

# LPSD 38 English Learners (ELL) Update

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## Colorín Colorado

([www.ColorinColorado.org](http://www.ColorinColorado.org)) is an outstanding resource for basic information on the ELL population including practical teaching and assessment suggestions as well as summaries of recent research. The site contains extensive information in both English and Spanish. Literacy tip sheets are also available in nine additional languages.

Language learning involves Cognitive, Linguistic, Psychological and Emotional processes. Which tends to be ignored the most? Answer on pg 2

## Upcoming Events

- ◆ CoTESOL Spring Conference on Collaboration for Success Apr 20
- ◆ May 20<sup>th</sup> Summer Bridge Books distributed
- ◆ Summer Bookmobile June and July
- ◆ ELL Summer School at LPES 6/10-6/27 and 7/15-7/31 Mon-Thurs 8am-12pm

## LPSD38 English Language Learners At-A-Glance

### *Our numbers keep growing....*

Here in LPSD38 we have over 40 **different languages** other than English represented by the families of our 300+ ELL students. LPSD ELLs range in English Language Development from **NEP** (Non-English Proficient) to very high **LEP** (Limited English Proficient), and come from a variety of backgrounds (adopted from overseas, foreign-born, immigrant or military families as well as refugees).

School	Non English Proficient	Limited English Proficient	Tested Proficient – on Monitor	Total
PRHS	3	21	9	33
LPHS	2	14	7	23
LPMS	2	15	13	30
BCES	12	30	4	46
PLES	8	32	2	42
LPES	3	22	6	31
KES	4	6	2	12
PWES	1	6	3	10
MA	5	40	10	55
PRESCHOOL	Not tested	Not tested	Not tested	32
<b>TOTAL</b>	40	186	56	<b>314</b>

### The Home Factor - Did you know?

- Learning to read in the home language promotes reading achievement in the second language.
- The longer ELLs receive instruction in a mix of their first language and English, the better their achievement in English.
- Many publishing companies offer textbook resources in a variety of languages.
- Parental education and level of English use in the home helps with English language acquisition.
- LPSD offers English classes to interested ELL parents every Tuesday and Thursday evenings throughout the school year.
- LPSD has an ELL Family Liaison (Teresa Kulow), for non-English speaking parents, who is an advocate and community resource.

### Tips for Teachers of ELLS



Answer: Cognitive, Psychological and Emotional

#### Sending Letters Home?

Sending school letters to Non-English speaking parents? They must be translated into their language. Please contact the District ELL office at 785-4204 if you need assistance translating letters.

#### Did you Know?

LPDS38 provides a unique summer-school opportunity for our NEP and LEP students each summer? To keep ELLs from suffering the full effects of "summer set-back" they engage in fun activities catered to their specific language needs.

- Incorporate visual representation of concepts
- Play charades to teach concepts
- Have predictable and consistent classroom routines, post schedules
- Use graphic organizers
- Give extra time for practice
- Redundancy of key information
- Identify, highlight and clarify difficult words and passages
- Teachers and/or classmates can summarize and paraphrase text knowledge
- Provide plenty of access to teachers and peers
- Adjust instruction – such as rate of speech, minimize complex words, expectations
- At first, keep language requirements low and then gradually build

Source: Goldenberg, Claude. "Teaching English Language Learners: What the Research Does and Does Not Say." *American Educator*. Summer (2008): 8-44. Print.

## Assessment & Reflection with ELLs—and All Students

An excerpt from *The ESL/ELL Teacher's Survival Guide* by Larry Ferlazzo and Katie Hull Sypniewski on general principles to help assess ELLs (and all students) in equitable, effective, and meaningful ways.

**Assess knowledge and language separately:** implement modifications such as simplifying test questions or allowing the use of bilingual dictionaries.

**Assess students according to their current proficiency level:** know their current levels of English proficiency in speaking, listening, reading, and writing.

**Involve students in assessment:** when students are asked to evaluate their own progress, they feel more ownership of the learning process and are better able to identify specific learning goals

**Student Reflection:** consider using a short (five to seven minutes or so) reflection activity, usually a "think-write-pair-share," at the end of class two or three times a week. Depending on the English level, teachers may want to provide sentence starters that students can use as they answer the questions (What are two things you learned today?). They can also assess themselves (What did you do that helped you the most today to learn English?) as well as the class/teacher (What was your least and/or favorite class activity today, and why was it your least and/or favorite?)

**Establish relevance:** ask students to write a few sentences explaining how they can specifically apply what they learned to their lives.

**Demonstrate higher-order thinking:** model and then have student answer higher-order questions such as: 1) Creating: What should I do next? 2) Evaluating: How well did I do? 3) Analyzing: Do I see any patterns in what I did? 4) Understanding: What was important about it? And 5) Remembering: What did I do?

