Chicagoland Partners for ELL Education
Office of Catholic Schools

Meeting the Needs of English Language Learners: Session #2 for Teachers

September & October 2013
Facilitated by:

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Loyola University Chicago
Introduction to Session

OBJECTIVES & AGENDA
Today’s Focus

Linguistically responsive practice

- Teaching and learning in mainstream classrooms grounded in the principles and practices of language development and second language acquisition
- Recognizing the language backgrounds, abilities, and needs of individual students
- Analyzing language demands inherent in academic tasks
- Scaffolding learning for language development

Lucas, Villegas, & Freedson-Gonzalez, 2008
Today’s Focus

Linguistically responsive practice

- Central to linguistically responsive instruction is recognizing individual students’ backgrounds, abilities, and needs.
- Today’s focus will center on getting to know students’ specific language abilities and needs through use of WIDA tools.

Lucas, Villegas, & Freedson-Gonzalez, 2008
Today’s Objectives

Teachers and leaders will:

- Describe how WIDA tools can inform and support classroom practice with ELLs.
- Explain how WIDA Can-Do Descriptors support planning for individual and whole-group instruction.
- Apply WIDA tools to support individual and whole-group ELLs’ learning needs in classroom instruction.
- Explain how to use four instructional strategies to support the teaching and learning of ELLs.
Today’s Agenda

- 5m: Introduction to Session
- 25m: Community Building & Accessing Prior Knowledge
- 30m: Introduction to WIDA & WIDA Tools (I do)
- 45m: WIDA Tools: Expert Groups by Grade (We do)
- 45m: WIDA Tools: Jigsaw Group by School (You do)
- 30m: Conclusion: Reflections & Next Steps
Today’s Norms

- **Prepared** – We are all prepared to commit to this important work together.

- **Professional** – All discussions are confidential and respect the reality that sharing involves risk-taking.

- **Present** – Please turn-off laptops and cell phones.

- **Positive** – Maintain a *solutions-oriented* attitude and use *asset-based* language.
Building Rapport & Accessing Prior Knowledge

COMMUNITY BUILDING
Building community is an integral facet of any learning community and environment. This is even more important when working with ELLs, so that they feel welcome, valued, comfortable, and safe to take risks with their language.

The purpose of this community building time is not only to get to know one another outside of your school site, but also to accessing prior knowledge on topics related to teaching ELLs based on our last session together in August.

Please work with someone who you do not know well, possibly a new colleague or someone from another school.
To provide linguistically responsive practice, teachers must know individual students’ sociocultural, linguistic, cognitive, and academic backgrounds, abilities, and needs.

Herrera, 2010
Hearts Activity

- **Outside Layer of the Heart.** Record words that come to mind when you hear the words *sociocultural, linguistic, cognitive, and academic.*
- **Middle Layer of the Heart.** Record tools and strategies you use in practice to learn about these dimensions of your students.
- **Center of the Heart.** Write about an experience from your classroom practice that comes to mind when you think of the sociocultural, linguistic, cognitive, and academic dimensions of students.

Herrera, 2010
Hearts Activity

- Share each heart layer with a different person.
  - Partner 1: Outside heart
  - Partner 2: Middle heart
  - Partner 3: Inside heart

- Consider connections to practice, as reflected in your completed heart.
  - Why are these four dimensions integral to teaching and learning?

Herrera, 2010
Dimensions of ELL Development

- Sociocultural
- Linguistic
- Cognitive
- Academic

Herrera, 2010
Dimensions of ELL Development

Today we will focus on the linguistic dimension using WIDA tools to guide instruction.

