

# Welcome!

## NCLB Implementation Training

January 22, 2009

### Successful Strategies for Limited English Proficient Students

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Lisette Calvo, ELL Consultant

- I. English Language proficiency Standards and Levels
  - A. WIDA Standards
  - B. Levels of Language Proficiency
  - C. "Can-Do-Descriptors"

Elizabeth Franks,  
Roselle Public Schools

# WIDA ELP Standards

## Standard 1:

English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting.

## Standard 2:

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.

## Standard 3:

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS.

## Standard 4:

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SCIENCE.

## Standard 5:

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SOCIAL STUDIES.

# English Language Proficiency Levels.

**6. Reaching**

**5. Bridging**

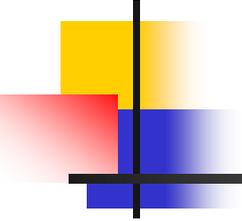
**4. Expanding**

**3. Developing**

**2. Beginning**

**1. Entering**

- ✓ **The Performance Definitions frame the ELP standards. They provide criteria that shape each of the six levels of English language proficiency. The three bullets within each proficiency level in the Performance Definitions also correspond to the categories or components of the Speaking and Writing Rubrics, namely,**
- ✓ **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 types of errors



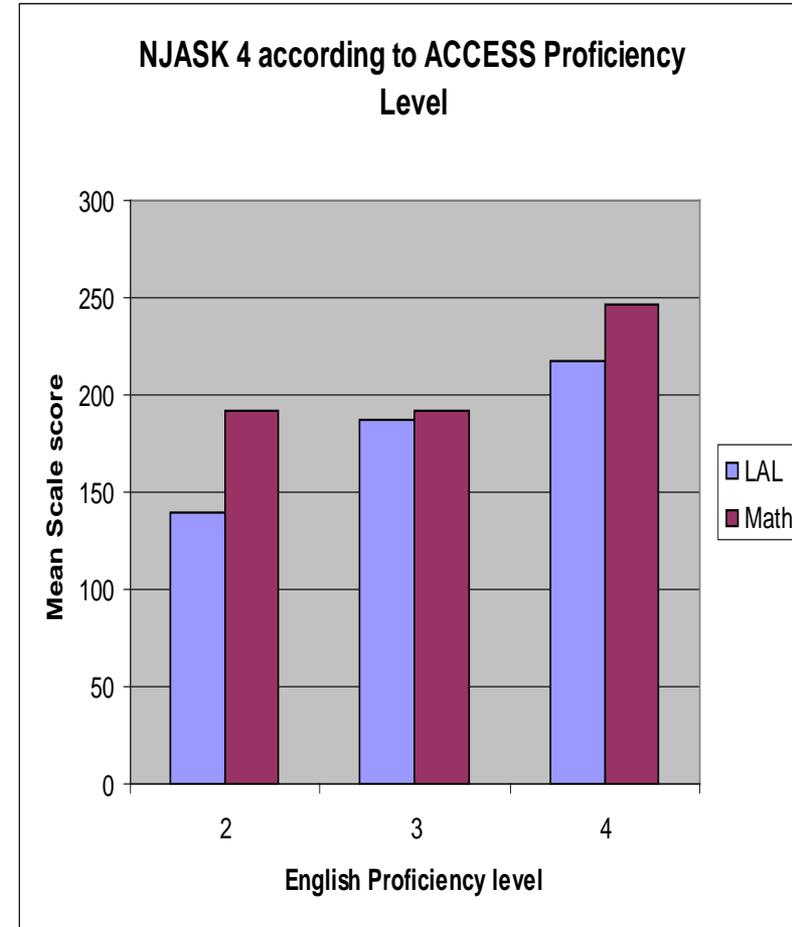
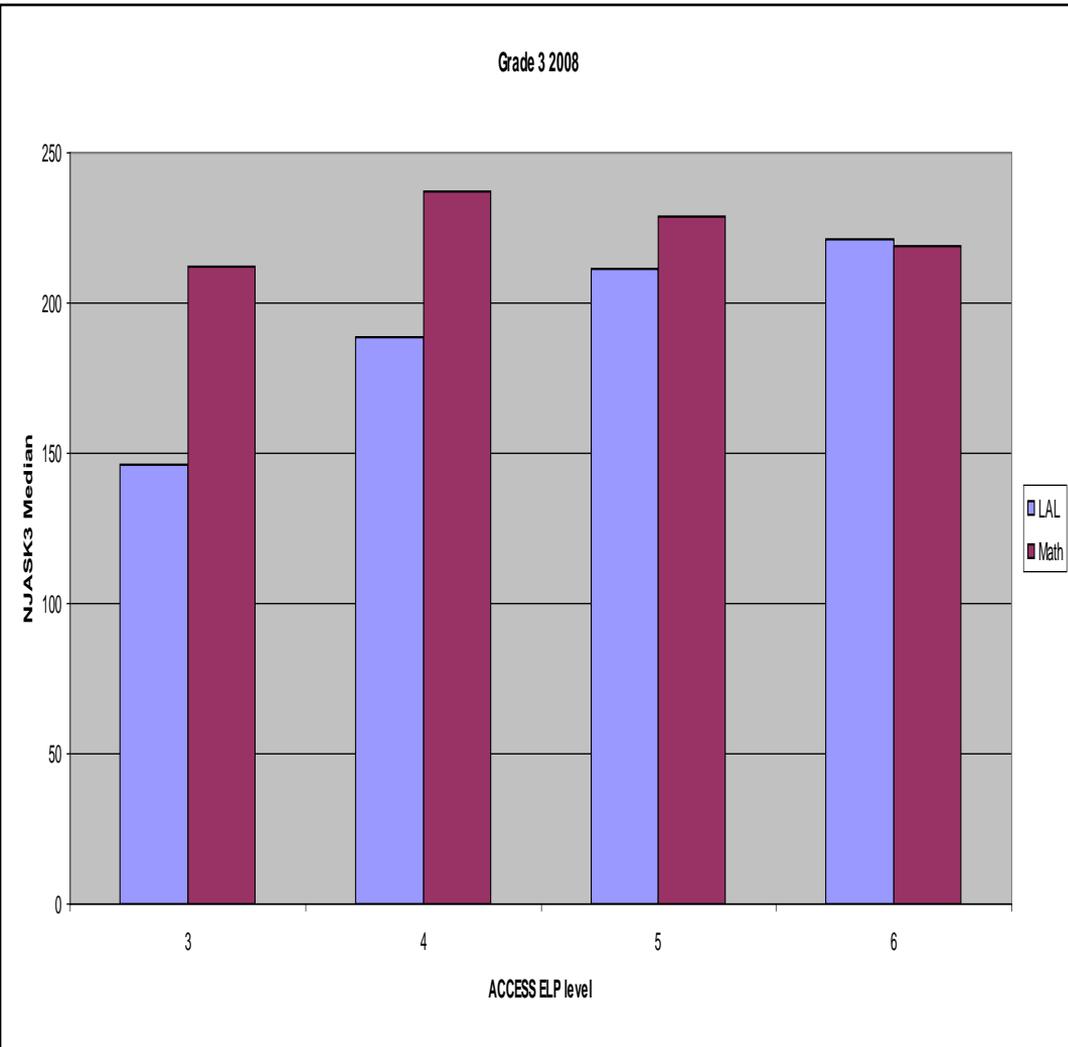
Connect instruction to WIDA standards through CAN DO  
Descriptors

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**First, know the proficiency level of the student.**

**Then, know the criteria for each domain (listening, speaking, reading, writing) at each proficiency level.**

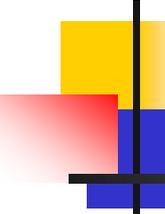
# ELP and NJASK



## *II. Sheltered English Instruction*

- ⊕ A. Overview
- ⊕ B. Research Base
- ⊕ C. Sheltered Instruction Observation Protocol Models (SIOP)

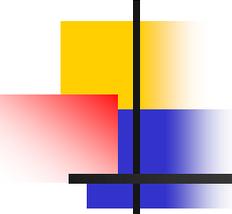
Barbara Tedesco,  
ELL Consultant



# What is Sheltered Instruction?

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- A means for making grade level academic content (e.g. science, social studies, math, etc. ) more accessible for ELLs while at the same time developing their English language development.
- The practice of highlighting key language features and incorporating instructional strategies that make the content comprehensible to students.
- An approach that can extend the time students have for getting language support services while giving them a jump start on the content subjects they need for graduation (**NJAC 6A:15-1.4a/f**)



# Who and Why?

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- **Who uses Sheltered Instruction?**

- Bilingual, ESL, content area and grade level teachers.

