Chicagoland Partners for ELL Education
ATSD 102

Meeting the Needs of All Learners: Ensuring Access to the Core Curriculum for ELLs (K-12) Implications for Student Placement

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Facilitated by:

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CPELL Scholar Graduates in D102:
Melissa Marzullo, Annette Wozniczka, Christina Lovering, Francesca Oglivie, Felicia Smith
Today’s Goals

- **Review** the Fundamentals of Language Acquisition
  - BICS/CALPS
  - Domains of Language
  - Language Content, Complexity and Cultural Mediation
  - WIDA – CAN DO statements
  - Common Core

- Using Student Achievement Data (ACCESS, F & P, MAP, etc) **apply** these fundamentals to the placement of ELLs within the D102 mainstream classroom, TBE, and TPI programs to ensure access to the core curriculum while employing manageable, flexible grouping and differentiation of instruction.

- **Understand** the implications for current staffing, future hiring and professional development
Developing new understandings about language and culture

“Educating all children will require the will and commitment to understand and respond to cultural difference. To the extent that teachers know and understand how children’s past experiences have been organized and explained, they are better able to fashion new ones for them.”

(Bowman & Stott, 1994)
What is your favorite snack?

Sweet or salty

Tammy King, IRC, 2010
Salt from the perspective of...

- A Poet
- An Economist
- An Nutritionist
- A Historian

Now in a group of four:

Discuss how your language use changed depending on the focus.

Tammy King, IRC, 2010
The English Language Proficiency Standards

- SOCIAL and INSTRUCTIONAL language
- The language of LANGUAGE ARTS
- The language of MATHEMATICS
- The language of SCIENCE
- The language of SOCIAL SCIENCE
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
Constructivist/Sheltered Instruction
Theory and Theorists

- **Cloud, Genesse, Hamayan**
  - 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

- **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
WIDA
World-Class Instructional Design and Assessment

- Levels of Language Proficiency (measure with ACCESS)
  - Listening, Speaking, Reading, Writing
    - Entering
    - Beginning
    - Developing
    - Expanding
    - Bridging
    - Reaching

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

- We first learn to read. Then we read to learn. These are two very different conceptual skill sets.
Support for Instruction and Assessment

Must provide sensory, graphic or interactive support during assessment and instruction.

1. ENTERING
2. BEGINNING
3. DEVELOPING
4. EXPANDING
5. BRIDGING

Only level where grade level text can be used with minimal support.

Tammy King 2010
English Language Proficiency Levels

1. ENTERING
2. BEGINNING
3. DEVELOPING
4. EXPANDING
5. BRIDGING
6. REACHING

- **Linguistic Complexity:**
  The amount and quality of speech or writing for a given situation

- **Vocabulary Usage:**
  The specificity of words or phrases for a given context

- **Language Control:**
  The comprehensibility of the communication based on the amount and type of errors

Tammy King, IRC, 2010
What are Can DO Descriptors?

“(Students) are ready to learn something, but start from different places . . . . When children enter school we need to observe what they know and can do, and build on that foundation whether it is rich or meager.”

Marie Clay
# CAN DO Descriptors: Grade Level Cluster 1-2

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

## LISTENING

<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>Entering</td>
<td>Beginning</td>
<td>Developing</td>
<td>Expanding</td>
<td>Bridging</td>
</tr>
</tbody>
</table>

- **Level 1 (Entering):**
  - Follow modeled, one-step oral directions (e.g., "Find a pencil.")
  - Identify pictures of everyday objects as stated orally (e.g., in books)
  - Point to real-life objects reflective of content-related vocabulary or oral statements
  - Mimic gestures or movement associated with statements (e.g., "This is my left hand.")

- **Level 2 (Beginning):**
  - Match oral reading of stories to illustrations
  - Carry out two- to three-step oral commands (e.g., "Take out your science book. Now turn to page 25.")
  - Sequence a series of oral statements using real objects or pictures
  - Locate objects described orally

- **Level 3 (Developing):**
  - Follow modeled multi-step oral directions
  - Sequence pictures of stories read aloud (e.g., beginning, middle, and end)
  - Match people with jobs or objects with functions based on oral descriptions
  - Classify objects according to descriptive oral statements

- **Level 4 (Expanding):**
  - Compare/contrast objects according to physical attributes (e.g., size, shape, color) based on oral information
  - Find details in illustrated, narrative, or expository text read aloud
  - Identify illustrated activities from oral descriptions
  - Locate objects, figures, places based on visuals and detailed oral descriptions

