



ELL Training 3

Presented by Wisconsin Literacy Staff:

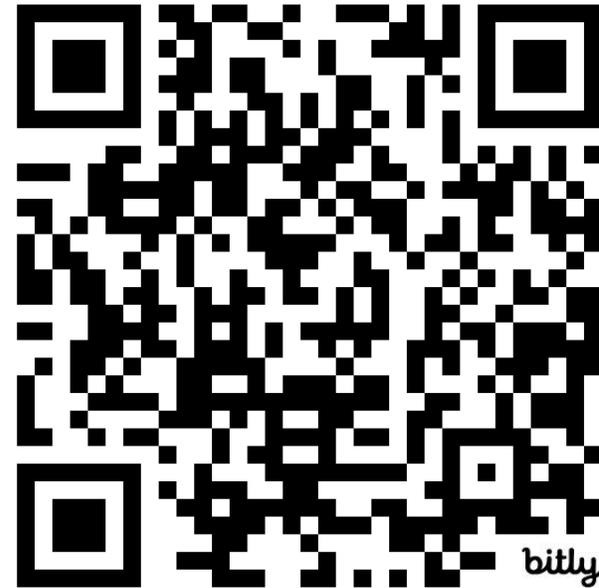
Anna Bierer, Beth Gaytan, Cassie McLain,

Jamie Kobs, Marsha Connet, Robyn Hallet, Shannon Mason Young

Agenda

- Review
- Reading
- Writing
- Grammar
- Financial Literacy

<https://bit.ly/WisLitELL3>



Review ELL 2

- [Jamboard](#) brainstorm of songs for ELL lessons



Student Reading and Writing Levels

- Can students read and write in a native language?
- Are students familiar with the Roman alphabet?
- Are students highly educated?

Writing Systems

جدول ١

أ	أ	أ	أرنب		
ب	ب	ب	بنت		
ت	ت	ت	تاج		
ث	ث	ث	ثعلب		

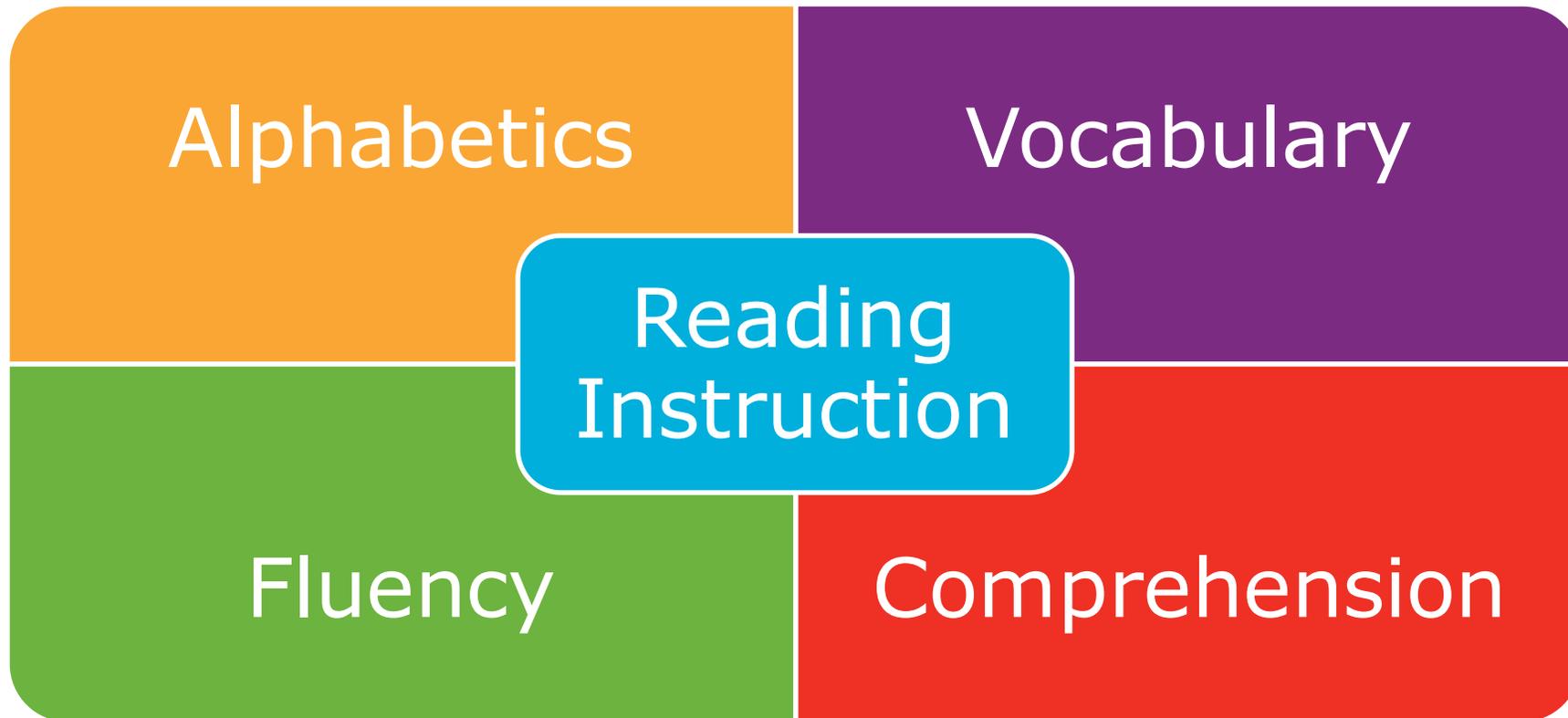
<https://www.proliteracy.org/resources/laubach-way-to-reading-arabic/>

