PUTTING IT ALL TOGETHER

Strategies for Secondary English Learners

2014 Special Populations Conference

September 22-23, 2014

Presented by Kellie Bugajski,

Dearborn Public Schools

MICHIGAN Department of Education

Workshop Objectives

Content:

I can demonstrate **comprehension** of **academic literacy and language development** by **actively participating in structured speaking, reading and writing tasks.**

Workshop Objectives

Language:

I can **orally discuss** the **effectiveness of strategies for English Learners** to use in my classroom using the sentence stems:

- *"This is a good strategy for English Learners because…"*
- *"The strategy that had the highest impact on me today is …. because …"*

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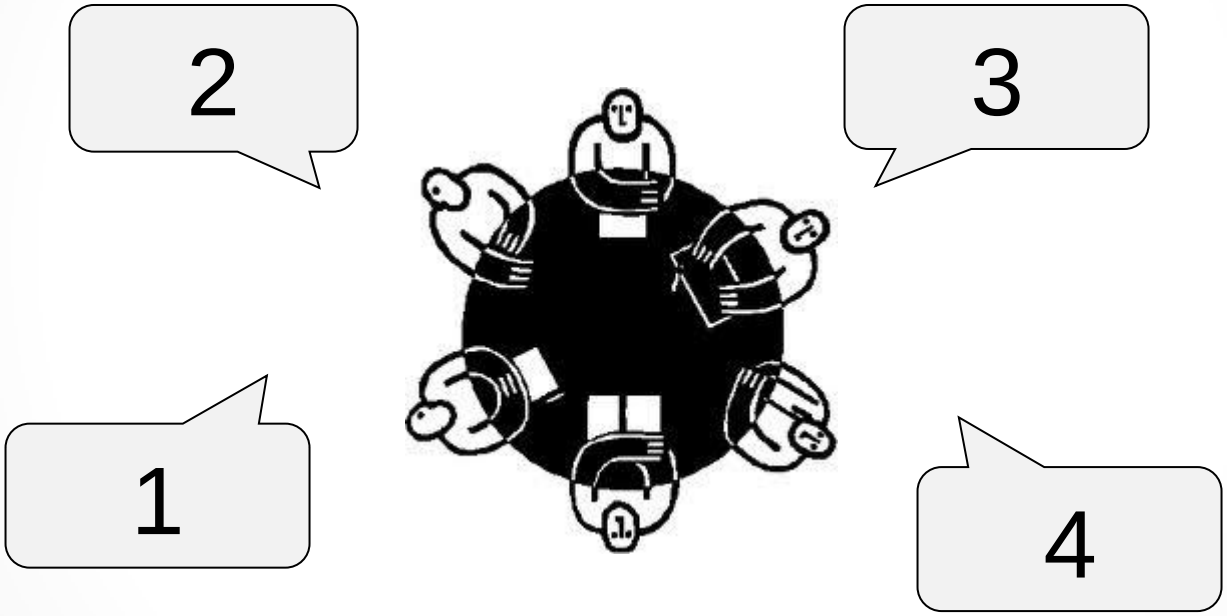
Randomize and Rotate

