Content Connections in the ELD Classroom

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Essential Question

How can we make intentional links between language focused and content focused settings to support bilingual learner's academic language development?

Big Idea

Teachers increase the likelihood that bilingual learners will experience academic success by intentionally connecting instruction across settings.

A community is a group of people working together.

Our rights
· to learn
· to be safe
· to make choices
· to be part of a community

· Citizens have rights and responsibilities.

· A successful community people ... and cooperate to get things done.

· A community needs rules to ... safe and cooperate.

A nurse helps us when we are sick.

The mailman gives us our mail.

I am taking care of my day.

My family saves me from bad stuff.

My uncle builds houses.

School helps us learn.

A police officers keep us safe. Triston

Tristan

Aurora

The military helps us by getting the bad guys.

Dad takes care of me. Dad

Planning for Academic Success

Students must:

—Learn the concepts

—Learn the language they need to talk and read and write about them

—Learn how to interact appropriately with others within the cultural context

Our Job as Educators

Assure that students are gaining concepts and knowledge and practicing higher order thinking skills – across contexts and languages whether or not they can read well or are yet fluent in English.

This is a Venn Diagram. It compares how things are the same and different. We used it to compare 2 stories.

Big Picture:

It is not about teaching what is easiest...

Our job:

Make the most important information understandable to students.

Make sure students can act on, talk, read and write about those concepts.

Session Overview
3 Approaches to
Connecting Language and Content

- Visual Images as stimuli for language development

- Mix and Match
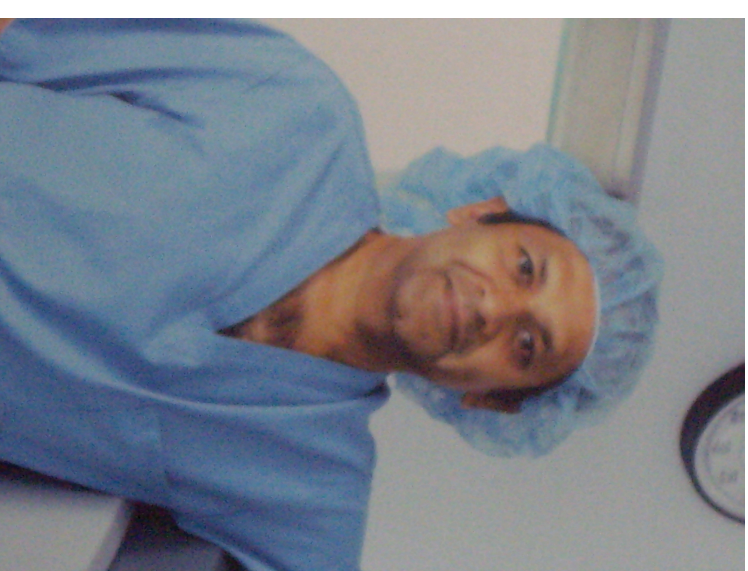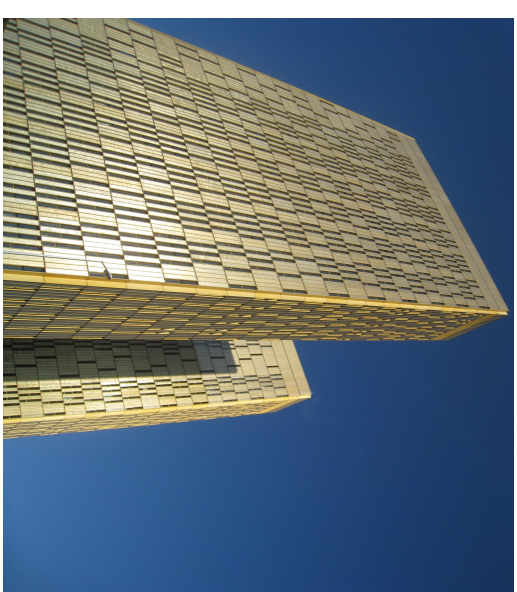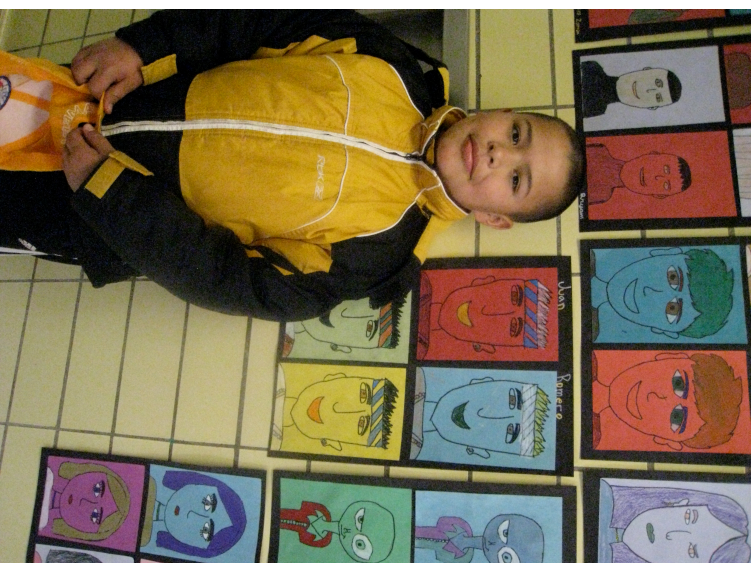
- Co-constructed Text – Language Experience Approach

