Chicagoland Partners for ELL Education
Office of Catholic Schools

Meeting the Needs of English Language Learners: Introductory Session for Teachers

August 15 & 16, 2013
Facilitated by:

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Current CPELL Scholars in OCS: Amanda Pantle, Billy Schauer, Vanessa Vega
Introduction to Session

OBJECTIVES & AGENDA
Today’s Objectives

Teachers and leaders will:

- Set personal and professional goals for year-long learning and development with CPELL.
- Discuss and deconstruct perceptions and perspectives on English language learners (ELLs).
- Describe the role of language and culture in learning.
- Apply WIDA tools to support individual ELLs’ learning needs in classroom instruction.
- Explain how to use five instructional strategies to support the teaching and learning of ELLs.
Today’s Agenda

- 15m: Introduction
- 30m: Community Building & Goal Setting
- 30m: Perceptions & Perspectives on ELLs
- 45m: The Role of Language and Culture on Learning
- 30m: Application: ELL Student Profiles and WIDA tools
- 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.
Setting Personal & Professional Goals

COMMUNITY BUILDING
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 begin the conversation on topics related to teaching ELLs 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 difference
  - Personal and professional experiences with learning a second language
  - Personal and professional experiences with teaching language and ELLs
  - Perceptions of the ELLs in your classroom and school
  - Perspectives on the benefits of working with ELL children and families
  - Perspectives on the challenges of working with ELL children and families
  - Personal and professional goals for year-long CPELL workshops
Accessing Prior Knowledge & Building Background

PERSPECTIVES & PERCEPTIONS OF ELLS
Human Barometer

- 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:

By learning English at school, students will become bilingual.
Statement #3:

ELLs process directions and making meaning of information at the same pace as native English speakers.
Human Barometer

Statement #4:

Younger students acquire English easier and more quickly than older students.
Human Barometer

Statement #5:

Students’ affect and motivation directly correlate to language development.
Statement #6:

Students who converse well in English have command of the language for school tasks.
Statement #7:

Teaching ELLs is just good teaching.
Human Barometer

Statement #8:

Language proficiency and standardized academic testing determines students’ development and achievement.
Introduction to New Material

LANGUAGE, CULTURE, AND LEARNING
Simulation: Reading Passages

- In your packet, you will find reading passages.

- Read **Reading Passage #1** silently to yourself.

- Answer the multiple choice questions independently.

- We will go over the answers as a whole group.
After getting into town late last night, I was suffering real jet lag from crossing several time zones and an ocean. I’d been away for long enough that I’d lost track of not only time, but what day it was. Sure that a walk would clear my head, I decided to take a stroll and get some coffee.

I walked the three blocks to my favorite coffee place, and on the way I noticed there were more flags out than usual. Arriving at the neighborhood shopping area, I saw many red, white, and blue banners and several street vendors selling food from their outdoor grills. I looked at my watch and realized it was almost noon, and the wonderful smells coming from the grills made my mouth water. I was hungry! I bought lunch and sat on a bench to eat and look around.

Several announcements were posted on store windows urging people to attend different fireworks and concerts. It dawned on me that all these festivities were for that night, so I called my friend and made plans to meet at the lake for an evening of fun.
Simulation: Reading Passages

1. Why were the colors on the banners significant?
   a. These colors announce “caution, construction going on.”
   b. These colors are bright and cheery.
   c. These are traditional U.S. colors.

Uribe & Nathenson-Mejia, 2008
Simulation: Reading Passages

2. What foods were the vendors grilling?
   a. eggplants and garlic
   b. hot dogs and hamburgers
   c. shark and tuna steaks
3. Why did the narrator go to the lake for the evening?
   a. It was a nice day for swimming.
   b. Fishing is always best in the evening.
   c. Fireworks shows are often done by a large body of water.
4. What was the reason for all the festivities?
   a. New Years
   b. Arbor Day
   c. 4\textsuperscript{th} of July
Simulation: Reading Passages

- Now read **Reading Passage #2** silently to yourself.
- Answer the multiple choice questions independently.
- We will go over the answers as a whole group.
One Saturday afternoon I decided to take a walk downtown to go out to eat and to people watch. Going toward the town, I saw a bus full of coffee beans and people. When I got there, I saw a house on the corner with traditional decorations on the walls and on the porch. It also had native flowers.