Number off at your table 1, 2, 3, 4…



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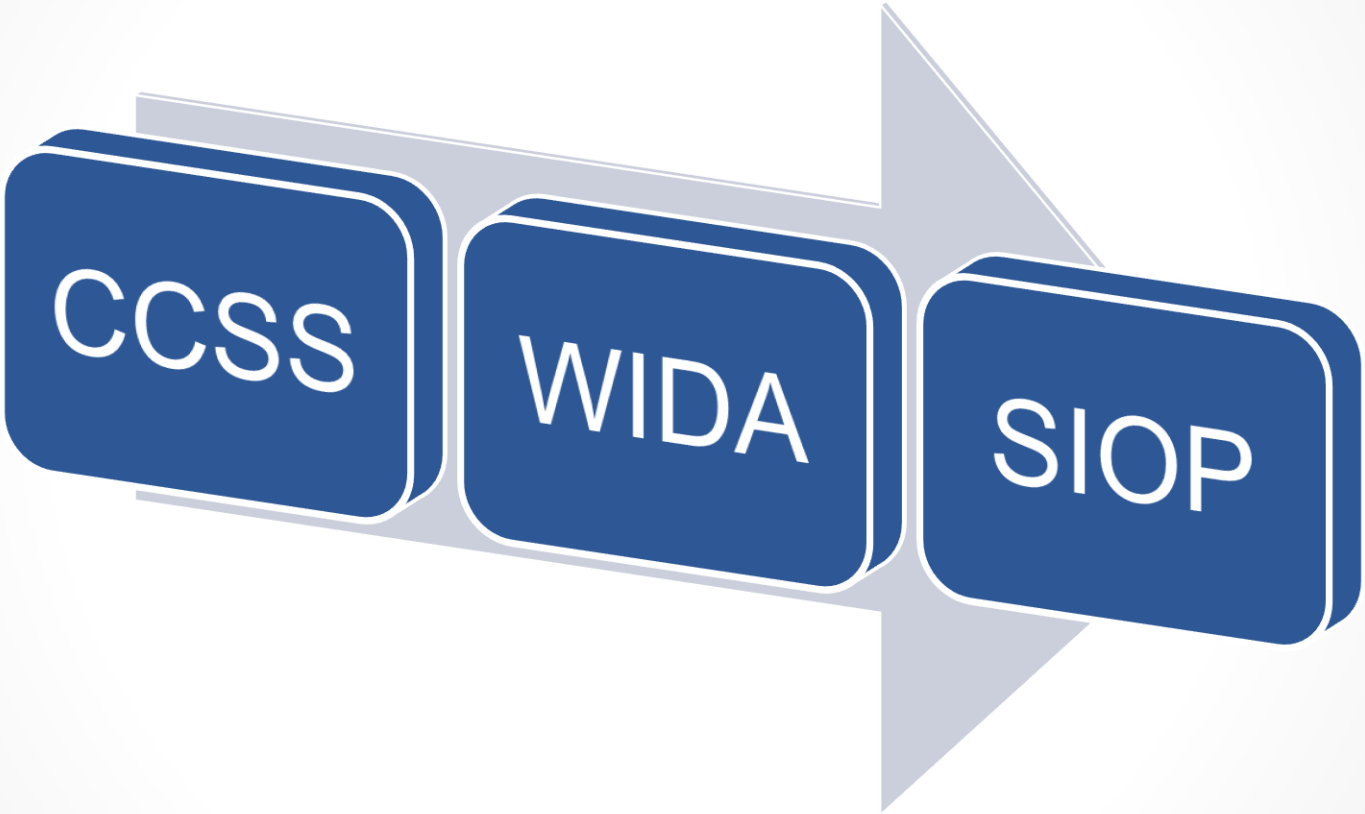
What we need to consider when we plan for our English Language Learners…



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Common Core State Standards

Anchor 3: People, Events & Ideas

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Anchor 4: Word Meaning and Choice

Interpret words and phrases as they are used in text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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WIDA's English Language Development (ELD)Standards

Social & Instructional Language

Standard 1

Language of Language Arts

Standard 2

Language of Mathematics

Standard 3

Language of Science

Standard 4

Language of Social Studies

Standard 5

Academic Language

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8:30 model (8 components, 30 features)

SIOP

- Lesson Preparation
- Building Background
- Comprehensible Input
- Strategies
- Interaction
- Practice and Application
- Lesson Delivery
- Review and Assessment