Herrera, 2010
Introduction to New Material

INTRODUCTION TO WIDA & WIDA TOOLS
Introduction to WIDA

Word Splash:

- On the poster paper at your table, each person should take a corner and use a marker to brainstorm words and phrases that come to mind related to WIDA.
- Collaboratively share your words and phrases as a small group, followed by the whole group, to begin the conversation on WIDA.
- Continue to add to your Word Splash throughout the session, using a new color of marker to demonstrate learning.
Introduction to WIDA

- World-class Instructional Design and Assessment (WIDA)
- Originated in Wisconsin, but has expanded to over 25 states in the U.S.
- Every state is required to have English Language Development (ELD) standards and aligned assessments to support and measure ELLs’ language development.
Introduction to WIDA

- **WIDA Standards:**
  - 2007 ELD Standards
  - 2012 Amplified Standards

- **WIDA Assessments:**
  - ACCESS
  - W-APT
  - MODEL

- **WIDA Instruction:**
  - Can-Do Descriptors
Introduction to WIDA

WIDA tools are helpful to...

- Determine where students are at on the path to English language proficiency.
- Recognize what students can do based on their level of language proficiency.
- Plan for instruction that supports language simultaneous to content.
Introduction to WIDA

WIDA tools are helpful to determine where students are at on the path to English language proficiency.
ACCESS Test
Alignment with ELP Levels

Entering  Beginning  Developing  Expanding  Bridging  Reaching

Tiers

Tier A  Tier B  Tier C

Annual ACCESS for ELLs
Introduction to WIDA

WIDA tools are helpful to recognize what students can do based on their level of language proficiency.
**WIDA Performance Definitions**

At the given level of English language proficiency, English language learners will process, understand, produce or use:

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 - Reaching</td>
<td>- specialized or technical language reflective of the content areas at grade level&lt;br&gt;- a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level&lt;br&gt;- oral or written communication in English comparable to English-proficient peers</td>
</tr>
<tr>
<td>5 - Bridging</td>
<td>- specialized or technical language of the content areas&lt;br&gt;- a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports&lt;br&gt;- oral or written language approaching comparability to that of English-proficient peers when presented with grade level material</td>
</tr>
<tr>
<td>4 - Expanding</td>
<td>- specific and some technical language of the content areas&lt;br&gt;- a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs&lt;br&gt;- oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support</td>
</tr>
<tr>
<td>3 - Developing</td>
<td>- general and some specific language of the content areas&lt;br&gt;- expanded sentences in oral interaction or written paragraphs&lt;br&gt;- oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support</td>
</tr>
<tr>
<td>2 - Beginning</td>
<td>- general language related to the content areas&lt;br&gt;- phrases or short sentences&lt;br&gt;- oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support</td>
</tr>
<tr>
<td>1 - Entering</td>
<td>- pictorial or graphic representation of the language of the content areas&lt;br&gt;- words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support&lt;br&gt;- oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic or interactive support</td>
</tr>
</tbody>
</table>
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, understand, interpret and evaluate written language, symbols and text with understanding and fluency

**Writing**
- Engage in written communication in a variety of situations for a variety of purposes and audiences
WIDA tools are helpful to plan for instruction that supports language simultaneous to content.
Introduction to WIDA

Today, we will focus primarily on Can-Do Descriptors – using students’ assessment scores as a starting place for knowing what students can do in the classroom.
Application and Small-Group Work

WIDA TOOLS: EXPERT GROUPS BY GRADE
CAN DO Descriptors

- Provide teachers with information on the language students are able to understand and produce in the classroom in within all five ELD standards.

- Available in both English and Spanish for the following grade-level clusters:

  - PreK-K
  - Grades 1-2
  - Grades 3-5
  - Grades 6-8
  - Grades 9-12

WIDA, 2013
Expert Groups by Grade-Level

- Using the posters around the room, move into small groups by WIDA grade-level bands.
  - PreK-K
  - Grades 1-2
  - Grades 3-5
  - Grades 6-8
- For groups that are large, break into small groups of around four or five teachers.
Expert Groups by Grade-Level

- This will be your expert group for the next portion of the session.
- Within this grouping strategy, you become the "expert" on a particular subject.
- In this case, you will become the expert on the WIDA tools at your grade level, as well as one specific student profile.
- You will then return to your school-based team and report back on your portion.
Individual Student Profiles

- In expert groups, you will be exploring the Can-Do Descriptors to gain a general idea of what ELLs *can do* at each level of language proficiency.

