

Meeting the Needs of Immigrant and Newcomer Students

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Newcomer Lesson Components

<ol style="list-style-type: none"> 1. Preteaching of Vocabulary 2. Teacher Think-Alouds 3. Student Peer Reading 4. Peer Summaries 5. Depth of Word Studies/Grammar 6. Class Debriefings/ Discussions 	<ol style="list-style-type: none"> 7. Cooperative Learning Activities 8. Formulating Questions & Numbered Heads 9. Round Table Reviews 10. Pre-writing & Drafting 11. Revising/Editing 12. Reading Final Product
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First Find Out

Information & Data Sources

Student Cumulative Folder

- LEP Folder
- W-APT or other Screening Tool data
- ACCESS or other English Proficiency Level data

Every teacher should have this data for each EL they teach

- Core teachers
- Specials or Electives
- Media Specialists/Librarians should have access too

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Proficiency & Complexity

Language Proficiency

L6 Reaching

L5 Bridging

L4 Expanding

L3 Developing

L2 Emerging

L1 Entering

Newcomers come in at different levels.

Linguistic Complexity Vocabulary Usage Language Forms/Conventions

Graphic adapted from WIDA (2012)

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Challenges: New School

Prior schooling experiences

- Students with Interrupted Formal Education (SIFE)
- Students with limited formal education
- Different Education Expectations & Norms

No prior schooling

Gaps in academic skills in both home language and in English

Conflicting social and cultural norms

- home, school, and community

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Assess As Necessary, But Not Intrude

Expedite Academic Progress & Safe Integration into School Culture

Emotional Challenges?

- easily startled? sleeping in class? disruptive or destructive behavior? lack of concentration?

Special Needs

- auditory, visual, physical, dual identification

Honor the Family

- FERPA (*Federal Educational Records Protection Act*)
- Be aware of privacy, religious, and other cultural norms.

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How Schools Support Newcomers

To integrate into American culture, society & US schools in particular—newcomers & their families have four basic needs:

1. A welcoming and safe environment.
2. High-quality academic programs: academic & language
3. Social emotional support and skills: school & beyond.
4. Daily encouragement & support

And the requisite tools for #1-4.

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#1 Welcoming & Safe Environment

Leave Nothing for Granted

- ✓ Provide parents & students a tour of school, facilities & resources
- ✓ Present & discuss roles & expectations
 - hidden curriculum & expectations of U.S. Education
 - parents & students
- ✓ Introduce Newcomers to other students, teachers, Cafeteria staff, Nurse & Office staff
- ✓ Provide student 'survival language' & 'instructional language' tools.

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Academic Language

Newcomers

- Words/phrases for social and emotional skills
- Basic language for schooling
- Vocabulary, oracy, and discourse connections
- Words that need to be taught from the text students are about to read.
- Words that will be taught “on-the-run.”
- Do you need to teach the alphabet?
- Do you need to teach phonemic awareness & phonics?

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Teach Vocabulary

Before, During, & After Students Read

- Vocabulary knowledge correlates with reading comprehension.
- Reading comprehension correlates with procedural and content knowledge.
- Content knowledge correlates with academic success.
- Comprehension depends on knowing between 90% and 95% of the words in text.
- Knowing words means explicit instruction, not just exposure. Students need 12 production opportunities to own a word.

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Newcomers Need

Survival & Instructional Language

- ✓ Frame of mind:
 - Classroom - daily routines, class materials, seat assignments, sitting still, paying attention
 - School - punctuality, attendance, homework
- ✓ Routines - changing activities, changing classrooms, lunch, bathroom breaks, standing in line

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Tier 1, 2, & 3

Subcategories

- Survival words
- Information processing words
- Polysemous words
- Connectors, transition words
- Cognates and false cognates
- Phrasal clusters
- Sentence and question starters
- Everyday words ELs need to know

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Tier 1, 2, & 3

Summary of Vocabulary for ELs

TIER 3 Subject-specific words that label content discipline concepts, subjects, and topics. Infrequently used academic words.

TIER 2 Information processing words that nest tier 3 words in long sentences, polysemous words, transition words, connectors; more sophisticated words for rich discussions and specificity in descriptions.

TIER 1 Basic words ELs need to communicate, read, write. Those that should be taught.

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Tier 2

Words that Nest Content Words & Concepts
Cause and Effect – because, due to, as a result, since, for this reason, therefore, in order to, so that, thus...