When I arrived downtown, I realized I had forgotten that it was a very special day for native coffee workers. It was the traditional parade for the beginning of the year. I was excited because I was going to see the dancers with their traditional dresses, the people selling different kinds of foods, and the church on the corner ringing the bells.

I stopped in the most popular restaurant and asked for the bean tray. It was delicious! I heard the music and saw the natural smiles from everybody. I had a very good time, and I was glad I decided to take a walk that day.
Simulation: Reading Passages

1. What color are the dancers’ dresses?
   a. many different colors
   b. green, white, and red
   c. yellow, green, and red
Simulation: Reading Passages

2. What kinds of flowers did the house have?
   a. Lilies, roses
   b. carnations, roses
   c. geraniums, lilies
3. When is the “beginning of the year” for coffee growers?
   a. January
   b. May
   c. August
Simulation: Reading Passages

4. What did the writer eat for lunch?
   a. beans, tortillas, and rice
   b. beans, pork, and eggs
   c. beans, pork, and tortillas
Simulation: Reading Passages

- What differences did you discern in the first and second reading passages? What difficulties did the second passage bring to you as the reader?
- As an English language learner, what are the strengths, abilities, needs, and challenges that arise when approaching a school-based text or task?
- We will use examples from these passages to connect to the theories and principles of the role of culture and language in school-based learning.

Uribe & Nathenson-Mejia, 2008
Complexity of Language Learning

The Prism Model

Language Acquisition for School

L1 + L2 Academic Development

L1 + L2 Language Development

Social and Cultural Processes

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

Biography-driven culturally responsive teaching: Herrera, 2010
How did this dimension of language learning influence your reading of and performance on this passage?
Cognitive Dimension: Cultural Ways of Making Meaning

Rogoff, 2003
Cognitive Dimension: The Iceberg of Culture
Cognitive Dimension

How did this dimension of language learning influence your reading of and performance on this passage?
Linguistic Dimension: The Role of Native Language (L1)
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: 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
Linguistic Dimension: Language Domains

- Speaking
- Writing
- Reading
- Listening
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

WIDA, 2013
### Linguistic Dimension: The Demands of Language (L2)

#### The Features of Academic Language in WIDA’s Standards

The Features of Academic Language operate within sociocultural contexts for language use.

<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>Features</th>
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</thead>
<tbody>
<tr>
<td>Discourse Level</td>
<td></td>
</tr>
<tr>
<td><strong>Linguistic Complexity</strong> (Quantity and variety of oral and written text)</td>
<td>Amount of speech/written text&lt;br&gt;Structure of speech/written text&lt;br&gt;Density of speech/written text&lt;br&gt;Organization and cohesion of ideas&lt;br&gt;Variety of sentence types</td>
</tr>
<tr>
<td>Sentence Level</td>
<td></td>
</tr>
<tr>
<td><strong>Language Forms and Conventions</strong> (Types, arrays, and use of language structures)</td>
<td>Types and variety of grammatical structures&lt;br&gt;Conventions, mechanics, and fluency&lt;br&gt;Match of language forms to purpose/perspective</td>
</tr>
<tr>
<td>Word/Phrase Level</td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary Usage</strong> (Specificity of word or phrase choice)</td>
<td>General, specific, and technical language&lt;br&gt;Multiple meanings of words and phrases&lt;br&gt;Formal and idiomatic expressions&lt;br&gt;Nuances and shades of meaning&lt;br&gt;Collocations</td>
</tr>
</tbody>
</table>

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
Linguistic Dimension:

- **English Language Development**

**ENTERING**
- Beginning

**DEVELOPING**
- Entering

**EXPANDING**
- Developing

**BRIDGING**
- Expanding

**LINGUISTIC COMPLEXITY**

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

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

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

Tammy King, IRC, 2010

WIDA, 2013
Linguistic Dimension

How did this dimension of language learning influence your reading of and performance on this passage?
You are an ELL and just read Reading Passage #2 on a standardized test. How do all of the above dimensions impact how you performed academically?
Application and Small-Group Work

WIDA TOOLS & ELL STUDENT PROFILES
WIDA’s ELD Standards

Social & Instructional Language
Language of Language Arts
Language of Mathematics
Language of Science
Language of Social Studies