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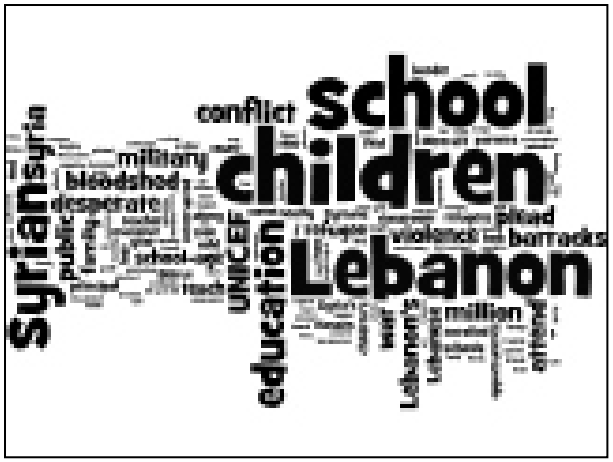
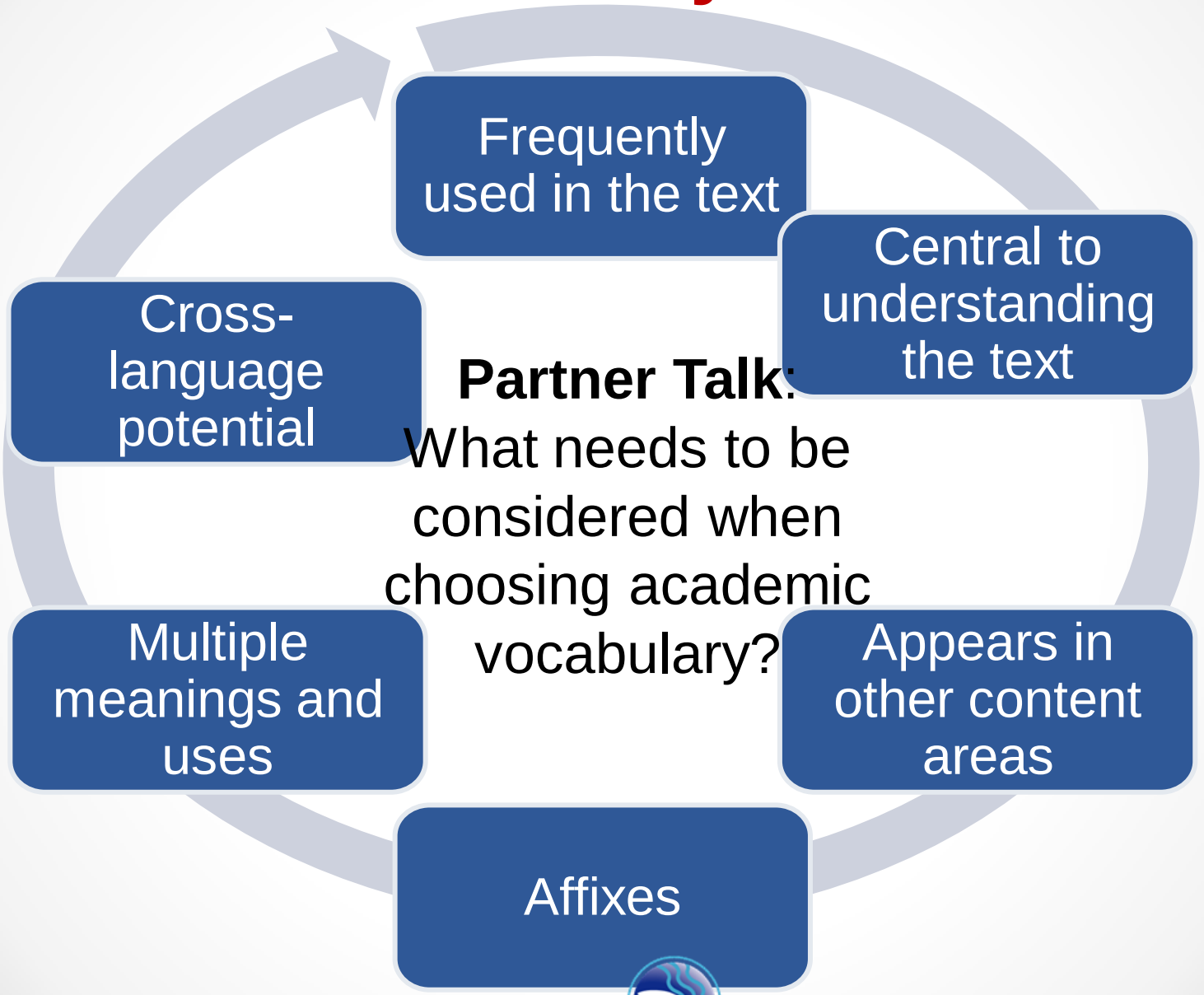
Comprehensible Input

Use the word picture to predict what we will be studying today. Discuss at your table.



www.wordle.net

Academic Vocabulary



VOCABULARY MAP

Definition

Illustration

Table Talk:

"This is a good strategy for English Learners because…"

