



Teaching Literacy to ELLs

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@19:00

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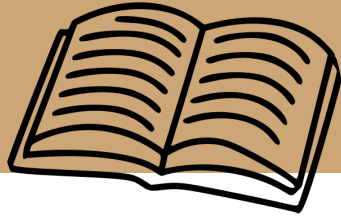


How the Four Domains Build Confidence



Listening

Listening helps make connections to visuals and connect ideas as more words become familiar, helping with speaking and reading.



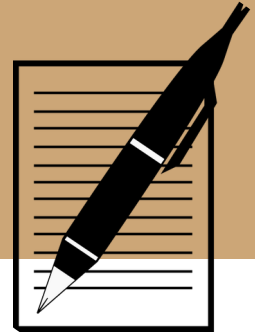
Reading

Reading accessible texts builds confidence in both speaking and writing.



Speaking

Repeating what is heard builds confidence in pronunciation and recognizing sounds, which helps with reading.



Writing

Copying vocabulary helps with spelling. The more students read, the more likely they will build confidence with writing.

The SIOP Model

Sheltered Instruction Observation Protocol:

This lesson planning model has been proven to assist all learners and works particularly well for ELLs.

Components of a SIOP Lesson:

Build Background

Content/Language Objectives

Front load Vocabulary

Variety of Groupings and Activities

Assessment

Extension

[Sample Lesson, Templates](#)

Listening Skills

Build Background

Activate Prior Knowledge

Help students recognize connections to what they've already learned or how the lesson relates to them personally. This will help them focus on keywords.

Make Connections

Repetition & Visuals

Repeat key ideas and words. Use visuals to help students make connections between what they see and hear.

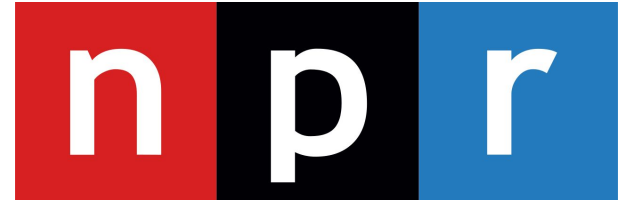
Listen & Write

Practice

After learning content and key vocabulary, have students listen to on-topic sentences and write what they hear.

Suggested Websites

- ❖ [BBC](#) has a lot of videos and lessons to help with English learning
- ❖ [British Council](#) has a lot of reading and grammar activities
- ❖ [NPR](#) is good for listening. They often include transcripts, which aid in comprehension.



Reading Skills

Frontload Vocabulary

Vocabulary

Teach vocabulary necessary for the lesson ahead of time. This may involve students researching new words.

Reading in Context

Repetition

Students need to see vocabulary in and out of context. Be aware of phonetic differences in languages to aid in clarifying pronunciation.

Text Structures/Features

Structures & Features

Teaching literacy skills such as recognizing key words for compare and contrast aid in the student's comprehension. Visual features help guide the reader.

Dictionary Skills

Bilingual vs. English dictionary

- ❖ Bilingual dictionaries should be used for common words that are familiar to native speakers of English
- ❖ English dictionaries should be used for clarifying academic language

Explicit skills with English dictionaries

- ❖ Students need to be taught how to recognize which definition is the correct one and when to look up words within a definition
- ❖ Students should only look up keywords for comprehending a text; they should *not* use dictionaries for overall comprehension of the text.

Online Dictionary Skills

The image shows a screenshot of a dictionary entry for the word "improvement". The word is highlighted in a black box. To its right is the phonetic transcription /im 'pru:vmənt/ and a speaker icon. Further right, the word "noun" is highlighted in a yellow box. A red line points from the word to the text "Pronunciation Practice". A yellow line points from the word to the text "Part of Speech". A black line points from the word to the text "Word". Below the word, the plural form "plural improvements" is shown. A blue box highlights the "Learner's definition of IMPROVEMENT", which is: "1 [noncount] : the act of improving something : the act or process of making something better". A blue line points from this definition to the text "Definition". Below the definition, two example sentences are shown in a green box: "Doctors were amazed by the sudden *improvement* in her medical condition." and "His cooking needs *improvement*. = There's still **room for improvement** in his cooking." A green line points from this box to the text "In context sentence".

improvement /im 'pru:vmənt/ **noun**

Pronunciation Practice
Part of Speech
Word

plural **improvements**

Learner's definition of IMPROVEMENT

1 [noncount] : the act of improving something : the act or process of making something better

Definition

In context sentence

- Doctors were amazed by the sudden *improvement* in her medical condition.
- His cooking needs *improvement*. = There's still **room for improvement** in his cooking.

Source: [Learnersdictionary.com](https://www.learnersdictionary.com)
[Example](#) of dictionary skill sheet.

