Chicagoland Partners for English Language Learners &
Evanston/Skokie District 65

Meeting the Needs of English Language Learners: Providing Access and Equity to the Core Curriculum

February 3, 2016

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Current CPELL Scholars in D65: Carla Spinnelli
Objectives & Agenda
Introduction to Session
Today’s Objectives

Teachers and leaders will:

- Deconstruct perceptions and perspectives on ELs.
- Describe the role of language and culture in learning.
- Explain how to design classroom environment, assessment, and instruction to support ELs.
Today’s Agenda

- 5m: Introductions
- 15m: Community Building
- 10m: Perceptions & Perspectives on ELs
- 30m: The Role of Culture and Language on Learning
- 25m: Exploration & Application for ELs in Classrooms
- 15m: Conclusions, Questions, & Evaluations
Building community is an integral facet of any learning community and environment. This is even more important when working with ELs, 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 begin the conversation on topics related to teaching ELs and set personal and professional goals for learning.

Please work with someone who you do not know well, possibly a new colleague or someone from another school.
Three-Step Interview

- Participants work in **pairs**:  
  - One is the interviewer, the other is the interviewee.  
  - The interviewer listens actively to the comments and thoughts of the interviewee, paraphrasing key points and significant details.  
  - Group members reverse roles, repeating the process.

- Each pair joins another pair to form **small groups** of four.  
  - Team members introduce their pair partner and briefly present what their partner had to say about the topic at hand.  
  - After both pairs have shared, the group draws consensus on the major points.

- All the groups merge as a **whole group**.  
  - Talk about consensus and disagreement points.
Three-Step Interview

- Your interview questions and responses, along with the partner, small-group, and whole-group dialog that follows, should focus on a selection of the following topics:
  - Personal and professional experiences with language
  - Perceptions of the ELs in your classroom and school
  - Perspectives on the benefits and challenges of working with ELs
Perspectives & Perceptions of ELs
Accessing Prior Knowledge & Building Background
I will read a statement related to the topic of teaching ELLs.

Think about the statement and move along a “human barometer” within the room related to how you agree/relate to the statement.

- Left of the room: Strongly agree
- Middle of the room: Neutral
- Right of the room: Strongly disagree

When you arrive at the location on the barometer/spectrum, share with someone nearby why you selected that location.

Each pair or small group shares out one thought from conversations with the whole group.
Statement #1:

Exposing children to two languages can be problematic.
Statement #2:

ELs process directions and make meaning of information at the same pace as native English speakers.
Statement #3:

Younger students acquire English easier and more quickly than older students.
Statement #4:

Students’ affect and motivation directly correlate to language development.
Human Barometer

Statement #5:

Students who converse well in English have command of the language for school tasks.
Human Barometer

Statement #6:

Teaching ELs is just good teaching.
Culture, LANGUAGE, and Learning

Introduction to New Material
Complexity of Language Learning

The Prism Model

Language Acquisition for School

L1 + L2 Academic Development
Social and Cultural Processes
L1 + L2 Language Development
L1 + L2 Cognitive Development

Collier, 2007
Sociocultural Dimension: Background Knowledge

Biography-driven culturally responsive teaching: Herrera, 2010
## Sociocultural Dimension: Background Knowledge

<table>
<thead>
<tr>
<th>HOME</th>
<th>COMMUNITY</th>
<th>SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funds of Knowledge</td>
<td>Prior Knowledge</td>
<td>Academic Knowledge</td>
</tr>
<tr>
<td>Traditions</td>
<td>Language Brokering</td>
<td>Previous Content Knowledge</td>
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<tr>
<td>Values</td>
<td>Community Brokering</td>
<td>School Literacy Practices</td>
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<tr>
<td>Native Language</td>
<td>Environment</td>
<td>School-based Cooperation &amp; Collaboration Skills</td>
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<tr>
<td>Home Literacy Practices</td>
<td>Family Employment</td>
<td>Formal School Dynamics</td>
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<tr>
<td>Home Numeracy Practices</td>
<td>Community Support Systems</td>
<td></td>
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<tr>
<td>Family Dynamics</td>
<td>Bilingual Speech Communities</td>
<td></td>
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</tbody>
</table>

Biography-driven culturally responsive teaching: Herrera, 2010
Inside Outside
Intent vs. Impact

Microaggressions
In your teams, you have table captains to lead the two parts of this vocabulary activity.

