Can You Hear Me Now?

Expressive Language: Speaking & Writing for English Learners
Grades K-2

SAMUEL II
2018
Presentation Overview

▪ Introduction
▪ Laws and Court Cases
▪ Terms to Know
▪ Resources for lesson planning
▪ Language Domains
▪ BICS and CALP
▪ Language Objectives
▪ Language Learning Strategies for Speaking and Writing
What is the first word that comes to mind when you think of English learners?
Same Does NOT mean Equal!

Lau v. Nichols
(US Supreme Court Decision 1974)
Equitable Access to Education

Its all about the program!
Castañeda vs. Pickard
(5th Cir. 1981 648 F.2d 989 (US COURT OF APPEALS))
Sound Theory and Research, Implementation, Evaluation

ALL IN Folks!
Plyler v. Doe
(U.S. Supreme Court Decision 1982)
Chilling Effect, Registration Process

Every Student Succeeds Act of 2015 (ESSA)
- High academic standards for all students
- Monitor exited ELs for four years (accountability)
- ELs language proficiency and academic achievement are more fully integrated into accountability and assessment

Title VI Civil Rights Act of 1964
No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.
Terms to Know

- **EL** - English Learner (the student)
- **ESL** - English as a Second Language (program)
- **ELD** - English Language Development (program)
- **L1** - Native Language
- **L2** - Second Language
Resources
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
Input
Understanding Language

Listening  Reading

Output
Producing Language

Speaking  Writing
## WIDA English Language Development Standards

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Abbreviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Proficiency Standard 1</td>
<td>English language learners communicate for Social and Instructional purposes within the school setting</td>
<td>Social and Instructional language</td>
</tr>
<tr>
<td>English Language Proficiency Standard 2</td>
<td>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</td>
<td>The language of Language Arts</td>
</tr>
<tr>
<td>English Language Proficiency Standard 3</td>
<td>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics</td>
<td>The language of Mathematics</td>
</tr>
<tr>
<td>English Language Proficiency Standard 4</td>
<td>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science</td>
<td>The language of Science</td>
</tr>
<tr>
<td>English Language Proficiency Standard 5</td>
<td>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies</td>
<td>The language of Social Studies</td>
</tr>
</tbody>
</table>
## WiDA™ Language Proficiency Levels

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Entering</td>
</tr>
<tr>
<td>2</td>
<td>Emerging</td>
</tr>
<tr>
<td>3</td>
<td>Developing</td>
</tr>
<tr>
<td>4</td>
<td>Expanding</td>
</tr>
<tr>
<td>5</td>
<td>Bridging</td>
</tr>
<tr>
<td>6</td>
<td>Reaching</td>
</tr>
<tr>
<td>words and pictures</td>
<td>simple sentences</td>
</tr>
<tr>
<td>simple paragraph</td>
<td>simple paragraph</td>
</tr>
<tr>
<td>paragraph</td>
<td>extended passages</td>
</tr>
<tr>
<td>support</td>
<td></td>
</tr>
</tbody>
</table>
## Appendix D: Performance Level Descriptors on Score Reports

<table>
<thead>
<tr>
<th>Level</th>
<th>Students at this level generally can</th>
</tr>
</thead>
</table>
| 6     | **use English to communicate orally and participate in all academic classes, for example:**  
  - React and respond to multiple points of view  
  - Organize and present research-based information  
  - Clarify how or why something happens  
  - Persuade others based on opinions, examples and reasons |
| 5     | **use English to communicate orally and participate in all academic classes, for example:**  
  - Discuss the causes and impact of events  
  - Summarize and relate information  
  - Present and justify ideas showing how or why  
  - Express and defend opinions backed by examples and reasons |
| 4     | **communicate orally in English using language related to specific topics in school and can participate in class discussions, for example:**  
  - Compare stories, issues, concepts  
  - Paraphrase and summarize information  
  - State ideas to show how or why with examples  
  - Give opinions supported by detailed reasons |
| 3     | **communicate ideas and details orally in English using several connected sentences and can participate in short conversations and discussions in school, for example:**  
  - Relate stories or events  
  - Share ideas and provide details  
  - Describe processes or procedures  
  - Give opinions with reasons |
| 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 |
| 1     | **communicate orally in English using gestures and language that may contain a few words, for example:**  
  - Ask and answer simple questions about what, when, or where something happened  
  - Name familiar objects, people, pictures  
  - Show how to solve problems using words and gestures  
  - Express personal preferences |

