

M6 Case Study

Group 3

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Discussion of the state of Education for ELL students



State of Education for ELL Students

- 60 million people, $\frac{1}{4}$ of the total population, use another language at home.
- $\frac{2}{3}$ of these individuals speak Spanish, with the next most common languages being Chinese, French, Tagalog, Vietnamese, and Korean.
- More than $\frac{3}{5}$ of these individuals report that they also speak English “well” or “very well.”

-Gandara & Escamilla, 2017, 5.

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Racial Demographics of ELL students in the Public School System



Racial Demographics in US Public Schools

- “1 out of 5 students in public schools comes from a home in which English is not the primary language,” (Gandara & Escamilla, 2017, 5).
- “An average of 9 percent of students in public schools are ELL’s,” (Gonzalez, 2014).

This has led to a racial demographic of ELL students.

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Three Components to use to support ELLs in the classroom



Three Components that Teachers Can Use in the Classroom

1. MAKE IT VISUAL
2. ALLOW FOR SOME SCAFFOLDING
WITH NATIVE LANGUAGE
3. SENTENCE FRAMES

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Implementing 3 components into a lesson plan

6th Grade Reading Identifying Theme

Objective

Using appropriate text, students will be able to determine the theme(s) of a text and cite evidence of its development.



How do readers make sense of key ideas and details presented in a text?

Make it visual

- Use a sequencing graphic organizer, model identifying key details with students from a sample short story of literature.
 - Helps provide evidence of the writer's thoughts on the topic.

Sentence Frames

- Introduce sentence frames for identifying theme
- “In the beginning of the story the character feels/believes _____. ”
- “In the middle of the story the character feels/believes _____. ”
- “At the end the character feels/believes _____. ”
- “The character changed when _____. ”

Note: These details should be relevant in finding theme. They should be provide evidence of the writer’s thoughts on a topic.

How do readers make sense of key ideas and details presented in a text?

Scaffolding

- Partner students together (with someone that speaks his/her native language).
- Students will work together to read another short story of literature.
- Students will use the sentence frames and sequencing organizer to work together in determining the theme of the story.

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How Can Teachers Integrate the 3 Aspects?



Three Components that Teachers Can Use in the Classroom

1. **MAKE IT VISUAL:**

- Have everything written on the board, (Objectives, procedures, and instructions).
- Model steps of the procedure.
- Concepts should be diagrammed and supported with pictures.

2. **ALLOW FOR SOME SCAFFOLDING WITH NATIVE LANGUAGE**

- Pair students with other students who speak same native language.
- Allow them to write first in native language.

3. **SENTENCE FRAMES**

- Show students how to structure sentences.
- Post frames in visible spots around the room.
- Have students use them when they write and discuss questions.

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Some Challenges You May Encounter



Challenges

- Respecting the “silent period” when students are starting to practice academic language in frames.
- Even though allowing them to write in their own native language is encouraged it can sometimes be difficult to grade, requires a different but equal assessment.
- Sentence framing must become a normal part of classroom procedure or lectures so student can be comfortable and improve.
- Teachers must plan together for certain basic lesson planning for ESL student/s that share common core. Voc, Visuals, etc.

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What Type of Support Would Other Teachers Need?



Types of Needed Support

- Appropriate training to implement appropriate strategies.
- Knowledge of students background and first language.
- Reading specialists to help teachers develop appropriate sentence stems and visuals.
- Training in how to model steps with details so that all students can understand.
- ESL specialist training teachers how to appropriately talk and work with students.



“Reenvisioning culturally relevant practice in schools would revitalize the field for those who remain comparatively marginal and thus offer a much needed alternative context of reception.”

(Fruja Amthor & Roxas, 2016, 165)



Resources

Fruja Amthor, R. & Roxas, K. (2016). Multicultural Education and Newcomer Youth: Re-Imagining a more inclusive vision for immigrant and refugee students. *Educational Studies*, 52(2) 155-176.

Gandara, P. & Escamilla, K. (2017). Bilingual Education in the United States. *Bilingual and Multilingual Education*, 1-14.

Gonzalez, J. (2014). 12 ways to support English Learners in the mainstream classroom. *Cult of Pedagogy*.
<https://www.cultofpedagogy.com/supporting-esl-students-mainstream-classroom/>