

A Survivor's Guide to English Learners



2017 Fall Institute

Introduction



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Goals & Outcomes



Content:

- I can **use** *Can Do descriptors* to differentiate lessons.
- I can **identify/locate** services and supports available to meet the needs of EL students.
- I can **identify** differentiation strategies to meet EL students' needs.

Language:

- I will **read** a student WIDA report and **orally describe** language proficiency levels.
- I will **record in writing** strategies I can implement in my classroom

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NC Professional Teaching Standards



- **Standard 2:** Teachers establish a respectful environment for a diverse population of students.
- **Standard 3:** Teachers know the content they teach.
- **Standard 4:** Teachers facilitate learning for their students.
- **Standard 6:** Teachers contribute to the academic success of students

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Icebreaker



I Have Who Has

Today we will challenge your knowledge of language used and associated with your ELs. You have probably heard these acronyms in your school.

Let's test your knowledge...

While playing, think of how this could be used in your classroom.

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“Alphabet Soup”



LEP- Limited English Proficient (student)

ESL- English as a Second Language (program)

EL (or ELL)- English learner (student)

L1-Refers to student's first (native language)

L2-Refers to second language (English)

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“Alphabet Soup”



WIDA- Formerly known as World-Class Instructional Design and Assessment (consortium of state depts. of education)

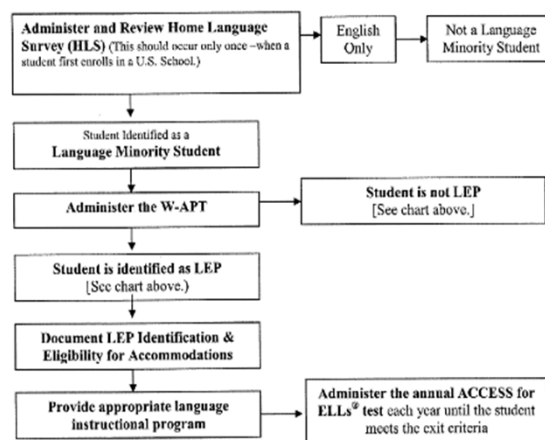
ACCESS- an assessment of English language proficiency

BICS- Basic Interpersonal Communication Skills (social language)

CALP- Cognitive Academic Language Proficiency (academic language)

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How are ELs identified in NC?



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Who are your ELs?



Think about the students in your classroom.

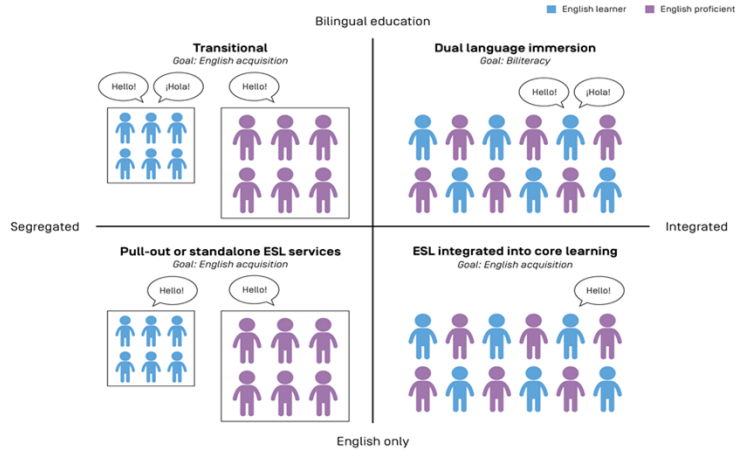
NAME	HOME LANGUAGE	COUNTRY of ORIGIN

- What is their home language?
- Do they speak more than one language at home?
- What is their country of origin? (Mom's? Dad's? Other family members?)
- Linguistic and cultural background
- Literacy in first language
- Educational background
- Interests, motivation, learning style
- Level of English language proficiency (reading, writing, listening, speaking) *

What supports do they receive?



Four Key Models for English Learners



Task 2: Turn and Talk



With a partner discuss how we ensure EL students' success at our schools.

At my school, I ensure English Learner's success by _____.