[Interpretive Guide for Score Reports](https://www.wida.us/assessment/ACCESS20.aspx#scoring)
<table>
<thead>
<tr>
<th>Level</th>
<th>Students at this level generally can</th>
</tr>
</thead>
</table>
| 6     | Communicate in writing in English using language from all academic classes, for example:  
      | - Produce clearly organized commentaries and editorials on various issues  
      | - Elaborate narratives with rich, descriptive language and complex organization  
      | - Create formal written reports on a variety of issues, ideas and information  
      | - Produce well organized persuasive essays using complex and technical language |
| 5     | Communicate in writing using language from all academic classes, for example:  
      | - Create detailed opinion pieces about a variety of topics  
      | - Write summaries of various types of texts  
      | - Describe causes, effects and consequences of processes and events  
      | - Express and defend positions supported by examples and reasons |
| 4     | Communicate in writing in English using language related to specific topics in school, for example:  
      | - Produce papers describing specific ideas or concepts  
      | - Narrate stories with details of people, events and situations  
      | - Create explanatory text that includes details or examples  
      | - Provide opinions supported by reasons with details |
| 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 |
| 2     | Communicate in writing in English using language related to familiar topics in school, for example:  
      | - Describe ideas or concepts using phrases or short sentences  
      | - Label illustrations describing what, when, or where something happened  
      | - State steps in processes or procedures  
      | - Express opinions about specific topics or situations |
| 1     | Communicate in writing using visuals, symbols and may contain few words in English, for example:  
      | - Express ideas or concepts using text and illustrations  
      | - Share personal experiences through drawings and words  
      | - State steps in processes presented in graphs or short texts  
      | - State opinions or preferences through text and illustrations |
Basic Interpersonal Communication Skills vs. Cognitive Academic Language Proficiency

BICS

Playground Language

1-2 YEARS

CALP

Academic Language

5-7 YEARS

(Cummins, 1979)
ACTIVITY: Pass the Pencil

• Write your first name at the top of the paper.

• Write one thing that **intrigued you** about the first few slides.

• Pass your paper to the left.

• Write one thing that **you already knew** from the first few slides.

• Pass your paper to the left.

• Write something that **you want to know more about**.

• Pass the paper back to its owner.

• Share and Discuss.
Your guides in lesson planning are:

- CCRS or State Standards
- WIDA Standards
- Key Uses Can Do Descriptors
<table>
<thead>
<tr>
<th>Standards</th>
<th>CCRS</th>
<th>WIDA ELD Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC2015 (2.5). Plan and carry out an investigation, using one variable at a time (e.g., water, light, soil, air), to determine the growth needs of plants.</td>
<td>ELD Standard 1 - English language learners communicate information for Social and Instructional purposes within the school setting.</td>
<td></td>
</tr>
<tr>
<td>ELD Standard 4 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Content</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
<td>Students will be able to:</td>
<td>Students will be able to:</td>
</tr>
<tr>
<td>• identify the parts of a plant by looking at an entire plant or a part of a plant.</td>
<td>• use newly acquired vocabulary to correctly name and discuss the parts and functions of a plant using sensory support.</td>
<td></td>
</tr>
<tr>
<td>• understand the structure and function of roots, stems, and leaves.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<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</td>
<td>Repeat or name parts of the plant from pictures, realia, or videos with a partner in L1 or L2.</td>
<td>Describe parts of a plant using illustrations, realia, and oral sentence starters with a partner.</td>
<td>Describe the parts and functions of a plant (roots, stems, and leaves) using visual support such as photographs, illustrations, or realia with a partner.</td>
<td>Discuss importance of structure and functions of a plant using visual support with a partner.</td>
</tr>
<tr>
<td>Speaking</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Standards

WIDA English Language Development Standards

ALABAMA Course of Study Science
Content and Language objectives need to be displayed, stated, and reviewed.
Dr. Cynthia Lundgren: Writing Language Objectives

http://www.colorincolorado.org/videos/meet-expert/dr-cynthia-lundgren
How do I create effective language objectives for my English learners?
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
Writing
Language Objectives for Speaking

When you plan your lessons, what language development concerns will you address?

