



ESOL Department Professional Learning Language Levels & Writing for ELLs

October 1, 2015



Today's Outcomes:

- ▶ We will be able to choose appropriate teaching strategies for ESL students by improving our understanding of language proficiency levels.
- ▶ We will apply our knowledge of language levels to the Writer's Workshop Model.




Language Acquisition Chart				
Language	Spanish	French	Portuguese	Other
<p>Students will be able to:</p> <ul style="list-style-type: none"> Identify the main idea and supporting details in a text. Identify the main idea and supporting details in a text. Identify the main idea and supporting details in a text. Identify the main idea and supporting details in a text. Identify the main idea and supporting details in a text. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Identify the main idea and supporting details in a text. Identify the main idea and supporting details in a text. Identify the main idea and supporting details in a text. Identify the main idea and supporting details in a text. Identify the main idea and supporting details in a text. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Identify the main idea and supporting details in a text. Identify the main idea and supporting details in a text. Identify the main idea and supporting details in a text. Identify the main idea and supporting details in a text. Identify the main idea and supporting details in a text. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Identify the main idea and supporting details in a text. Identify the main idea and supporting details in a text. Identify the main idea and supporting details in a text. Identify the main idea and supporting details in a text. Identify the main idea and supporting details in a text. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Identify the main idea and supporting details in a text. Identify the main idea and supporting details in a text. Identify the main idea and supporting details in a text. Identify the main idea and supporting details in a text. Identify the main idea and supporting details in a text.

Level 1 (A1)	Level 2 (A2)	Level 3 (B1)	Level 4 (B2)
<p>Understand and use basic expressions of everyday life.</p> <p>Understand and use basic expressions of everyday life.</p> <p>Understand and use basic expressions of everyday life.</p> <p>Understand and use basic expressions of everyday life.</p> <p>Understand and use basic expressions of everyday life.</p>	<p>Understand and use basic expressions of everyday life.</p> <p>Understand and use basic expressions of everyday life.</p> <p>Understand and use basic expressions of everyday life.</p> <p>Understand and use basic expressions of everyday life.</p> <p>Understand and use basic expressions of everyday life.</p>	<p>Understand and use basic expressions of everyday life.</p> <p>Understand and use basic expressions of everyday life.</p> <p>Understand and use basic expressions of everyday life.</p> <p>Understand and use basic expressions of everyday life.</p> <p>Understand and use basic expressions of everyday life.</p>	<p>Understand and use basic expressions of everyday life.</p> <p>Understand and use basic expressions of everyday life.</p> <p>Understand and use basic expressions of everyday life.</p> <p>Understand and use basic expressions of everyday life.</p> <p>Understand and use basic expressions of everyday life.</p>


English Language Proficiency Scores: a.k.a. Kelpa Scores

- Where do I get scores?
- Remember, at this point the scores are old and should be used just as a baseline.




Scavenger Hunt

- With a partner, use the Language Acquisition Chart to answer the following questions:
 - What are some things you should expect a level 3 student to be able to do?
 - What are some effective teaching strategies you might use with a newcomer?
 - What can you infer about a student who has been in the U.S. for 5-7 years is scoring at level 2?



Extension:

- How might this chart be useful to you and the teachers in your building?
- What questions do you still have about the Language Acquisition Chart?



ELL Writing Expectations:

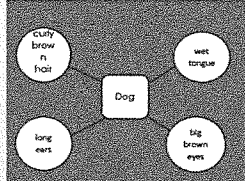
2. Descriptive Writing: ESL Expectations by Language Proficiency Level

Level 1	Level 2	Level 3	Level 4
*Create a bubble map with one or two phrases.	*Create a bubble map with descriptive phrases.	*Create a bubble map with simple descriptive sentences.	*Create a bubble map with more complex descriptive sentences.
*Generate phrases and use them in a highly structured sentence frame.	*Incorporate the generated phrases into a highly structured sentence frame.	*Incorporate the generated sentences into a highly structured paragraph frame.	*Incorporate the generated sentences into a paragraph frame with transitional signals.

