Key Acceleration Principles for ELLs

Strategies

Error Correction

PUSH

Language Objectives

50/50 Rule

Complete Sentences

Differentiation

Today you will …

- Develop empathy for ELL students
- Develop a deeper understand of the Key Acceleration Principles
- Identify proven instructional strategies to support language acquisition and content learning for ELL students.

Objectives

THE CHALLENGE

Key Acceleration Principles

Clear Language Objective

Listen

Retell

Define

Find the main idea

Write

Summarize

Rehearse

Persuade

Key Acceleration Principles

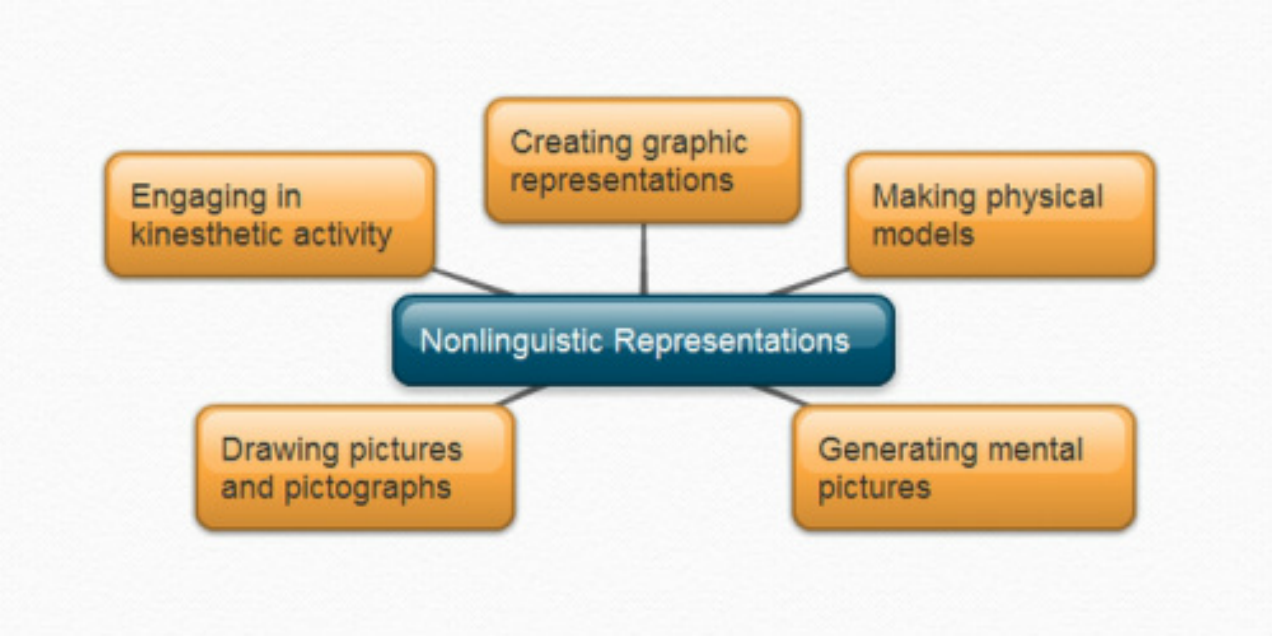
High 5 for Complete Sentences

Key Acceleration Principles

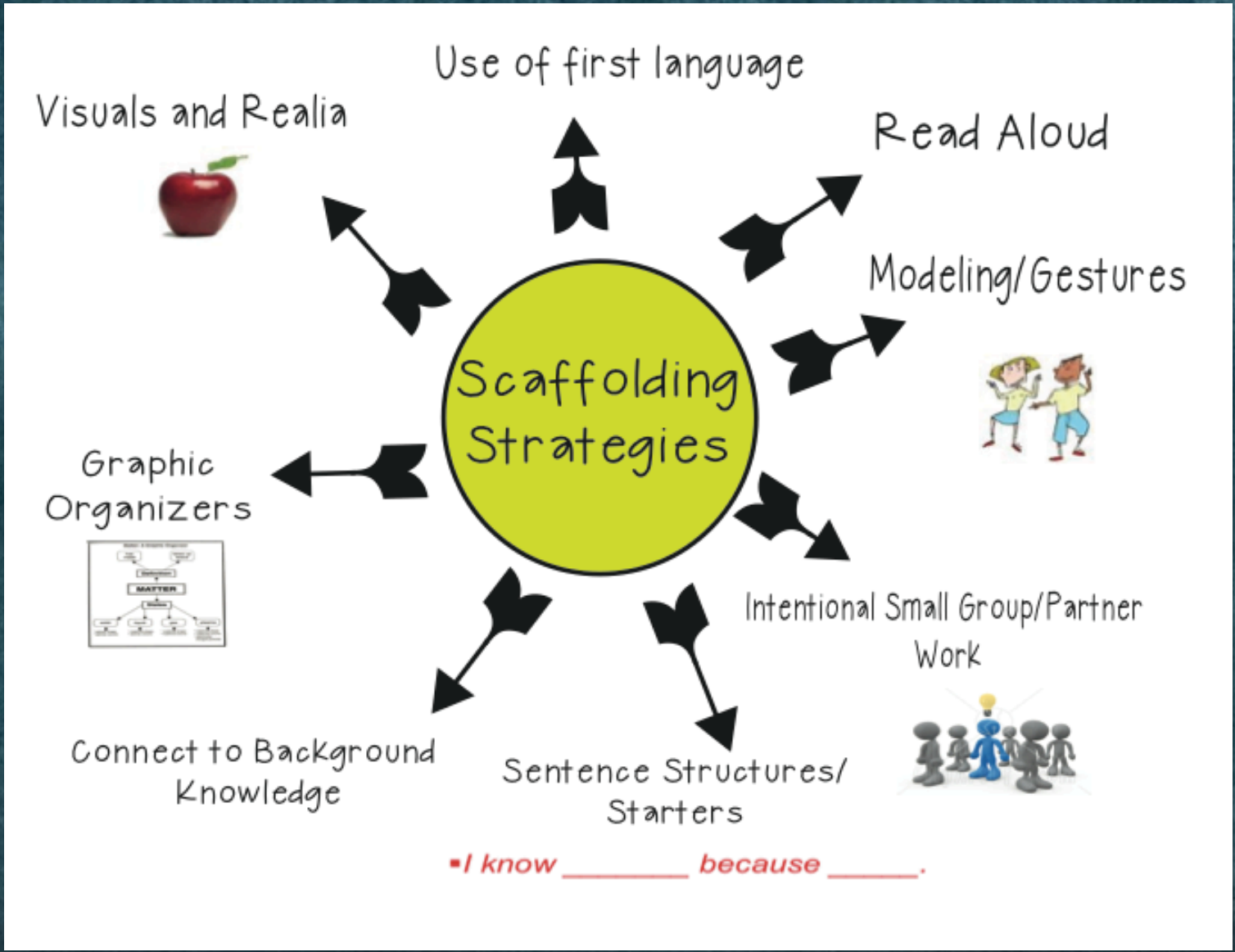
Key Acceleration Principles

Key Acceleration Principles

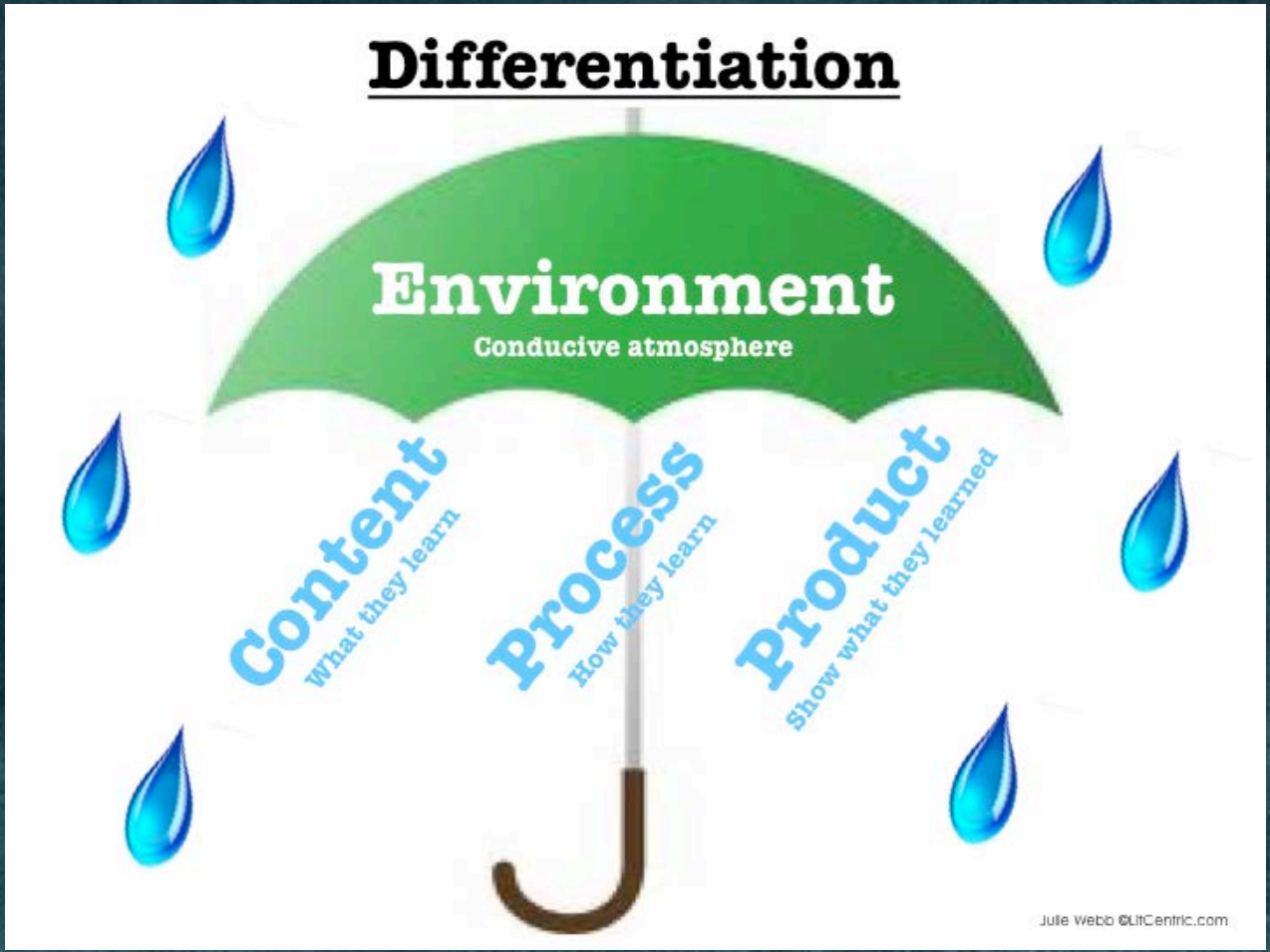
Key Acceleration Principles



Instructional Support



Differentiation of Curriculum



All three methods are tied to the teacher's knowledge of the students' needs and abilities, which stems from appropriate, well-planned, and ongoing assessment.

-Tomlinson, 1999

Differentiating by Content

- Teachers vary the materials with which students are working
  - different texts
  - supplementary materials
- Differentiation of content exists on a continuum of difficulty, ranging from giving many directions to few directions and from concrete to abstract tasks.
- Teachers match the starting point in the content with the child's readiness level. The goal is to move children along the continuum as quickly and as deeply as they can.

(Association for Supervision and Curriculum Development, 1997)

Differentiating by Process

- Teachers vary the ways in which students work with the same content.
- Using tiered activities through which all learners work with the same important understandings and skills, but proceed with different levels of support, challenge, or complexity. (Tomlinson 2000)
- Mainstream science class –students are expected to outline a chapter. The ELL student may be provided a graphic organizer that identified the key terms and information to locate in the text.

Differentiating by Product

- Teachers vary the assignment options.
  - Student works with the same content and process as the others, but the student has an individualized end point in mind.
    - It is vital to clearly explain what is expected for each assignment.
    - Often teachers use a rubric to make these expectations very clear. (Mitchell & Hobson, 2005)

Questions