All Provide Ways to Get Students Talking about Content

"Play with" language with scaffolded support.

Move away from scripted practice

USING VISUAL IMAGES

How could you use this picture to develop language and thinking?

- Description
- Prediction
- Inference
- Evaluation

How could you use this picture to develop language related to Earth Science?

Turn and Talk

How do these pictures provide students an entry point into understanding the concept of wisdom?

What language structures and functions might be needed and could be practiced?

Content Connections

Describe what you see in this picture.

More examples of how you can use visual images to build academic register

Why are these students laughing?

How are these students alike and different?

Compare and contrast the students in these pictures.

How can these pictures be used to support the development of the language of math?

Where is this picture taken?
How do you know?
Can you count the vegetables?

Where can get from here?
How much farther is it to Levi than Ylläsjärvi?

What other questions can you come up with?

HOLMSTROM

47.0 LEVI
18.9 ÄKÄSMYLLY
17.7 YLLÄSJÄRVI
8.9 LATVAMAJA
7.5 KOTAMAJA
2.0 ÄKÄSHOTELLI

KAUPINJÄRVI 1.3
KONIJÄNKKÄ 0.5

Where do the visuals come from?

From the materials you and other teachers are already using related to content area instruction.

- Textbooks
- Wall cards
- Internet searches

Using Visuals to Connect to Content in Language Focused Settings

- Count the people

- Create simple sentences

Answer Basic Questions

- Who?
- What?
- Where?
- Why?
- Is it a photo? Yes it is, no it isn't.

Work on the Language of Emotions

- How do the mothers feel?
- How do the children feel?
- How do the men in the picture feel
- What would you feel?

Genre Specific Language

Create and punctuate a dialogue

Work on the language of "Point of View"

WRITING in L2 Groups

- **Level 1:** Labeling single words
- **Level 3:** simple, connected text
- **Level 4:** Summarize content based information

Sentence Transformation

(Lance Gentile)

Elena went to the store to buy some milk.

Turn the statement into a:
- Negative Statement
- Question
- Command
- Exclamation

With a partner:
Create your own example based on a content topic.

Sentence Expansion

Begin with two words and expand from there:

The glass is on the table

The plastic glass is on the kitchen table

The plastic drinking glass is on the kitchen table.

The plastic drinking glass is on the edge of the kitchen table.

The only plastic drinking glass I can use is on the very edge of the new kitchen table.

Don't use the plastic drinking glass on the kitchen table….(add an appropriate ending)

Story/Character   Cell/Nucleus   Fraction/Percent

Mix & Match

Gets Students Moving

Promotes Interaction

Reduces Stress

Works at all levels with any subject matter.

