

Chicagoland Partners for ELL Education
Symposium for Hawthorne School District #73
Administrators
September 24, 2009
1:30 - 3 p.m.

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This presentation was made possible by:

Chicagoland Partners for English Language Learners
(CPELL) Loyola University Chicago project funded by
the Office of English Language Acquisition, U.S.
Department of Education

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Supporting our ELL students using WIDA Data and Best Practices

- ┆ Today we will focus on the following:
 - Review the Iceberg of Language
 - Review the Iceberg of Culture
 - Using WIDA Data to understand our ELL students
 - A sampling of best practices within each of the WIDA language proficiency levels
 - Language Development Plan – an idea for incorporating best processes and practices of Rtl for ELL students

THE ICEBERG OF LANGUAGE

BICS – Basic Interpersonal Communication Skills:
This is conversational language. Language on the surface.

CALPS – Cognitive Academic Language Proficiency Skills (academic language) Language of deep understanding.





The Iceberg of Culture



WIDA

World-Class Instructional Design and Assessment

- └ Levels of Language Proficiency
 - Listening, Speaking, Reading, Writing
 - Entering
 - Beginning
 - Developing
 - Expanding
 - Bridging
 - Reaching

- └ Remember, a student can “display” different levels of language proficiency within BICS and CALPS and within each of the language skill areas.

Bootstrapping

(Cloud, Genesse, Hamayan, 2009)

- ELL's use their home language to help them learn English much the way a child uses the straps to pull on their boots – it is much easier than if a child just tries to tug away at the boots themselves.
- Write down how you “bootstrap” as I read to you the following children’s classic piece of literature.
- What is your WIDA level for listening, speaking, and reading?

Looking at your school's data

- ▮ What trends do you notice?
- ▮ What anomalies do you notice?
- ▮ What questions do you have?
- ▮ Where would you go to find these answers?

Constructivist/Sheltered Instruction Theory and Theorists

- Krashen:
 - The role of MEANING
 - The role of COMPREHENSIBLE INPUT
 - The role of LOW ANXIETY
- Cummins
 - Proficiency in English used for COMMUNICATIVE PURPOSES
 - Proficiency in English used for ACADEMIC PURPOSES
 - EMPOWERMENT OF STUDENTS
- Long
 - the role of INTERACTION

Best practices in ELL education

1. Values prior knowledge
2. Is context embedded
3. Integrates cooperative group work
4. Uses total physical response (gesture)
5. Uses multidimensional assessment
6. Integrates language, content, and process

Modify Teacher Talk

- ▮ Be aware of idioms (Jodi Reiss, 2008)
- ▮ Use meaningful gestures
- ▮ Teacher think alouds
- ▮ Slow down
- ▮ Use visuals
- ▮ Un-clutter the classroom environment
- ▮ Think-pair-share while teaching
- ▮ Allow extended wait time

Emergent English Language Learner

Each time a child begins a new “topic,” he/she is emergent in the language all over again.

- Appropriate Strategies
 - Total Physical Response
 - Song/Jazz Chants
 - Wordless Picture Books
 - Vocabulary Cards (multiple uses)
 - Mimic Writing (print before cursive)
 - environmental print
 - Lists/Labels
 - home communication
 - Read a-louds/books on tape
 - Role of technology

Selecting Words to Teach

(Cloud, Genesee, Hamayan, 2009)

- Select words that are important for understanding the essential learnings and the text.
- Do not exceed the number of words that student can remember (around 6 to 10 per lesson, depending on the learners' age and/or stage of proficiency).
- Select words that can advance student's word learning skills (words with particular prefixes or suffixes for example)
- Teach words that are frequent, useful and likely to be encountered in the content area. They should be highly transferrable to other units or content areas.
- Do not directly teach words if students can use context or structural analysis skills to discover the word's meaning.
- Be sure that you select an appropriately leveled passage to begin with, one for which you will only need to teach a small number of words prior to reading.

Oral and Reading Development

BICS and CALPS Vocabulary

- Predictable Books
- Academic Language Literature
- Front-loading Vocabulary
- Multiple Exposures
- Text Structure – Match Mine
- “Hear” my words “Find” my words
- Sequence – Sentence Strips

Oral and Literacy

CALPS vocabulary development

- └ Leveled Readers
- └ Semantic Feature Analysis Chart
- Frayer Model
- Vocabulary Card Questions
- Graphic Organizers
- Cooperative Learning

Writing Development

- ▮ Mimic Writing (see “emergent”)
- ▮ Language Experience Approach
- ▮ Collaborative Writing
- ▮ Poem/Cloze Templates
- ▮ Writing Scripts/Story Strip Templates
- ▮ Dialogue Journals

Putting it all together

- └ Assessment
 - Background Knowledge Needed
 - Target Vocabulary
 - Reading/Writing Skills
 - Teaching Strategies

Collaboration Among ELL and Mainstream Faculty

- └ Common Goals
- └ Common Vocabulary
- ▣ Common Reading Proficiencies
- ▣ Common Writing Proficiencies
- ▣ Complimentary Assessment Techniques
- ▣ Coordinated Communication System

Collaboration and Rtl

- ┌ Response to Intervention (Rtl) – Questions to Consider:
 - Do we know the level of language proficiency the student has in his/her native language?
 - Do we know the student’s formal educational background?
 - What is the student’s English Language Proficiency Level in listening, speaking, reading and writing? BICS? CALPS?
 - Is the student receiving comprehensible input for his/her English Language Level?
 - Are appropriate assessments and teaching accommodations being made?
 - Is the student being asked to behave in a way that is culturally uncomfortable for him/her?
 - Is the student making progress or has the learning “stalled?”

Language Development Plan – see separate packet.

Thank you.

└ Please visit our website at:

– www.luc.edu/cpell

You will find symposium powerpoints for administrators, teachers and parents.

You will find out more about our great CPELL scholars.

You will find additional resources to help you serve your ELL children, families and your faculty.