

# ELL Class Report

Dylan Zamanis

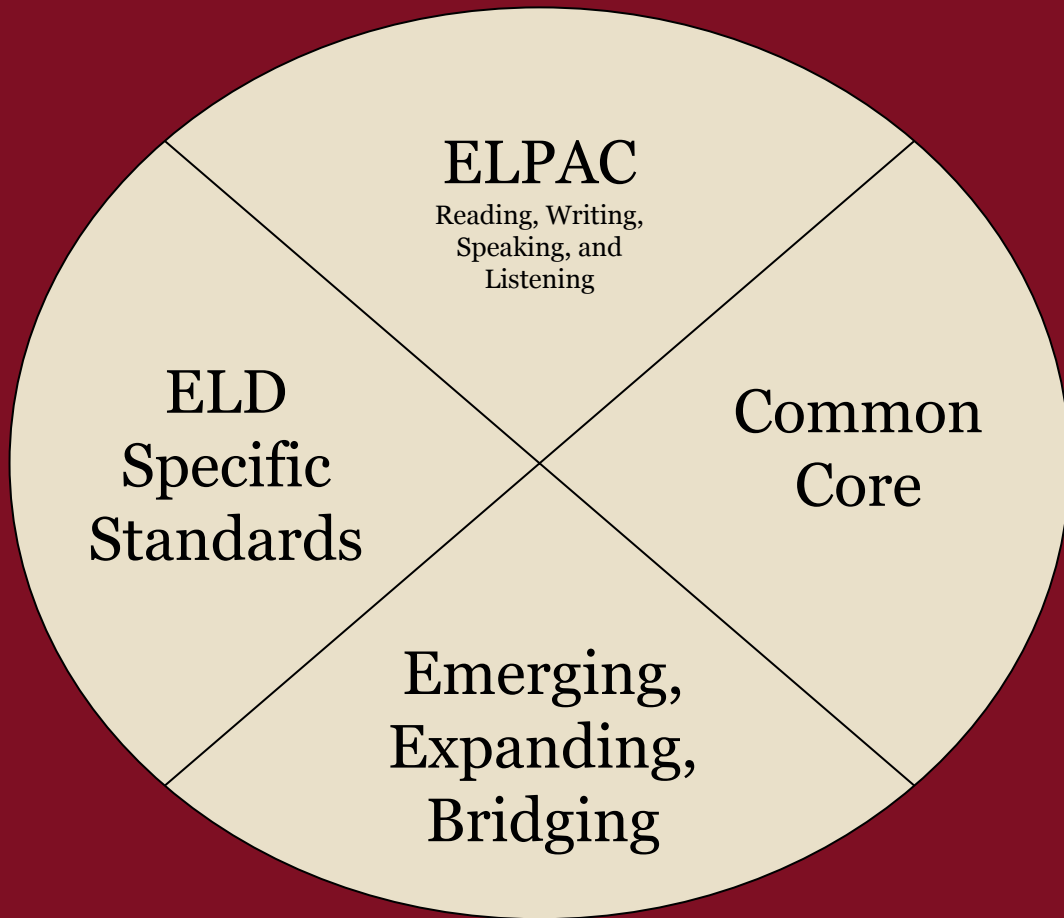
A series of horizontal stripes in various colors (yellow, green, blue, dark blue, orange, red, white, light green) running across the bottom of the page.