Vocabulary Squares--Frayer Model

Definition (try to be kid friendly)

Use in a sentence

Vocab word

**Synonym and/or word
In Spanish/home language**

Picture

Reading Resources and Tips

Fiction

Use vocabulary in the context of the story (practice and for quizzes/tests)

Use narrative graphic organizers

Worksheets for Text Structure

Non-fiction

Explicitly teach text structures and text features

Use graphic organizers

(under Comprehension)

Sites for reading:

Newsela

Readworks

Text Structures: Teach students to recognize key words

Cause/Effect

If...then
As a result
In order to

Problem/Solution

Solve
Help
One answer is

Compare/Contrast

Is similar/different
Just like
however

Sequence

Order
Chronological
Before, after

Fact/Opinion

Fact: dates, numbers, sources
Opinion: I think, I believe, In my experience

Writing Skills

Organizers

Writing with supports

Sentence frames can be used for fill-in the blank or to start ideas. Use graphic organizers for larger assignments.

Literacy

Native Language

Knowing whether a student is literate in their native language will help you know where to begin with writing in English.

Writing about a text

Non-fiction/fiction

Use reading skills to help students understand structures for writing. Have them organize an example paper before writing their own, as one idea.

Writing Skills - Literacy

If your ELLs are literate in their native language, encourage:

Brainstorming in their native language

Journaling in their native language

Poetry in their native language or create bilingual poetry as a class

Sparing use of native language in fictional writing (in dialogue, for example)

Beginning literacy skills for students not literate in their native language:

Phonemic Awareness

Correlate pictures and words

Repetition

Writing Skills - Writing about a Text

Make sure text is comprehensible for ELLs (<https://www.commonlit.org>)

Pull key ideas or words from the text that you want addressed in the writing

Addressing Plagiarism:

teach using a thesaurus to reword key ideas in the article that must be addressed in the essay; show correct documentation of quoting material

Use graphic organizers for comprehension of mentor text; discuss text structure and note text features

Make sure question to be answered is clear to ELs so they understand the connection between the mentor text and what they need to write.

Writing Skills - Writing about a Text

Give students an outline; use sentence frames as needed per ELs' language levels

Provide connectors -- explicitly teach prepositional phrases

Help with organization and overall structure; be specific about sentence and paragraph requirements

Whenever possible allow writing to be a group activity.

Writing Skills - Writing for Fiction

Brainstorming in first language should be encouraged

Journaling about character should be encouraged; encourage writing bilingually

Discuss key descriptors of characters used in the book; help them make language connections

Conventions for dialogue and punctuation

Be specific about POV and which tense to use to help them find the right “voice”

Speaking Skills

Recording

Pronunciation

Recording themselves is a great way to monitor progress and for them to listen to how they sound over time.

[Vocaroo.com](https://www.vocaroo.com)

Read Alouds

Assessment

Mini-assessments and feedback can go a long way with ELLs. Doing read alouds is a great way to see where they are in their level of understanding and pronunciation.

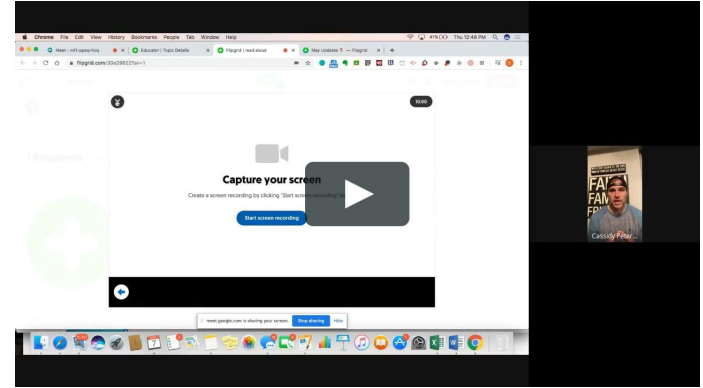
Repetition

Practice

Repeating after someone is a great strategy to learn pronunciation, letter recognition, and sound patterns. In addition, repeating something more than 2 times is a good way to see where the student is truly struggling.

Suggested Websites


- ❖ [Flipgrid](#) is a video based recording application that is perfect for partner work. It is wonderful for interaction-based speaking activities.
- ❖ [Vocaroo](#) is an individual-based recording application that allows students to record themselves without the stress of videos.



Vocaroo



Vocaroo - The premier voice recording service.

Upload 



Emily Castle-Dunn



ESL teacher with 11 years experience

- Curriculum writer for Peak Support, since 2017
 - Teaches ESL for customer service
- High school ESL teacher, since 2018
- International Schools, 2 years
- Business English teacher in Germany, 5 years
- Language Assistant in France, 2 years
- *Certified in TEFL, ESL, ELA and Elementary Education*
- [More on LinkedIn](#)

Alexis Manuel



ESL teacher with 3 years experience

- High school ESL teacher, since 2018
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- *Bachelor's in Modern Languages with a concentration in TESL*
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