Moving Forward in Purpose and Practice: Supporting ELs in English Language Arts
Moving Forward in Purpose and Practice: Supporting ELs in English Language Arts

• **Objective:**
  • Participants will be able to:
    • develop language objectives for an ELA lesson,
    • differentiate instruction for different proficiency levels.

• **Why are language objectives important?**
Finding SAMUEL resources on the ALSDE website...

- [www.alsde.edu](http://www.alsde.edu)
- Hover over **Department Offices**
- Under **Office of Student Learning**, click **Federal Programs**
- Click **English Language Learners**
- Hover over **SAMUEL**
- Click **2018 – 2019**
- **Click on the SAMUEL 2 tab**
- **Look for PowerPoint and Handouts for your session (ELA, Math, Science, Social Studies)**
Myths vs. Realities

1. EL students need to learn English before they can learn the content of the lesson.
2. Using their native language will interfere with English-language acquisition.
3. Most EL students are immigrants.
4. Parents of ELs do not speak English.
Activity Time!

• **Assign roles to your group**: reader, recorder(s), timekeeper, artist, reporter
• Read your scenario.
• Brainstorm ideas for 5-7 minutes.
• Write your ideas on chart paper to present to the whole group. (8-10 minutes)
• Share your ideas with the whole group.
How did that feel?

Type one word that describes how your situation made you feel...

https://www.polleverywhere.com/free_text_polls/Lwj2cvho4dTB9TRmaBTVL
Second Language Acquisition

• Language is *acquired* – it is a process.
• Students often go through a “silent period” – can last up to 6 months.
• Acquiring fluency in a language takes 5-7 years
• Academic language – can take up to 10+ years
• BICS and CALP – Basic communication vs. Academic language
• Social and Instructional language
Who are our ELs and how do we teach them?

- Any student identified as an English Learner in your school system.
- Federal guidelines require us to teach them at their proficiency level.
- EL students can acquire English and learn the content simultaneously.
- EL students need accommodations and support to achieve academic success.
But they speak English...

**BICS** – Basic Interpersonal Communication Skills

**CALP** – Cognitive Academic Language Proficiency
So...what is the magic formula?
The Magic Formula

• Teachers who are knowledgeable
• Teachers who are prepared
• Teachers who plan
• Teachers who are innovative
• Teachers who have a heart for their EL students.
Tools for Classroom Teachers...

• WIDA Proficiency Scores
• WIDA Can-Do descriptors
• Accommodations
• I-ELP
• Strategies
1.0 - 6.0

**Limited English Proficient**

1. **ENTERING**
   - simple sentences
   - words/phrases

2. **BEGINNING**
   - simple sentences

3. **DEVELOPING**
   - simple paragraph

4. **EXPANDING**
   - paragraph

5. **BRIDGING**
   - extended passages

6. **REACHING**
   - support

**Fluent English Proficient**
WIDA Access Score Report

• Overall (composite score) = proficiency level
• Score for each of the 4 language domains: listening, speaking, reading and writing
• WIDA does not “round up” – a 2.9 is still a Level 2
### WIDA Sample Access Score Report

#### Four Domains of Language

<table>
<thead>
<tr>
<th>Language Domain</th>
<th>Proficiency Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>4.0</td>
</tr>
<tr>
<td>Speaking</td>
<td>2.2</td>
</tr>
<tr>
<td>Reading</td>
<td>3.4</td>
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<tr>
<td>Writing</td>
<td>3.5</td>
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<tr>
<td>Oral Language</td>
<td>3.2</td>
</tr>
<tr>
<td>50% Listening + 50% Speaking</td>
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</tr>
<tr>
<td>Literacy</td>
<td>3.5</td>
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<tr>
<td>50% Reading + 50% Writing</td>
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<td>Comprehension</td>
<td>3.7</td>
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<tr>
<td>70% Reading + 30% Listening</td>
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<tr>
<td>Overall*</td>
<td>3.4</td>
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<tr>
<td>35% Reading + 35% Writing + 15% Listening + 15% Speaking</td>
<td></td>
</tr>
</tbody>
</table>

