

Identifying Effective Instruction for ELLs in the Common Core Era
Thursday, May 7, 2015

Note Catcher

Introduction

Notes:

Standards

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Evidence of deconstructing the standard to allow for direct teaching of implicit knowledge and skills

- Explicit language teaching may include:
 - Language functions
 - Academic language for discourse
 - Building background knowledge

Notes:

Instruction

Example: 3rd Grade Science Text
What language might challenge students?

The surface of the Earth is made up of huge blocks of rock. When these huge blocks move, an earthquake happens! Sometimes the blocks move just a little, causing a small earthquake. Other times the blocks move a lot, and the earthquake is strong. The strength of an earthquake is its *magnitude*.

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- Explicit language instruction
 - Learning experiences that develop foundational skills in English
 - Opportunities for practice
- Grade appropriate text
- Opportunities for classroom discourse and interaction
- Scaffolding activities to help determine meaning
- Strategic chunking of content and text
- Use of L1 to explain content, when appropriate

Notes:**Assessment****Look Fors**

- Provide support to make the content comprehensible (even in assessment)
 - Scaffolding, chunking, visuals, grouping, etc.
- Allow ELLs the opportunity to demonstrate what they know and can do
 - Multiple measures and points of entry
- Use formative assessment to inform upcoming language, literacy, and content instruction

Notes:

Putting it all together

Instruction & Assessment

- Explicit language teaching to make the content comprehensible to ELLs
- Grade appropriate content
- Opportunities for interaction to develop understanding
- Scaffolding
- Chunking
- Use of visuals
- Effective use of technology
- Use of L1
- Grouping
- Formative assessment to inform instruction
- Opportunity to demonstrate what they can know and do

Reflection

How does this new learning change how I am going to identify and support effective instruction?