- After I model how use ACCESS scores to map to Can-Do Descriptors, you will work in groups to profile the *linguistic dimension* of one student.
Let’s plot Jose Carlos’ ACCESS for ELLs results on the **CAN DO Descriptors:**

- **Listening**: 4.1
- **Speaking**: 6.0
- **Reading**: 5.0
- **Writing**: 3.8
## 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:

<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><strong>SPEAKING</strong></td>
<td><strong>WRITING</strong></td>
<td><strong>READING</strong></td>
<td><strong>WIDE</strong></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>Sequence visuals per oral directions</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>Sequence visuals per oral directions</td>
<td>Match main ideas of familiar text read aloud to visuals</td>
<td>Make inferences from grade-level text read aloud</td>
</tr>
<tr>
<td>Match instructional language with visual representation (e.g., &quot;Use a sharpened pencil.&quot;)</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>Use learning strategies described orally</td>
<td>Discriminate among multiple genres read orally</td>
</tr>
<tr>
<td>Answer yes/no and choice questions</td>
<td>Convey content through high frequency words/phrases</td>
<td>Convey content through high frequency words/phrases</td>
<td>Identify main ideas and details of oral discourse</td>
<td>Use oral information to accomplish grade-level tasks</td>
</tr>
<tr>
<td>Begin to use general and high frequency vocabulary</td>
<td>State big/main ideas of classroom conversation</td>
<td>State big/main ideas of classroom conversation</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>Repeat words, short phrases, memorized chunks</td>
<td>Describe situations from modeled sentences</td>
<td>Describe situations from modeled sentences</td>
<td>Apply learning strategies to new situations</td>
<td>Make inferences from grade-level text read aloud</td>
</tr>
<tr>
<td>Answer select WH-questions (e.g., &quot;who,&quot; &quot;what,&quot; &quot;when,&quot; &quot;where&quot;) within context of lessons or personal experiences</td>
<td>Describe routines and everyday events</td>
<td>Express everyday needs and wants</td>
<td>Role play, dramatize, or re-enact scenarios from oral reading</td>
<td>Discriminate among multiple genres read orally</td>
</tr>
</tbody>
</table>

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.

WIDA, 2013
# 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:

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

### Reading

- Associate letters with sounds and objects
- Match content-related objects/pictures to words
- Identify common symbols, signs, and words
- Recognize concepts of print
- Find single word responses to WH- questions (e.g., "who," "what," "where," "when")
- Related to illustrated text
- Use picture dictionaries/illustrated glossaries

- Sequence illustrated text of fictional and non-fictional events
- Locate main ideas in a series of simple sentences
- Find information from text structure (e.g., titles, graphs, glossary)
- Follow text read aloud (e.g., tapes, teacher, paired-readings)
- Sort/group pre-taught words/phrases
- Use pre-taught vocabulary (e.g., word banks) to complete simple sentences
- Use L1 to support L2 (e.g., cognates)
- Use bilingual dictionaries and glossaries

- Identify topic sentences, main ideas, and details in paragraphs
- Identify multiple meanings of words in context (e.g., "cell," "table")
- Use context clues
- Make predictions based on illustrated text
- Identify frequently used affixes and root words to make extract meaning (e.g., "un-," "re-," "un-"")
- Differentiate between fact and opinion
- Answer questions about explicit information in texts
- Use English dictionaries and glossaries

- Order paragraphs
- Identify summaries of passages
- Identify figurative language (e.g., "dark as night")
- Interpret adapted classics or modified text
- Match cause to effect
- Identify specific language of different genres and informational texts
- Use an array of strategies (e.g., skim and scan for information)

- Differentiate and apply multiple meanings of words/phrases
- Apply strategies to new situations
- Infer meaning from modified grade-level text
- Critique material and support argument
- Sort grade-level text by genre

### Writing

- Draw content-related pictures
- Produce high frequency words
- Label pictures and graphs
- Create vocabulary/concept cards
- Generate lists from pre-taught words/phrases and word banks (e.g., create menu from list of food groups)