"I would adapt this strategy by…"

word parts, synonyms, defining in context, related words, examples, non-examples, real-life examples, essential characteristics, non-essential characteristics, description, personal associations, compare or contrast, classifying , part-whole relationship, sequencing, cause & effect, analogies

Restate

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VOCABULARY MAP

Definition

Illustration

Partner Work:

1. Write the definition using the provided dictionary.
2. **Draw a picture that represents your word.**
3. Complete the circled strategy.
4. **Restate the definition in your own words.**

word parts, synonyms, defining in context, related words, examples, non-examples, real-life examples, essential characteristics, non-essential characteristics, description, personal associations, compare or contrast, classifying , part-whole relationship, sequencing, cause & effect, analogies

Restate

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NEWS ELA

www.newsela.com

- Non-fiction articles with real-world news
- Every article at 5 levels
- Common Core-Aligned
- High Interest Topics

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NEWS ELA

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Oral Retelling Task

1. **Underline** ***1-2 key words or phrases*** from **each sentence** from your **News ELA article** to help you accurately retell the text.

2. **List** underlined words on your index card in sequence.

Trade cities
Bantu speaking
Farming and fishing
African merchants & traders
Arab and Persian traders
Swahili created

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Oral Retelling Task

1. *Stand up, push in your chair, and take <u>only</u> your index card. Stand face to face with someone close to you.*

2. **<u>Retell</u>** the article to your partner using your list as a guide. *Thank your partner when you are finished and return to your seat.*

Headlines

1. Determine the main idea and write a *compelling* HEADLINE for the article.

2. Share your HEADLINE with your table partners. Explain why you chose your title.

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Headlines

Grade 4: 640L

For many Syrian children, there's no school

Grade 5: 830L

Civil war means no school for Syria's children

Grade 6: 940L

A lost generation of Syrian schoolchildren

Grade 8: 1130L

Civil war makes a lost generation of Syrian schoolchildren

Grade 12

Generation missing out on school in wartime Syrian

Structured Writing

On the lined notebook paper write a summary using this paragraph frame:

The main idea of this article is … One thing I learned is …. I thought _____ was interesting because … It made me think of …. In conclusion, ….

Oral Retelling and Structured Writing

"These are good strategies for English Learners because…"

"I would adapt the strategy by…"

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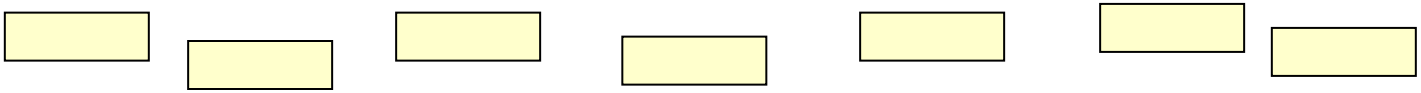
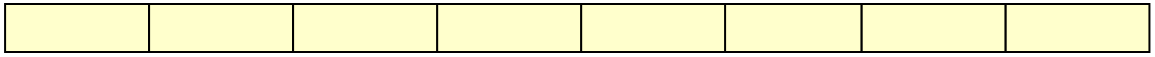
Cut-up Sentences

1. Write important sentences from text on sentence strips. **Cut apart** sentences—by word or phrases.



2. Have students **reassemble** sentences.



3. Let students **try making their own**— what is important. Groups exchange cut-up sentences and reassemble.

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Let's try one—table work

The whole table stands when you are ready to share your sentence!