- **Why use Sheltered Instruction?**

- Students must meet state standards
- Research has shown that ELLs improved their academic skills with teachers who utilized sheltered instruction.

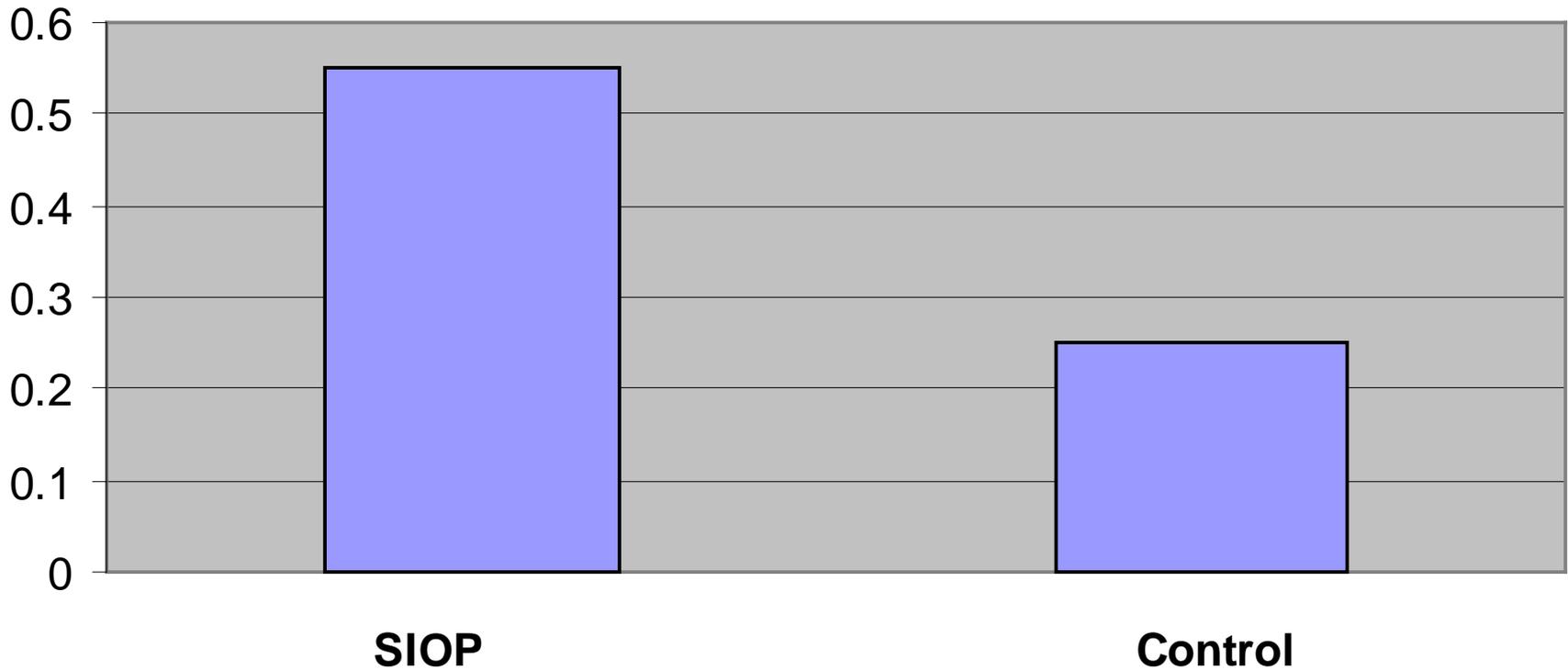


# Research on Sheltered Instruction

- Seven year project conducted by CREDE
    - Identify key practices for sheltered instruction
    - Develop a PD model to enable teachers to use SI more effectively
  - In 1998-1999, using a prompt that required expository writing, ELLs in classes with teachers who had been trained, outperformed and made greater gains than the control group (ELLs with non-trained sheltered teachers).
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# *Research on Sheltered Instruction*