- **Level 5 (Bridging):**
  - Use context clues to gain meaning from grade-level text read orally
  - Apply ideas from oral discussions to new situations
  - Interpret information from oral reading of narrative or expository text
  - Identify ideas/concepts expressed with grade-level content-specific language

## SPEAKING

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<td>Expanding</td>
<td>Bridging</td>
</tr>
</tbody>
</table>

- **Level 1 (Entering):**
  - Repeat simple words, phrases, and memorized chunks of language
  - Respond to visually-supported (e.g., calendar) questions of academic content with one word or phrase
  - Identify and name everyday objects
  - Participate in whole group chants and songs

- **Level 2 (Beginning):**
  - Use first language to fill in gaps in oral English (code switch)
  - Repeat facts or statements
  - Describe what people do from action pictures (e.g., jobs of community workers)
  - Compare real-life objects (e.g., "smaller," "biggest")

- **Level 3 (Developing):**
  - Ask questions of a social nature
  - Express feelings (e.g., "I'm happy because...")
  - Retell simple stories from picture cues
  - Sort and explain grouping of objects (e.g., sink v. float)
  - Make predictions or hypotheses
  - Distinguish features of content-based phenomena (e.g., caterpillar, butterfly)

- **Level 4 (Expanding):**
  - Ask questions for social and academic purposes
  - Participate in class discussions on familiar social and academic topics
  - Retell stories with details
  - Sequence stories with transitions

- **Level 5 (Bridging):**
  - Use academic vocabulary in class discussions
  - Express and support ideas with examples
  - Give oral presentations on content-based topics approaching grade level
  - Initiate conversation with peers and teachers

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The CAN DO Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.
# CAN DO Descriptors: Grade Level Cluster 1-2

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

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<th>Level 4</th>
<th>Level 5</th>
<th>Level 6 - Reaching</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Entering</strong></td>
<td><strong>Beginning</strong></td>
<td><strong>Developing</strong></td>
<td><strong>Expanding</strong></td>
<td><strong>Bridging</strong></td>
<td><strong>Reaching</strong></td>
</tr>
<tr>
<td>Identify symbols, icons, and environmental print</td>
<td>Search for pictures associated with word patterns</td>
<td>Make text-to-self connections with prompting</td>
<td>Put words in order to form sentences</td>
<td>Begin using features of non-fiction text to aid comprehension</td>
<td></td>
</tr>
<tr>
<td>Connect print to visuals</td>
<td>Identify and interpret pre-taught labeled diagrams</td>
<td>Select titles to match a series of pictures</td>
<td>Identify basic elements of fictional stories (e.g., title, setting, characters)</td>
<td>Use learning strategies (e.g., context clues)</td>
<td></td>
</tr>
<tr>
<td>Match real-life familiar objects to labels</td>
<td>Match voice to print by pointing to icons, letters, or illustrated words</td>
<td>Sort illustrated content words into categories</td>
<td>Follow sentence-level directions</td>
<td>Identify main ideas</td>
<td></td>
</tr>
<tr>
<td>Follow directions using diagrams or pictures</td>
<td>Sort words into word families</td>
<td>Match phrases and sentences to pictures</td>
<td>Distinguish between general and specific language (e.g., flower vs. rose) in context</td>
<td>Match figurative language to illustrations (e.g., “as big as a house”)</td>
<td></td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td><strong>Writing</strong></td>
<td><strong>Engage in prewriting strategies (e.g., use of graphic organizers)</strong></td>
<td><strong>Produce original sentences</strong></td>
<td><strong>Create a related series of sentences in response to prompts</strong></td>
<td></td>
</tr>
<tr>
<td>Copy written language</td>
<td>Provide information using graphic organizers</td>
<td>Form simple sentences using word/phrase banks</td>
<td><strong>Create messages for social purposes (e.g., get well cards)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use first language (L1, when L1 is a medium of instruction) to help form words in English</td>
<td>Generate lists of words/phrases from banks or walls</td>
<td>Participate in interactive journal writing</td>
<td><strong>Compose journal entries about personal experiences</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicate through drawings</td>
<td>Complete modeled sentence starters (e.g., “I like ___.”)</td>
<td>Give content-based information using visuals or graphics</td>
<td><strong>Use classroom resources (e.g., picture dictionaries) to compose sentences</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Label familiar objects or pictures</td>
<td>Describe people, places, or objects from illustrated examples and models</td>
<td><strong>Engage in prewriting strategies (e.g., use of graphic organizers)</strong></td>
<td><strong>Explain processes or procedures using connected sentences</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
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# CAN DO Descriptors: Grade Level Cluster 3-5