Mix & Match

- Sets the stage for TALKING

- Act on and talk about complex vocabulary

- Reinforce content concepts

- Practice the language needed to represent them

Sample Match Set: COMMUNITY HELPERS

Police chief	Police station
Fire chief	Fire station
Superintendent	Administration Building
Mayor	City Hall
Store Manager	Grocery Store

Oral Discussion
Independent Writing

Why are you there?

Police chief

Fire chief

Superintendent

Mayor

Store Manager

City Hall

Administration Building

Police station

Grocery Store

Fire station

Sample: Relation of Parts of Speech

Verb	Noun
Modify	modification
Interpret	interpretation
Mediate	mediation
Improve	improvement
Modify	modification
Pacify	pacification
Publish	publication
Satisfy	satisfaction

Mix & Match - Interactive Demo

Key Concepts from a Graduate Seminar on Language Literacy & Culture

- Common Underlying Proficiency
- Additive Bilingualism
- Scaffolding
- Grouping & Regrouping
- Assimilation
- Sociolinguistic Competence
- Mediation
- Expository Text

More Examples

MATH
- Equivalent Fractions
- Decimals, Percents, Fractions

AMERICAN LITERATURE
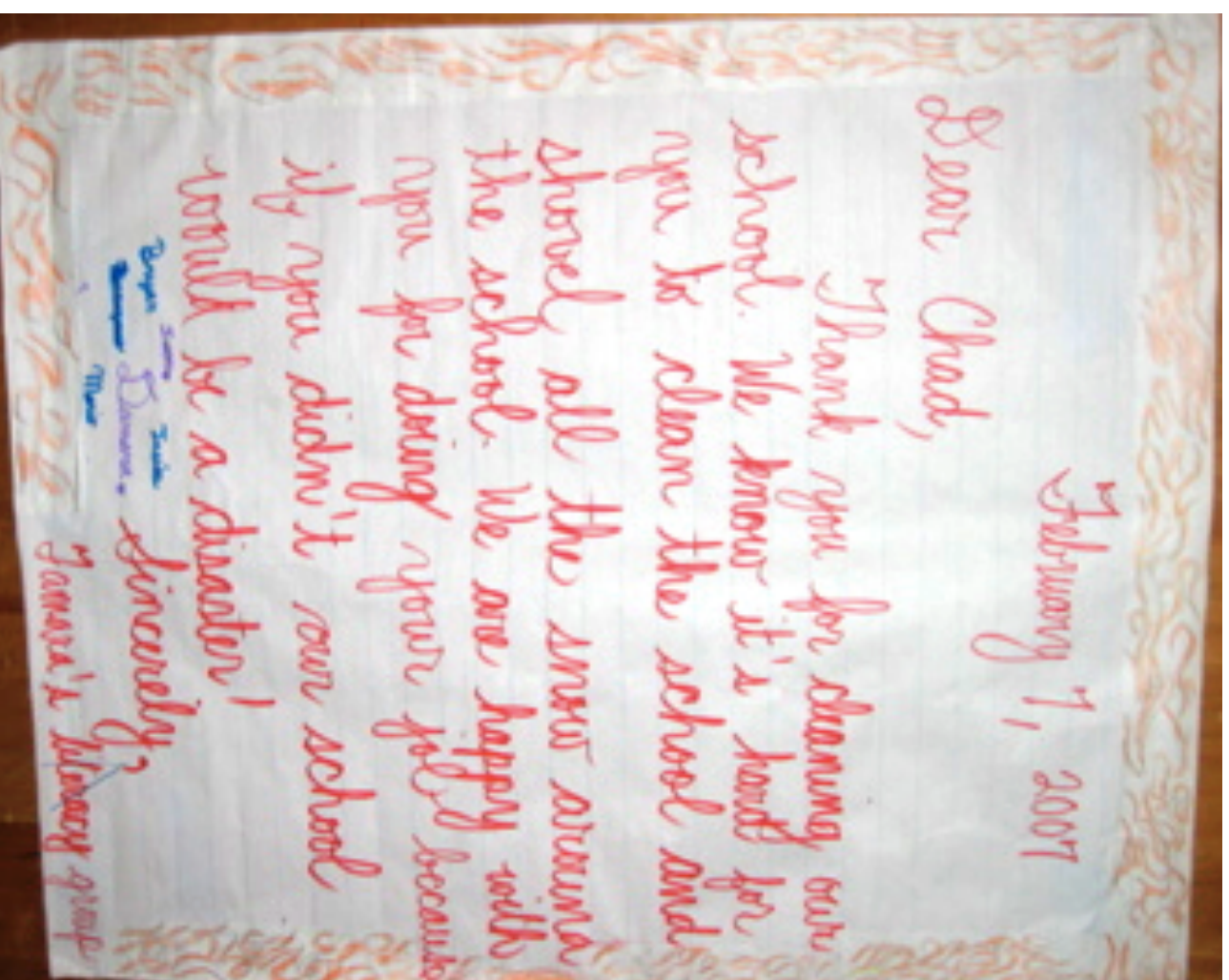- Quote
- Name of Person
- Picture of Person