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WIDA "Can Do" philosophy



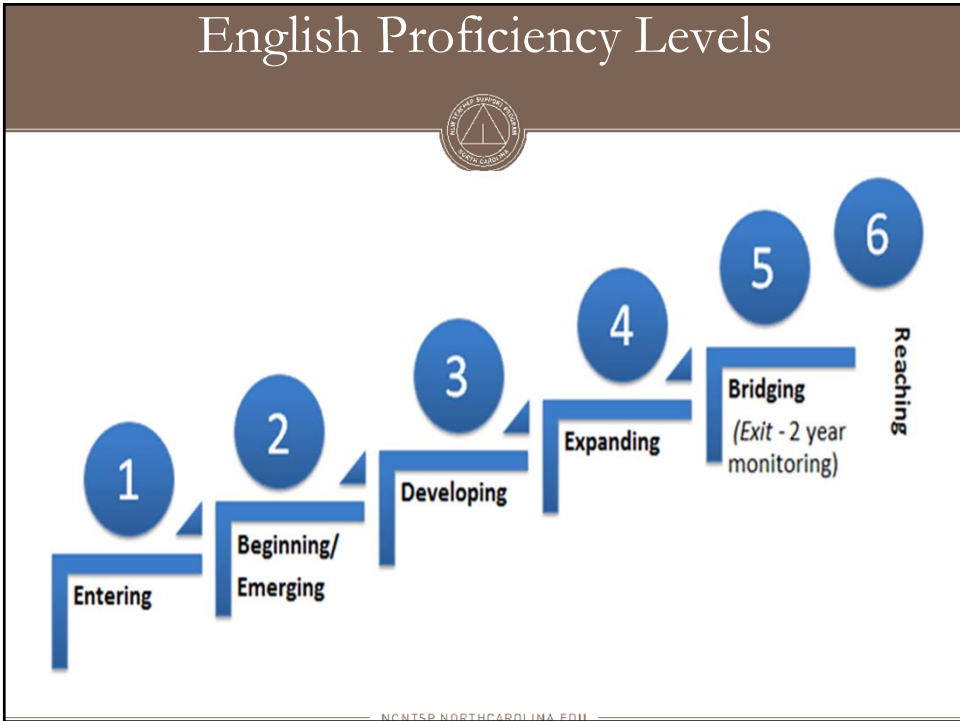
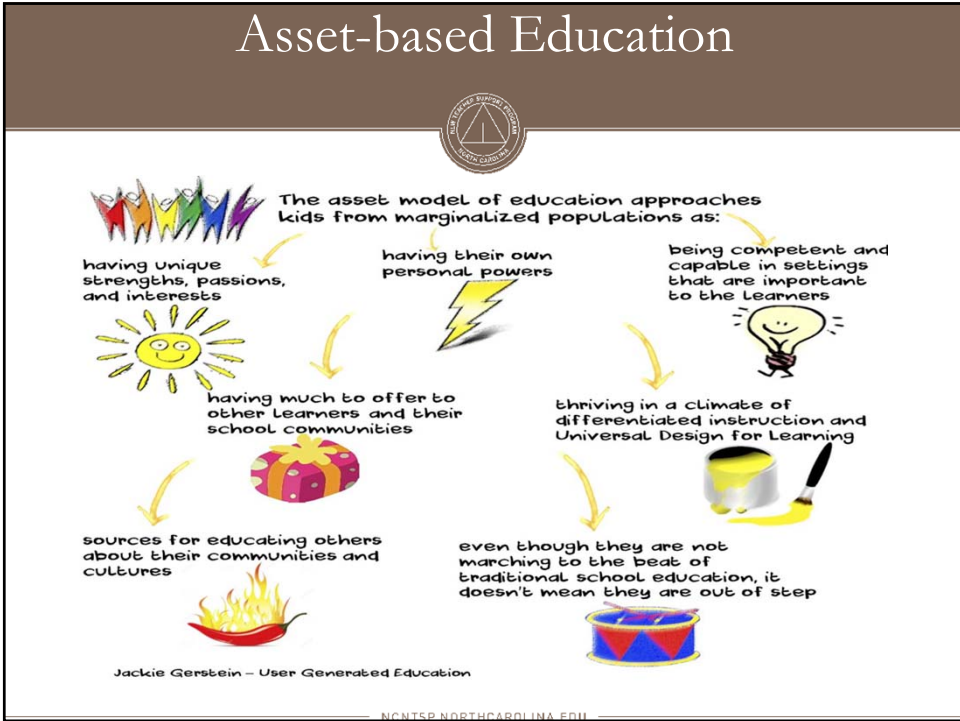
Focus on assets vs. deficits



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- 1 Let's make this a menti.com question!! Digital competencies!!
Traci Bellas, 8/2/2017



Task 3: Academic Language Proficiency



Work with a partner to sort the language proficiency level and their descriptors.



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Task 4: Student and Teacher Profiles




Now...use the student and/or teacher profile to describe the language proficiency levels for:

- Reading
- Writing
- Speaking
- Listening

What is the student **ABLE** to do?