Contrast – or, but, although, however, in contrast, nevertheless, on the other hand, while...

Addition or Comparison – and, also, as well as, in addition, likewise, moreover, by the way...

Giving Examples – for example, for instance, in particular, such as...

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Survival & Instructional Language

For Cooperative Learning & Class Management

- | | |
|---|--|
| <ul style="list-style-type: none"> ✓ Using quiet voices ✓ Using kind words ✓ Taking turns ✓ Asking for help ✓ Helping others | <ul style="list-style-type: none"> ✓ Contributing an idea ✓ Showing respect ✓ Agreeing ✓ Disagreeing |
|---|--|

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Survival Language

- | | |
|--|---|
| Thank you /
Please
May I vs Can I
May I (please) use
....
Should I ...
Help me ...
I am sorry that I was absent (late, not listening) ... | My mother said that ...
What is your name?
Will you be my friend?
I am sorry ...
Excuse me, pardon me, allow me ... |
|--|---|

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Survival Language

Polite discourse (excuse me, thank you, you are welcome, may I, greetings, I'm sorry)

Using the computer (parts of the computer, getting started easy-words instructions)

Asking for classroom materials (names of classroom materials)

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Survival Language

Open your book to page ...

Turn to chapter...

Listen to my instructions first...

Here is an example ...

Read from your homework

Repeat after me ...

Please get in line / line up.

Please raise your hand.

Everyone, please sit.

Please stand.

Find your Shoe? / Clock? Buddy.

Where is your homework?

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Tier 2

Question Starters

Can you help me _____?

I don't understand _____.

Where is/are _____?

How do I _____?

May I ask a question?

How much time do we have for _____?

Where do I _____?

Would you please repeat that?

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Instructional Language

What language is their first language (L1)?

- English, Spanish, Portuguese, and others are closely related with similar written alphabets.
- Cyrillic languages such as Russian or Greek are less similar.
- Asian, Middle Eastern and others not only have a different set of symbols or logographs, they also flow from right to left.

What English language mechanics will they need help with?

- Punctuation? Capitalization? Word order?
- All of these can be intentionally taught on the fly.

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Instructional Language

- What mini-lessons might you need to do before you can expect them to do classwork?
 - How much education have they had?
 - Will you need to help them with everyday classroom tools? Holding a pencil? Using scissors?
- What hidden sociocultural or classroom curriculum might they need help with?
 - How to share? How to speak with you? With their classmates? Can you think of others?
- Many behaviors that are misinterpreted as poor behavior when they are in fact the result of not learning them in the first place.

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Parsing the Text

We use “parsing” as a way to examine or analyze minutely the text that students are about to read.

It also means chunking the text to select words to teach, sentences or grammatical features to highlight, and the types of assessments to use for each of those segments and language elements.

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Selecting Words to Teach

Key Criteria



- It is critical to the understanding of the concept.
- It would probably appear on a test.
- It is critically important to a discipline.
- You want to hear it in their Partner Summaries.
- You want to see it in their Exit Pass or in a writing assignment.

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Identify & Classify Words for Newcomers

Type of Words	Tier 3	Tier 2	Tier 1
Polysemous	Highly Educated Newcomers – Transfer L1 to L2 HOWEVER, Still NOT Preteaching 7-Steps	Your other Newcomers need the explicit instruction in these Tiers	
Phrases (bundled up words, idioms)			
Cognates			
Connectors & transitions			
Homophones			
Other:			



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For Newcomers


1. **Teacher** says the word (or phrase) and asks students to repeat the word 3 times.
2. **Teacher** states the word in context from text.
3. **Teacher** provides student-friendly definition.
4.  **Students** engage in **Teacher** provided sentence starter or frame using the target vocabulary for 60 seconds.
5. **Teacher** reminds students when they will see or use it.