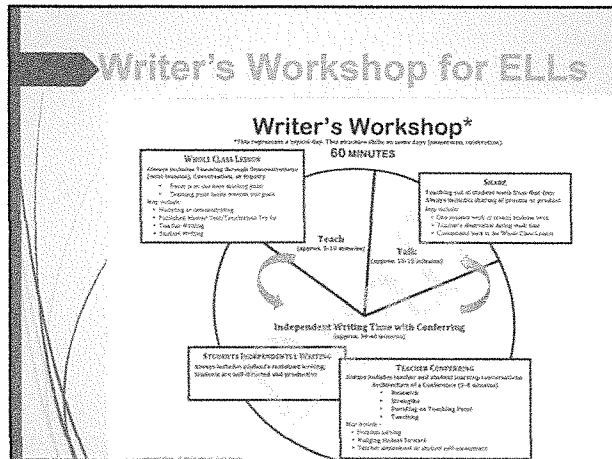
Level 2 (beginner) Example: Results for a paragraph about a favorite pet:

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My pet _____ dog _____ has _____ curly brown hair _____
_____ long ears _____ big brown eyes _____ and a _____ wet
tongue _____
    
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***Adapted from Herrera & Murry, Mastering ESL & Bilingual Methods 2011**




Application:

Given the Language Acquisition Chart, the writing samples and level progression:


1. How can teachers apply these tools to the different parts of the Writer's Workshop Model (mini-lesson, conferring, writing, share)?
2. How will you share this information with the teachers in your building?

Work in a group of 4 and chart your answers. Be ready to share with the group.



Did We....


- learn how to choose appropriate teaching strategies for ESL students by improving our understanding of language proficiency levels?
- apply our knowledge of language levels to the Writer's Workshop Model?



Wrap-Up

Exit Slip:
 3 things I learned
 or remembered!

Thank You!!



Language Acquisition Chart

	Level 1-Low	Level 1-High	Level 2	Level 3	Level 4
Other Names	<ul style="list-style-type: none"> *Preproduction *Newcomer *Emergent Speaker *Silent Period 	<ul style="list-style-type: none"> *Early Production *Emergent/Beginner *Social Language 	<ul style="list-style-type: none"> *Low Intermediate *Developing *Social Language 	<ul style="list-style-type: none"> *High Intermediate *Expanding *Academic Language 	<ul style="list-style-type: none"> *Advanced *Bridging *Academic Language
Definitions	<ul style="list-style-type: none"> *Students not ready to actively produce language *0-500 receptive word vocabulary *Adjusting to U.S. culture 	<ul style="list-style-type: none"> *Students can attend to hands-on demonstrations with more understanding *May initiate conversation by pointing or using single words *Very limited comprehension and vocabulary *Up to 1000 receptive word vocabulary Adjusting to U.S. culture 	<ul style="list-style-type: none"> *Students begin speaking in short phrases and simple sentences *Many mistakes in grammar, word order, word usage *Limited comprehension and vocabulary *Up to 7000 receptive/active word vocabulary 	<ul style="list-style-type: none"> *Students can communicate thoughts more completely, can participate in everyday conversations without highly contextualized support. *Up to 12,000 receptive/active word vocabulary 	<ul style="list-style-type: none"> *Students have advanced skills in cognitive/academic language *Beyond 12,000 receptive/active word vocabulary
Language Acquisition Timeline	0-6 months in U.S. schools	6 months – 1 year in U.S. schools	1-3 years in U.S. schools	3-5 years in U.S. schools	5-7 years in U.S. schools
Teaching Strategies	The timeframe for each student is dependent on his/her educational background and personal experience! (Can be up to 10 years for students with severe interruptions or no educational background)				
	<ul style="list-style-type: none"> *Use manipulatives, visuals, realia, props, games, gestures, etc. *Create climate of acceptance and respect that supports acculturation *Use cooperative learning groups *Use physical response to check comprehension *Display print to support oral language (label classroom, anchor charts, etc.) *Model activities for students *Use hands-on activities *Use bilingual students as peer helpers *Adjust rate of speech to enhance comprehension *Ask yes/no questions *Ask students to show/point/draw *Teach content area vocabulary and terminology *Word wall with pictures included 	<ul style="list-style-type: none"> **Continue previous strategies PLUS: *Simplify language NOT content *Design lessons that require oral language practice *Ask students questions that require one/two word responses: who, what, which one, how many? *Provide lessons that emphasize vocabulary and opportunities for practice 	<ul style="list-style-type: none"> **Continue previous strategies PLUS: *Provide and review step by step written instructions *Build on students' prior knowledge *Engage students in producing language in a variety of oral and written formats (describing, retelling, comparing, contrasting, summarizing, graphs, charts, diagrams, etc.) 	<ul style="list-style-type: none"> **Continue previous strategies PLUS: *Have students engage in pre-writing strategies such as brainstorming, listing, webbing, using graphic organizers *Ask questions soliciting opinion, judgment, explanation (more why and how questions) *Introduce figurative language *Develop more academic language (oral and written) 	<ul style="list-style-type: none"> **Continue previous strategies PLUS: *incorporate note-taking skills, study skills, test taking skills *Demonstrate how to verify answers (oral and written) *Expand figurative language (idioms)