Academic Language

Standard 1  Standard 2  Standard 3  Standard 4  Standard 5

WIDA, 2013
WIDA
World-Class Instructional Design and Assessment

- Levels of Language Proficiency (measure with ACCESS)
  - Listening, Speaking, Reading, Writing
    - Entering - 1
    - Beginning - 2
    - Developing – 3
    - Expanding - 4
    - Bridging – 5
    - Reaching - 6

- A student can “display” different levels of language proficiency within BICS and CALP 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.
English Language Proficiency Levels

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

- **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
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
  Grade 1-2
  Grades 3-5
  Grades 6-8
  Grades 9-12

WIDA, 2013
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
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</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enterprising</td>
<td>Beginning</td>
<td>Developing</td>
<td>Expanding</td>
<td>Bridging</td>
</tr>
<tr>
<td><strong>LISTENING</strong></td>
<td><strong>SPEAKING</strong></td>
<td><strong>LISTENING</strong></td>
<td><strong>SPEAKING</strong></td>
<td><strong>LISTENING</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 descriptions</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>• Make inferences from grade-level text read aloud</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>
<tr>
<td><strong>LEVEL 6: Reading</strong></td>
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</tr>
<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/retell ideas from speech</td>
<td>• Defend a point of view</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>• Explain outcomes</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>• Explain and compare content-based concepts</td>
<td>• Negotiate meaning in group discussions</td>
</tr>
<tr>
<td>• Express everyday needs and wants</td>
<td>• Express everyday needs and wants</td>
<td>• Connect ideas in discourse using transitions (e.g., “but,” “then”)</td>
<td>• Connect ideas with supporting details/evidence</td>
<td>• Discuss and give examples of abstract, content-based ideas (e.g., democracy, justice)</td>
</tr>
<tr>
<td>• Communicate in social situations</td>
<td>• Make requests</td>
<td>• Use different registers inside and outside of class</td>
<td>• Ask for clarification (e.g., self-monitor)</td>
<td>• Defend a point of view and give reasons</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:

## Reading

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<tbody>
<tr>
<td>Entering</td>
<td>Beginning</td>
<td>Developing</td>
<td>Expanding</td>
<td>Bridging</td>
</tr>
<tr>
<td>Associate letters with sounds and objects</td>
<td>Sequence illustrated text of fictional and non-fictional events</td>
<td>Identify topic sentences, main ideas, and details in paragraphs</td>
<td>Order paragraphs</td>
<td>Differentiate and apply multiple meanings of words/ phrases</td>
</tr>
<tr>
<td>Match content-related objects/pictures to words</td>
<td>Locate main ideas in a series of simple sentences</td>
<td>Identify multiple meanings of words in context (e.g., “cell,” “table”)</td>
<td>Identify summaries of passages</td>
<td>Apply strategies to new situations</td>
</tr>
<tr>
<td>Identify common symbols, signs, and words</td>
<td>Find information from text structure (e.g., titles, graphs, glossary)</td>
<td>Use context clues</td>
<td>Identify figurative language (e.g., “dark as night”)</td>
<td>Infer meaning from modified grade level text</td>
</tr>
<tr>
<td>Recognize concepts of print</td>
<td>Find single word responses to WH-questions (e.g., “who,” “what,” “when,” “where”) related to illustrated text</td>
<td>Make predictions based on illustrated text</td>
<td>Interpret adapted classics or modified text</td>
<td>Critique material and support argument</td>
</tr>
<tr>
<td>Use picture dictionaries/ illustrated glossaries</td>
<td>Follow text read aloud (e.g., tapes, teacher, paired-readings)</td>
<td>Identify frequently used affixes and root words to make/extract meaning (e.g., “un-,” “re-,” “-ed”)</td>
<td>Match cause to effect</td>
<td>Sort grade-level text by genre</td>
</tr>
<tr>
<td></td>
<td>Sort/group pre-taught words/phrases</td>
<td>Differentiate between fact and opinion</td>
<td>Identify specific language of different genres and informational texts</td>
<td>Use an array of strategies (e.g., skim and scan for information)</td>
</tr>
<tr>
<td></td>
<td>Use pre-taught vocabulary (e.g., word banks) to complete simple sentences</td>
<td>Answer questions about explicit information in texts</td>
<td>Use English dictionaries and glossaries</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use L1 to support L2 (e.g., cognates)</td>
<td>Use bilingual dictionaries and glossaries</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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## Writing

