

# SLPS TESOL ExcELLEnce

Issue 5

January, 2019

## Teacher of the Month

### Congratulations to Ms. Caitlin Spiller, an ESOL Teacher at Long MS!

Ms. Spiller consistently supports the goals of the ESOL department by providing support to students of all language proficiency levels in pull-out and collaborative classes. Through long hours and focused dedication, she learns new strategies and prepares appropriate language supports for her students in variety of content areas.



## Honorable Mentions for the Month

**Robin Krick**, an ESOL Teacher at Gateway STEM, for student and staff support.

**Connie Berry**, an ESOL teacher at Mann, for student, parent, and program support.

**Angelique Lichtenberg**, for parent and program support.

**Olga Fernandez-Gonzalez**, for student support.



## ELL MATH HOUR

Submitted by Tuyet Nguyen, Bilingual Parent Specialist



The ESOL Office hosted the second ELL Math Hour on January 18th. There were over 70 participants engaged in math games, including "Addition and Subtraction Bingo" and "Multiplication and Division Chutes and Ladders". Parents and students enjoyed using flashcards, practicing counting money, telling time, and working with fractions.

## INSIDE THIS ISSUE

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## Language Access Services

Languages available through SLPS Language Access Team include:

- Arabic
- Bosnian
- Dari
- French
- Maay Maay
- Russian
- Somali
- Spanish
- Swahili
- Vietnamese

Other languages are covered through contracts with outside language access agencies. For more information contact Fatima Rhodes at [Fatima.rhodes@slps.org](mailto:Fatima.rhodes@slps.org), or (314) 664-1066, ext.32109

Click on the Language Access service you need:



## Pathways to Biliteracy

Submitted by Dr. Gonnzalez Del Castillo, the SLPS ESOL Program Director

To encourage students to become biliterate and attain proficiency in English and any of the world's languages, the Saint Louis Public Schools offers 2 Pathways to Biliteracy awards: **Emerging Bilingual** and **Developing Bilingual**. These awards are available to

- Native English speakers studying a foreign language.
- English language learners acquiring English and maintaining their native language.



**Emerging Bilingual** is an award available to students completing PreK 4.

To qualify for the Emerging Bilingual award, PreK 4 students must successfully complete 4 or more activities on the Pathways to Biliteracy Emerging Bilingual game board and turn it in to their school counselor on or before March 1, 2019.



**Developing Bilingual** is an award available to students completing 5th and 8th grades.

To qualify for the Developing Bilingual award, 5th and 8th grade students must successfully complete 4 or more activities on the Pathways to Biliteracy Developing Bilingual game board and turn it in to their school counselor on or before March 1, 2019.

To obtain the game board, contact the school counselor or go to <https://www.slps.org/Page/42373>

## ESOL Parent Meeting #3

Submitted by Tuyet Nguyen, Bilingual Parent Specialist

The ESOL Program hosted its third Parent Meeting on February 6th. The meeting covered important topics, such as the complaint process and parents' rights and responsibilities. We also shared information about the Pathways to Biliteracy and Pre-Kindergarten Registration. Despite the rainy, cold weather, there were 157 participants. We will host our next Parent Meeting #4 on April 10th.

Volunteer opportunities are always available and very much appreciated. Please contact Tuyet Nguyen, Bilingual Parent Specialist, if you are interested at [tuyet.nguyen@slps.org](mailto:tuyet.nguyen@slps.org)

## 6 resources to promote writing with ELLs

Submitted by Elena Okanovic, ESOL Coordinator

During recent data meetings with Elementary ELL teachers many of you identified writing in content areas as one of the students goals for the second semester. While it is still important to integrate three other language domains (speaking, listening, and reading) in daily instruction, the discussion about teaching, learning, and assessing writing in content areas deserves special attention in ELL education. Writing can be challenging for many students, especially English Language Learners. Help your students persist through challenges, learn from mistakes, and set goals as they become stronger writers.