Language Acquisition Chart Student Behavior Descriptors

Level 1-Low	Level 1-High	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> *Depends heavily on context *Begins to identify letter-sound correspondence *Has minimal receptive vocabulary *Comprehends key words only *Indicates comprehension physically (points, draws, gestures, etc.) *Identifies and recognizes meaning of some words in highly contextualized situations with prompting and support *Uses a limited range of simple language (one or two word phrases & simple sentences) *Actively listens to conversations, read alouds, etc.; may participate limitedly *Understands more than he/she can produce, *May be silent or use first language *Copies letters, words, and simple phrases, labels information with support *Writes in short exchanges using memorized or high-frequency words and sentence frames *Responds to simple questions (yes/no, wh, etc.) on familiar topics *Repeats, mimics, and uses gestures to communicate *Communicates simple information on familiar topics or events *Expresses a feeling, opinion, or preference about a familiar topic or experience *Gathers and recalls small amounts of information with prompting and support 	<ul style="list-style-type: none"> *Able to name, recall, draw, list, record, point out, underline, organize *Depends heavily on context *Produces words in isolation *Verbalizes key words *Responds with one/two word answers or short phrases *Indicates comprehension physically *Mispronunciation and grammar errors *Reads and recognizes some high-frequency words with prompting and support. *Identifies some key words and phrases, main idea and a few details with prompting and support. *Uses strategies and supports to identify main idea and a few key details *Retells an event or presents simple information with support *Begins to express ideas or interact with others using basic social language *Participates in short conversations on familiar topics demonstrating basic rules for discourse *Communicates simple information, feelings, or opinions on familiar topics *Delivers short grade - appropriate presentations and writings on familiar topics 	<ul style="list-style-type: none"> *Able to tell, describe, restate, compare, question, map, dramatize *Depends heavily on context *Produces whole sentences *Makes some pronunciation and basic grammatical errors, but is understood *Demonstrates comprehension by responding orally and in written form (charts, graphs, diagrams) *Hears smaller elements of speech *Functions on a social level *Uses limited vocabulary *Initiates conversations & questions *Adapts language choices to purpose, task and audience *Uses general academic and content-specific words, phrases, and expressions *Uses resources to clarify comprehension *Asks and answers simple questions to clarify comprehension and determine meaning *Identifies and retells main ideas and key details or events using temporal words 	<ul style="list-style-type: none"> *Able to imagine, create, appraise, contrast, predict, express, report, estimate, evaluate, explain *Depends on context *Engages in and produces connected narrative (discourse) *Uses expanded vocabulary *Makes complex grammatical errors *Determines the main idea or message and supporting details *Participates in conversations, commenting and building on comments of others, following rules of discourse *Asks and answers relevant questions to clarify meaning and enhance comprehension *Delivers short oral presentations on a variety of texts, topics, experiences, events, etc. *Introduces a topic, gives opinion, provides supporting evidence, and a concluding statement 	<ul style="list-style-type: none"> *Able to relate, infer, hypothesize outline, revise, suppose, verify, rewrite, assess, justify, critique, summarize, illustrate, judge, demonstrate *Functions on an academic level with age/grade peers *Maintains two-way conversations *Uses more complex grammatical structures *Demonstrates comprehension in decontextualized situations *Uses enriched vocabulary *Summarizes and/or retells texts, stories, presentations using temporal, linking, and transitional words *Determines main idea or message and supporting details, explaining how details support or fail to support the main idea or message