SOCIAL STUDIES
- Event
- Location
- Key Participant(s)

SCIENCE
- Element Name
- Element Symbol
- Atomic Weight

Co Constructed Text

aka

Language Experience Approach

Co-constructed Text
Language Experience Approach

Four Corners Activity

I don't know much about this topic and I can't wait to learn.
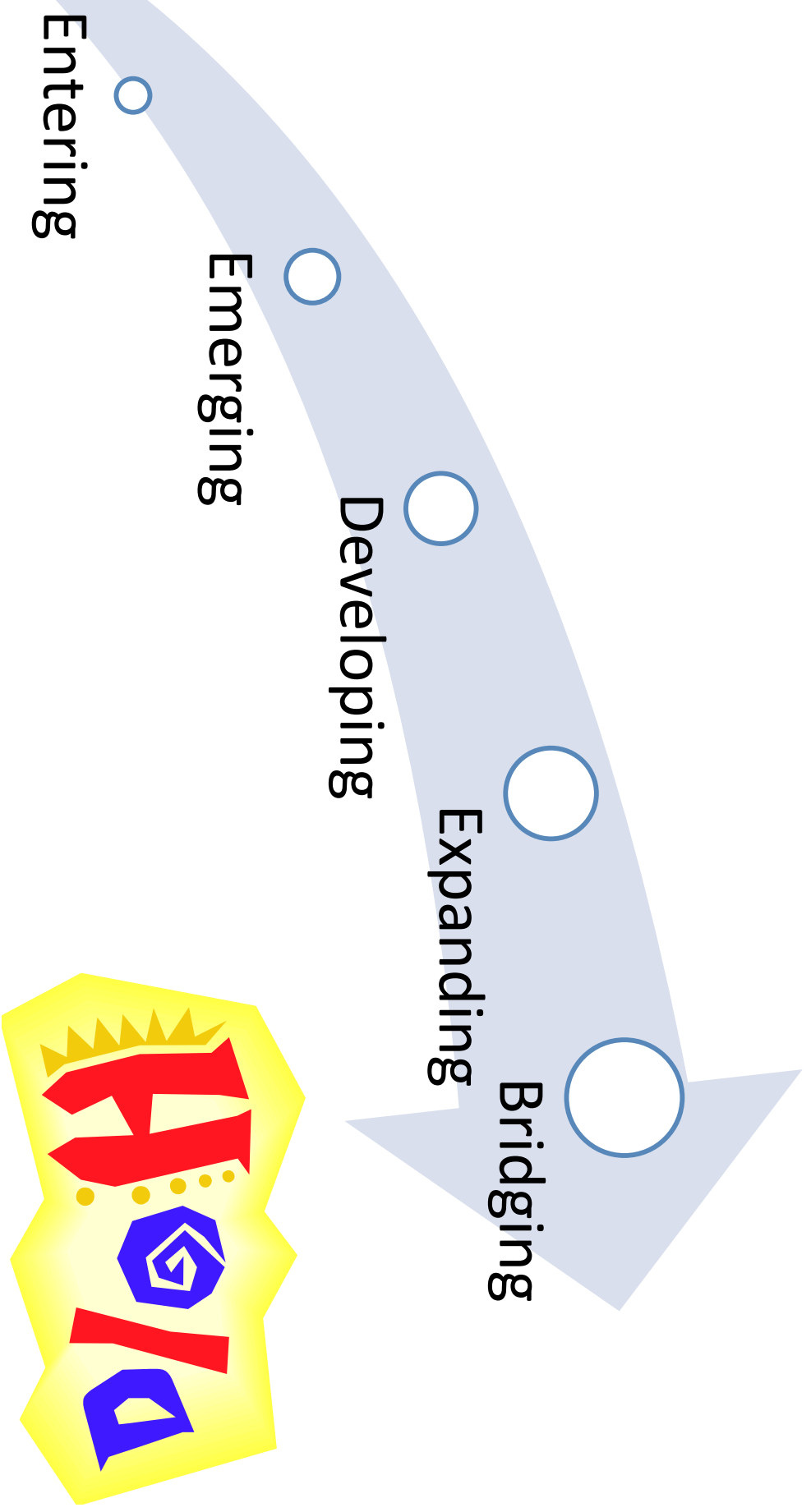
I have heard about this topic and I want to learn more.