Language Objectives Verbs

- Retell
- Summarize
- Discuss
- Share
- Tell
- Persuade
- Argue
- Report
- Recite
- Describe
- Comment
- Answer

- Explain
- Sing
- Echo
- Repeat
- Read aloud
- Present
- Talk
- Say
- Whisper
- Chant
- Announce
- Ask
Speaking

Level 1

Students at this level generally can

- Ask and answer simple questions about what, when, or where something happened
- Name familiar objects, people, pictures
- Show how to solve problems using words and gestures
- Express personal preferences
What is this?
This is a _______.

Parts of a Plant

Word Bank
- flower - flor
- leaves - hojas
- roots - raíces
- stem - tallo

Use Cognates

Scaffolding for EL Students

Language Domain

Speaking

Level 1
Repeat or name parts of the plant from pictures, realia, or videos with a partner in L1 or L2.

Realia

http://spanishcognates.org/
Level 1 Entering

- Provide wall charts with illustrated academic vocabulary
- Ask simple WH (who, what, when, where), yes-no or either-or questions.
- Elicit Choral Responses.
- Encourage participation in group chants, poems, and songs.

Retrieved from the GO TO Strategies Matrix

Language Through Literature: Tiny Seed By Eric Carle

The tiny plant that grew from the tiny seed is growing fast, but its neighbor grows even faster. Before the tiny plant has three leaves, the other plant has seven! And look! A bud! And now even a flower!

But what is happening? First there are footsteps. Then a shadow looms over them. Then a hand reaches down and breaks off the flower.

Electronic Audio Book
Instructional Strategies for Speaking
Level 1

- Concentrate on student meaning rather than on correctness of expression.

- Build confidence by rewarding all attempts to communicate.

Retrieved from: Differentiating Instruction and Assessment for English Language Learners - A Guide for K-12 Teachers pg.124
Speaking

Level 2

- Share about what, when, or where something happened
- Compare objects, people, pictures, events
- Describe steps in cycles or processes
- Express opinions
My plant has a flower.

My plant has a stem.

My plant has leaves.

My plant has roots.
Language learning strategies for Speaking

Level 2
Emerging

• Assign roles in group work.
• Use Clock Buddies.
• Use Numbered Heads Together.
• Use Think-Pair-Share-Squared.
• Develop Key Sentences Frames for pair interactions.

Retrieved from the GO TO Strategies Matrix

Instructional Strategies for Speaking Level 2

- Encourage participation in discussions by eliciting phrases or simple sentences.
Speaking

Level 3

- Relate stories or events
- Share ideas and provide details
- Describe processes or procedures
- Give opinions with reasons
Flower - produces seeds

Stem - main support of a plant

Leaves - produce food for the plant

Roots - hold the plant in place

Level 3

Describe the parts and functions of a plant (roots, stems, and leaves) using visual support such as photographs, illustrations, or realia with a partner.
Language learning strategies for Speaking

**Level 3 Developing**

- Provide **Graphic Organizers** or notes to scaffold oral retelling.
- **Prompt** for academic language output.
- Use **Think-Pair-Share**.
- Repeat and Expand student responses in **Collaborative Dialogue**.

Retrieved from the GO TO Strategies Matrix

- Provide opportunities to produce extended oral discourse through activities such as reporting and presentation.
Speaking

Level 4

- Compare stories, issues, concepts
- Paraphrase and summarize information
- State ideas to show how or why with examples
- Give opinions with reasons
The flower makes seeds for reproduction.

The stem carries water and nutrients from the roots to the leaves.

The leaves collect sunlight for photosynthesis.

The roots anchor the plant to the ground.
Language learning strategies for Speaking

Level 4
Expanding

- Require full sentence responses by asking open ended questions.
- Use Varied Presentation Formats such as role plays.
- Scaffold oral reports with note cards and provide time for prior practice.
- Use Reader’s Theatre to scaffold oral language growth.