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Preteaching Concepts/Vocabulary

1. **roar, roar, roar**
 2. "Some hurricanes roar onto land..."
 3. **Roar** is a loud noise.
 4. TYP and say, "_____ roar/s." Then say "_____ does not roar/s." 
- 


a lion



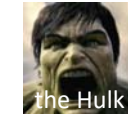
the wind



a fire engine



waves



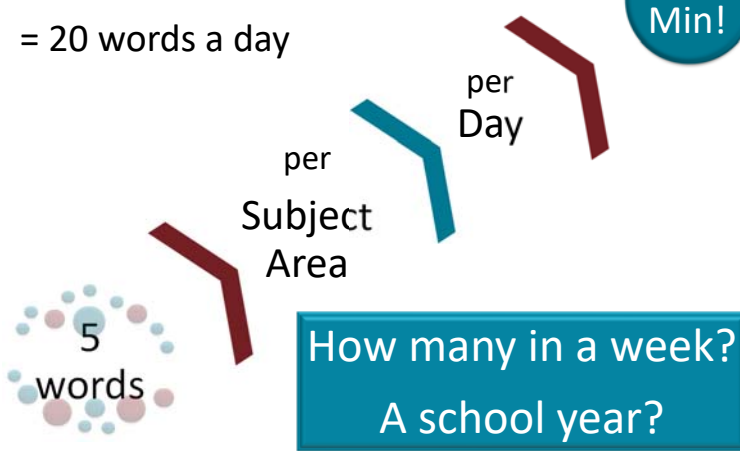
the Hulk
5. You will see **roar** in our story.

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5-Step Newcomer Flow

= 20 words a day

10 Min!



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Reminders

Preteaching Newcomer Vocabulary

- ✓ Keep teacher talk to 1 min for the 5-Steps. Students use word for 1 min (2-3 min/word).
- ✓ 100% student participation!!!
- ✓ DO NOT ask them to write, draw, guess what it means, or spend too much time giving examples that might draw students away from the real meaning. **Writing and further depth of word meaning and practice can come after reading.**
- ✓ Avoid methods that take up to 20 min per word!

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Beginning Reading

For Newcomer EL students who do not read or write in any language, it is important to teach them the basic components of reading - the keys to reading:

- phonemic awareness
 - phonics
 - sound/symbol relationships
 - blending sounds
 - spelling
 - vocabulary
 - text comprehension
 - fluency
- (August & Shanahan, 2006)

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Phonemic Awareness & Phonics

Examples

- 1) Teach the difference between the name of letters and their various sounds.
- 2) /m/ /s/ /a/ more, miss, mat; sock, Sunday; ace, at, mat, mop
- 3) /m//ad/ = mad /m//a//p/ = map

You try: How many different sounds in? "ough"

Remember: these need to be connected to the content of what they are learning in the daily reading & writing.

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Reading Road Signs

Categories of Tropical Cyclones

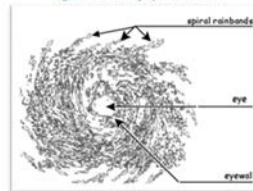
Tropical Depression = 38 mph or less
 Tropical Storm = 39 to 73 mph
 Hurricane Category 1 = 74 to 95 mph
 Category 2 = 96 to 110 mph
 Category 3 = 111 to 129 mph
 Category 4 = 130 to 156 mph
 Category 5 = 157 or higher mph.

Text Features



Hunraken:
Mayan God of Storms

Figure 1: Anatomy of a Hurricane



Footnotes?

74 miles an hour*
 *1 mile = 1.61 km
 114 inches³
³inch = 2.54 cm

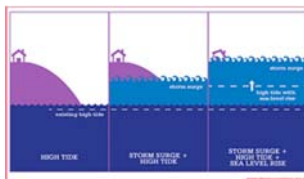


Figure 1: Storm Surge

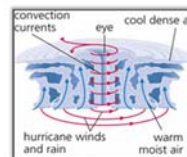


Figure 1:
Anatomy of a Tropical Cyclone

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Text Structure

Structure	Tier 2
Description • Provides a specific topic and its attributes • Main idea(s) is/are supported by rich/descriptive details	above, across, all, also, appears to be, as an example, behind, below, beside, by observing, characteristics are, for example, for instance
Sequence • Provides information/events in chronological order • Details are in specific order to convey specific meaning	additionally, after, after that, afterward, another, at __ (time), before, during, finally, first, following, initially, last, later, meanwhile, next
Problem-Solution • Problems are identified and solutions are provided • Supporting details describe the problem and solution	accordingly, answer, as a result, because, challenge, decide, fortunately, if __ then, issue, one reason is, outcome is, problem, so