I know something about this topic and I would really like to try it in my practice.

I am currently implementing this in my practice and I'm anxious to refine my understandings.

In Your 4 Corners, line up by your language proficiency level in Spanish

Entering

Emerging

Developing

Expanding

Bridging

Essential Components

What I can say, I can write. What I can write, I can read.

Common Experience

Oral Repetition

Text becomes a model for independent work

Development of Vocabulary

Essential Components:

Three Components of Co-constructed Text

Create

Goal: Co-construct a text that is above students' current language proficiency level in order to scaffold students' understanding of grade level concepts.

Facilitate a shared experience:
Ideas:
- Read a shared text
- View a video clip
- Discuss a picture (ie from text book, related to key concepts)
- Participate in an activity or process
- View a graphic novel excerpt or story Board
- Sequence pictures from a familiar story, topic or event

Co-construct text about this experience:
- Teacher records group text and facilitates reading and rereading (text should be grammatically accurate)
- All students provide input into the co-constructed text.

Practice

Goal: Students reread and revisit the text. Using the vocabulary repeatedly allows students to become highly familiar with this text and read it independently.

Revisit the co-constructed text as it was created:
- Reading:
  - Gradually release reading (I do/we do/you do)
  - Focus on reading fluently
  - Partner reading
  - Read to someone outside of the group
  - Vanishing Cloze (erase words)
  - Add copies of the text to independent reading resources (book bag, journal, etc)
- Writing:
  - Students copy the text into journals
  - Cloze writing
- Interact with text:
  - Mix & match activities
  - Retell/reenact the story/text
  - Reconstruct the text
  - Put sentence strips in order
  - Put words in order
- Skills/Word Work
  - Practice high frequency words
  - Focus on phonemic elements (blends, vowels, consonants, beginning sounds, ending sounds, etc)
  - Sort words by feature (alphabetize, prefixes/suffixes, number of syllables)

Extend

Goal: Students adopt the model text to create their own independent text.

Transform the co-constructed text:
- Play with the language: Retell/rewrite the text in a different tense, from a different point of view, or transform another aspect.
- Use cut apart words to create new sentences.
- Create an independent paragraph using model text and vocabulary word wall

Now, number off by 4's and get into new groups

USING THE
Language Experience Approach
WITH
English Language Learners

STRATEGIES FOR ENGAGING STUDENTS AND DEVELOPING LITERACY

Denise D. **Nessel**
Carol N. **Dixon**

Discuss the components of co-constructing a text:

- How can this approach help you connect language instruction to content concepts?

Take Time to Reflect...

Working individually, write down responses to these two questions:

- What new perspectives are you taking back to your classroom / school?

- How will you apply today's learning to your instruction?

In groups of 3 – 4 Discuss

- Biggest Ah ha

- How you will incorporate some of these ideas into your teaching

- What supports you might need moving forward

"We don't ever 'get there'. We are always getting there. The horizons keep moving, and the needs keep evolving. What we do know is that our capacity for learning is unlimited."

Staff member at Jewell Elementary
Aurora Public Schools, Aurora Colorado