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UNIVERSITY OF MICHIGAN

Agenda: ED 403

- Lexicon check

- Teaching students who are English language learners

- Learning to navigate comprehensive language arts programs

- Planning instruction from a comprehensive language arts program

- Preparing for class next week

Teaching students who are ELL

- Some terms:
  - ELL : English language learners
  - LEP: Limited English proficient
  - ESL: English as a second language
- Features of effective programs
  - Maintain high standards and use high-quality teaching
  - Develop high levels of literacy
  - Consider students' language, culture, and experiences as valuable sources of knowledge
  - Innovative programs that integrate students and make the entire community responsible for them

Teaching ELL

- Literacy in the native language is the most stable predictor of English literacy
- Good reason to support reading in both first and second languages
  - Free reading in the first language may mean more reading; hence, more literacy development in the second language

From the *National Research Council*

"If language minority children arrive at school with no proficiency in English but speaking a language for which there are instructional guides, learning materials, and locally available proficient teachers, these children should be taught to read in their native language while acquiring proficiency in spoken English and then subsequently taught to extend their skills to reading in English."

Quality ELL programs

- Provide a rich language and highly interactive learning environment
- Use grade level content for language development and literacy
- Use authentic literature
- Integrate multiple teaching strategies
- Focus on building academic language proficiency, not just basic interpersonal communication skills
- Develop language in context
- Hands-on, guided inquiry, interactive learning opportunities
- Validate and affirm students' cultural identity

Context and Cognitive Demand: Cummins matrix

	Low cognitive demand	High cognitive demand
High context	Easiest: art, music, P.E.. Following simple direction, individual conversation	Demonstrations Audio-visual Science experiments Social studies projects
Low context	Telephone conversation Written directions	Reading a textbook Explanation of new, abstract concepts, lecture with few illustrations, math concepts

Sheltered English Observation Protocol (SIOP)

- What is it?
- What does it look like?
- Discussion regarding lingering questions