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Text Structure

Structure	Tier 2
Cause-Effect <ul style="list-style-type: none"> Tells an event or action and the reason(s) it happened Cause = what happened, why it happened Effect = what happened as a result, the impact is/was 	accordingly, as a result, because because of, consequently, due to, effects of, for this/that reason, if, if ___ then, in order to, is caused by, lead/s to, since, so, so that, thereby, therefore, this led to, thus, when ___ the, responsible for
Compare-Contrast <ul style="list-style-type: none"> Gives the similarities and differences of 2 or more items/ideas/objects/places Examines how things are alike or different 	also, although, as opposed to, as well as, both, but, compared to/with, different, different from, either ___ or, however, in comparison, in contrast, instead of, like, likewise, on the other hand, resembles, same/same as, similar(ly), too, unlike, while, yet

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Basic Partner Reading

The teacher reads and models with a student “alternating sentences.”

Partner A reads the **first sentence**.

Partner B reads the **next sentence**.

After each paragraph, partners “put their heads together” and **jointly summarize** what they read **using as many Tier 2 and 3 words** as possible.

Partners continue until they finish reading the section assigned.

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Partner Reading

with a Newcomer

The newcomer (NC) is grouped together with two higher-level ELs or native English speakers (s1 & s2).

When s1 reads a sentence, NC repeats or whisper-reads the sentence.

When s2 reads a sentence, NC repeats or whisper-reads the sentence.

Eventually the reading is done: s1  s2

s1 ⇒ NC ⇒ s2 ⇒ NC ⇒ s1 ⇒ NC ⇒ s2 ⇒ NC

This gives NC double turns during each cycle.

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Formulating Questions

- High-quality sequences of text-dependent questions should be modeled.
- This should begin with relatively simple questions requiring **attention to specific words, details, and arguments** and then move to explore the impact of those specifics on the text as a whole.
- Series of questions demonstrates students' ability to follow the details of what is explicitly stated in the text.

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Consolidating Knowledge

Formulating Questions

Students work in teams of four:

Use “How Hurricanes Form”

1. Construct 1 question based on the specific Bloom’s level assigned to you.
2. Write each question on a separate card.
3. Write the question on the front.
Write the answer on the back.
4. Write your team name on both cards.
5. Give your cards to the teacher.

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Numbered Heads Together

- Number off in your team from 1 to 4.
- Listen to the question.
- Put your heads together and find the answer.
- Make sure everyone in your team knows the answer.
- Be prepared to answer when your number is called.
- The team that wrote the question are the judges.
- Use sentence starters, connectors, transition words ... to add to others answers.

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Write Around

Part 1

- Students work in teams of 3 or 4.
- Students clear their desks.
- Each student has one paper and a pen or pencil.
- Each student writes, copies, or completes a sentence used as a writing prompt.
- After writing, copying, or completing the sentence, each student passes the paper to the person to the right. The goal is to write about the topic of study and use related Tier 2 and Tier 3 words.
- The student receiving the paper reads what is written, adds a sentence, and passes the paper to the right.
- The process continues until the teacher calls time.



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Drafting

Use as many Tier 2 & 3 words as possible

Hurricanes form



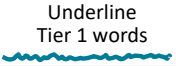

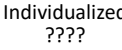
because ...

or

Explicitly teaching
Newcomers takes into
consideration ...

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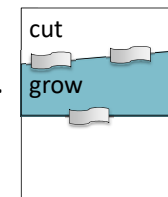
Chart for Ratiocination

Code	Clue
 Box Make a list of first words.	First word (or phrase) in every sentence Decide: Keep or change to sophisticated transition word or connector.
 Circle	"To be" verbs: is, am, are, was, were, be, being, been Decide: Keep or change to active verb.
 Underline Tier 1 words	Find Tier 1 words. Decide: Keep or substitute with Tier 2 word.
 Alternating lines	Highlight alternating sentences to show structure and length variety.
 Individualized ???	Student centered differentiation. What does Margarita need to work on? How about Shawn? Argelia? Later let the EL choose the item to Ratiocinate.

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Revising: Cut-n-Grow

- Students find a sentence that needs to be followed with evidence, a claim or counterclaim.
- Students cut their compositions right after the sentence where they are going to add evidence from the text.
- The additional sentences are written on the colored sheet. Once written, the students tape the rest of their composition onto the colored sheet.
- Students reread their improved compositions.



