Strategies for Newcomers in Secondary

Megan James
San Juan Unified School District
March 30, 2018

Introductions: Stand up if...

- You are a classroom teacher
- You are an administrator
- You are other support staff
- You teach middle school
- You teach high school
- You work with English learners

Agenda

- Introduction to Newcomers
- Instructional Strategies for Newcomers
- Wrap-up Activity
- Feedback and Closure
Learning Targets

- We will be able to...
  - articulate misconceptions about newcomers.
  - recognize components of effective strategies for newcomers.
  - implement appropriate scaffolds into lesson plans.

Introduction

Who are Newcomers?

- Any foreign-born student with limited or no English that has been in the US for less than 2 years
- A valuable source of global competencies
- A source of knowledge, experiences, and language that may be new to other students
- Late-entrant: start after first quarter of the school year
Three Types of Newcomers

<table>
<thead>
<tr>
<th>Level of Schooling</th>
<th>First Language Literacy</th>
<th>Grade Level Content Knowledge</th>
<th>English Literacy Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literate (Full Schooling)</td>
<td>+</td>
<td>+</td>
<td>Faster</td>
</tr>
<tr>
<td>Literate (Partial Schooling)</td>
<td>+</td>
<td>-</td>
<td>Average</td>
</tr>
<tr>
<td>SIFE (Students with Interrupted Formal</td>
<td>-</td>
<td>-</td>
<td>Slower at first</td>
</tr>
<tr>
<td>Schooling)</td>
<td></td>
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</tbody>
</table>

San Juan USD

- 1,876 Newcomers in district
- More than 43 different languages

As of March 20, 2018

True or False

1. Newcomers must develop significant language proficiency prior to participating in disciplinary learning. **FALSE**
2. Newcomers should participate in content-related English. **TRUE**
3. Newcomers need simplified content and language as they learn English. **FALSE**
4. Literacy in a student’s first language positively affects the learning of a new language. **TRUE**
True or False

5. Students can learn only one language at a time.  
   FALSE

6. Bilingualism is counterproductive and use of students’ home language will negatively affect academic and language learning.  
   FALSE

7. Not all educators working with ELs or newcomers need to be specially trained.  
   FALSE

8. Professional learning should focus on both academics and social emotional supports for newcomers.  
   TRUE

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Instructional Strategies for Newcomers

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“Schools must provide ELs with access to the core curriculum in order to ensure they are able to meaningfully participate in the educational programs.”

U.S. Department of Education, Office for Civil Rights, & U.S. Department of Justice, Civil Rights Division, 2015, January p. 18
**Four Zones of Teaching and Learning**

- **High Challenge**
  - Learning/engagement zone
  - Frustration/anxiety zone

- **Low Challenge**
  - Comfort zone
  - Boredom zone

**Effective Strategies for EL**

**Cooperative Learning**

- **Why?**
  - Creates a community environment
  - Supports academic discourse
  - Lowers affective filter

- **Activities that Include Cooperative Learning**
  - CCD
  - Teams
  - Paired reading
  - Joint text construction
  - Jigsaw

**Total Physical Response (TPR)**

- **Why?**
  - Connects word to action
  - Improves memory of word
  - Lowers language demand

- **Activities that Include TPR**
  - Non-verbal response cards
  - Thumbs up/down
  - Gestures for words
  - Movement with songs
Effective Strategies for EL

Teacher Modeling

Why?
- Provides a clear example
- Clarifies expectations

Ways to Include Teacher Modeling
- Metacognition: think aloud
- Read aloud grade level (or above material)
- Prompting
- Cues/Gestures

Repetition

Why?
- Allows students to hear multiple times
- Provides frequent practice

Activities to Include Repetition
- Music with words and pictures
- Sentence frames

Visual Supports

Why?
- Reference for students to pull language from
- Connects images to words
- Print-rich environment

Ways to Include Visual Supports
- Anchor chart
- Predicted phrases
- Cooperative strip paragraph
- Word wall
- Pictures
- Realia
Effective Strategies for EL

Chunking Information

Why?

- Assists with categorizing information
- Increases memorization of information

Activities that Include Chunking Information

- Jigsaw
- Sentence unpacking
- CCD
- Barrier games
- Input Charts

Picture Sequencing

- Provide students with pictures or diagrams that show a sequence.
- Work in groups or pairs.
- Students describe a picture and group/pair decide on order.
- Once whole order has been decided, students lay pictures down.
- Could follow up with writing an explanation.

Variations

Picture Sequencing

- Picture-Sentence Matching: Student A has pictures and Student B has sentences. Student A describes pictures and Student B finds matching sentence.
- Find the Difference: Find similar, but slightly different pictures. Students talk and describe to find differences.
- Inquiry and Elimination: Have a picture with several content related pictures/images. Student A chooses a specific image and Student B asks yes or no questions to figure out image.
**Barrier Games**

- Builds the need for student talk due to information gap.
- Two students have same format with different information to complete the activity.
- Students must talk to each other to complete the activity.
- Have 2 Student As and 2 Student Bs work together as additional support.
- Can work at beginning or end of a unit.

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**Sentence Frames**

<table>
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<th>Questions</th>
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<tbody>
<tr>
<td>What does the <strong>plant</strong> look like?</td>
</tr>
<tr>
<td>What is the average <strong>temperature</strong>?</td>
</tr>
<tr>
<td>What is the average <strong>distance</strong> from the <strong>sun</strong>?</td>
</tr>
<tr>
<td>How many moons does the <strong>planet</strong> have?</td>
</tr>
<tr>
<td>What are some interesting <strong>facts</strong> about the <strong>planet</strong>?</td>
</tr>
</tbody>
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**Variations**

**Barrier Games:**

- **Split Dictation:** Students have same text with different words removed. Work together to complete the text.
- **Barrier crosswords:** Revisit vocabulary by providing students with two versions of a crossword. Each student has to describe the other words to their partner.
Collaborative Text Reconstruction

1. Read text aloud once; students listen.
2. Read text aloud again; students listen and take notes.
3. Students compare notes with a partner and add information.
4. Teacher reads text a third time; students add to notes.
5. Students work to reconstruct the text with 2 sets of partners (one group of 4).
6. Whole class share and compare to original text. Discuss key language features in the text.

“EL learners should as far as possible participate in the same or equivalent tasks as other students. What differs is the degree and type of scaffolding that is provided for them...”
-Pauline Gibbons

Variations

Collaborative Text Reconstruction

- Sentence Reconstruction: Students are given sentences cut up by words (or phrases). They rebuild the sentence. Teacher then focuses on specific language feature.
- Picture Dictation: Text is read to students. Students sequence given pictures to match the text.

WestEd, 2017

Gibbons, 2009
Assessment

Guiding questions
● What do you want to assess?
● Is there another way to assess it?

Question Types

Newcomer Question Types:
● Point to...
● Trace the...
● How do you feel about...? (thumbs up/down)
● What is the name of...?
● Did the _____ do _____? (yes/no)

Bringing it all together

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<tr>
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<th>Cooperative Learning</th>
<th>TPR</th>
<th>Teacher Model</th>
<th>Repetition</th>
<th>Visual Support</th>
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Wrap-up

Keep Doing, Start Doing, Stop Doing

Keep Doing (practices in your classroom with a proven, positive impact on teaching and learning)

Stop Doing (instructional practices to retire)

Start Doing (Promising instructional practices to implement)

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Credits

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