**Gain in Writing Assessment**



# The SIOP Model

1. Lesson Preparation

2. Building Background

3. Comprehensible Input

4. Strategies

5. Interaction

6. Practice/Application

7. Lesson Delivery

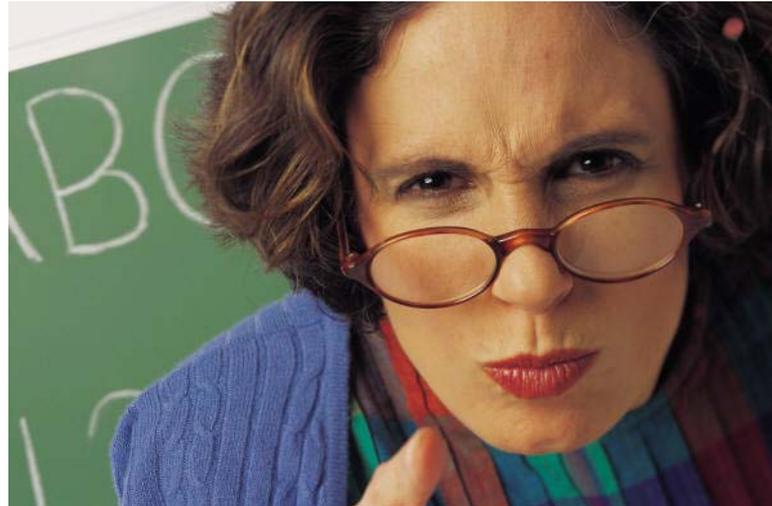
8. Review/assessment

# *III. Lesson Preparation*

- ⊕ A. Content and Language Objectives
- ⊕ B. Supplementary Materials
- ⊕ C. Adaptation of Content
- ⊕ Meaningful Activities

Lisette Calvo,  
ELL Consultant

*Who told you the social studies  
teacher is not a language  
teacher?*



# What is a content objective?

A content objective derives from concepts from grade level as well as subject area curriculum and standards.

In other words.....

A content objective is the goal of your lesson based on standards and what they need to know in the grade level/subject you are teaching.

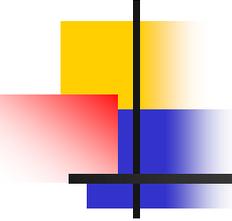
2001-Short, Echevarria et al



# What is a language objective?

A language objective must be a part of every lesson (as are content objectives) for ELL's. Language objectives address what the student will be **able to do** as they apply language to the content concept.





In other words.....

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## Language objectives:

tell/demonstrate what language at the student's level of English language proficiency must the student be able to use to demonstrate his/her understanding

When teachers prepare lessons, it is wise to consider the following:

(Similarly, administrators need to provide information to their teachers of the items below):

1. Literacy of L1
2. Proficiency of L2
3. Learning style / Multiple Intelligence
4. Learning difficulty / special needs

Information must be presented to the student in a “multifaceted manner in order for the student to create personal relevance”

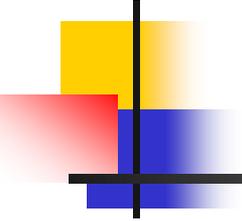
# Examples of Supplementary Materials

Hands-on manipulatives

Realia

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- Pictures
- Visuals
- Multimedia
- Demonstrations
- Related literature (alternate texts, trade books etc. )
- High interest readers with lower readability levels
- Adapt the text you are using (conserve the major concepts and adapt the level of readability)

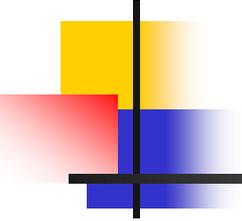


# Adaptation of Content

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What do you think are some of the major challenges?



