Supporting ELLs in the Content Areas-
Social Studies

Mid-State RBERN @ OCMBOCES

OCMBOCES Instructional Support

Outcomes:

Participants will:

- Examine the specific challenges ELLs face in social studies class
- Apply and practice strategies for making social studies content more comprehensible for ELLs

Good teaching =
Good teaching for ELLs

Not quite

ELLs have unique needs and challenges regarding instruction and learning

ELLs are Unique

- Home culture
- Home language
- Age
- Personality
- Amount of education
- Quality of education
- Literacy skills
- Aptitude
- English language proficiency

Build a Student

Advantages ELLs have in Social Studies

- **Broader world view**
- **Knowledge and/or experience involving themes/topics covered**
- **Knowledge and/or experience in how geography affects civilization**

Social Studies Challenges

"My dad's GPS says I don't need to learn how to read maps."

Evaluating Social Studies Practices

Evaluating Social Studies Practices

Social Studies Skill	Most challenging? (Rank 1-8, 1 is most challenging)	Most Important? (Rank 1-8, 1 is most important)
Gathering/Using Evidence		
Interpreting Evidence		
Change/Continuity		
Causation (Cause/Effect)		
Compare/Contrast		
Contextualization (time/place)		
Geographic Reasoning		
Economics and Economic Systems		
Civic Participation		

Nation-Centered

- **Limited knowledge of people, places and events related to the U.S.**

- **Alternative viewpoints regarding people, places, and events**

Reiss, J. (2005). *Teaching content to English language learners: Strategies for secondary school success.* Estados Unidos: Pearson Education.

Dates

- **Calendars**

https://www.bible-history.com/the-sacred-year-of-israel/

- **Written Dates**

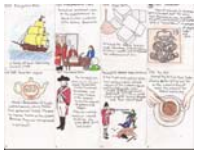
14/9/2561

14/9/2018 2018/9/14

Models of Learning

- **Rote memorization or cooperative learning**
- **Timeline vs. Dynasty or Period**

Events leading to the American Revolution



Han Dynasty

漢 朝
漢朝
汉朝

Reiss, J. (2005). *Teaching content to English language learners: Strategies for secondary school success.* Estados Unidos: Pearson Education.

Vocabulary

- **Text often contain a high concentration of new vocabulary**
- **Polysemous words**

Vocabulary	Everyday Meaning	Social Studies Meaning
Party	Social gathering	Group of persons with common political interests
Period	Stop at the end of a sentence	Large section or division of time

Reiss, J. (2005). *Teaching content to English language learners: Strategies for secondary school success.* Estados Unidos: Pearson Education.

Synonyms

Did you know that there are about 740 synonyms for the word WAR?

Words with Multiple Meanings

- Consider the word *base*
- Draw a picture and write a sentence to illustrate 6 distinct meanings for the word.

Text

- **Sophisticated sentence structure**
- **The language of primary sources**
- **Concepts not common in all cultures**

Reiss, J. (2005). *Teaching content to English language learners: Strategies for secondary school success.* Estados Unidos: Pearson Education.

Accessing Social Studies Content

Scaffolding and Differentiation

What's the difference?

Scaffolding vs. Differentiation

Scaffolding

- Does not change content
- Ways of interacting
- Chunking material in smaller bits
- Providing supportive help during instruction

Differentiation

- Alternate content
- Modified instructional materials and activities
- Simplifying language and reading level
- Alternate activities, objectives, and assessments

Scaffolding vs. Differentiation

"Scaffolding does not change the complexity of what is to be learned but breaks it into manageable parts for learners."

Rojas, Virginia Pauline. *Strategies for Success with English Language Learners: An ASCD Action Tool.* N.p.: ASCD., n.d. Print.

Scaffolded

Differentiated

Key Components of Scaffolding

- Meet the students where they are
- Push them just beyond what they are capable of on their own

- Temporary
- Gradually release responsibility

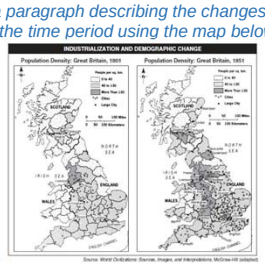
- Ways of interacting, as well as a set of structures

Gradual Release of Responsibility

Proficiency Level	Activity
Entering	
Emerging	
Transitioning	
Expanding	
Commanding	