Code 5-Waived Services & 6 & 7-Monitoring

Language Acquisition Chart Student Behavior Descriptors-Continued

Level 1-Low	Level 1-High	Level 2	Level 3	Level 4
<p>*Expresses opinions or states a claim and can find a reason to support ideas</p> <p>*Gathers and summarizes some information with support</p> <p>*Produces simple sentences in response to prompts, some grammatical errors maybe present</p> <p>Answers and sometimes ask simple questions to help determine the meaning of frequently occurring words and phrases</p> <p>*Show increasing awareness of social and academic language discourse and begin to adapt language.</p>	<p>*Participates in short conversations following most rules of discourse</p> <p>*Responds to others' comments and contributes own comments</p> <p>*Composes short written exchanges, narratives, and informational texts</p> <p>*Delivers short simple oral presentations on familiar topics, stories, experiences, etc.</p> <p>*Communicates information or feelings with supporting evidence on familiar topics, experiences, events, etc.</p> <p>*Recalls information from texts, experiences, events, etc. to answer inquiries with prompting and support</p> <p>*Gathers information on a topic, records and summarizes key details in a short research project with prompting and support</p> <p>*Produces simple and compound sentences with increasing grammatical correctness.</p>	<p>*Summarizes and retells a variety of stories, information from text, experiences, events, etc.</p> <p>*Gathers information from multiple sources on a topic, sort and organizes information, and records/shares information as appropriate</p> <p>*Chooses language appropriate, to formal and informal contexts</p> <p>*Uses a wide range of general academic and content-specific words and phrases</p> <p>*Recounts a detailed sequence of events using temporal, linking and transitional words</p> <p>*Produces simple, compound and some complex sentences with grammatical correctness</p>	<p>*Poses and responds to relevant questions to clarify extend, or enhance comprehension</p> <p>*Delivers oral presentations of a variety of texts, topics, experiences, events, etc.</p> <p>*Composes written exchanges, narratives, or informational text, in clear, complete, and varied sentences with grammatical correctness</p> <p>*Introduces a topic, expresses an opinion, provides a rationale and concluding statement on a variety of topics using complex language</p> <p>*Gathers information from multiple sources on a topic; sorts, organizes, and records information as appropriate</p> <p>*Shifts language appropriately between social and academic situations</p> <p>*Uses a wide variety of general academic and content-specific words and phrases</p> <p>*Produces simple, compound and complex sentences with grammatical correctness</p>	<p style="text-align: right;">Code 5-Waived Services 6 & 7-Monitoring</p>

Descriptors and Examples of ESL Writing at Various Language Proficiency Levels

1. Persuasive Writing: ESL Expectations by Language Proficiency Level

Descriptors:			
Level 1	Level 2	Level 3	Level 4
*List reasons using isolated words. *Incorporate ordinal numbers and transitions (next, then) with the words from the generated list.	*List reasons using phrases/simple sentences. *Incorporate ordinal numbers and transitions (next, then) with phrases from the generated list.	*List reasons using simple sentences *Incorporate the generated sentences into a highly structure paragraph frame.	*List reasons using more complex sentences. *Incorporate the generated sentences into a paragraph frame with transitional signals.

