Purpose of Today’s Workshop

Goals for the workshop:
1. What is a good ELL program?
   – Understanding the link between assessment and instruction.
2. How to read and use assessment reports.
3. Practical strategies and resources that can be implemented immediately.

WHAT IS A GOOD ELL PROGRAM?
Set the Stage...

- “Language sets the direction of all learning, particularly learning as it is required in school. So the question is, does the child have sufficient linguistic development in order to participate in the classroom?”
  — Edward DeAvila and Sharon Duncan

Language Acquisition

A Comprehensive Program

- Identifying the standards/targets for learning
- Instruction aligned to TESOL and CCSS
- Programmatic level interdisciplinary instruction aligned to the standards
- Lesson plans and activities that support a variety of learners
- Developing teacher resources to support teaching and learning
- Diagnostic Practice Tests
- Summative-LAS Links Benchmark Assessment
LAS Correspondence to Standards

Domain Components

• Listening
  – Listen for Information
  – Listen for Academic Instruction
• Speaking
  – Make Conversation
  – Use Academic Words
  – Describe and Request Information
  – Present and Explain Information
  – Tell a Story
• Reading
  – Read Words
  – Read School Texts
  – Read Academic Text
• Writing
  – Start Writing
  – Use Grammar and Conventions
  – Write Academic Texts
  – Write to Express Ideas

Measure Proficiency in:

• Academic language
  – Derive meaning
  – Draw conclusions
  – Work with extended test passages
  – Use correct sentence structure
  – Interact with academic context-based vocabulary
• Social language
  – Collaborate with peers
  – Get along in school
Context Strands – Form C & D

Core Context Strands for Context Foundation

| Social, Intercultural, and Instructional Communication | Content includes language needed to function as a member of the school community, such as interacting with classmates and school officials before and after class, comprehending general announcements that apply to the entire student body but are not content subject (e.g., math, history) specific. |
| Language Arts / Social Science / History | Beyond content itself, it includes academic vocabulary (e.g., metaphor, genre, Constitution) common to these subjects and inherent patterns of academic register and discourse. |
| Mathematics / Science / Technical Subjects | Beyond content itself, includes specialized vocabulary (e.g., circumference, molecule, galaxy) and particular patterns of discourse mostly associated with these subjects. |
| Foundational Skills | Beginning reading and writing skills that young students are developing in BOTH their first and second language. Reading: applying letter-sound correspondence and decoding. Writing: writing letters and numbers, spelling and writing words, and copying sentences. |

What makes a good ELL Program?

1. An understanding of Language Acquisition.
2. An understanding of the standards/learning targets.
3. An understanding of the curriculum and materials.

Most importantly:
Knowing students and having the desire to teach.

HOW TO READ AND USE ASSESSMENT REPORTS
Purpose of Testing: To Connect Language to Learning

- Identification of ELL students
- Exit criteria
- Title III reporting
- Monitoring progress of ELL students as students move along the stages of language acquisition

Speaking

Listening
PLDs

**Level 1 - Beginning**
L1 students are starting to develop receptive and productive uses of English in social, school, and academic contexts. Their comprehension may be demonstrated nonverbally or through their native language rather than in English.

**Level 2 - Early Intermediate**
L2 students are developing the ability to communicate in English in social, school, and academic contexts. Errors frequently impede basic communication and comprehension. Their receptive and productive control of lexical, syntactic, phonological, and discourse features of English is emerging. Early Intermediate students have minimal vocabulary and grammar skills. They identify, describe, and discuss simple pictorial or text prompts. Students interpret language related to familiar social, school, and academic topics. They make simple inferences and make simple comparisons. They restate rather than create original expressions. Restricted vocabulary and rudimentary grammar limit their expression and comprehension.

**Level 3 – Intermediate**
L3 students communicate in English across a range of grade-level-appropriate language demands in social, school, and academic contexts. However, errors interfere with their communication and comprehension. Repetition and clarification are often needed. The students exhibit a limited range of productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new or familiar topics. L3 students use limited vocabulary when defining concepts across and within academic disciplines. They can compare, contrast, summarize, and relate text to graphic organizers. They decode words, apply grammar conventions, and use context clues to identify word meanings. They identify correct and incorrect use of basic grammar. Although their language is generally coherent, it lacks significant elaboration or detail.
**Level 4 - Proficient**

L4 students communicate effectively in English, but with some errors, across a range of grade-level-appropriate language demands in social, school, and academic contexts. The students exhibit productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new or familiar topics.

