



Strategies for Teaching English Language
Learners for Academic Results

Presented by
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AGENDA

- Second Language Acquisition
- What is STELLAR?-The Five Habits
- The Habits examined and practiced:
 1. SHARE objectives
 2. FOCUS on vocabulary
 3. FACILITATE academic language
 4. SUPPORT students in reading
 5. GUIDE academic writing
- Closure



CONTENT Objective: I can recognize some basic needs of English Language Learners for learning academic language by participating in some STELLAR strategies.

LANGUAGE Objective: I can apply some ideas for using STELLAR strategies in my classroom by writing specific uses for those strategies in my STELLAR notes.

Eternal Mingle



- Stand up
- Music starts and the class mingles.
- Music stops and everyone FREEZES.
- Raise your question to find a partner.
- Greet your partner. “Hello. I am
.....”
- Share information
- When music starts, give an appreciation and continue mingling. “You could change the world!”

The authors did the same thing!!



Liz Warner, MA & Dr. Julie High

Offered sold-out workshops in Reno
and across the country since 2004.

Research is being done on STELLAR
strategies now.

Book is in the writing stage right
now!

Sentence Frames

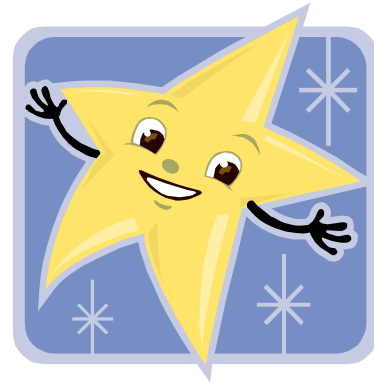
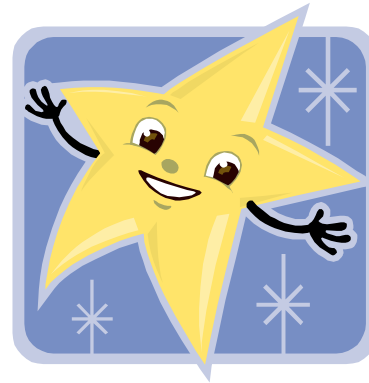
- Take turns telling about what you know about language acquisition. Think of what you know others may not know. Be Creative!

“One thing I know about language acquisition is....”

“I think”

“I believe.....”

“I wonder.....”



Language Acquisition

Experience and Time



PUZZLE PALOOZA!

Put your graphic organizer back together taking turns!

You must JUSTIFY why you believe it goes there.

If you finish:

What other graphic organizers could you cut and ask students to put back together?

“I could use Graphic Organizer Puzzles (Puzzle Palooza) to teach.....”



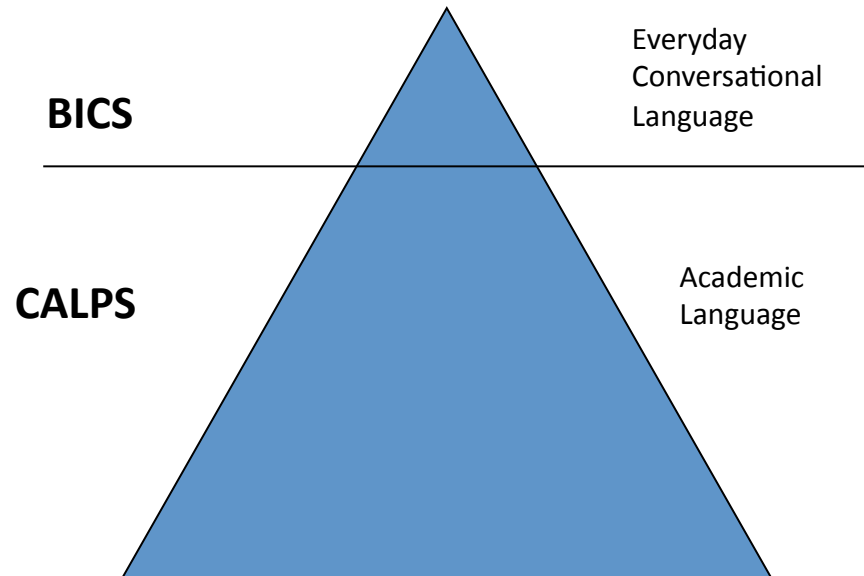
Puzzle Palooza

Stage	Length	Description	Rec. Voc.	Literacy	Accomodat.
Pre-Production	1 day – 6 mos.	Silent period Listening	0-500 words	Few sight words	TPR, use manips, draw point, show, nod, move, etc.
Early Production	3 mos – 1 yr.	1 & 2 word responses	500-1000 words	Many sight words, limited ability to decode sentences	List, repeat, use lang. patterns
Speech Emergence	1 – 3 yrs	Simple sentences, good comp. many errors interfere with expression	1000-5000 words	Can read a few words of every sentence in grade level text	Use manly present tense to participate in gen. all activites
Interm. Fluency	3-4 yrs	Excellent comp, few errors, native like accent and social language	5000- 12000 words	Reads 1-2 years below grade level 80% comprehension of grade level text	Can participate fully in all oral language activities. STELLAR support for literacy acquisition.