Retrieved from the GO TO Strategies Matrix

Insist on increasingly correct and precise language.
ACTIVITY TIME

NOW IT'S YOUR TURN.
“Writing helps solve problems, affirms students’ identities, and generates linguistic feedback from teachers that can increase language awareness and academic language proficiency.”

Dr. Jim Cummins
Lesson Topic: The Life Cycle of a Plant
Unit of Study: Science
Grade Level: 2nd

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**Objectives**

**WHAT**

Students will be able to:
- Write and distinguish among the stages in the life cycle of a plant.

**HOW**

Students will be able to:
- Write about the life cycle of a plant using key vocabulary, sentence starters, and graphic support.

<table>
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<th>Level 4</th>
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<tr>
<td><strong>Differentiated Instruction</strong></td>
<td><strong>Writing</strong></td>
<td><strong>Label</strong> drawings about the stages of a plant cycle using key visual vocabulary and graphic organizers</td>
<td><strong>Produce</strong> simple sentences about the stages of the life cycle of a plant using key visual vocabulary and graphic organizers.</td>
<td><strong>Describe</strong> the stages of the life cycle of a plant using key visual vocabulary and graphic organizers.</td>
</tr>
</tbody>
</table>
Select Language Domain

**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
When you plan your lessons, what language development concerns will you address?

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<td>Edit</td>
</tr>
<tr>
<td>Draw</td>
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<tr>
<td>Copy</td>
</tr>
<tr>
<td>Compare</td>
</tr>
<tr>
<td>Contrast</td>
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<tr>
<td>Draft</td>
</tr>
<tr>
<td>Type</td>
</tr>
<tr>
<td>Label</td>
</tr>
<tr>
<td>Write</td>
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<tr>
<td>Sort</td>
</tr>
<tr>
<td>Summarize</td>
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<tr>
<td>Fill in</td>
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<tr>
<td>Illustrate</td>
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<td>Color</td>
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<tr>
<td>Record</td>
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<td>Collect</td>
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<tr>
<td>Graph</td>
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<tr>
<td>Diagram</td>
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<tr>
<td>Create</td>
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<tr>
<td>Make</td>
</tr>
<tr>
<td>Print</td>
</tr>
</tbody>
</table>
Students at this level generally can:

- **Express** ideas or concepts using text and illustrations
- **Share** personal experiences through drawings and words
- **Label** steps in processes presented in graphs or short texts
- **State** opinions or preferences through text and illustrations
Life Cycle of a Tomato Plant

- Seeds
- Seedling
- Plant
- Flower
- Fruit

Scaffolding for EL Students

Language Domain

Writing

Key Vocabulary

Seeds- semillas
Seedling- planta de semillero
Flower- flor
Plant- planta
Fruit- fruta

Use Cognates

Label drawings about the stages of a plant cycle using key visual vocabulary and graphic organizers
Language learning strategies for Writing

Level 1 Entering

- Require students to label visual and/or create language balloons.
- Require vocabulary notebooks with L1 translations or non-linguistic representations.
- Provide Key Sentence Frames with word and picture banks.

Retrieved from the GO TO Strategies Matrix

http://www.makebeliefscomix.com/
https://www.storyboardthat.com/storyboard-creator
https://www.pixton.com/

Instructional Strategies for Writing Level 1

- Ask students to communicate through cutting and pasting images or drawing.

- Accept drawing, copying and labeling, and self generated approximations of words and phrases in lieu of grade-level writing.
Writing

Level 2

- **Describe** ideas or concepts using phrases or short sentences

- **Label** illustrations describing what, when, or where something happened

- **State** steps in processes or procedures

- **Express** opinion about specific topics or situations
Scaffolding for EL Students

Language Domain

Writing

Life Cycle of a Tomato Plant

The _______ sit in the soil.

The _______ grows.

The _______ blooms.

Level 2

Produce simple sentences about the stages of the life cycle of a plant using key visual vocabulary and graphic organizers.