Create a Scaffold for your Student

- Get back into your groups from the *Build a Student* activity
- Create a scaffold for your student's proficiency level based on the following task
  - *Write a paragraph describing the changes that took place during the time period using the map below.*



http://westernchvg.rdes.unwblogs.org/2012/05/01/population-density-in-great-britain/

If a learner is struggling with a task…

Differentiation

- Differentiated instruction means changing one or more of the following to meet students' needs:
  - The ENVIRONMENT the student is working in
  - The CONTENT students are working with
  - The PROCESS they are getting information through
  - The PRODUCT they are creating to show their learning

Differentiating Environment

The climate and tone of the classroom

- Student/teacher ratios
- Purposeful groupings
- Safety to make mistakes

Differentiating Content

Consider the **true** **long term** value of what students are being asked to learn and do

PRIORITIZE

Differentiating Process

How students take in and make sense of the content.

Adapted from: Moon, T. R., & Tomlinson, C. A. (2013). *Assessment and Student Success in a Differentiated Classroom.* ASCD.

Differentiating Process

Consider the modalities

How is information being presented

- Alternate materials
- More hands on
- Adjusted reading level
- More individualized attention

Differentiating Process

- Printed notes
- Audio or video
- Native language materials
- Choice boards

Differentiating Product

How students show what they know, understand, and can do.

Adapted from: Moon, T. R., & Tomlinson, C. A. (2013). *Assessment and Student Success in a Differentiated Classroom*. ASCD.

Differentiating Product

Change expectations for the **form** of the product, not the demonstration of learning

- Stems
- Word bank
- Matching
- Pictures

Differentiating Product

- Oral response
- Pictorial response
- Performance tasks

Scaffolding and Differentiating Assessments

- Fewer questions
- More examples
- Visual supports
- Organizers
- Language Frames
- Oral responses
- Modified language
- Fewer choices
- Word banks
- Pictorial response
- Differentiated rubrics
- Choice boards
- Use of resources
- Translations
- Open book/notes
- Performance tasks

Break

Strategy Catcher

ELL Strategy Catcher

Activity or Strategy	Possible Learning Purposes	I might use this… (In the ___ unit; With the entering level ELLs; …)

Background Knowledge/ Pre-Assessment

Knowledge Rating

Directions: Check the column that best describes your knowledge of the words listed.

Vocabulary Words	I know it!	I've heard of it…	I've never seen it before.
1.			
2.			
3.			
4.			

Anticipation Guide

Statement	Yes, I agree	No, I disagree

(HV RBERN, 2018)

Word Splash

- **Vocabulary word is written on paper**
- **Students add any word or drawing they think of related to the word.**

Herrera, S. G. (2015). Teaching reading to English language learners differentiated literacies. Boston: Pearson.

Your Turn!

You will have 5 minutes to complete a word splash

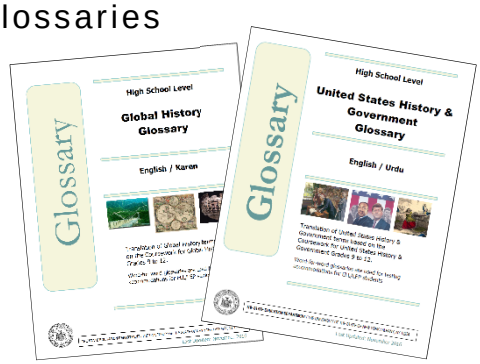
Word Splash: Any word or drawing you can think of related to the given vocabulary word.

What are some different configurations you can use with this activity in your class?

New Concepts

- When new vocabulary is being introduced it is better to build the concept first and then attach the vocabulary
- To teach a new concept, use known language.
- To teach new language, use a known concept.

Glossaries



Social Studies Word Walls

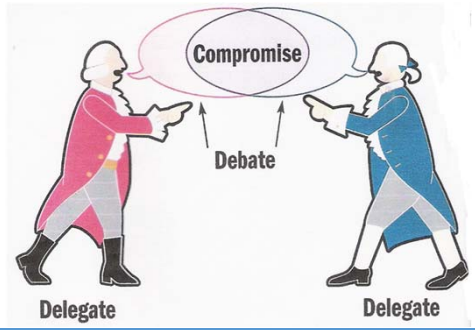
Portable Word Walls

New Words	Places	People
Renaissance Reformation Humanism Inquisition	Rome Florence Venice	Leonardo da Vinci Michelangelo Dante
Everyday Words to Learn Architecture Statue		**Words to Review** Republic