Level 1 (newcomer) Example: results for a paragraph about why every person needs to be literate.	
books, school, job, signs, bus	First, books Second, school Third, job Fourth, signs Finally, bus

2. Descriptive Writing: ESL Expectations by Language Proficiency Level

Descriptors:			
Level 1	Level 2	Level 3	Level 4
*Create a bubble map or picture with adjectives. *Incorporate the generated adjectives into a highly structured sentence frame.	*Create a bubble map with descriptive phrases. *Incorporate the generated phrases into a highly structured sentence frame.	*Create a bubble map with simple descriptive sentences. *Incorporate the generated sentences into a highly structured paragraph frame.	*Create a bubble map with more complex descriptive sentences. *Incorporate the generated sentences into a paragraph frame with transitional signals.

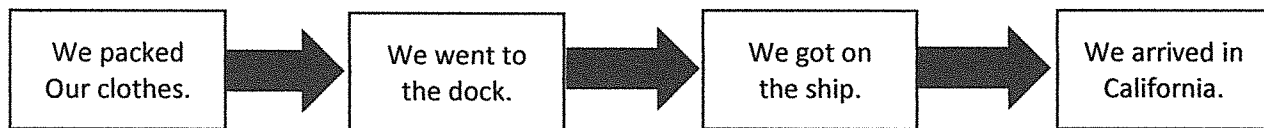
Level 2 (Beginner) Example: Results for a paragraph about a favorite pet.	
<pre> graph TD Dog[Dog] --- Hair((curly brown hair)) Dog --- Tongue((wet tongue)) Dog --- Ears((long ears)) Dog --- Eyes((big brown eyes)) </pre>	<p>My pet <u>dog</u> has <u>curly brown hair</u>, <u>long ears</u>, <u>big brown eyes</u>, and a <u>wet tongue</u>.</p>

Descriptors and Examples of ESL Writing at Various Language Proficiency Levels-page 2

3. Writing a Chronological Events Paragraph: ESL Expectations by Language Proficiency Level

Descriptors:			
Level 1	Level 2	Level 3	Level 4
*Create an arrow or flow map with key words and ordinal numbers.	*Create an arrow of flow map with key phrases and ordinal numbers.	*Create an arrow of flow with simple sentences. *Incorporate the generated sentences into a highly structured paragraph frame.	*Create an arrow of flow map with more complex sentences. *Incorporate the generated frame with transitional signals.

Level 3 (intermediate) Example: results for a paragraph about how a student arrived in the United States.