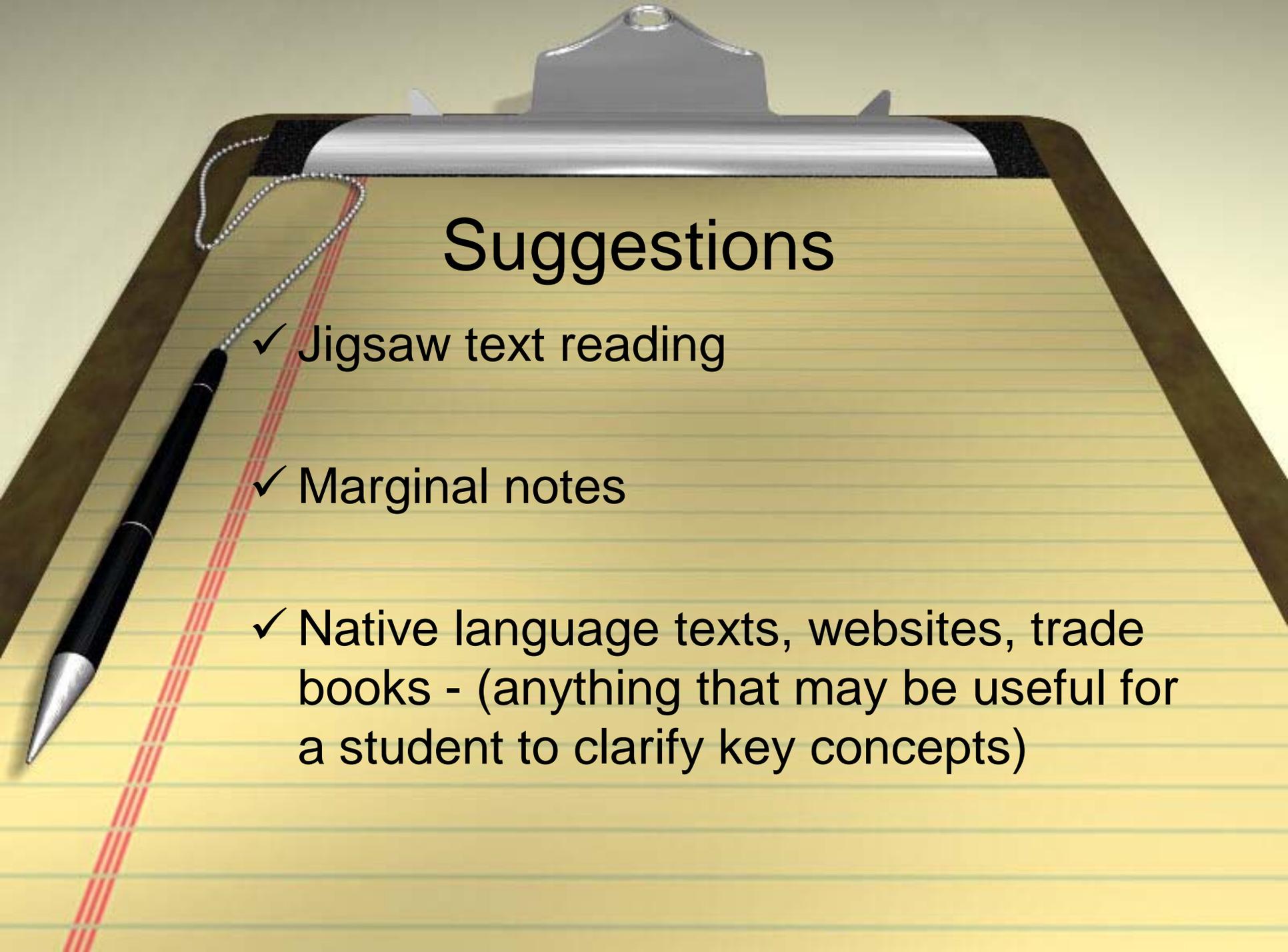


# Adaptation of Content

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Finding ways to make adaptations while leaving the content concepts intact.

We have suggestions!

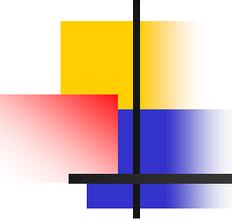


# Suggestions

- ✓ Jigsaw text reading
- ✓ Marginal notes
- ✓ Native language texts, websites, trade books - (anything that may be useful for a student to clarify key concepts)

The image features a textured, golden-brown background. In the top-left and top-right corners, there are decorative floral motifs. Each motif consists of a central flower-like shape with several pointed petals, surrounded by faint, curved lines that suggest a stem or branch. The overall aesthetic is warm and elegant.