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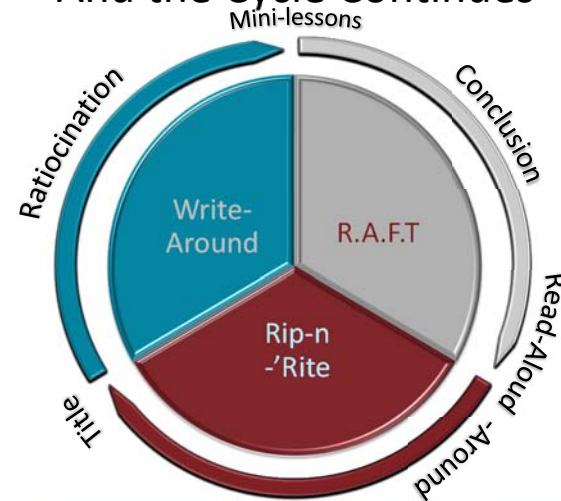
Narrative Writing

The writer must:

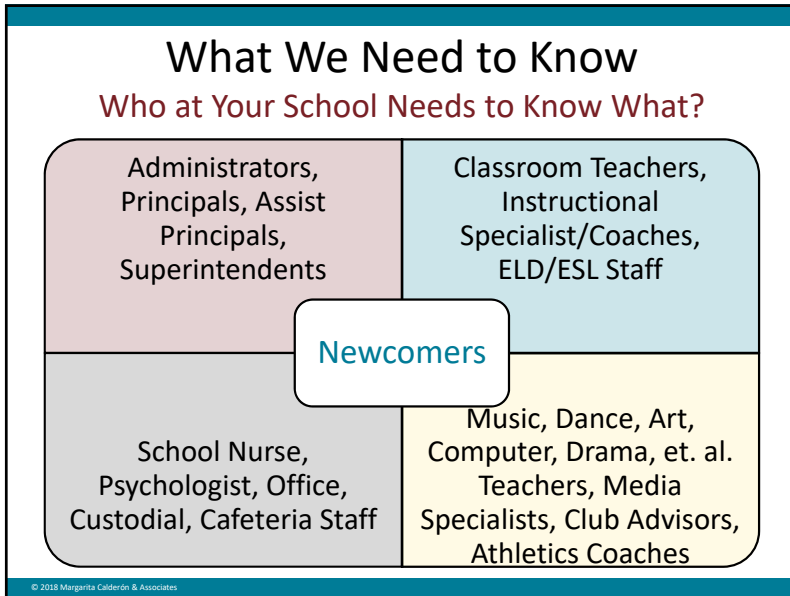
- **Establish** a context, introduce a narrator or characters, and organize an event sequence.
- **Employ** narrative techniques such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters.
- Use a variety of transition words to **convey** sequence and signal shifts.
- Use precise words and phrases, relevant **descriptive details**, and **sensory language**.
- Provide a **conclusion** that follows from and reflects on the narrated experiences or events.

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And the Cycle Continues




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Carnegie Corporation of New York

Funded Empirical Testing of ExC-ELL

ExC-ELL – A professional development program for mainstream teachers of math, science, social studies, and language arts



5 years of empirical evidence.
NO OTHER program has undergone so much testing and refinement.

Showed great results in NYC, Kauai, Charlotte, Salt Lake City, Memphis
Now in state-wide Virginia

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The Latest from Margarita, Shawn & Friends



Coming April 2018





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Thank you!

May you and your students ExC-ELL!

Margarita & Shawn

For scheduling, session specifics or customized institutes, please contact Shawn at 704/340.7722 or shawnslakk@verizon.net

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How Hurricanes Form

(Elementary Level)

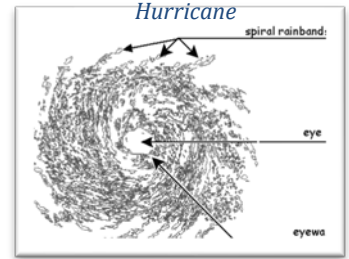
Some hurricanes roar onto land bringing punishing wind, torrential rain, walls of water, even tornados. The wind, rain, and water surge on the coastline and damage hundreds of miles inland.

Violent winds flip cars, sink boats, and rip houses apart. Hurricane winds range from 74 miles* an hour to 150 miles an hour or more. Wind creates high waves and pushes the water onto shore. The water surge can be 30 feet high. That's as high as a 3-story building. Storm surges cause most of the fatalities and damage.