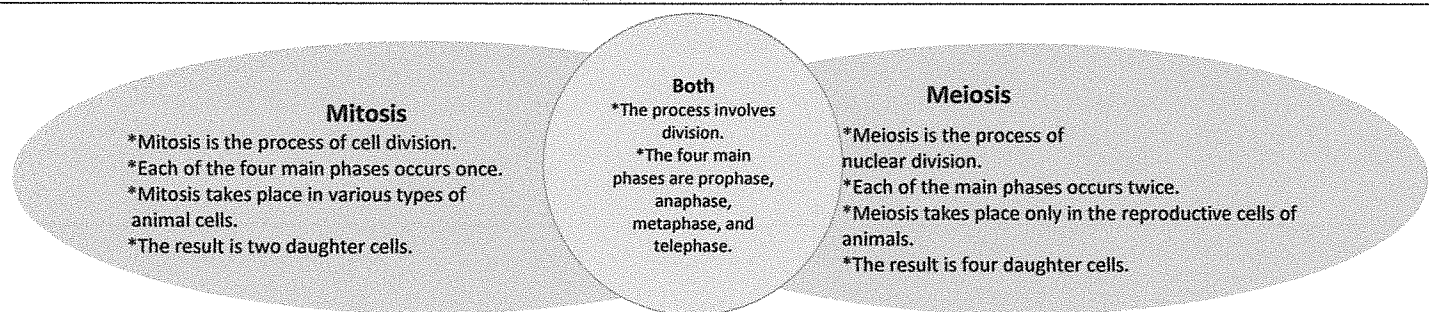


To come to the United States, my family and I did many things. We packed our clothes . We went to the dock . We got on the ship . We arrived in California .

4. Writing a Compare/Contrast Paragraph - ESL Expectations by Language Proficiency Level

Descriptors:			
Level 1	Level 2	Level 3	Level 4
*Create a Venn diagram with key words	*Create a Venn diagram with key phrases	*Create a Venn diagram with simple sentences. *Incorporate the generated sentences into a highly structured paragraph frame.	*Create a Venn Diagram with more complex sentences. *Incorporate the generated sentences into a paragraph frame with transitional signals.

Level 4 (advanced) Example: Results for a paragraph about the processes of mitosis and meiosis.



Mitosis and meiosis are each biological processes that involve division and the four main phases of prophase, anaphase, metaphase and telephase. However, there are many differences that distinguish mitosis from meiosis. For example, mitosis is the process of cell division. Each of the four main phases occurs once. Mitosis takes place in various types of animal cells. The result is two daughter cells. In comparison, meiosis is the process of nuclear division. Each of the four main phases occurs twice. Meiosis takes place only in the sex cells of animals. The result is four daughter cells. Together, both processes enable species of animals to continue in existence.

Below are the questions from the Oct. 1 ESL PL and the participant responses that were charted.

How can teachers apply these tools (the Language Acquisition Chart and the Writing Proficiency levels and descriptors) to the different parts of the Writer's Workshop Model (mini-lesson, conferring, writing, share)?		
Mini-Lesson: <ul style="list-style-type: none"> • graphic organizers • sentence stems • use tools in room • always include chart/graphic organizer (visuals) • additional small strategy lesson for ELL students • mini-lesson within a mini-lesson 	Conferring: <ul style="list-style-type: none"> • individual goals • questioning • possibly, pull small group and do another mini lesson based on what the teacher is noticing • teacher is remembering to accept the students at their level 	In General: <ul style="list-style-type: none"> • Strategies are good for all students with low language (ELL or not) • Match 3 types of writing to language levels ?? • Differentiate groups and products • Select peer exposure throughout the day. • It sets reasonable expectations • Create anchor charts • Differentiating based on student levels • Brainstorming & planning • Monitor student progress looking at descriptors. MIR, WW... • Incorporate these strategies within the day
Writing: <ul style="list-style-type: none"> • use visuals to support vocabulary • drawing at level (scaffolded) 	Share: <ul style="list-style-type: none"> • Short oral presentations 	
Planning: <ul style="list-style-type: none"> • Using the Language Acquisition Chart and the writing descriptors during planning 		

<p>Given the Language Acquisition Chart, the writing samples and level progression:</p> <p>2. How will you share this information with the teachers in your building?</p> <ul style="list-style-type: none"> • During PLCs or Wed PD when doing purposeful planning • ESL – teacher could share/station teaching /her taking a part • We could team/co-teach it • Use data to group • Replicate today's presentation • Building professional learning • PLCs • SIT 	<p>How might this chart (the Language Acquisition Chart) be useful to you and the teachers in your building?</p> <ul style="list-style-type: none"> • PLC meetings • Use in PLCs to look at data • SIT meetings • Merge with ILPs • Planning with an intentional focus on ESL students • Identify appropriate teaching strategies for the students • Help ESL students that are also SPED • Chart students and use with planning • Scaffolding • The chart is clear/concrete • Increase the expectation level • Help administrators check in with teachers
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