Every teacher is a language teacher.
<table>
<thead>
<tr>
<th>Domain</th>
<th>Proficiency Level</th>
<th>Students at this level generally can...</th>
</tr>
</thead>
</table>
| Listening | 4 | understand oral language in English related to specific topics in school and can participate in class discussions, for example:  
- Exchange information and ideas with others  
- Connect people and events based on oral information  
- Apply key information about processes or concepts presented orally  
- Identify positions or points of view on issues in oral discussions |
| Speaking | 2 | communicate ideas and information orally in English using language that contains short sentences and everyday words and phrases, for example:  
- Share about what, when, or where something happened  
- Compare objects, people, pictures, events  
- Describe steps in cycles or processes  
- Express opinions |
| Reading | 3 | understand written language related to common topics in school and can participate in class discussions, for example:  
- Classify main ideas and examples in written information  
- Identify main information that tells who, what, when or where something happened  
- Identify steps in written processes and procedures  
- Recognize language related to claims and supporting evidence |
| Writing | 3 | communicate in writing in English using language related to common topics in school, for example:  
- Describe familiar issues and events  
- Create stories or short narratives  
- Describe processes and procedures with some details  
- Give opinions with reasons in a few short sentences |
## Sample of Can-Do Descriptors (Key Uses Edition)

### Can Do Descriptors by Domain, Proficiency Level, and Key Use of Language: Grades 2-3

By the end of each of the English language proficiency levels 1-5, English language learners can...

**there is no ceiling for level 6**

### Language Proficiency Level

<table>
<thead>
<tr>
<th>Language Proficiency Level</th>
<th>Students</th>
<th>Process Resources by</th>
<th>Process Explanations by</th>
<th>Process Argument by</th>
<th>Students</th>
<th>Recruit by</th>
<th>Explain by</th>
<th>Oral Language</th>
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<tbody>
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<td><strong>Level 1</strong> Entering</td>
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<td><strong>Level 2</strong> Emerging</td>
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<td><strong>Level 5</strong> Bridging</td>
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<td><strong>Level 6</strong> Reaching</td>
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</tbody>
</table>

### WiDA

- Sample of Can-Do Descriptors
- Key Uses Edition

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**Notes:**

- **Listening:**
  - Identifying the "whys" "whats" "whens" and "hows" of listened information or instructions.
  - Identifying the main ideas and supporting details from text, read aloud or in informative/health/reading contexts.
  - Identifying the main ideas and supporting details from text, read aloud or in informative/health/reading contexts.
  - Identifying key ideas or details from text, read aloud or in informative/health/reading contexts.
  - Determining the main ideas and supporting details from text, read aloud or in informative/health/reading contexts.
  - Identifying key ideas or details from text, read aloud or in informative/health/reading contexts.

- **Speaking:**
  - Describing the outcomes of experiments or studies using evidence and visual support.
  - Describing the outcomes of experiments or studies using evidence and visual support.
  - Describing the outcomes of experiments or studies using evidence and visual support.
  - Describing the outcomes of experiments or studies using evidence and visual support.
  - Describing the outcomes of experiments or studies using evidence and visual support.

- **Reading:**
  - Reading the steps for producing multimedia presentations with some skill.
  - Reading the steps for producing multimedia presentations with some skill.
  - Reading the steps for producing multimedia presentations with some skill.
  - Reading the steps for producing multimedia presentations with some skill.
  - Reading the steps for producing multimedia presentations with some skill.

- **Writing:**
  - Writing short and longer expository and argumentative essays.
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  - Writing short and longer expository and argumentative essays.
  - Writing short and longer expository and argumentative essays.
  - Writing short and longer expository and argumentative essays.

- **Oral Language:**
  - Expressing ideas through drawings, gestures, words and phrases.
  - Expressing ideas through drawings, gestures, words and phrases.
  - Expressing ideas through drawings, gestures, words and phrases.
  - Expressing ideas through drawings, gestures, words and phrases.
  - Expressing ideas through drawings, gestures, words and phrases.