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

<table>
<thead>
<tr>
<th>Level 1 Entering</th>
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<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, or phrases</td>
<td>• Categorize content-based pictures or objects from oral descriptions</td>
<td>• Follow multi-step oral directions</td>
<td>• Interpret oral information and apply to new situations</td>
<td>• Carry out oral instructions containing grade-level, content-based language</td>
</tr>
<tr>
<td>• Follow one-step oral directions (e.g., physically or through drawings)</td>
<td>• Arrange pictures or objects per oral information</td>
<td>• Identify illustrated main ideas from paragraph-level oral discourse</td>
<td>• Identify illustrated main ideas and supporting details from oral discourse</td>
<td>• Construct models or use manipulatives to problemsolve based on oral discourse</td>
</tr>
<tr>
<td>• Identify objects, figures, people from oral statements or questions (e.g., “Which one is a rock?”)</td>
<td>• Follow two-step oral directions</td>
<td>• Match literal meanings of oral descriptions or oral reading to illustrations</td>
<td>• Infer from and act on oral information</td>
<td>• Distinguish between literal and figurative language in oral discourse</td>
</tr>
<tr>
<td>• Match classroom oral language to daily routines</td>
<td>• Draw in response to oral descriptions</td>
<td>• Sequence pictures from oral stories, processes, or procedures</td>
<td>• Role play the work of authors, mathematicians, scientists, historians from oral readings, videos, or multi-media</td>
<td>• Form opinions of people, places, or ideas from oral scenarios</td>
</tr>
<tr>
<td><strong>SPEAKING</strong></td>
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<td></td>
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</tr>
<tr>
<td>• Express basic needs or conditions</td>
<td>• Ask simple, everyday questions (e.g., “Who is absent?”)</td>
<td>• Answer simple content-based questions</td>
<td>• Answer opinion questions with supporting details</td>
<td>• Justify/defend opinions or explanations with evidence</td>
</tr>
<tr>
<td>• Name pre-taught objects, people, diagrams, or pictures</td>
<td>• Restate content-based facts</td>
<td>• Re/tell short stories or events</td>
<td>• Discuss stories, issues, and concepts</td>
<td>• Give content-based presentations using technical vocabulary</td>
</tr>
<tr>
<td>• Recite words or phrases from pictures of everyday objects and oral modeling</td>
<td>• Describe pictures, events, objects, or people using phrases or short sentences</td>
<td>• Make predictions or hypotheses from discourse</td>
<td>• Give content-based oral reports</td>
<td>• Sequence steps in grade-level problem-solving</td>
</tr>
<tr>
<td>• Answer yes/no and choice questions</td>
<td>• Share basic social information with peers</td>
<td>• Offer solutions to social conflict</td>
<td>• Offer creative solutions to issues/problems</td>
<td>• Explain in detail results of inquiry (e.g., scientific experiments)</td>
</tr>
</tbody>
</table>
# CAN DO Descriptors: Grade Level Cluster 3-5

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

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</tr>
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</table>

## Reading
- Match icons or diagrams with words/concepts
- Identify cognates from first language, as applicable
- Make sound/symbol/word relations
- Match illustrated words/phrases in differing contexts (e.g., on the board, in a book)
- Identify facts and explicit messages from illustrated text
- Find changes to root words in context
- Identify elements of story grammar (e.g., characters, setting)
- Follow visually supported written directions (e.g., "Draw a star in the sky."
- Interpret information or data from charts and graphs
- Identify main ideas and some details
- Sequence events in stories or content-based processes
- Use context clues and illustrations to determine meaning of words/phrases
- Classify features of various genres of text (e.g., "and they lived happily ever after" — fairy tales)
- Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram)
- Find details that support main ideas
- Differentiate between fact and opinion in narrative and expository text
- Summarize information from multiple related sources
- Answer analytical questions about grade-level text
- Identify, explain, and give examples of figures of speech
- Draw conclusions from explicit and implicit text at or near grade level
- Produce extended responses of original text approaching grade level
- Apply content-based information to new contexts
- Connect or integrate personal experiences with literature/content
- Create grade-level stories or reports