1. Schools in Syria have their classrooms being used as barracks for soldiers.

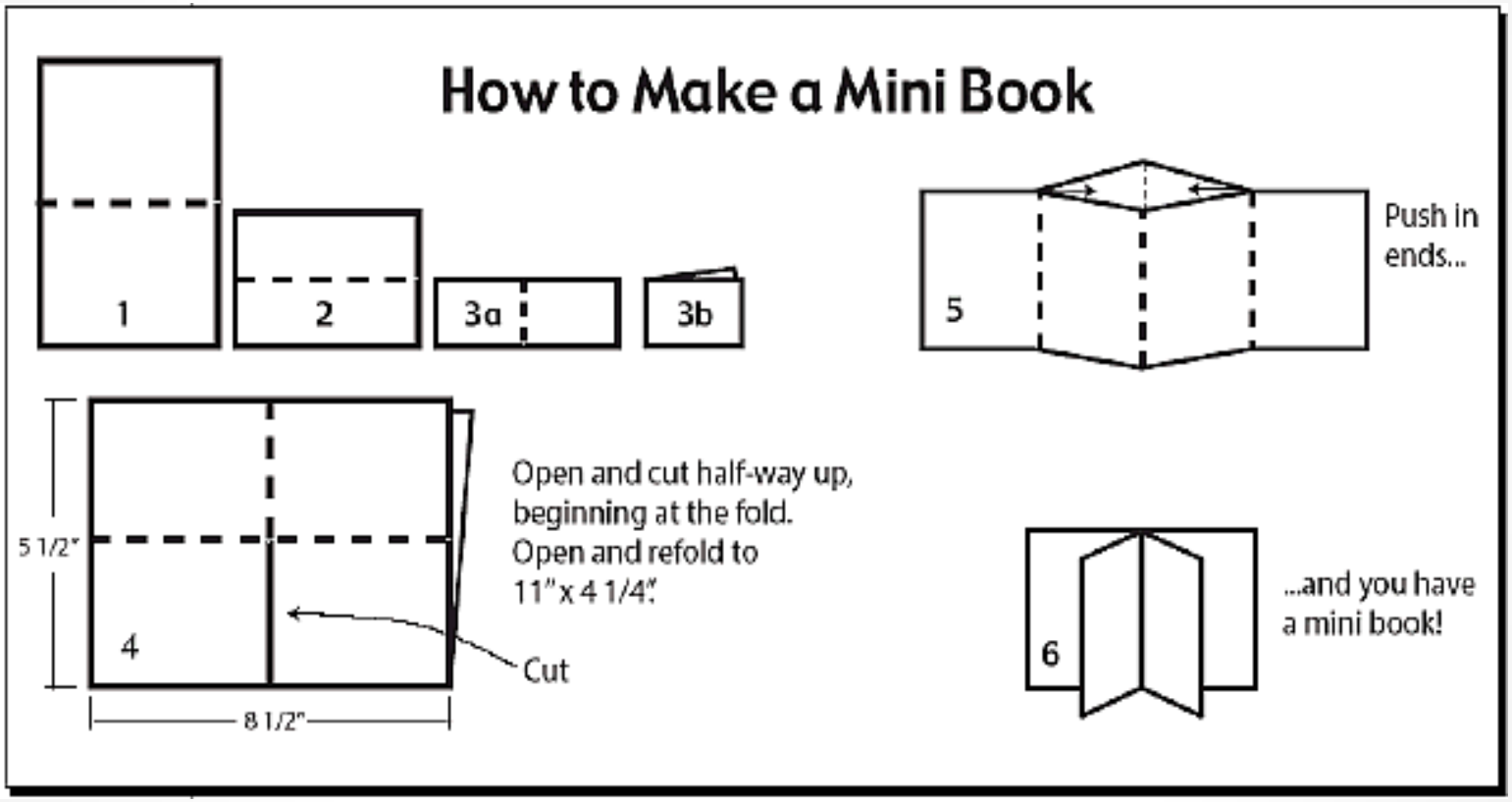
2. Many Syrians have become refugees, fleeing their homeland to escape the violence that has been caused by political unrest.

3. The conflict has hurt all Syrians, but the effect on children has been especially painful.

4. Most Syrian children are at a risk of not getting even basic education.

5. A refugee is someone who has been forced to leave a country because of war or for religious or political reasons.

Mini-Book


How to Make a Mini Book
1
2
3a
3b
5
Push in ends...
5 1/2"
4
Open and cut half-way up, beginning at the fold. Open and refold to 11" x 4 1/4".
Cut
8 1/2"
6
...and you have a mini book!

Reflection

Partner Talk:

"The strategy that had the highest impact on me today is …. because …"

#1 content & language objectives

#2 randomize & rotate

#3 www.wordle.net

#4 vocabulary maps

#5 www.newsela.com

#6 oral retelling task

#7 headlines

#8 structured writing

#9 cut-up sentences

#10 mini-book

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Did we meet our objectives?

Content:

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