Key Vocabulary

Seeds-semillas

Seedling-planta de semillero

Flower-flor

Plant-planta

Fruit-fruta
Language learning strategies for Writing

Level 2
Emerging

• Teacher note taking on a Graphic Organizer.
• Use a Roving Chart in small group work.
• Use Interactive Journals.
• Use Think-Write-Pair-Share.
• Prove Cloze sentences with a Word Bank.

Retrieved from the GO TO Strategies Matrix

Incorporate modeled, shared, and guided writing activities.

Accept phrases or simple sentences in lieu of grade-level writing expectations.
Writing

Level 3

- **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
Life Cycle of a Tomato Plant

1. **Seeds**
   - The seeds are planted in the soil.

2. **Seedling**

3. **Plant**

4. **Flower**

5. **Fruit**

---

**Graphic Organizer**

**Language Domain**

**Writing**

**Scaffolding for EL Students**

**Level 3**

*Describe* the stages of the life cycle of a plant using key visual vocabulary and graphic organizers.
Level 3 Developing

- Require Learning Logs for summaries of learning.
- Use Text to Graphics and Back Again.
- Teach Signal Words (comparison, chronology, cause-effect, and listening) for academic writing.
- Provide Cloze paragraphs with a Word Bank.

Signal Words

<table>
<thead>
<tr>
<th>Compare</th>
<th>Contrast</th>
</tr>
</thead>
<tbody>
<tr>
<td>alike</td>
<td>although</td>
</tr>
<tr>
<td>also</td>
<td>between</td>
</tr>
<tr>
<td>and</td>
<td>but</td>
</tr>
<tr>
<td>both</td>
<td>in contrast</td>
</tr>
<tr>
<td>in the same way</td>
<td>on the other hand</td>
</tr>
</tbody>
</table>

Retrieved from the GO TO Strategies Matrix

Engage students in writing activities that elicit expanded sentences using a range of complexity.
Writing

Level 4

- **Produce** papers describing specific ideas or concepts
- **Narrate** stories with details of people, events and situations
- **Create** explanatory text that includes details or examples
- **Provide** opinions supported by reasons with details
Life Cycle of a Plant

Plant Life Cycle

BY: __________________________

First: ____________________________________________________________

Next: ____________________________________________________________

Then: ____________________________________________________________

Last: _____________________________________________________________

Retrieved from: Teachers Pay Teachers by Emily Martens

Writing Prompt

Imagine you are a new plant and have just come out of your seed coat. Your body will soon be exposed to the elements. In a few days, you will grow a stem and leaves. What kind of plant are you? How does the life cycle of a plant resemble the process? In the blank space, draw a sketch from your plant adventure.

Sequencing

Putting the events in a story in the order in which they happened

Transition Words:

Use transition words to show how events took place over time...
Language learning strategies for Writing

Level 4
Expanding

• Require Rubrics and exemplars to scaffold writing assignments.
• Teach and utilize the writing process.
• Provide an outline for the standard five paragraph essay.
• Provide Report Frames for independent, structured, content writing.

Retrieved from the GO TO Strategies Matrix

Insist on increasingly correct and precise language.
Review and Assessment

☐ Today I found out that ________________.

☐ The most interesting thing I learned today is _________________.

☐ I would like to know more about _________________.

☐ I’m still not sure about _________________.

☐
ACTIVITY TIME

NOW IT'S YOUR TURN.
Resources

- Plant Units free resources Retrieved from
  https://www.teacherspayteachers.com/Browse/Price-Range/Free

- “The Tiny Seed by Eric Carle” read by Catherina Chen Retrieved from YouTube
  https://www.youtube.com/watch?v=Is6wTeT2cKA

- “The Plant Song” by Hayley Sims Retrieved from YouTube
  https://www.youtube.com/watch?v=N-l-gsWOKzk

- The GO TO Strategies: Scaffolding Options for Teachers of English Language Learners, K-12
  by Linda New Levine, Laura Lukens, and Betty Ansin Smallwood

- Fairbairn, Shelley & Jones-Vo, Stepheaney (2010). Differentiating Instruction and Assessment for English Language Learners- A Guide for K-12 Teachers

- Interpretive Guide for Score Reports
  https://www.wida.us/assessment/ACCESS20.aspx#scoring
Thank You!