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**Additional Resources:**

- **Assessment Resources:**
  - Success Criteria for English Language Learners
  - Success Criteria for English Language Learners
  - Success Criteria for English Language Learners
  - Success Criteria for English Language Learners
  - Success Criteria for English Language Learners

- **Professional Development:**
  - Professional Development for Teachers of English Language Learners
  - Professional Development for Teachers of English Language Learners
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  - Professional Development for Teachers of English Language Learners
  - Professional Development for Teachers of English Language Learners

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**Contact:**

WiDA Support Center
123 Main Street
Anytown, USA 12345
Phone: 555-1234
Email: support@wida.org

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**Disclaimer:**

The information provided is for educational purposes only and should not be used as the sole basis for making decisions regarding the education of English language learners. Always consult with qualified professionals to ensure the best outcomes for all learners.
What is “English Language Arts”?

language arts
(plural noun)

- **Definition of language arts**
  - the subjects (such as reading, spelling, literature, and composition) that aim at developing the student's comprehension and capacity for use of written and oral language.

- **CCRS includes standards for listening, speaking, reading and writing.**

<table>
<thead>
<tr>
<th>Standards</th>
<th>CCRS</th>
<th>WIDA ELD Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WL.5.7.7.</strong> – Composing descriptive texts using an introductory paragraph, sensory details, vivid language, and a conclusion</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>L 7..6.1.</strong> – Classifying plot elements as exposition or hook, conflict, rising action, climax, falling action, or resolution</td>
<td></td>
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<tr>
<td><strong>W.9.9.22.a.</strong> – Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator, characters, or both; create a smooth progression of experiences or events. [W.9-10.3a]</td>
<td></td>
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<tr>
<td><strong>ELD Standard 1</strong> - English language learners communicate information for Social and Instructional purposes within the school setting.</td>
<td></td>
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<tr>
<td><strong>ELD Standard 2</strong> – English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.</td>
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<tr>
<td>Objectives</td>
<td>Content</td>
<td>Language</td>
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<tr>
<td>------------</td>
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<tr>
<td><strong>Students will be able to:</strong></td>
<td><strong>Students will be able to:</strong></td>
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<tr>
<td>• analyze the fairy tales for common elements and genre characteristics.</td>
<td>• analyze the common elements of fairy tales, using visuals, word banks, and sentence frames.</td>
<td></td>
</tr>
<tr>
<td>• compose an original fairy tale, based on personal experiences.</td>
<td>• describe their own fairy tale story, using guided questions, word banks, and graphic organizers.</td>
<td></td>
</tr>
<tr>
<td>Proficiency</td>
<td>Level 1</td>
<td>Level 2</td>
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<tr>
<td><strong>Reading</strong></td>
<td>Identify key words and phrases that describe the elements of fairy tales.</td>
<td>Identify transition words in a text and sequence events accordingly.</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>Produce short responses to questions using word/phrase banks.</td>
<td>Use transition words to show relationship and sequence of events.</td>
</tr>
<tr>
<td><strong>Supports</strong></td>
<td>Partner w/ peer Use L1 or L2 illustrations</td>
<td>Partner w/ peer Use L1 or L2 Use L1 or L2 Graphic organizer</td>
</tr>
</tbody>
</table>
Example of what a good ESL Lesson Plan should look like...

<table>
<thead>
<tr>
<th>Standards</th>
<th>CCRS</th>
<th>WIDA ELD Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>L 7.6.1.</td>
<td>– Classifying plot elements as exposition or hook, conflict, rising action, climax, falling action, or resolution</td>
<td>ELD Standard 1 - English language learners communicate information for Social and Instructional purposes within the school setting. ELD Standard 4 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</td>
</tr>
</tbody>
</table>

**Objectives**

**Content**

Students will be able to:
- analyze the fairy tales for common elements and genre characteristics.
- compose an original fairy tale, based on personal experiences.