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“Can Do” Descriptors



	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reading
LISTENING	<ul style="list-style-type: none"> Point to stated pictures, words, phrases Follow one-step oral directions Match oral statements to objects, figures or illustrations 	<ul style="list-style-type: none"> Sort pictures, objects according to oral instructions Follow two-step oral directions Match information from oral descriptions to objects, illustrations 	<ul style="list-style-type: none"> Locate, select, order information from oral descriptions Follow multi-step oral directions Categorize or sequence oral information using pictures, objects 	<ul style="list-style-type: none"> Compare/contrast functions, relationships from oral information Analyze and apply oral information Identify cause and effect from oral discourse 	<ul style="list-style-type: none"> Draw conclusions from oral information Construct models based on oral discourse Make connections from oral discourse 	
SPEAKING	<ul style="list-style-type: none"> Name objects, people, pictures Answer WH- (who, what, when, where, which) questions 	<ul style="list-style-type: none"> Ask WH- questions Describe pictures, events, objects, people Restate facts 	<ul style="list-style-type: none"> Formulate hypotheses, make predictions Describe processes, procedures Retell stories or events 	<ul style="list-style-type: none"> Discuss stories, issues, concepts Give speeches, oral reports Offer creative solutions to issues, problems 	<ul style="list-style-type: none"> Engage in debates Explain phenomena, give examples and justify responses Express and defend points of view 	
READING	<ul style="list-style-type: none"> Match icons and symbols to words, phrases or environmental print Identify concepts about print and text features 	<ul style="list-style-type: none"> Locate and classify information Identify facts and explicit messages Select language patterns associated with facts 	<ul style="list-style-type: none"> Sequence pictures, events, processes Identify main ideas Use context clues to determine meaning of words 	<ul style="list-style-type: none"> Interpret information or data Find details that support main ideas Identify word families, figures of speech 	<ul style="list-style-type: none"> Conduct research to glean information from multiple sources Draw conclusions from explicit and implicit text 	
WRITING	<ul style="list-style-type: none"> Label objects, pictures, diagrams Draw in response to a prompt Produce icons, symbols, words, phrases to convey messages 	<ul style="list-style-type: none"> Make lists Produce drawings, phrases, short sentences, notes Give information requested from oral or written directions 	<ul style="list-style-type: none"> Produce bare-bones expository or narrative texts Compare/contrast information Describe events, people, processes, procedures 	<ul style="list-style-type: none"> Summarize information from graphics or notes Edit and revise writing Create original ideas or detailed responses 	<ul style="list-style-type: none"> Apply information to new contexts React to multiple genres and discourses Author multiple forms/ genres of writing 	

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“Can Do” Descriptors



Available online for every grade level:

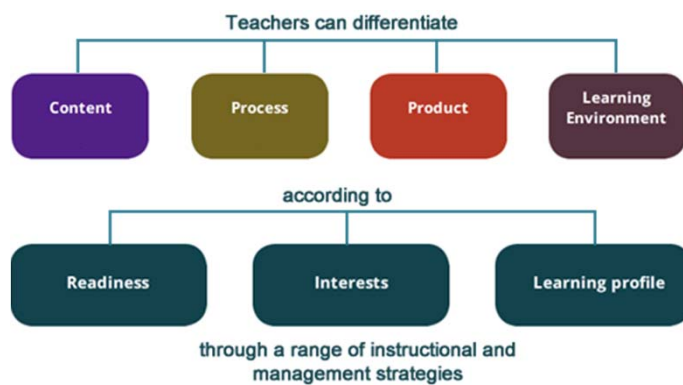
https://www.wida.us/standards/CAN_DOs/

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- 1 Will these be printed in color?
Jackie Caldwell, 8/10/2017

Differentiation: Content, Process, and Product



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Strategies for Differentiation



What instructional strategies can I use to enable my ELs to participate and achieve in this activity/lesson/unit/class/program?

- Use can-do descriptors as a guide
- Remember: an EL's actual level is what they can-do independently.
- Target the next level for instruction.

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Strategies for Differentiation



Station Rotation

Look at the colored folders at your seats.

Your color will indicate you group and rotation line-up.

Find your color posted next to a station. For example, if your folder is blue, you will meet at the blue table.

There are facilitators at each rotation.

You will rotate through 3 stations; spending 10 min at each station.

Ticket Out the Door: Give One Take One



Strategy	General Description	Uses for this Strategy (formative assessment, differentiation, academic language, scaffolding...)	Language Domain	Integrated? (Does this integrate more than one domain?)

Questions?



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