In addition to the storm surge, hurricanes bring rain. Lots of rain. In 2009, a storm hammered Taiwan with 114 inches† of rain in only three days. Hurricane rains cause landslides, flash floods, and long-term floods.

Because **meteorologists** can predict and track hurricanes, people living in a hurricane's path can stay safe by advance preparation, including an evacuation plan, creating an emergency kit with food, water, and other supplies (don't forget your pets), and most importantly by listening to local authorities on the best ways to stay safe.

Figure 1: Anatomy of a Hurricane



What Is a Hurricane?

(Middle Level)

Parts of a Hurricane Eye

At the center of the hurricane is the eye. The eye is an area of very low air pressure (see figure 1). There are generally no clouds in the eye and the wind is calm. Don't let this fool you, however, the most dangerous part of the storm is at the edge of the eye called the **eye wall**. **Eye wall** - Around the outside of the eye is a wall made up of very heavy clouds. This is the most dangerous part of the hurricane and where the highest speed winds are. The winds at the eye wall can reach speeds of 155 miles per hour. **Rainbands** - Hurricanes have large spirally bands of rain called rainbands. These bands can drop huge amounts of rainfall causing flooding when the hurricane hits land. **Diameter** - Hurricanes can become huge storms. The diameter of the hurricane is measured from one side to the other. Hurricanes can span a diameter of over 600 miles. **Height** - The storm clouds that power hurricanes can become very tall. A powerful hurricane can reach nine miles into the atmosphere.

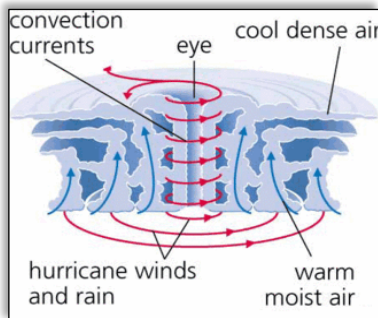


Figure 1:
Anatomy of a Tropical Cyclone

Why are hurricanes dangerous?

When hurricanes strike land they can cause huge amounts of damage. Most of the damage is caused by flooding and storm surge. Storm surge is when the ocean level rises at the coastline due to the power of the storm. Hurricanes also cause damage with high speed winds that can blow down trees and damage homes. Many hurricanes can develop several small tornados as well. How are they named? Hurricanes in the Atlantic are named based on a list of names maintained by the World Meteorological Organization. The names go in alphabetical order and the storms are named as they appear. So, the first storm of the year will always have a name that starts with the letter "A." There are six lists of names and each year a new list is used. Categories of tropical cyclones are categorized according to the speed of sustained winds.

Categories of Tropical Cyclones

Tropical Depression = 38 mph or less
Tropical Storm = 39 to 73 mph
Hurricane Category 1 = 74 to 95 mph
Category 2 = 96 to 110 mph
Category 3 = 111 to 129 mph
Category 4 = 130 to 156 mph
Category 5 = 157 or higher mph.

Hurricanes

(High School Level)

Storm Surge

Although hurricanes are well known for their strong and destructive winds, a hurricane's storm surge is by far the greatest threat to life and property along the immediate coast. Storm surge is simply water that is pushed toward the shore by the force of the winds swirling around the storm (see figure 1). This advancing surge combines with the normal tides to create the hurricane storm tide, which can increase the mean water level 15 feet‡ or more. In addition, wind driven waves are superimposed on the storm tide. This rise in water level can cause severe flooding in coastal areas, particularly when the storm tide coincides with the normal high tides. Because much of the United States' densely populated Atlantic and Gulf Coast coastlines lie less than 10 feet above mean sea level, the danger from storm surges is tremendous.

Adapted from: Hurricanes | National Oceanic and Atmospheric Administration (NOAA), and National Geographic on September 7, 17

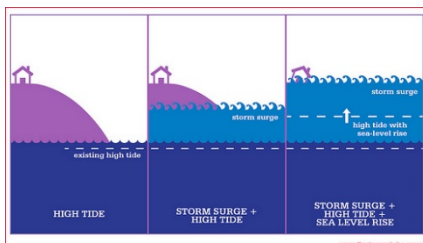


Figure 1: Storm Surges

* 1 mile = 1.61 kilometers

† 1 inch = 2.54 centimeters

‡ 1 meter = 3.28 feet