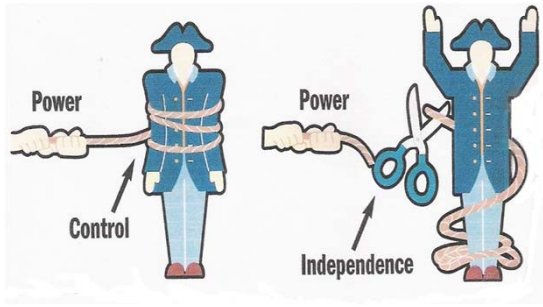
Portable Word Walls

- **Your turn!**
- **Think about a unit you'll be teaching this year and create a Portable Word Wall for your students.**
- **You may work with a partner or in a small group.**

Visual Vocabulary



Visual Vocabulary



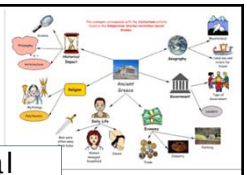
Stickman Activity

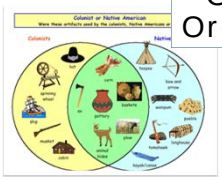
- With a partner, decide who will be the artist and who will be the guesser.
- The artist can draw any picture to represent the concept.
- NO WORDS, NO TALKING!!!!!!!

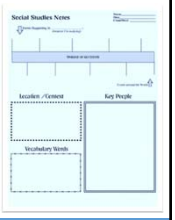
Topic: The American Revolution

One Pagers

Social Studies Graphic Organizers







Thought Processes

- **Sort the graphic organizers by which Social Studies Skill you could use it with.**
- **Draw the graphic organizer into the space next to the skill you chose.**

Thought Processes Activity

Social Studies Skill	Graphic Organizer	Sentence Frames
Gathering/Using Evidence		
Interpreting Evidence		
Change/Continuity		

Sentence Frames

- **Sentence frames provide an opportunity for students to use key vocabulary while providing a structure that may be more sophisticated than what they could produce on their own.**
- **Sentence frames reduce the linguistic complexity of written and spoken output allowing students to focus on content.**

Sentence Frames

- **Useful in all subject areas and grade levels.**

https://www.teachingchannel.org/videos/jumpstart-student-writing

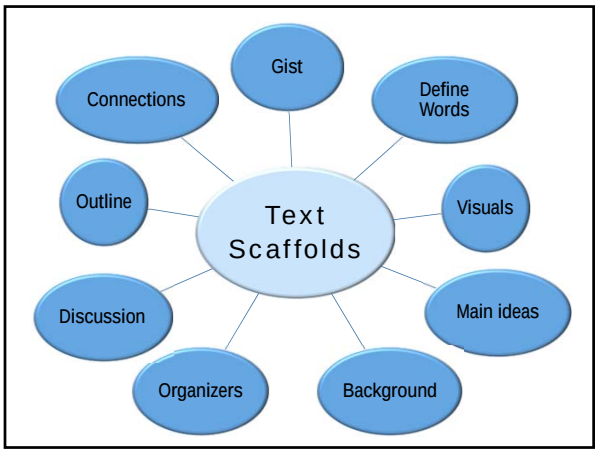
sentence/language- frames/stems/starters

Thought Processes

- **Now fill out the sentence frame section on your worksheet with one example of a sentence frame you can use with each Social Studies Skill.**

Thought Processes Activity

Social Studies Skill	Graphic Organizer	Sentence Frames
Gathering/Using Evidence		
Interpreting Evidence		
Change/Continuity		



Activity

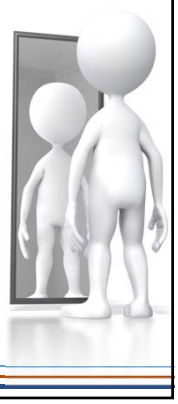
Scaffolding a text

You will work in groups to add scaffolds to a text

*****Remember, scaffolding is the use of strategies to make a text more comprehensible. It does not change the text.

Your Turn

- **Let's look at your exams.**
- **How could you add scaffolds and/or create differentiation for your exam?**



Closure

- Think back to this morning when you discussed your joys, concerns, questions and hopes for ELLs. After today's workshop,
  - What are some takeaways?
  - Is there anything you're still concerned with?
  - Are there any questions that you still have?
- Take 5 minutes to share with a partner or small group

Thank you for participating!

Please complete the evaluation form. We appreciate your feedback.

If you would like more information, feel free to contact us:

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