Using each other and the internet, each team member first must obtain a basic working knowledge for each vocabulary word.
Then each team should choose one of the following options to “demonstrate their knowledge” on the large sticky paper:

- Pick one word and define it deeply using pictures, examples and/or words.
- Create a word web to show connections between the words. Be able to orally describe the connections.
- Create a “cloze” paragraph using as many of the vocabulary words as you can.
Meta-cognition on teaching and learning

- What teaching strategies were used?
- What language domains were used?
- How did you feel as a learner?
- How might you individually seek clarity on these 10 vocabulary words?
Linguistic Dimension: The Iceberg of Language

BICS – Basic Interpersonal Communication Skills *Conversational language; Language on the surface*

CALP – Cognitive Academic Language Proficiency *Academic language; Language of deep understanding*
Linguistic Dimension: The Demands of Language (L2)

- Language of Science
- Language of Social Studies
- Language of Language Arts
- Language of Computer Science
- Language of Mathematics
- Language of Music

- General academic language for knowing, thinking, reading, writing, visualizing
- Foundation of home and community language and cultural factors
Linguistic Dimension: The Demands of Language (L2)

The Features of Academic Language in WIDA's Standards

<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>Features</th>
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<tbody>
<tr>
<td>Discourse Level</td>
<td></td>
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<tr>
<td>Linguistic Complexity</td>
<td>Amount of speech/written text</td>
</tr>
<tr>
<td>(Quantity and variety of oral</td>
<td>Structure of speech/written text</td>
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<tr>
<td>and written text)</td>
<td>Density of speech/written text</td>
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<tr>
<td></td>
<td>Organization and cohesion of ideas</td>
</tr>
<tr>
<td></td>
<td>Variety of sentence types</td>
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<tr>
<td>Sentence Level</td>
<td></td>
</tr>
<tr>
<td>Language Forms and Conventions</td>
<td>Types and variety of grammatical structures</td>
</tr>
<tr>
<td>(Types, arrays, and use of</td>
<td>Conventions, mechanics, and fluency</td>
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<tr>
<td>language structures)</td>
<td>Match of language forms to purpose/perspective</td>
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<tr>
<td>Word/Phrase Level</td>
<td></td>
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<tr>
<td>Vocabulary Usage</td>
<td>General, specific, and technical language</td>
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<tr>
<td>(Specificity of word or phrase</td>
<td>Multiple meanings of words and phrases</td>
</tr>
<tr>
<td>choice)</td>
<td>Formulaic and idiomatic expressions</td>
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<td></td>
<td>Nuances and shades of meaning</td>
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<td></td>
<td>Collocations</td>
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The sociocultural contexts for language use involve the interaction between the student and the language environment, encompassing the...

- Register
- Genre/Text type
- Topic
- Task/Situation
- Participants' identities and social roles
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:**
  - W-APT - screening
  - ACCESS – yearly assessment (k-12)
  - MODEL – (screening and yearly assessment K-12)

- **WIDA Instruction:**
  - Can-Do Descriptors
WIDA tools are helpful to recognize what students can do based on their level of language proficiency.
Linguistic Dimension: 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, 2013
**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>
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</table>
| **6- Reaching** | • specialized or technical language reflective of the content areas at grade level
• a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level
• oral or written communication in English comparable to English-proficient peers |
| **5- Bridging** | • specialized or technical language of the content areas
• a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports
• oral or written language approaching comparability to that of English-proficient peers when presented with grade level material |
| **4- Expanding** | • specific and some technical language of the content areas
• a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs
• 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 |
| **3- Developing** | • general and some specific language of the content areas
• expanded sentences in oral interaction or written paragraphs
• 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 |
| **2- Beginning** | • general language related to the content areas
• phrases or short sentences
• 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 |
| **1- Entering** | • pictorial or graphic representation of the language of the content areas
• 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
• 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 |
• **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
In order to better align measurements of academic achievement with English language acquisition, the Illinois State Board of Education has adopted a new definition of English language proficiency for students in Illinois schools. Effective January 1, 2014, a student must obtain an overall composite proficiency level of 5.0 as well as a reading proficiency level of 4.2 and a writing proficiency level of 4.2 on the ACCESS for ELLs to be considered English language proficient. Students who meet or exceed these proficiency levels may be transitioned from the TBE/TPI program as allowed under Part 228 of the Illinois Administrative Code.
Selecting Words to Teach

- 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.

(Cloud, Genesee, Hamayan, 2009)
EAL’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.

(Cloud, Genesee, Hamayan, 2009)
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
Thank you and Feedback

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  OR

- Tablet/computer https://surveys.luc.edu/opinio6/s?s=65824

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