Challenge

- **Media:** In this simulation, you've recently moved with your family to a new place, and you are attending a new elementary school. Pay attention to the lesson and be prepared to write down five things the teacher talked about (movie)

Initial Thoughts

- How many of the five items were you able to list? What made this lesson difficult to understand? What could the teacher have done to help you understand more of the lesson?

- The simulation represented an experience that could happen to a student who does not speak the language of the classroom. What do teachers need to know about students who are learning to speak English?

- What are some general instructional practices that can be beneficial to students who are learning to speak English?

- What should teachers consider when testing students who are learning to speak English?

Perspectives And Resources

- Module Objectives (box)
    - o After completing the entire Perspectives and Resources section and reviewing the accompanying activities, you should be able to:
        - Define English language learner
        - Understand levels of language proficiency
        - Know instructional strategies that are effective when teaching English language learners
        - Understand the implications for assessing English language learners
    - **Page 1: English Language Learners**
- English language learners, definition and statistics
    - o Research Shows... (box with bulleted list)
    - o Characteristics of ELLs (bulleted list)
- Familiarity with English
    - o Language distinctions among ELLs (graph)
- School Experience
    - o Examples of school experience (graph)
- Socioeconomic Status
    - o **Media:** Leonard Baca summarizes the distinctions among English language learners (audio)
- FYI (box)
- **Activity:** There are many common misconceptions about students who are learning a second language (box)

▶ Page 2: Second Language Acquisition

- Inappropriate expectations about ELLs might lead to... (bulleted list)
- Second language proficiency develops incrementally... (bulleted list)
- BICS and CALP
    - Second Language Acquisition (box with clickable tabs)
    - BICS (definition)
    - CALP (definition)
    - BICS Proficiency (graphic)
    - CALP Proficiency (graphic)
    - FYI (box)
    - **Media:** Janette Klinger suggests that some social conversations can be just as cognitively demanding as academic ones (audio)
    - **Activity:** Watch the video of an ELL student and her teacher and determine whether the student has BICS or CALP (box with video and bulleted lists)

▶ Page 3: Programs and Personnel

- Programs for ELL students include a wide range of instructional approaches...
    - Two-Way Immersion (box with bulleted list and link to more information)
    - Developmental Bilingual Education (box with bulleted list and link to more information)
    - Transitional Bilingual Education (box with bulleted list and link to more information)
    - English as a Second Language (box with bulleted list and link to more information)
    - All programs should strive to include... (bulleted list)
    - Research Shows... (box with graph and bulleted list)
- Personnel
    - Different types of personnel may work with English learners (bulleted list with links to more information)
    - Bilingual and ESL teachers can... (bulleted list)
    - Paraprofessionals can... (bulleted list)

▶ Page 4: Sheltered Instruction

- Sheltered instruction can be used to... (bulleted list)
    - Science Objective/ English Language Objective (box)
    - FYI (box with bulleted list)
- Comprehensible Input
    - Teachers recognize areas of potential linguistic difficulty and subsequently... (bulleted list)
    - **Media:** Leonard Baca talks about the interconnection between comprehensible input and various aspects of language (audio)
    - Support for Comprehensible Input (table with links)
        - *Link:* "cognates" (definition)
        - *Link:* "idioms" (definition)
        - *Link:* "referents" (definition)
        - *Link:* "syntax" (definition)
    - Keep in Mind (box)
- **Media:** A teacher provides a lesson without using sheltered instruction (video)
- **Media:** A teacher provides a lesson using sheltered instruction (video)
    - **Activity:** Identify the instructional supports used by the teacher (box with numbered questions)
- Culturally Responsive Instruction (box with drop-down menus)

▶ Page 5: Contextual Supports

- Cummins' framework
  - o **Media:** Janette Klingner talks about how this framework demonstrates a range of contextual supports for teaching ELLs (movie)
  - o *Activity:* Based on Cummins' framework, is the lesson taught in the Challenge cognitively demanding or undemanding? Context embedded or reduced? (box with video)

▶ Page 6: Activate Background Knowledge

- Activating background knowledge can... (bulleted list)
  - o What Teachers Can Do/ Putting It Into Practice (box)

▶ Page 7: Teach Vocabulary

- Quotation (box)
- **Media:** Kathy Escamilla describes how a math word problem can be confusing to ELLs (audio)
- The math problem "18 – 9 =" can be expressed in many different ways (box with starred list)
- The characteristics of students at the beginning, intermediate, and advanced levels of second language acquisition (table with link)
  - o *Link:* "academic vocabulary" (definition)
- What Teachers Can Do/ Putting It Into Practice (box with bulleted list)
- **Activity:** Read the math word problem and answer the questions (box with numbered questions)

▶ Page 8: Teach Comprehension Strategies

- Reading comprehension influences whether ELL students can understand content across subject areas
  - o Reading Comprehension Usage (table with bulleted lists)
  - o What Teachers Can Do/ Putting It Into Practice (box)

▶ Page 9: Teach Comprehension Strategies

- Another way to support English language learners is to differentiate instruction
  - o This requires teachers to provide options in the ways they... (bulleted items with examples)
  - o What Teachers Can Do/ Putting It Into Practice (box with bulleted lists and links)
    - *Link:* "realia" (definition)
    - *Link:* "flexible grouping" (definition)
  - o **Media:** Janette Klingner talks about the benefit of grouping for ELLs (audio)

▶ Page 10: Provide Opportunities for Students to Practice

- Teachers can support ELLs by providing opportunities to practice not only their academic skills but also their use of the English language
  - o What Teachers Can Do/ Putting It Into Practice (box with bulleted list and chart)

▶ Page 11: Measuring Performance

- Keep in Mind (box)
- Classroom Assessment
  - o In order to create a semantic map, the students... (bulleted list)
- Standardized Assessments
  - o What Teachers Can Do/ Putting It Into Practice (box with bulleted lists and graphic)

▶ Page 12: References, Additional Resources and Information

- References
- Additional Resources and Information

▶ Page 13: Credits

- Content Experts
- Module Developers
- Module Production Team
- Module Production Support Team
- Media Production Team
- Media
- Expert Interviews

Assessment

- "Please complete the items below" (numbered questions with accompanying videos, graphs, and charts)

Wrap Up

- **Media:** Think back to the Challenge video at the beginning of this module. The teacher has subsequently modified her instruction. Watch the lesson now and see if your understanding has increased (movie)

- **Media:** Leonard Baca summarizes ways in which teachers can help English language learners progress more efficiently when learning English and improve their success in learning academic content (audio)
- Reflection on Initial Thoughts (box)