The CAN DO Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students’ language processing and use across the levels of language proficiency.
### CAN DO Descriptors: Grade Level Cluster 6-8

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

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</tr>
</thead>
<tbody>
<tr>
<td><strong>LISTENING</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follow one-step oral commands/instructions</td>
<td>Follow multi-step oral commands/instructions</td>
<td>Categorize content-based examples from oral directions</td>
<td>Identify main ideas and details of oral discourse</td>
<td>Use oral information to accomplish grade-level tasks</td>
</tr>
<tr>
<td>Match social language to visual/graphic displays</td>
<td>Classify/sort content-related visuals per oral descriptions</td>
<td>Match main ideas of familiar text read aloud to visuals</td>
<td>Complete content-related tasks or assignments based on oral discourse</td>
<td>Evaluate intent of speech and act accordingly</td>
</tr>
<tr>
<td>Identify objects, people, or places from oral statements/questions using gestures (e.g., pointing)</td>
<td>Sequence visuals per oral directions</td>
<td>Use learning strategies described orally</td>
<td>Apply learning strategies to new situations</td>
<td>Make inferences from grade-level text read aloud</td>
</tr>
<tr>
<td>Match instructional language with visual representation (e.g., “Use a sharpened pencil.”)</td>
<td>Identify information on charts or tables based on oral statements</td>
<td>Identify everyday examples of content-based concepts described orally</td>
<td>Role play, dramatize, or re-enact scenarios from oral reading</td>
<td>Discriminate among multiple genres read orally</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPEAKING</th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Answer yes/no and choice questions</td>
<td>Convey content through high frequency words/phrases</td>
<td>Begin to express time through multiple tenses</td>
<td>Paraphrase and summarize ideas presented orally</td>
<td>Defend a point of view and give reasons</td>
</tr>
<tr>
<td>Begin to use general and high frequency vocabulary</td>
<td>State big/main ideas of classroom conversation</td>
<td>Retell/rephrase ideas from speech</td>
<td>Use and explain metaphors and similes</td>
<td>Use and explain metaphors and similes</td>
</tr>
<tr>
<td>Repeat words, short phrases, memorized chunks</td>
<td>Describe situations from modeled sentences</td>
<td>Give brief oral content-based presentations</td>
<td>Communicate with fluency in social and academic contexts</td>
<td>Communicate with fluency in social and academic contexts</td>
</tr>
<tr>
<td>Answer select WH-questions (e.g., “who,” “what,” “when,” “where”) within context of lessons or personal experiences</td>
<td>Describe routines and everyday events</td>
<td>State opinions</td>
<td>Negotiate meaning in group discussions</td>
<td>Negotiate meaning in group discussions</td>
</tr>
<tr>
<td></td>
<td>Express everyday needs and wants</td>
<td>Connect ideas in discourse using transitions (e.g., “but,” “then”)</td>
<td>Use different registers inside and outside of class</td>
<td>Discuss and give examples of abstract, content-based ideas (e.g., democracy, justice)</td>
</tr>
<tr>
<td></td>
<td>Communicate in social situations</td>
<td>Use different registers inside and outside of class</td>
<td>State big/main ideas with some supporting details</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Make requests</td>
<td>Ask for clarification (e.g., self-monitor)</td>
<td></td>
<td></td>
</tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>READING</strong></td>
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<td><strong>WRITING</strong></td>
<td><strong>READING</strong></td>
</tr>
<tr>
<td>• Associate letters with sounds and objects</td>
<td>• Draw content-related pictures</td>
<td>• Draw content-related pictures</td>
<td>• Create expository text to explain graphs/charts</td>
<td>• Differentiate and apply multiple meanings of words/phrases</td>
</tr>
<tr>
<td>• Match content-related objects/pictures to words</td>
<td>• Produce high frequency words</td>
<td>• Produce high frequency words</td>
<td>• Produce research reports using multiple sources/citations</td>
<td>• Apply strategies to new situations</td>
</tr>
<tr>
<td>• Identify common symbols, signs, and words</td>
<td>• Label pictures and graphs</td>
<td>• Label pictures and graphs</td>
<td>• Begin using analogies</td>
<td>• Infer meaning from modified grade-level text</td>
</tr>
<tr>
<td>• Recognize concepts of print</td>
<td>• Create vocabulary/concept cards</td>
<td>• Complete pattern sentences</td>
<td>• Critique literary essays or articles</td>
<td>• Critique material and support argument</td>
</tr>
<tr>
<td>• Find single word responses to WH-questions (e.g., “who,” “what,” “when,” “where”) related to illustrated text</td>
<td>• Generate lists from pre-taught words/phrases and word banks (e.g., create menu from list of food groups)</td>
<td>• Produce short paragraphs with main ideas and some details (e.g., column notes)</td>
<td>• Use transition words to create cohesive passages</td>
<td>• Sort grade-level text by genre</td>
</tr>
<tr>
<td>• Use picture dictionaries/illustrated glossaries</td>
<td>• Complete pattern sentences with original ideas</td>
<td>• Create compound sentences (e.g., with conjunctions)</td>
<td>• Interpret adapted classics or modified text</td>
<td>• Use an array of strategies (e.g., skim and scan for information)</td>
</tr>
</tbody>
</table>