- Complete pattern sentences
- Extend "sentence starters" with original ideas
- Connect simple sentences
- Complete graphic organizers/forms with personal information
- Respond to yes/no, choice, and some WH- questions

- Produce short paragraphs with main ideas and some details (e.g., columns notes)
- Create compound sentences (e.g., with conjunctions)
- Explain steps in problem-solving
- Compare/contrast information, events, characters
- Give opinions, preferences, and reactions along with reasons

- Create multiple-paragraph essays
- Justify ideas
- Produce content-related reports
- Use details/examples to support ideas
- Use transition words to create cohesive passages
- Compose intro/body/conclusion
- Paraphrase or summarize text
- Take notes (e.g., for research)

- Create expository text to explain graphs/charts
- Produce research reports using multiple sources/citations
- Begin using analogies
- Critique literary essays or articles

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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.

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WIDA, 2013
Individual Student Profiles

- What do we know about what Jose Carlos can do with the English language?
- How do these descriptors within each language domain (i.e., listening, speaking, reading, writing) inform possible instructional accommodations?
- What other data is needed to understand Jose’s background, abilities, and needs?
Individual Student Profiles

Work in your expert group:

1. Explore and discuss the Can-Do Descriptors within your grade-level band.
2. Review the Sample Teacher Report on an ELL student in your grade band.
3. Use the Can-Do Descriptors to complete the Linguistic Graphic Organizer to profile language abilities and accommodations.
4. Use the Holistic Graphic Organizer to consider other data you may need.
### Individual Student Profiles: Linguistic Graphic Organizer

<table>
<thead>
<tr>
<th>W-APT or ACCESS Score</th>
<th>CAN DO descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>-</td>
</tr>
<tr>
<td>Speaking</td>
<td>-</td>
</tr>
<tr>
<td>Reading</td>
<td>-</td>
</tr>
<tr>
<td>Writing</td>
<td>-</td>
</tr>
</tbody>
</table>

**Suggested Accommodations:**
# Individual Student Profiles: Holistic Graphic Organizer

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Formal Data</th>
<th>Anecdotal Data</th>
<th>Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sociocultural</strong></td>
<td>Age:</td>
<td>Funds of Knowledge (Home):</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grade:</td>
<td>Prior Knowledge (Community):</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Country of Origin:</td>
<td>Academic Knowledge (School):</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prior Schooling:</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Time in USA:</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Cognitive</strong></td>
<td>Gifted (Y/N):</td>
<td>Student Processing:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>IEP (Y/N):</td>
<td>Learning Style(s):</td>
<td></td>
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<tr>
<td></td>
<td>RTI Tier:</td>
<td>Preferred Grouping:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other:</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Linguistic</strong></td>
<td>Native Language (L1):</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>L1 Reading:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>L1 Writing:</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Second Language (L2):</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>L2 Overall:</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>L2 Listening:</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>L2 Speaking:</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>L2 Reading:</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>L2 Writing:</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Academic</strong></td>
<td>Standardized content test scores:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reading:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Math:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Science:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Expert Groups by Grade Level

- You will soon be heading back to your school-based team, with experts from each grade-level band. You are responsible for relaying your specific content.

- Before leaving your expert group, be sure that you are each individually prepared to share out key findings related to your grade band and your specific sample student.
Application and Small-Group Work

WIDA TOOLS: JIGSAW
GROUPS BY SCHOOL
Jigsaw Groups with Experts

- Briefly share out the findings and discussion from each expert group, including:
  - Can-Do Descriptors from your grade-level band
  - Overview of Sample Student with abilities, needs, and supports based on the Can-Do Descriptors

- Discuss the following:
  - How would you support all of these students in classroom instruction?
  - Consider whole-group, small-group, and individual supports and scaffolds.
Moving from Individual to Class

- In addition to the **Teacher Report** on individual students, WIDA also provides a **Student Roster Report** with all ELL student scores on one page.

