittens, socks, and shawls from wool provided by their sheep. She fed and milked the cows and worked in the large vegetable garden and potato field. Neighbors described Maria as very kind but very serious.



In this photo, you can see a small log barn that Heikki built. On their growing farm, he also built an outhouse, granary, and sauna in which to bathe. Most Finnish farms in northern Wisconsin had saunas. Families used the saunas every Wednesday and Saturday. You can visit the Ketola house and the sauna at Old World Wisconsin near Eagle in Waukesha County. It is preserved there so that visitors can easily see what life was like on a traditional Finnish American farm in Wisconsin.

What was life like for the Ketolas in Oulu?

By 1902, Heikki had been in the United States for 13 years. He had provided a home and farm for his wife, Maria, and their children. He built two hay sheds to store the hay he grew. He also built a large **root cellar** to store **rutabagas** to feed his cows and potatoes to feed his family.

Everyone in the family worked hard, but farming in Bayfield County was difficult. The growing season is short in northern Wisconsin. Enlarging the farm meant more hard work clearing trees and stumps. To help make ends meet, Heikki worked at a different job off the farm a few months every year to earn cash for things they couldn't grow or build. Then he began selling telephones, cream separators, and farm equipment.

The older children married and moved from the farm. The younger children attended school, learned to speak English, and became "Americanized" like the other children at school. Heikki and Maria celebrated their 70th wedding anniversary in 1951. Maria passed away a few months later at the age of 92. Heikki died in 1954 at the age of 91. Their sons, Oscar and Fred, continued to live in the log house on their parents' farm.



Maria and Heikki traveled to their neighbors' farms to attend church services before the church was built. Church records show that Heikki changed his name to Henry Getto. This process is called "Americanizing" immigrant names.



This 2007 photo is of a baked pancake called **pannu kakkuu**. Maria and her daughters baked pannu kakkuu. It tasted good with maple syrup and made good use of the farm's daily supply of milk and eggs.

sauna (*saw nuh*) A Finnish bath that uses dry heat, or a bath where steam is made by throwing water on hot stones **pannu kakkuu** (*pah noo kah ku*)
root cellar A room underground for storing root vegetables **rutabagas** (*roo tah bay guhs*) Large pale-yellow root vegetables sometimes called "Swedish turnips"
granary (*gran uh ree*) A building for storing grain