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Common Core – Literacy and Language Arts: Instructional Shifts

- Regular practice with complex test and its academic vocabulary
  - Students should practice with academic vocabulary through multiple opportunities across all four language domains and for multiple academic purposes.

- Building knowledge through content-rich nonfiction and informational text
  - Students should write consistently, during and after reading short and extended texts, and respond to text dependent questions.

- Reading and writing grounded in evidence from text
  - Students should write daily and consistently during reading of short and extended texts to show evidence of their application of reading strategies, such as predicting, visualizing, inferring, summarizing, questioning and connecting.

- ELL students are learning to read English while simultaneously reading to learn English content.
  - The older the ELL child, the farther his/her English language peers have progressed in English language content development.
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.
Using WIDA levels to differentiate instruction and teach vocabulary

• Water Cycle: What vocabulary words are important for understanding?
  • How can you use gestures to represent the vocabulary?
  • How can you use pictures to represent the vocabulary?
  • How can you have repeated exposures to the vocabulary?
  • How can you use technology to assist in the teaching?
  • How might these strategies help all of your students – not just the ELL’s?
SIOP Lesson Plan Template

Standards: 

Motivation: 
(Building background)

Theme:

Presentation: 
(Language and content objectives, comprehensible input, strategies, interaction, feedback)

Lesson Topics: 

Practical Application: 
(Meaningful activities, interaction, strategies, practice/application feedback)

Objectives: 

Language 

Review Assessment: 
(Review objectives and vocabulary, assess learning)

Content 

Learning Strategies: 

Key Vocabulary: 

Materials: 

Extension:
Multi-tiered System of Support and its intersection with ELLs


Note: Percentages are approximations and may vary by district.
Using Student Achievement Data (ACCESS, F & P, MAP, etc) apply these fundamentals to the placement of ELLs within the D102 mainstream classroom, TBE, and TPI programs to ensure access to the core curriculum while employing manageable, flexible grouping and differentiation of instruction (attachments)

The data are listed as follows:

- School Name
- Student Number (coded)
- Student Name (coded)
- Grade Level
- LEP Designation (1 = YES, blank = NO)
- Fountas & Pinnell Level (Winter 2013)
- MAP Reading RIT (Winter 2013)
- Lexile (Winter 2013)
- PreID for ACCESS 2013 (scheduled to take it Winter 2013)
- ACCESS 2012 Literacy
- ACCESS 2012 Composite
- ACCESS 2012 Tier (of test taken - A, B or C)
Implications: Jim Collins
Good To Great for the Social Sectors (2005)

- Level 5 Leadership
- First Who - Right people on the bus in the right seats
- Confront the Brutal Facts
- Hedgehog
- Culture of Discipline
- Technology Accelerators
- Preserve the Core
- Flywheel
Thank you and Feedback

- Learn more - Please visit our website at www.luc.edu/cpell

- Build Capacity – We are recruiting for the 2nd Cohort in M.Ed. in English Language Teaching & Learning with an ESL endorsement or your ESL Endorsement. There are only five spots left.

- Feedback:
  - 1 Administrators’ Academy (you keep one for your records, please complete and turn the other in.)
  - 1 DOE grant (please complete and turn in.)

- Further Reading – March 2013 Educational Researcher

- Please take a piece of native language literature for your school’s library.