



Planning with the English Learner in Mind



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WHY?

ESSA*

*(III) the inclusion of limited English proficient students, who shall be assessed in a valid and reliable manner and provided reasonable accommodations on assessments administered to such students under this paragraph, including, to the extent practicable, assessments in the language **and form most likely to yield accurate data on what such students know and can do in academic content areas, until such students have achieved English language proficiency.** 20 U.S.C. § 6311(b)(3)(C)(ix)(III).

Title VI of the Civil Rights Act of 1964**

To meet their obligation to design and implement EL programs that enable EL students to attain English proficiency and **equal participation in the standard instructional program, school districts must use appropriate and reliable evaluation and testing methods that have been validated to measure EL students' English language proficiency and knowledge of the core curriculum." U.S. Department of Education Dear Colleague Letter: Civil Rights of English Learners (Jan 7, 2015) available at <https://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf>

Title VI of the Civil Rights Act District Civil Rights Obligations to Provide Educational Services to ELs

Title VI prohibits recipients of federal financial assistance, including SEAs and school districts, from **discriminating on the basis of race, color, or national origin.**

The Title VI regulatory requirements have been interpreted to **prohibit denial of equal access to education because of a language minority student's limited proficiency in English.**

Equal Educational Opportunities Act District Civil Rights Obligations to Provide Educational Services to ELs

The EEOA does not allow the denial of “equal educational opportunity to an individual on account of his or her race, color, sex, or national origin.”

The EEOA requires States and School Districts to “take appropriate action to **overcome language barriers that impede equal participation** by its students in its instructional programs.”

Case Law District Civil Rights Obligations to Provide Educational Services to ELs

The May 25, 1970 Memorandum was a policy statement issued by the U.S. Department of Health, Education, and Welfare. It was issued to clarify a school district's responsibilities with respect to national-origin-minority children.

It stated, in part, that **"where inability to speak and understand the English language excludes national-origin-minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open the instructional program to the students."**

The Lau v. Nichols case was a class action suit brought by parents of non-English proficient Chinese students against the San Francisco Unified School District.

In 1974, the Supreme Court ruled that identical education does not constitute equal education under the Civil Rights Act of 1964. **Providing the same teachers, textbooks, facilities, etc., does not provide equal access to educational programs if students are unable to access the educational programs because of limited proficiency in English.**

The court ruled that the **district must take affirmative steps to overcome educational barriers faced by the non-English speaking Chinese students in the district.**

There are two major components for EL programs that are required under Civil Rights legislation. A Civil Rights required **'core' EL program must provide English learners with services that help them: To Attain English proficiency, and to Access academic content (acquire content knowledge)**

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WHAT?

How a Paragraph Looks to ELs

Beginner ELs

The ___ in New York are very ___ in the ___. There are not many ___ about and the ___ are made by ___ and not ___. You ___ the ___ of ___ in the ___, the ___ of the ___, the ___ of ___ ___ in the ___ and the ___ of the ___.

1. What made the sounds?
2. Describe the use of an **onomatopoeia**.

How a Paragraph Looks to ELs

Intermediate ELs

The ___ Gardens in New York are very ___ in the morning. There are not many persons about and the sounds are made by ___ and not men. You hear the ___ of ___ in the lake, the cry of ___, the ___ of the birds in the ___ and the ___ of the ___.

1. What made the sounds?
2. Describe the use of an **onomatopoeia**.

How a Paragraph Looks to ELs

Advanced ELLs

The Botanical Gardens in New York are very peaceful in the morning. There are not many persons about and the sounds are made by animals and not men. You hear the splash of fish in the lake, the cry of the geese, the cawing of the birds in the bushes, and the movements of the monkeys

1. What made the sounds?
2. Describe the use of an **onomatopoeia**.

The ___ in New York are very ___ in the ___. There are not many ___ about and the ___ are made by ___ and not ___. You ___ the ___ of ___ in the ___, the ___ of the ___, the ___ of ___ in the ___ and the ___ of the ___.

The ___ Gardens in New York are very ___ in the morning. There are not many persons about and the sounds are made by ___ and not men. You hear the ___ of ___ in the lake, the cry of ___, the ___ of the birds in the ___ and the ___ of the ___.

The Botanical Gardens in New York are very peaceful in the morning. There are not many persons about and the sounds are made by animals and not men. You hear the splash of fish in the lake, the cry of the geese, the cawing of the birds in the bushes, and the movements of the monkeys.

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HOW?

Goals

- Increase Thinking Skills
- Increase Interaction
- Increase Comprehensibility

Delivery and interaction

- Speak clearly. Slow down. Enunciate.
- Increase wait time
- Emphasize key terms/concepts
- Paraphrase
- Pause frequently
- Shorten sentences
 - NEVER force students to talk—respect silence
 - BUT NEVER quite trying to engage



Increase Interaction

- | | |
|--|---|
| <ul style="list-style-type: none"> Pair ELL with Fluent English Speaker Numerous opportunities to talk using academic language Guessing games Call on classmate to extend ELL's response Peer/teacher conferencing Flexible grouping Partner reading Explain thinking orally/writing | <ul style="list-style-type: none"> Role-play Assign a buddy to ELL Work in pairs (Think-pair-share) Student discussions Brainstorm with partner Small group activities Cooperative groups Seat ELL in middle of room to increase awareness of peer engagement |
|--|---|



Increase Comprehensibility

Demonstrations	Gestures
Preview vocabulary & concepts	Outlined materials
Build background knowledge	Slower, simpler language
Manipulatives & flash cards	Sentence shortening or combining
Modeled, shared and guided writing	Rephrase
Student friendly/bilingual dictionaries	Highlighted text
Visuals, pictures	Body language & facial expressions
Student retelling of key concepts	Expansions of synonyms/antonyms
Graphs, charts, maps	Teach prefixes/suffixes
Word Walls	Use native language when possible
Timelines	Emphasize academic vocabulary
Models	Show meaning of vocabulary words
Multi-media	Use of senses
Real objects, props	Related literature
Paraphrase	Use fewer idioms/slang terms
	Sentence starters



Increase Thinking Skills

Problem solving	Higher-order questioning (Bloom's Taxonomy)
Name categories	Graphic organizers
Predictions	Categorize information
Analyze information	Sorting/classifying
Experiment	Thinking maps
Hypothesize	Cause/effect
Wordless books-students make up text	Start unit with big picture
Give evaluations	Discovery learning activities
Compare/contrast	



Purposeful Planning

Clarity checks (check for understanding of task & processes involved before, during, and after instruction)

Teach the most essential vocabulary/terms (use of bilingual dictionary if needed)

Connect with prior knowledge (link new knowledge to personal, cultural, and world experiences)

Use teaching aids (pictures, real objects, video clips, role-play, actions)

Focus on key concepts (Write objectives on the board, use student-friendly language, underline key words & phrases)

Purposeful Planning cont...

Always model and provide practice time

Modify & accommodate (limit number of questions, modify language)

Build on native language (language-rich environment, bilingual texts)

Adjust teacher talk (use consistent routine & language)

Always use reading styles other than silent reading (read-aloud, partner-read, taped readings, etc.)

Create visuals, such as charts and outlines for vocabulary, routines, steps of a strategy, etc.

Be Intentional. Be purposeful

Intentionally plan for:

Similarities and Differences

Nonlinguistic Representations

Summarizing and Note Taking (teach them how to do this)

Setting Objectives and Providing Feedback (in a manner they understand)

Reinforcing Effort and Providing Recognition

Purposeful Practice

Purposeful Questions