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<td>Bridging</td>
</tr>
<tr>
<td>Draw content-related pictures</td>
<td>Complete pattern sentences</td>
<td>Produce short paragraphs with main ideas and some details (e.g., column notes)</td>
<td>Create multiple-paragraph essays</td>
<td>Create expository text to explain graphs/charts</td>
</tr>
<tr>
<td>Produce high frequency words</td>
<td>Extend “sentence starters” with original ideas</td>
<td>Create compound sentences (e.g., with conjunctions)</td>
<td>Justify ideas</td>
<td>Produce research reports using multiple sources/citations</td>
</tr>
<tr>
<td>Label pictures and graphs</td>
<td>Connect simple sentences</td>
<td>Explain steps in problem-solving</td>
<td>Produce content-related reports</td>
<td>Begin using analogies</td>
</tr>
<tr>
<td>Generate vocabulary/concept cards</td>
<td>Complete graphic organizers/forms with personal information</td>
<td>Compare/contrast information, events, characters</td>
<td>Use details/examples to support ideas</td>
<td>Critique literary essays or articles</td>
</tr>
<tr>
<td>Generate lists from pre-taught words/phrases and word banks (e.g., create menu from list of food groups)</td>
<td>Respond to yes/no, choice, and some WH-questions</td>
<td>Give opinions, preferences, and reactions along with reasons</td>
<td>Use transition words to create cohesive passages</td>
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WIDA, 2013
Application in Small Groups: Numbered Heads Together

- Get into groups by WIDA grade-level bands (i.e., PreK-K, 1-2, 3-5, 6-8)
- For groups that are large, break into small groups of around four.
- Number off by four (adjust as needed).
- You will use these numbers in small groups, as well as when we return to the whole group.
- When I call a number, that person will be responsible for sharing out with whole group.
Application in Small Groups: Numbered Heads Together

- Use the Student Profile – Linguistic Graphic Organizer, along with the WIDA Can-Do Descriptors, to support your collaborative thinking and application of instructional planning for these specific students.

- Student Distribution:
  - Head #1: Gisela
  - Head #2: Martin
  - Head #3: Alma
  - Head #4: Josue
Application in Small Groups: Numbered Heads Together

- Each group member should take responsibility for the student above that corresponds to his or her numbered head.

- Use the linguistic graphic organizer and the Can-Do descriptors to determine what each student can be expected to do with listening, speaking, reading, and writing. Identify possible accommodations to support participation and achievement.

- Once you have read and brainstormed initial ideas for your individual students, work as a group to consider how to modify instruction for your students using the goals/objectives, challenges, and strategies prompts below.

- Make sure that each group member is ready to share out when their number is called to share out with the whole group.
Conclusion

REFLECTIONS & NEXT STEPS
Instructional Strategy Debrief

- In your packet, you have a graphic organizer with the five instructional strategies that we utilized today in the workshop.
- Working with a partner, brainstorm why these specific strategies support ELLs’ language, learning, and development – using your knowledge on the role of language and culture in learning.
- Take notes in the right-hand column both during paired and whole-group discussion of the rationales for the instructional strategies.
Instructional Strategy Debrief

- Three-Step Interview
- Human Spectrum or Barometer
- Simulation Activity
- Numbered Heads Together
- 3-2-1

- Community Building
- Accessing Prior Knowledge & Building Background
- Gradual Release of Responsibility
- Check for Understanding
Today’s Goals

Teachers and leaders will:

- Set personal and professional goals for year-long learning and development with CPELL.
- Discuss and deconstruct perceptions and perspectives on English language learners (ELLs).
- Describe the role of language and culture in learning.
- Apply WIDA tools to support individual ELLs’ learning needs in classroom instruction.
- Explain how to use five instructional strategies to support the teaching and learning of ELLs.
Reflection: 3-2-1

- Reflect on the learning objectives for the workshop to check your understanding.
  - 3 things you learned
  - 2 things you found interesting
  - 1 question you still have

- Move around and share thoughts, reflections, and questions with colleagues.
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.