Ain't it a beauty?



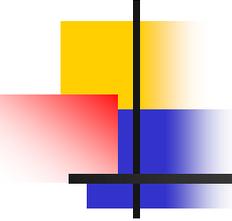
## IV. Instruction

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- A. Building Background
- B. Comprehensible Input
- C. Strategies: Vocabulary Development, Scaffolding and Questioning Techniques
- D. Interaction: Cooperative Groups
- E. Practice/Application

Lisette Calvo

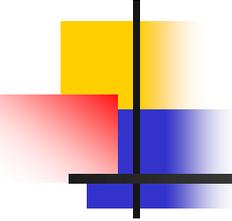
ELL Consultant



# Building Background

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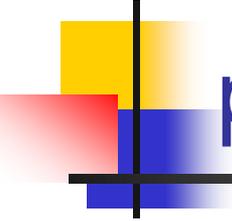
“It is important **NOT** to assume that all students lack knowledge of academic language; some may know academic language well in their native language, but not in English.”



## What is Background Knowledge?

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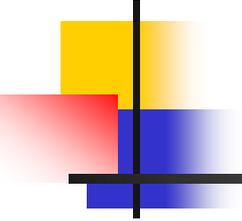
How do you know if a reader has background/prior knowledge of a topic?



# What do you do if the reader lacks prior/background knowledge

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- Frontload vocabulary (before the reading)
- Provide meaningful experiences for students
- Teach students a way to build background for themselves (ex: teach students to develop conceptual framework of their own learning and understanding)



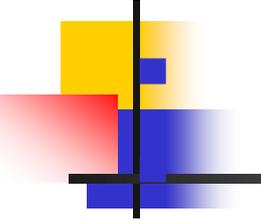
# Comprehensible Input

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Making the language understandable for students.

Good teachers know and pay attention to the “linguistic needs” of their ELLs and make the lesson understandable through a variety of means.

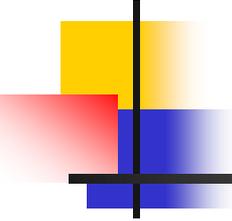
# Tips for teachers to ensure Comprehensible Input



Clear enunciation

Slowing down the rate of speech

- Repetition
- Clear language/simple sentence structure (no idioms)
- Use of cognates
- Give clear instructions / clear expectations
- Using step by step directions
- Visuals
- \*\*\*Use language that is appropriate for the student's/students' proficiency level\*\*\*



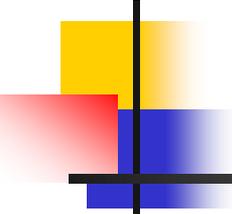
# Strategies

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Vocabulary Development

Scaffolding

Questioning Techniques



# Interaction

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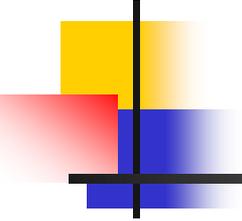
- \*Cooperative Groups

- \*PLAN- speaking practice time

- “We know from research that the absence of planned speaking practice- be it formal or informal- by EIs in content classrooms is detrimental to the development of academic English”

- \*Allow extra “wait time”

- \*Clarify concepts in L1



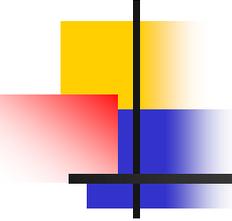
# Tips for Practice and Application

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- Discussing is not Doing
- Create opportunities for students to practice and incorporate their new knowledge in meaningful ways
- Remember to incorporate all language skills (listening, speaking, reading, writing)

*V. Intensive Professional  
Development  
Opportunities in  
Sheltered Instruction*

*Barbara Tedesco  
ELL Consultant*



# Resources

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- [www.wida.us](http://www.wida.us)
- [www.cal.org](http://www.cal.org)
- [www.state.nj.us/education](http://www.state.nj.us/education)
- [www.njtesol-njbe.org](http://www.njtesol-njbe.org)
- Echevarria, Vogt, Short (2008)
- Making Content Comprehensible for English Learners The SIOP Model. Pearson Education, Inc.



Thank You!

# Questions and Answers

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Elizabeth Franks

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