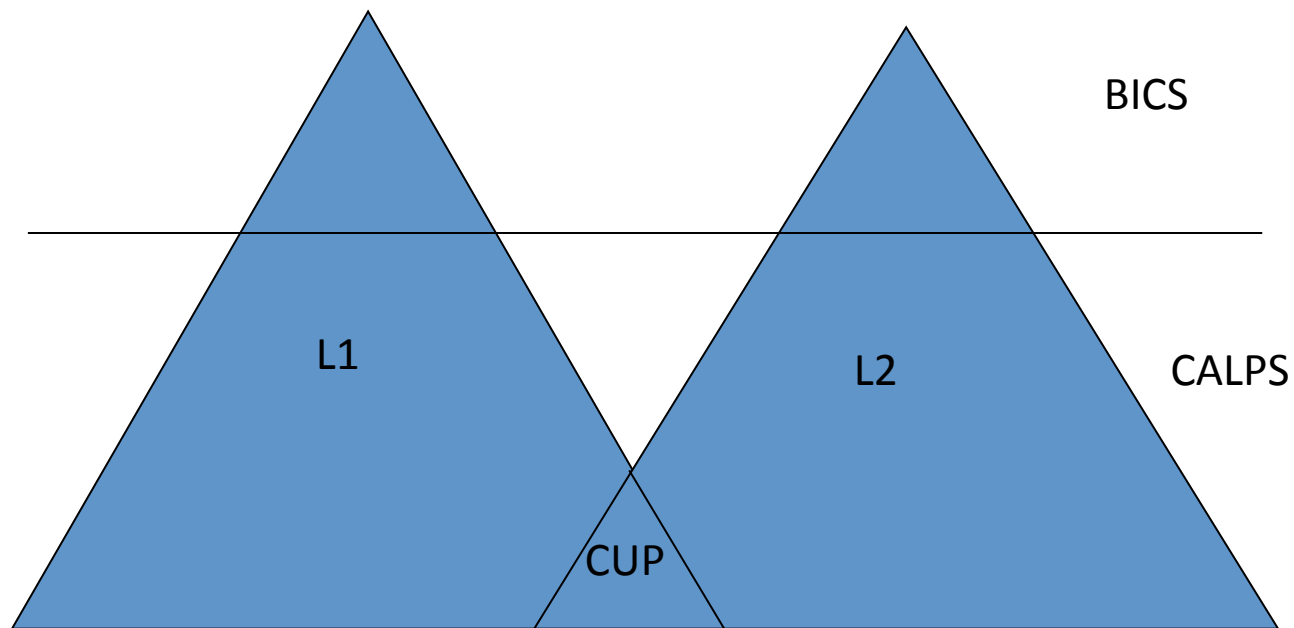
How Cummins Classifies it...

- **BICS**- Immediately begins to develop . At about one year of using the language, they begin to “sound” like they can speak English!
(Basic Interpersonal Communication Skills)
- **CALP**- Takes 5-7 years to develop academic language. Is on about the same level with English Only students.
(Cognitive Academic Language Proficiency)