Effective Reading and Writing Lessons

- Student-centered
- Based on student experience and knowledge
- Level-appropriate
- Contextualized
- Multi-sensory
 - We learn: 20% of what we hear, 40% of what we hear and see, 80% of what we do
- Organized
- Flexible

Reading

Four Components of Reading





Alphabetics

- Phonemic awareness
- Word analysis skills
 - Phonics
 - Word families
 - Word parts
- Strategic decoding
- Who needs alphabetics?
 - Students not literate in their native languages
 - Students from language backgrounds that don't have a phonetic written form

Phonemic Awareness Activities

Listening

Speaking

Reading

Writing

- Oral then print skills
- Multisensory
 - songs, rhymes, repetition
 - manipulatives
- Age appropriate

Scaffolding Phonemic Awareness

Watch the video.

Reflect:

What could the tutor do if the student...

- needs more support?
- is ready to move on to more complex skills?





Phonemic Awareness

Phoneme Isolation	recognize individual sounds in a word
Phoneme Identity	recognize the same sound in different words
Phoneme Categorization	group like sounds together and recognize when one sound is different
Phoneme Blending	hear individual sounds, then combine them to form a recognizable word
Phoneme Segmentation	recognize separate sounds within a word
Phoneme Deletion	remove a sound from a word and recognize what is left
Phoneme Addition	make a new word by adding a sound to an existing word
Phoneme Substitution	substitute one sound for another to form a new word



Word Pattern Practice Activities

Word Slides

Randomizer



flippity.net

Concentration

Matching Game



flippity.net



Sight Words

- immediately recognized and understood
- practiced as complete units
- may be recognized by shape, length, or letter combinations
- aid fluency and comprehension
- Use flashcards to practice

bit.ly/12sight_words



Practicing Sight Words

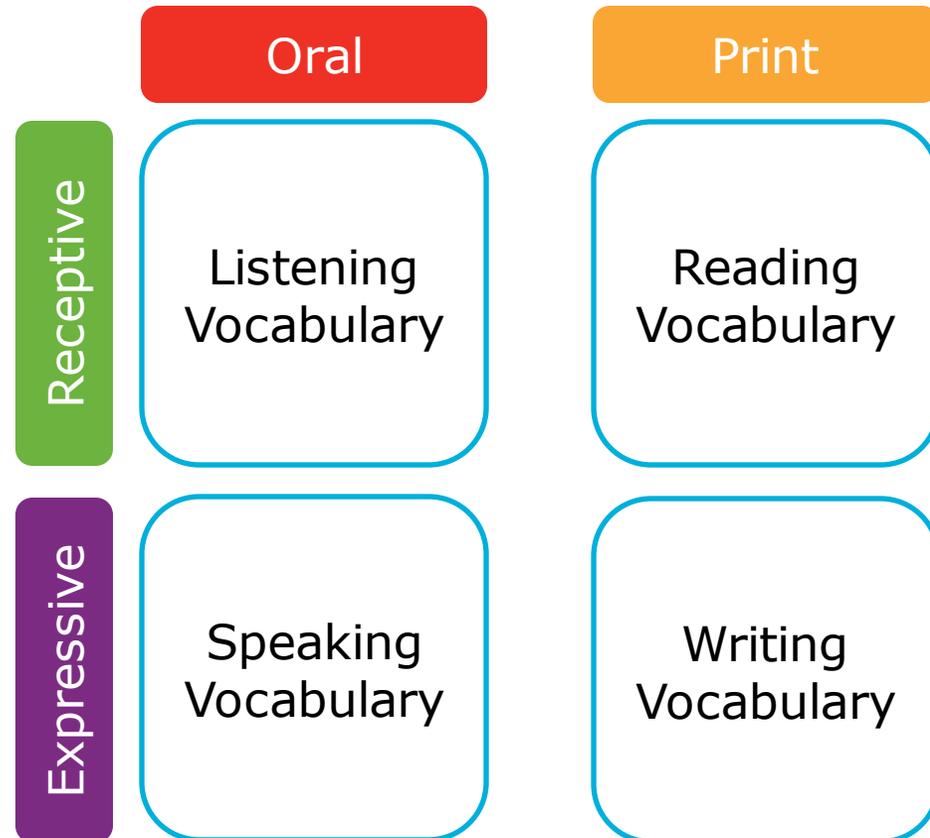
Watch the video.

