Understanding the English Language Learner (Elementary)

Presentation to Archdiocese of Milwaukee
8:00 – 9:15 am
October 14, 2016
Amy Christianson, Ed.D.
EL Professional Development Specialist – CESA #1
Objectives

Participants will

• gain an understanding of beginning language acquisition along with knowledge of the four domains of language

• become familiar with the language proficiency levels and what students at each level can do.

• participate in activities surrounding strategies for content area for all levels of language proficiency
Let’s Begin...

• Raise Your Hand
  • If you...
  • Have (or have had) English Learners in your classroom?
  • Have learned about language acquisition?
  • Have attended trainings on differentiating instruction for English Learners?
  • Have learned another language or lived in a different culture?
BICS AND CALP
BASIC INTERPERSONAL COMMUNICATION SKILLS AND COGNITIVE ACADEMIC LANGUAGE PROFICIENCY

BICS = Social Language
• Takes 2 to 3 years to become proficient
• Gives the “appearance” that a student is proficient
• Manifested with concrete concepts

CALP = Academic Language
• Takes 7 to 10 years to become proficient
• Provide new labels for CALP in the native language
• Ability to make sense of abstract concepts
Wisconsin Proficiency Levels

- **Beginning/Preproduction (1):** The student does not understand or speak English with the exception of a few isolated words or expressions.

- **Beginning/Production (2):** The student understands and speaks conversational and academic English with hesitancy and difficulty. The student understands parts of lessons and simple directions. The student is at a pre-emergent or emergent level of reading and writing in English, significantly below grade level.

- **Intermediate (3):** The student understands and speaks conversational and academic English with decreasing hesitancy and difficulty. The student is post-emergent, developing reading comprehension and writing skills in English. The student's English literacy skills allow the student to demonstrate academic knowledge in content areas with assistance.

- **Advanced Intermediate (4):** The student understands and speaks conversational English without apparent difficulty, but understands and speaks academic English with some hesitancy. The student continues to acquire reading and writing skills in content areas needed to achieve grade level expectations with assistance.
Wisconsin Proficiency Levels

- **Advanced (5):** The student understands and speaks conversational and academic English well. The student is near proficient in reading, writing, and content area skills needed to meet grade level expectations. The student requires occasional support.

- **Formerly LEP/Now Fully English Proficient (6):** The student was formerly limited-English proficient and is now fully English proficient. The student understands, speaks, reads, and writes English, and possesses thinking and reasoning skills to succeed in academic classes at or above the student's age or grade level.

- **Fully English Proficient:** The student was never classified as limited-English proficient and does not fit the definition of a limited English proficient student outlined in the No Child Left Behind Act of 2001 Title IX sec. 9101(25)(A)-(D)
WIDA’s English Language Proficiency Levels

1. ENTERING
2. EMERGING
3. DEVELOPING
4. EXPANDING
5. BRIDGING
6. REACHING
Let’s Review the English Language Proficiency Levels

• Think of an English Learner that you have worked with in the past
• Choose a language proficiency level (posted on the wall) and discuss how you worked with this student and supported his/her English language development
WIDA’s English Language Development Levels and Language Criteria

1 Entering
2 Emerging
3 Developing
4 Expanding
5 Bridging

Linguistic Complexity
Vocabulary Usage
Language Control

L 1
L 2
L 3
L 4
L 5

Pls
Four Language Domains

**Listening** – process, understand, interpret, and evaluate spoken language in a variety of situations

**Speaking** – engage in oral communication in a variety of situations for a variety of purposes and audiences

**Reading** – process, interpret, and evaluate written language, symbols, and text with understanding and fluency

**Writing** – engage in written communication in a variety of forms for a variety of purposes and audiences
“THE STUDENT SEEMS TO UNDERSTAND, YET DOESN’T SHOW COMPREHENSION IN DISCUSSIONS OR ASSIGNMENTS.”

<table>
<thead>
<tr>
<th>RECEPTIVE LANGUAGE</th>
<th>PRODUCTIVE LANGUAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>× Listening</td>
<td>× Speaking</td>
</tr>
<tr>
<td>× Reading</td>
<td>× Writing</td>
</tr>
</tbody>
</table>

Could a student be a Level 1 in speaking & writing, yet a Level 3 in listening and reading? Let’s talk about this.
The WIDA ELD Standards

Standard 1 – Social & Instructional Language
• English language learners communicate for social and instructional purposes in the school setting.

Standard 2 – Language of Language Arts
• English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

Standard 3 – Language of Mathematics
• English language learners communicate information, ideas and concepts necessary for academic success in the content area of Math.

Standard 4 – Language of Science
• English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.