L4 students interpret, analyze, and evaluate written and oral information, basing their responses on implicit and explicit context clues and information from personal and academic experiences. They adequately express themselves and organize their responses in logical and sequenced order. They distinguish nuances of meaning and incorporate idiomatic expressions and academic vocabulary.

**Level 5 - Above Proficient**

L5 students communicate effectively in English, with few if any errors, across a wide range of grade-level-appropriate language demands in social, school, and academic contexts. The students command a high degree of productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new or familiar topics.

L5 students apply their language mastery to critically evaluate and synthesize written and oral information and to formulate hypotheses. Their facility with language allows them to analyze information, make sophisticated inferences, and explain their reasoning. They skillfully organize information for presentations and can express subtle nuances of meaning.

They apply literary techniques such as identifying author tone and point of view and can tailor language to a particular purpose and audience.

**How to use PLDs...**

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning</td>
<td>Early Intermediate</td>
<td>Intermediate</td>
<td>Proficient</td>
<td>Above Proficient</td>
</tr>
</tbody>
</table>

- Speaking
- Listening
- Reading
- Writing
How to use PLDs...

![Table showing language skills across different levels](image)

PRACTICAL STRATEGIES AND RESOURCES THAT CAN BE IMPLEMENTED IMMEDIATELY.

- Pre-teach vocabulary
- Frayer model/Venn Diagram
- Reading pictures/graphs/maps
- How to skim a chapter
- How to prepare students to be successful in the general education classroom:
  - Taking notes
  - Outlining lessons
**Scaffolding Skills: Vocabulary and Concepts**

<table>
<thead>
<tr>
<th>Level</th>
<th>Possible Ideas</th>
</tr>
</thead>
</table>
| Level 1 | • Use a physical representation  
          • Use primary language to describe  
          • Ensure student knows the label/term in own language |
| Level 2 | • Pictorial representation  
          • Picture/drawing/illustration matched with both English and primary language  
          • Picture/drawing/illustration matched with English |
| Level 3, 4 & 5 | Varying levels of specificity and detail  
                    • Introducing concepts and categories (i.e. which of the following are land features?)  
                    • Frayer Model (handout available) |

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**The Frayer Model**

- **Definition (in Own Words)**
  - A shape that has three sides.

- **Facts/Characteristics**
  - It can be any size.  
  - It can be different kinds.
  - Does not have more than 3 sides.  
  - Does not have curved lines.  
  - Does not look like a circle.

- **Examples (at least 3)**

- **Non-Examples**
  - Bulleted list about what the "word" is not about
Graph/Chart Scaffold

How students in 3rd grade get to school

Level 1 & 2: students would begin by indicating observations: Which is the most? Which is the least? How did you get to school?

Level 3, 4 and 5: students can use the data to make predictions, comparisons, create equations: How many more students took the bus than walked? If all the students who walked to school rode in a car one day, would the bus still reflect the

Picture Scaffold

Tips to Teach Skimming – Wash, Rinse, and Repeat

1. Read the questions at the end of the chapter/section. Can I answer them?
2. Read the first and last paragraph of the chapter/section. Read the questions at the end of the chapter/section. Can I answer them?
3. Critically explore pictures, graphs, charts, illustrations, etc. Read the captions. Read the questions at the end of the chapter/section. Can I answer them?
4. Read the first and last sentence of each paragraph. Read the questions at the end of the chapter/section. Can I answer them?
5. If you can not answer the chapter/section questions, then read every paragraph. Now answer all the questions!!
Notetaking, Outlining and Highlighting

Ideas for use:
• Provide students with a template that helps them organize and set the purpose for notetaking.
  – My students used a standard template and had a 3 x 5 card that they used to record any words they did not know (so they could ask me later or we could investigate it together).
• Ask the teacher for a copy of their lecture notes and provide your student with two highlighters: one for main idea, other for important detail.
• Get a copy of a “expert note-taker’s” notes and compare what your student recorded and what the “expert” recorded.

Lots of Graphic Organizers!!!

Blackline masters on the CD provided several examples of graphic organizers aligned to the lessons!

Easily adaptable to general education classes.

Two examples of Graphic Organizers

Tailor the organizer for the student and the class!
Teacher Tools

- Online Resources
- References used in the presentation

Teacher Tools
Specific for the AC2000 of the presentation

"If one does not know to which post one is selling, no word is favorable."
- Online Resources: This list was reviewed to ensure all the links work and to identify the potential users. The list is not intended to be exhaustive, merely a jumping-off point for teachers.

Teacher Tools

QUESTIONS FOR ME?

Questions and answers session for the audience.