- These reports can be translated to **Can-Do Name Charts** to support whole-group scaffolds and supports in the classroom.
Figure 12: Blank Student Roster Report

![Image of a blank student roster report for ACCESS for ELLs English Language Proficiency Test]

**Student Roster Report - 2011**

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Tier</th>
<th>Cluster</th>
<th>Listening</th>
<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral Language</th>
<th>Literacy</th>
<th>Comprehension</th>
<th>Overall Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student ID</td>
<td></td>
<td></td>
<td>Scale Score</td>
<td>Prof Level</td>
<td>Scale Score</td>
<td>Prof Level</td>
<td>Scale Score</td>
<td>Prof Level</td>
<td>Scale Score</td>
<td>Prof Level</td>
</tr>
</tbody>
</table>

Notes:
- A: Oral Language - 65% Listening - 55% Speaking
- B: Oral Language - 70% Listening - 60% Speaking
- C: Oral Language - 75% Listening - 65% Speaking
- D: Oral Language - 80% Listening - 70% Speaking
- Overall Score:

*Note: Student Roster is used with a Year-End Rating Code of Absent, Incomplete, Declined or Special Education/IEP Exemption.*

Overall scores are computed when all 4 domains have been completed.
Can Do Descriptors: Grade Level Cluster PreK-K

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 3 Developing</th>
<th>Level 4 Expanding</th>
<th>Level 5 Bridging</th>
<th>Level 6 Reaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Match oral language to classroom and everyday objects</td>
<td>Sort pictures or objects according to oral instructions</td>
<td>Follow two-step oral directions one step at a time</td>
<td>Find pictures that match oral descriptions</td>
<td>Order pictures of events according to sequential language</td>
<td>Write in grade-level Listening expectations below:</td>
</tr>
<tr>
<td>Leave to stated pictures in context</td>
<td>Match pictures, objects or movements to oral descriptions</td>
<td>Draw pictures in response to oral instructions</td>
<td>Follow oral directions and compare with visual or nonverbal models (e.g., &quot;Draw a circle under the line&quot;)</td>
<td>Arrange objects or pictures according to descriptive oral discourse</td>
<td></td>
</tr>
<tr>
<td>Respond non-verbally to oral commands or statements (e.g., through physical movement)</td>
<td>Follow one-step oral instructions</td>
<td>Respond non-verbally to confirm or deny facts (e.g., thumb up, thumbs down)</td>
<td>Distinguish between what happens first and next in oral activities or readings</td>
<td>Identify pictures/words associated with grade-level academic concepts from oral descriptions</td>
<td></td>
</tr>
<tr>
<td>Find familiar people and places named orally</td>
<td>Act out songs and stories using gestures</td>
<td>Role play in response to stories read aloud</td>
<td>Make patterns from real objects or pictures based on detailed oral descriptions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.
Supporting your ELLs

- Using your ACCESS test scores, begin to think about what students can do.
- First, chart your ELL students’ ACCESS scores using the Can-Do Descriptors.
  - Individual: Teacher Report & Student Profile
  - Class: Student Roster Report & Name Chart
- Then, think about uses of this information, including goals for student learning and supports in classroom instruction.
DEBRIEF & EVALUATION

Conclusion
We utilized various instructional strategies and approaches to teaching and learning today.

- Community building (Heart)
- Accessing prior knowledge (Word splash)
- Expert groups by grade-level (Student profile)
- Jigsaw groups by school (Class profile)

Working with a partner, brainstorm why these specific strategies and approach support ELLs.

Be prepared to share out with the whole group.
Today’s Goals

Teachers and leaders will:

- Describe how WIDA tools can inform and support classroom practice with ELLs.
- Explain how WIDA Can-Do Descriptors support planning for individual and whole-group instruction.
- Apply WIDA tools to support individual and whole-group ELLs’ learning needs in classroom instruction.
- Explain how to use four instructional strategies to support the teaching and learning of ELLs.
Thank you and Feedback

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

- Build Capacity – We are recruiting for the next cohort in M.Ed. in English Language Teaching & Learning with an ESL endorsement or your ESL Endorsement.

- Feedback:
  - 2 CPDU documents (you keep one for your records, please complete and turn the other in.)
  - 1 DOE document (please complete and turn in.)

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