**Language**

Students will be able to:
- analyze the common elements of fairy tales, using visuals, word banks, and sentence frames.
- describe their own fairy tale story, using guided questions, word banks, and graphic organizers.

<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Differentiated Instruction Writing</td>
<td>Produce short responses to questions using word/phrase banks. Partner w/ peer Use L1 or L2 illustrations</td>
<td>Use transition words to show relationship and sequence of events. Partner w/ peer Use L1 or L2 Graphic organizer</td>
<td>Choose words and phrases to provide details and descriptions. Word/phrase bank Sentence frames Graphic organizer</td>
<td>Create narrative text and connect events to the conclusion Word/phrase bank Graphic organizer Sentence frames</td>
</tr>
</tbody>
</table>

**Proficiency Levels**

- Level 1: Basic Understanding
- Level 2: Intermediate Understanding
- Level 3: Advanced Understanding
- Level 4: Proficient Understanding
Why are objectives important?

- A good ESL lesson plan includes **CONTENT objectives** and **LANGUAGE objectives**.
- Meeting the objectives is **what the students will be graded on**.
- If you can find a way to help them meet the objectives, then you can give them a grade for it.

ELA 1.3.1: Identify characters, settings, and major events in a story.

ELA 1.3.2: Draw a picture or written response to a read-aloud that identifies the who or what of the story.

ELA 1.3.3: Recall the major events in the story.
Language Objectives

• **Language objectives** are lesson objectives that are specifically designed to promote students' **language development** through all four domains: reading, writing, speaking and listening.

• **EXAMPLE:**
  
  • **Content Objective:** Students will compare and contrast the physical adaptations that whales and sharks have that aid in their survival.
  
  • **Language Objective:** Students will write a compare and contrast paragraph, using vocabulary associated with the **language function** of compare and contrast after completing a Venn Diagram with a partner.
Language Functions

• Analyze
• Cause and Effect
• Compare and Contrast
• Describe
• Discuss
• Evaluate

• Explain
• Identify
• Justify
• Suggest
• Summarize
Strategies that work

• Visuals
• Pairing with another student
• Find out if your student can read/write in their L1
• Modeling
• Sentence frames
• Anchor charts
Your turn!

• Review your lesson plan
• Look at your Content objectives.
• Using “Language Function Tool” handout, you will write Language objectives for your lesson, and
• Using the “Can-Do descriptors”, give examples of strategies and supports you will use to differentiate for Levels 1-4.
• Share with whole group.
Grading and Retention

- **ALSDE Guidebook** pp. 37-38
  - Grading of ELs should be based on students’ level of English proficiency.
  - The teacher ensures this through the continual use of accommodations and assessments according to the students’ I-ELP.
  - Appropriate instruction and differentiation must be adjusted according to language proficiency level in order to appropriately accommodate the student.
  - Documentation of these components should be maintained by the classroom teacher.
Grading and Retention

Before retaining a student, consider the following:

• English proficiency level of the student
• Implementation of the I-ELP
• Implementation of accommodations
• Amount of English language development instruction
• Alternate grading strategy
• Classroom teacher PD
• Graded according to I-ELP
Resources

• Go-To Strategies
  http://www.cal.org/what-we-do/projects/project-excell/the-go-to-strategies

• Teachers pay Teachers
  https://www.teacherspayteachers.com/

• WIDA https://wida.wisc.edu/

• Colorín Colorado
  http://www.colorincolorado.org/

• Flocabulary
  https://www.flocabulary.com/subjects/
Recap and Review

• On a Post-It Note, write one thing that you will start doing differently in your classroom as a result of this SAMUEL session.
References

• **Lesson Plan:**  
  http://www.readwritethink.org/classroom-resources/lesson-plans/fairy-tale-autobiographies-1.html

• **Language objectives:**  
  http://eldstrategies.com/languageobjectives.html

• **Language Functions:**  

• **Can-Do Descriptors:**  
  www.wida.wisc.edu
The End