# Path to Achievement

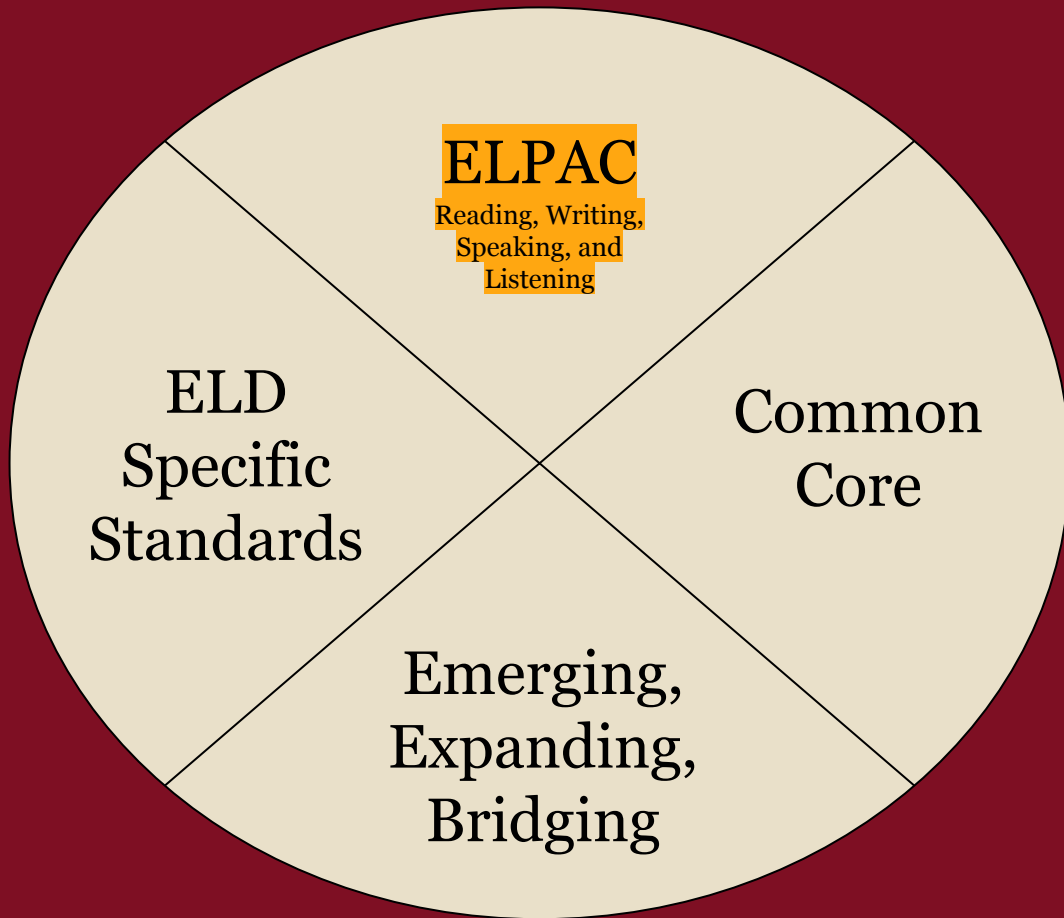
- Goal:
  - Increase language proficiency for Encore's ELLs
- How:
  - New research-based curriculum
  - Enable ease accommodations → bands, grade, and entry level skills
- Measure:
  - Grades, ELPAC scores, and individualized goals

# Curriculum Design

- Problem:
  - How do we combine
    - 9-12th
    - Emerging, expanding, and bridging bands
    - Varying reading, writing, speaking, and listening (ELPAC elements)
    - How do we combine the ELPAC, ELD Standards, Common Core, and language bands?



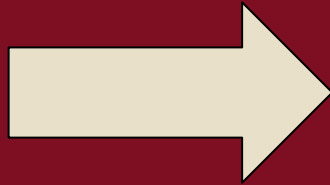
Skills  
Content



- Problem-Solution Unit
- TED Talks and Speech Delivery Unit
- Continuous Vocabulary Unit
- Role Model Unit
- Writing Emails and Letters Unit
- Literature Unit
- Interacting with Grammar Unit
- Grammar Unit
- History of English Unit

- **Problem-Solution Unit**

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- Problem-Solution Unit
  - Annotating
  - Connecting ideas
  - Researching
  - Critical thinking
  - Class debate
  - Identifying causal relationships
  - Peer review
  - Presenting

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Activities and Assessments



Meet ELD Standards which meet  
Common Core Standards

# Sample Unit Outline

Activity  
Assessment

ELPAC

ELD Standards

<p>Activity #5 Create an Outline, Write Your Speech</p>	<table border="1"> <tr> <td data-bbox="452 530 610 601">S:</td> <td data-bbox="610 530 710 601">R:</td> </tr> <tr> <td data-bbox="452 601 610 672">L:</td> <td data-bbox="610 601 710 672">W: <input checked="" type="checkbox"/></td> </tr> </table>	S:	R:	L:	W: <input checked="" type="checkbox"/>	<p><u>A. Collaborative</u></p> <p>4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)</p> <p><u>C. Productive</u></p> <p>9. Expressing information and ideas in formal oral presentations on academic topics            10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology            11. Justifying own arguments and evaluating others' arguments in writing            12. Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas</p>
S:	R:					
L:	W: <input checked="" type="checkbox"/>					
<p>Deliver Speech</p>		<p><u>A. Collaborative</u></p>				