Standard 5 – Language of Social Studies
• English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
WIDA’s Can Do Descriptors

http://wida.us/standards/CAN_DOs/
**REVIEW WHAT ELL STUDENTS CAN DO**

**Figure 5M: CAN DO Descriptors for the Levels of English Language Proficiency, PreK-12**

For the given level of English language proficiency, with support, English language learners can:

<table>
<thead>
<tr>
<th>Level 1 Entering</th>
<th>Level 2 Beginning</th>
<th>Level 3 Developing</th>
<th>Level 4 Expanding</th>
<th>Level 5 Bridging</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LISTENING</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Point to stated pictures, words, phrases</td>
<td>• Sort pictures, objects according to oral instructions</td>
<td>• Locate, select, order information from oral descriptions</td>
<td>• Compare/contrast functions, relationships from oral information</td>
<td>• Draw conclusions from oral information</td>
</tr>
<tr>
<td>• Follow one-step oral directions</td>
<td>• Follow two-step oral directions</td>
<td>• Follow multi-step oral directions</td>
<td>• Analyze and apply oral information</td>
<td>• Construct models based on oral discourse</td>
</tr>
<tr>
<td>• Match oral statements to objects, figures or illustrations</td>
<td>• Match information from oral descriptions to objects, illustrations</td>
<td>• Categorize or sequence oral information using pictures, objects</td>
<td>• Identify cause and effect from oral discourse</td>
<td>• Make connections from oral discourse</td>
</tr>
</tbody>
</table>

| **SPEAKING**      |                   |                   |                   |                  |
| • Name objects, people, pictures | • Ask WH- questions | • Formulate hypotheses, make predictions | • Engage in debates |
| • Answer WH- (who, what, when, where, which) questions | • Describe pictures, events, objects, people | • Give predictions, make decisions | • Explain phenomena, give examples and justify responses |
| • Restate facts | • Restate facts | • Discuss processes, procedures | • Express and defend points of view |

| **READING**       |                   |                   |                   |                  |
| • Match icons and symbols to words, phrases or environmental print | • Locate and classify information | • Sequence pictures, events, processes | • Conduct research to gleaning information from multiple sources |
| • Identify concepts about print and text features | • Identify facts and explicit messages | • Identify main ideas | • Draw conclusions from explicit and implicit concepts |
| • Select language patterns associated with facts | • Use context clues to determine meaning of words | • Find details that support main ideas |                  |

| **WRITING**       |                   |                   |                   |                  |
| • Label objects, pictures, diagrams | • Make lists | • Produce bare-bones expository or narrative texts | • Apply information to new contexts |
| • Draw in response to a prompt | • Produce drawings, phrases, short sentences, notes | • Compare/contrast information | • React to multiple genres and discourse |
| • Produce icons, symbols, words, phrases to convey messages | • Give information requested from oral or written directions | • Describe events, people, processes, procedures | • Author multiple forms/genres of writing |

Variability of students’ cognitive development due to age, grade level spans, their diversity of educational experiences and diagnosed learning disabilities (if applicable), are to be considered in using this information.
Uses of the Can Do Descriptors

How might teachers use the CAN DO Descriptors?

As an instructional assessment tool that supplements the English language proficiency standards, language teachers may use the Descriptors to:

• share with classroom teachers as a way to describe or explain the stages of English language development using concrete examples;

• work with content teachers to show language may be integrated within a given discipline or content area;

• use to plan with tutors or mentors who work with English language learners;

• develop or co-develop lessons with differentiated language objectives;
More Uses of the Can Do Descriptors

• set language goals with their English language learners;
• explain students’ progress in listening, speaking, reading and writing to parents/ family members;
• suggest language goals to be incorporated into Individual Education Programs (IEPs) for English language learners with diagnosed disabilities;
• translate English language proficiency test scores (i.e., ACCESS for ELLs®, the W-APT™, WIDA MODEL™) into instructional practice;
• observe and note levels of student performance as a precursor to using WIDA Speaking and Writing rubrics for formative assessment;
• **advocate on behalf of English language learners to show what they CAN DO.**
WIDA RESOURCE GUIDES

• English Language Development Standards
• Aligned to ACCESS assessment for Els
WIDA’s Download Library

- Is FULL of RESOURCES!!!

http://wida.us/downloadLibrary.aspx
SCAFFOLD YOUR INSTRUCTION – TEACHER SPEECH

- simplify the language
- shorten selections
- speak in the present tense
- avoid the use of idioms
- paraphrase
- slow ones speech and enunciation.
- repeat content vocabulary in a variety of ways
- use various questioning techniques, as well as teach students how to ask and answer various questions (next slide..)
SCAFFOLD YOUR INSTRUCTION - MODELING FOR STUDENTS

- use graphic organizers, however demonstrate how to use each one
- walk through a process as a demonstration-then with partners or triads-then independently (scaffold and guided practice)
- include Think A-louds, Think-Pair-Share
- model checking for understanding as you read
- Three Time Read (First by the teacher, second with partners, third independent)
- use four domains of language (listening, speaking, reading, writing)
- explicitly instruct content and function vocabulary, as well as grammar
SCAFFOLD YOUR INSTRUCTION – MODALITIES & TECHNIQUES

○ use visuals
○ create hands on experiments
○ provide video clips and films
○ integrate listening activities
○ present information and ask for students to respond through the use of graphic organizers, tables, charts, outlines, and graphs.
As you watch the video, write down a “Most Important Point” (MIP) on a sticky note.

After viewing the video, turn to a neighbor and share out your MIP.

Be prepared to share out your MIPs to the group.

https://www.youtube.com/watch?v=yfM_NzQMLuA
Join us at CESA #1 for Upcoming Professional Development Events!

- ACCESS 2.0 & MODEL for ELs Test Administrator Training (10/26 and 11/4)
- English Learner Network Meetings (11/9, 1/11, 3/8, 5/10)
- English Learner Professional Development Series (11/3, 12/7, 1/26, 3/23, 4/13, 5/18)
THANK YOU!

× Before you leave, please fill out the evaluation form
And
× Ask Amy any questions we did not have time to address in the group

Amy Christianson, Ed.D.
achristianson@cesa1.k12.wi.us