Reflect:

What are **two ways** the student practices reading sight words?



Thinking About Vocabulary



Why is Vocabulary Important?

When learners increase their vocabulary, they:

- understand what they are reading.
- can read different types of texts.
- know if they have decoded words correctly.
- read more fluently and quickly.

Teaching Reading Vocabulary

When you teach vocabulary to prepare for reading:

- pick out 5-10 vocabulary words from the text you are previewing.
- teach new vocabulary orally first.
- then teach it in print.
- help learners create vocabulary journals and flashcards.
- practice using the words using the 4 skills.

Fluency

Fluency:

- is the speed and ease with which we read.
- makes reading fun.
- involves speed, accuracy and expressiveness (prosody).

Practice fluency **after** reading the text and checking comprehension.

Reading Levels

Independent Level

- about 1 in 20 words is difficult
- almost 100% comprehension
- builds fluency and confidence

Instructional Level

- about 1 in 10 words is difficult
- 80% comprehension
- moves the student forward with tutor support

Frustration Level

- more than 1 in 10 words is difficult
- less than 80% comprehension
- requires extensive tutor support

Fluency Activities

- Echo Reading
- Duet Reading
- Choral Reading

Echo Reading

Debit or Credit



A debit card is connected to your bank account. When you go shopping, you can use your debit card to pay. The money will come out of your bank account.

A credit card is different. When you pay with a credit card, the money comes from the credit company. You will get a bill. You need to pay the credit company back. If you wait, you will have to pay extra money as interest.

Source: [abcEnglish Phonics Level 3](#)

Duet Reading

Cash or Deposit



When you take a check to the bank, you can get cash, or you can deposit the check into your account.

If you want cash, it will be like this:

“I want to cash this check.”

“Do you have ID?”

“Please endorse the check on the back.”

“Here is your cash.”

Or, if you want to deposit, it will be like this:

“I want to deposit this check.”

“Do you have ID?”

“Please endorse the check on the back.”

“OK, the money is in your account now.”

You can also deposit a check with your phone. You can do it anytime, and you don't have to go to the bank.

Source: [abcEnglish Phonics Level 3](#)

Choral Reading

Source: [abcEnglish Reading Skill Stories](#)

Bills



1. She has bills.
2. She has a gas bill.
3. She has an electricity bill.
4. She has a water bill.
5. She has a garbage bill.
6. She has a telephone bill.
7. She has an internet bill.
8. She has a car insurance bill.
9. She has a lot of bills.
10. She needs to pay the bills.

Comprehension

- Monitoring strategies
- Restating
- Asking questions
- Graphic organizers (jamboard)

<https://www.hmhco.com/blog/free-graphic-organizer-templates>

Components of a Reading Activity

- Before, the student and tutor should:
 - predict - talk about pictures and headings
 - review and activate- elicit words and concepts the student already knows
- During, the student should:
 - read in small chunks
 - ask questions
 - re-read anything that doesn't make sense
- After
 - check for comprehension
 - apply new knowledge

1. Reread the text.
2. Brainstorm before, during, and after reading activities.

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<p>Title of Text:</p>	
<p>Before Reading</p> <ul style="list-style-type: none"> • Review vocabulary. • Preview the text. • Make predictions. • Access prior knowledge and experience. • Set a purpose. 	<p>Look at the picture first. Make predictions:</p> <ul style="list-style-type: none"> • What do you see? How does she feel? <p>Pre-teach vocabulary (bill, gas, electricity, etc.) with pictures and words.</p>
<p>During Reading</p> <ul style="list-style-type: none"> • Provide reading support • Encourage students to read in small chunks. • Get students to ask questions or make connections. • Suggest students reread anything that didn't make sense. 	<p>Student reads aloud one sentence at a time.</p> <p>Check comprehension of vocab: gas, electricity, etc.</p> <ul style="list-style-type: none"> • Point to the matching picture after each sentence.
<p>After Reading</p> <ul style="list-style-type: none"> • Ask students to summarize the text in their own words. • Ask questions about the text. • Ask students to complete a graphic organizer. • Ask students to do a writing activity based on text. 	<p>Ask yes/no questions:</p> <ul style="list-style-type: none"> • Does she have a _____ bill? <p>Re-read for fluency.</p> <p>Writing/grammar: What bills do you pay?</p> <ul style="list-style-type: none"> • I pay/I have a _____ bill.

Writing

Different Focus for Different Levels

Literacy/Low-Beginning

- Letter formation
- Copying words and sentences
- Survival words
- Basic words

Pre-handwriting Activities

Watch the video.

Reflect:

How did the tutor prepare for this lesson?



Letter Formation

- Provide a handwriting chart
- Progress from large motor to small motor skills
- Focus on printing
- Start with the letters the student needs or wants to learn
- Copy



Financial Literacy Connection: Forms

- [W-4 Form](#)
- Essential words and numbers
- Printing vs. signing your name
- Limited space (requires strong fine motor skills)

Digital Literacy Connection: Typing

[DART Foundational Digital Skills and ESL Curriculum](#) (20 lessons)



Different Focus for Different Levels

High-Beginning/Low-Intermediate

- Sentence completion
- Dictation
- Sentence composition
- Basic grammar
- Beginning editing

Different Focus for Different Levels

High-Intermediate/Advanced

- Paragraph composition
- Process writing
- Word choice
- Detail
- Revising and editing

Ask your learner for situations

Based on their responses, practice writing:

- a message to their doctor in MyChart
- a note to their child's teacher
- an email to ask off work
- maintenance request at work or home
- incident report at work
- checklist for multi-step process (ex: applying for a loan)

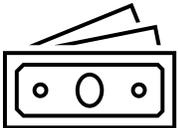
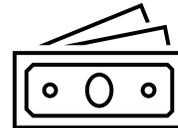
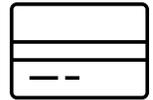
Grammar

The Communicative Approach

Our learners learn best when lessons:

- focus on contextualized activities based on their real-life experiences.
- offer authentic communication practice.
- focus on how to use language, not how it works.
- are hands-on.
- are interactive – learners and tutors talk and listen equally.
- encourage them to try new things and make mistakes.

Information Grid

How ____ pay for...?	groceries	electricity	rent
Maria	with cash 	by check 	with cash 
The Ali family	with credit card 	online 	by check 
You			



Information Grid

- What grammar structure is being taught?
- How does this reflect the communicative approach to language?

Grammar

- Don't worry about being an expert
- Use a textbook
- Grammar is patterns
- Structured/semi-structured
- Takes time to build automaticity
- Somone can be understood without having perfect grammar

Error Correction

	Correct now.	Don't correct. Make a note for a future lesson.
Error relates to the lesson objective	X	
Error does not relate to the lesson objective		X
Goal of the activity is accuracy	X	
Goal of the activity is fluency .		X
You can understand despite the error.		X
Error causes confusion .	X	
Error could be inappropriate or embarrassing .	X	

Financial Literacy

- How to Talk About Money

- Money is personal and the way you interact with money depends on a lot of factors
- Incorporate financial education if it is in the student's goals
- Choose relevant materials to meet student's needs
- Check with your local banks and credit unions for resources
- Check with your program if they offer any financial education programs
- [Literacy Programming \(wisconsinliteracy.org\)](https://www.wisconsinliteracy.org)
- [FDIC Money Smart](https://www.fdic.gov/moneysmart/)

Putting it to work

In the chat

- What is one strategy you want to try first?

Success stories

- GED/HSED = **\$5500** increase in annual income
- **943** students complete their GED or HSED with the help of WL members
- **$\$5500 \times 943 = \$5,190,272$** per year



Think of what that means to each of those students and their families!

It is because of tutors like you that they are successful. Thank you!