# How's It Going?

- Students respond well to material
  - Scaled up or down easily according to emerging, expanding, and bridging
  - Small class size → individualized goals
- Allows for spiraled information

# 9th Bridging

# 9th Expanding

Step 1: Select a speech type

Informative

Narrative

Persuasive

Step 2: Introduction/Paragraph One

Give Background	Use an interesting or relevant quotation	Review the situation, explain the setting
Give some information about a debate or controversy	Offer an interesting fact or statistic	Explain a concept

Paragraph:

“You can be anything”

Does it seem familiar? This is the slogan you can see in almost every Barbie commercial. This world-wide famous doll is the dream and inspiration of thousands and millions of children, but not limited to children. According to Mattel (Current owner of Barbie), Barbie has over 100,000 Barbie collectors worldwide.

This billion dollar franchise has more than 100 dolls sold every minute, a total of 58 million sold annually in 150 countries worldwide, 38 movies and thousands of videogames are made, and one of the most expensive doll ever sold with the price of 302,500 dollars at an auction.

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Give Background	Use an interesting or relevant quotation	Review the situation, explain the setting
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Paragraph: I had a teacher that made her classes fun. She was a 5th grader teacher her name was Ms. Presell. She has long brown hair, she was always happy, and her favorite color was purple. When I was in 5th grade I had a very first fun day at school. She became a memorable teacher to all of her students. They will all remember her for what she did and I will tell you what elsa she did and what other teachers are not supposed to.

# 11th Grade Expanding

Step 1: Select a speech type

Informative

Narrative

**Persuasive**

Step 2: Introduction/Paragraph One

<b><u>Give Background</u></b>	Use an interesting or relevant quotation	Review the situation, explain the setting
Give some information about a debate or controversy	Offer an interesting fact or statistic	Explain a concept

Paragraph:

Topic Sentence: One idea.	There are some benefits that people can get from playing <a href="#">video games</a> .
Support Detail 1:	Video games can help people with brain stimulation.
Support Detail 2:	There are video games that can help you improve your problem solving skills.
Support Detail 3:	Also video games can help with stress relief.
Closing Sentence: Restate your opening sentence	To my way of <a href="#">think</a> video games can help you with infinite problems.

# Attendance, Distance Learning, and Participation

- Attendance became consistent after first month
- Small class allows for more virtual “direct” instruction
- Students actively participate, answer questions, complete work

# Progress

- Virtually monitor work via Google Docs, Khan Academy
- All work revised and returned to student for revisions
- Individualized goals
- Norms: warmups and closing reflections

# Sample Goals

1. Student 11208's areas of growth are paragraph formation, flow of ideas, continuity of those ideas, subject-verb agreement, grade appropriate vocabulary, and syntax.
2. However, student still has some difficulty with syntax, subject-verb agreement, and clause structure
3. Without providing specifics, student has difficulties forming letters into words, though phonics is not an area of concern. Thus, the student struggles with language acquisition and comprehension on multiple levels. Student's writing, however, is far better than student's reading. With guidance and verbal cues from the instructor, the student is able to persevere through assignments and tasks.
4. Student struggles with decoding and reading comprehension and in writing grammatically sound sentences.

## Resources

### Curriculum Design and Content:

- Ferlazzo, Larry, and Katie Hull-Sypniewski. *The ESL/ELL Teacher's Survival Guide Ready-to-Use Strategies, Tools, and Activities for Teaching English Language Learners of All Levels*. Jossey-Bass, 2012.
- Gibbons, Pauline. *English Learners, Academic Literacy, and Thinking: Learning in the Challenge Zone*. Heinemann, 2009.
- Grant, Carl A., and Maureen Gillette. *Learning to Teach Everyone's Children: Equity, Empowerment, and Education That Is Multicultural*. Thomson/Wadsworth, 2006.
- Kress, Jacqueline E. *The ESL/ELL Teacher's Book of Lists*. Jossey-Bass, 2008.
- *Learning by Doing*. Solution Tree Press, 2016.
- McAndrew, Donald A., and Thomas J. Reigstad. *Tutoring Writing: a Practical Guide for Conferences*. Boynton/Cook Publishers, 2008.