Sarah B. Ottow (January, 2019) Retrieved from <https://mailchi.mp/ellstudents/new-book-upcoming-events-with-confianza?e=b643797f74>

[Watch the video >](#)

Below you will find 6 resources for a variety of grade clusters (K-12) with embedded (and working!) videos. As your review some or all of the resources, you might want to reflect on each of the strategies using the following thought starters:

### THOUGHT STARTERS

- *What and when throughout the lesson were the strategies used to support student writing in the video?*
- *What supports are in place to help students write out their ideas?*
- *Why is this an especially effective strategy for English Language Learners?*

#### 1. Engage in the discussion before writing.

<https://www.teachingchannel.org/video/text-analysis-lesson-ousd> (6th grade)

<https://www.teachingchannel.org/video/analyzing-text-brainstorming> (5<sup>th</sup> grade)

#### 2. Engage students with low-risk writing opportunities

<https://www.teachingchannel.org/video/prepare-for-socratic-seminar-ousd> (HS)

<https://www.teachingchannel.org/video/writing-to-learn> (HS)

#### 3. Provide stems and structures for the specific writing genre to support academic language and discourse

<https://www.teachingchannel.org/video/ell-essay-structure-lesson> (grades 6-8)

#### 4. Make structure school-wide

<https://www.teachingchannel.org/video/scaffolding-text-structure> (HS)

<https://www.teachingchannel.org/video/writing-in-math-ells> (HS)

#### 5. Guide students with goals and feedback.

<https://www.teachingchannel.org/blog/2016/08/26/growth-feedback-gbt/> (KG)

#### 6. Try a workshop model

<https://www.teachingchannel.org/blog/2016/03/11/personalized-learning-playlist-gbt/>

## 5 Reasons Not to Use Round

### Robin Reading for ELLs

Submitted by Elena Okanovic, ESOL Coordinator

If you attend PD workshops, conferences, subscribe to or visit Pinterest or Teachers Pay Teachers, it may seem that there are many strategies that work. However, there are not many times or ways we share about what does not work. If we are aware and have evidence that a strategy does not work, what do we do then?

The author of the article *5 Reasons Not to Use Round Robin Reading for ELLs* retrieved from <http://www.colorincolorado.org/article/5-reasons-not-use-round-robin-reading-ells> provides 5 reasons why the Robin Round or “Popcorn” reading “can prove ineffective as a strategy for improving English language learners’ reading comprehension.” Student and teacher difficulties:

1. It provides ELLs with an inaccurate view of reading English.
2. It can potentially cause faulty reading habits instead of effective reading strategies.
3. It can cause inattentive behaviors, leading to discipline problems.
4. It can be a source of anxiety and embarrassment for all students, ELLs in particular.
5. It consumes valuable classroom time that could be spent on other meaningful activities.

The following blog “What’s Really Wrong with Round Robin Reading?” posted on the International Literacy Association website provides alternative strategies to support student goals that we would like to accomplish while implementing Round Robin.

Kuhn, Melanie (May 2014) retrieved from

<https://www.literacyworldwide.org/blog/literacy-daily/2014/05/07/whats-really-wrong-with-round-robin-reading->

“What we found was that the teachers we surveyed believed Round Robin Reading procedures help them accomplish a number of goals. Their reasons ranged from fostering their students’ decoding and fluency to ensuring vocabulary development, text comprehension, and learner engagement. Additionally, the respondents felt that the process contributed to better classroom management. Unfortunately, the problems with these procedures outweigh any perceived advantages (e.g., Allington, 1977, 1980; Ash & Kuhn. 2006; Opitz & Rasinski. 2008).”

### A Quote of the Month:

If a child can’t **learn** the way we teach, maybe *we* should **teach** the way *they* learn.

### Calendar of Events

<b>Date</b>	<b>Event</b>	<b>Time</b>	<b>Location</b>
<b>February 28</b>	ELL PD Committee	3:30 PM-4:30 PM	ESOL Office
<b>February 28</b>	ACCESS testing window is closed	4:30 PM	All testing materials must be returned to the Central Office @ BOE), Assessment Department ( 1 <sup>st</sup> floor)