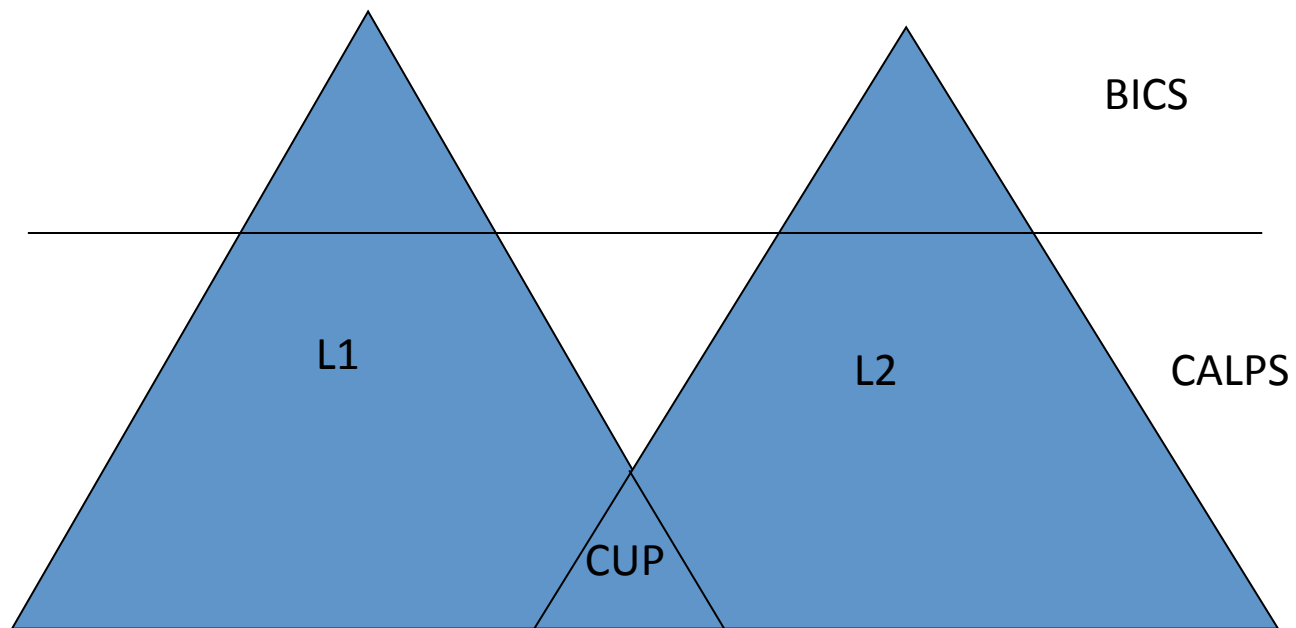
The ICEBERG Model



The Iceberg Model w/ 2 Languages



Sketch your own!



Hands Down! Show Down!



1. One person reads a fact or a myth from the screen.
2. Everyone makes a choice by writing fact or myth on their white board.
3. To signal they are ready, everyone puts their white board face down.
4. The leader says “Hands Down, Show Down!” and everyone turns over their answers and shares their thoughts.
5. If agreement can not be reached. RESEARCH the answer.

Taking Turns with Sentence Frames

- “One thing I know about language acquisition is....”
- “One thing I did not know before was.....”
- “This will make me think in my classroom about.....”
- “My favorite STELLAR strategy we used to learn about language acquisition was.....
Because.....”

5 STELLAR HABITS



Share the objectives of every lesson.



Focus on vocabulary before, during and after each lesson.



Facilitate student use of academic language.



Support students in reading challenging texts.



Guide students in academic writing.

Habit 1- Share the content
and language objective for
every lesson

CONTENT OBJECTIVE

(What am I going to get IN you?)

INPUT!

LANGUAGE OBJECTIVE

(How will I get it back OUT of you?)

GUIDED PRACTICE!



The Recipe

- WHO (I can, We will, The learner will..)
- WHY (Bloom's level of cognition)
- WHAT? (The skill, the benchmark of the standard)
- HOW? By.....(Meaningful activity)

Liz Warner's Down and Dirty Content and Language Objectives

	WHO (1)	(Demonstrate) WHY (4)	WHAT (2)	(by) HOW (3)
CONTENT OBJ.	We will	knowledge	weather patterns in the United States	drawing a weather map
LANGUAGE OBJ.	We will	comprehension	weather patterns in the United States	Orally describing a weather map to a partner, using the terms High, Low, Cold Front, Warm Front, Stationary Front and Occluded Front.

Habit 2- Focus on vocabulary
before, during and after
every lesson

Word Quest



- A word you know and you like to say.
- A word you don't know.
- A BIG word.
- A bold word.
- An important word.
- A word someone a year younger than you might not know.
- *A word someone not quite as smart as you might not know!!!! Look around the room!!*

List, Group, Label

1. Using words you produced in the WORD QUEST (You've done the LIST part), group them into groups.
2. Label each group
3. A miscellaneous group is OK.

Causes of War	Results of War	People in wars	Everything else
Greed Power Taxes Money Human rights	Destruction Death Change Financial stuff	Soldiers Citizens Politicians Children EVERYONE	Humvee IEDs Fight on holidays?

Habit 3- Facilitate student
use of academic language.

HOW have we done it so far?

Habit 4- Support students in
reading challenging texts.

Paired Reading with Questioning

1. Sit ear to ear.
2. One person reads, while the other listens.
3. Listener asks a question.
4. Both find evidence in their text and tag the answer by highlighting, notes, etc.
5. If the answer is not right in the text (RIGHT THERE), they write in the margins.

Habit 5- Guide students in
academic writing

Reciprocal Writing

1. PREDICT: One thing I predict will happen as a result of this workshop is.....
2. CLARIFY: The most important thing for me today was....
3. QUESTION: I am still wondering about.....
4. SUMMARIZE: To put this workshop into just a few words, I would say.....

	Habit 1	Habit 2	Habit 3	Habit 4	Habit 5
	Share content and language objectives.	Focus on Vocabulary.	Facilitate student use of academic language.	Support reading challenging texts.	Guide students in academic writing.
Eternal Mingle					
Puzzle Palooza					
Sketch It					
Hands Down! Show Down!					
Turned Talking					
Word Quest					
List, Group, Label					
Paired Reading with Questioning					
Reciprocal Writing					



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I want the FREE STUFF....

- Fill out this page and leave it for Liz!
- EMAIL _____
- Contact me about training for my school:

