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## Sheltered English Instruction Teacher Endorsement Course

### 7. Variations

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#### **MATERIALS:**

- Take Attendance
- Move break slide to desired location; consider adding a timer.
- Subgroups sorting activity itself: for face-to-face delivery, create backdrop on cardstock with small cardstock cards to sort or consider using the online version but put folks in pairs and separate in the room.
- Create a poster for the exit slip for folks to contribute a stickee response.

## Welcome and Agenda

1:00

- Review Session 6: Writing - Revising
- Varied Student subgroups: *Newcomers, ELSWD, Long-term ELs, SIFE/SLIFE, Gifted & Talented*
- Varied English Language Proficiency Levels
- Varied Language Tasks/Texts
- Language Objectives
- Course Evaluation

Note: Participants completing all assignments will be awarded a certificate

**Purpose:** To review the agenda of the session.

**Time:** 1 min

**Procedure:**

- 1) Summarize the main sections of the first course session.
- 2) Provide time for participants to share out how the tryout of the strategies went.

## Share out Strategy Try-out

5:00

- Brief Discussion - Which did you try? What suggestions do you have for doing the strategy in the future
  - *Write Around*
  - *Ratiocination*
  - *Cut and Grow*

**Purpose:** To review results of the strategy try-out

**Time:** 5 min

**Procedure:**

- 1) Have small groups share among themselves at their tables. Do not use a lot of extra time.



# Varied Subgroups

## Characteristics of Subgroups

1:00

- ELs are **not** a homogeneous group
- Some subgroups of ELs may:
  - require protection under other laws & regulations: *ELSWD - English Learners with Disabilities*
  - be best served in varied instructional settings, using varied curricular and instructional approaches (self-contained, dual language, older ELs who may need intense support to “pass” state tests, etc.)

 Believes

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**Purpose:** To introduce the concept of subgroups

**Time:** 1 min

**Procedure:**

1. Review the slide, avoiding explanations

## Activity: Characteristics of EL Subgroups

1:00

**Purpose:** To read about a few aspects that may be characteristic of some EL subgroups (pairs/triads)

-Includes some observations you may have made. There is room for disagreement and cross-over between subgroups.

### Directions:

-In pairs/triads, read and then sort two yellow cards per each subgroup

-Be prepared to share OTHER characteristics that you think of.

*Note: Of course, each individual student has their own unique characteristics.*

 Believes

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**Purpose:** To introduce a team sorting activity (next slide will look at the activity slide itself, for online delivery). Face to face delivery will require the following:

**Time:** 1:00

**Materials:** Facilitator will need to print out and cut out the descriptors (10 slips of paper) for use by pairs/groups of 3 only). The background slide is copied into handouts but may be best used with copies onto cardstock.

**Time:** 1:00

### Procedure:

- 1) Review slide
- 2) Get into pair/triads and sort cards into the best fit (2 cards/subgroup)
- 3) Add at least 1 additional idea per subgroup to share out with whole class



# Activity: Team Sort and Brainstorm

12-14:00 sort

- Follow directions.
- Yes, it is OK to disagree.
- Jot down YOUR additional ideas to contribute at the end of the activity.

<small>M2. May decode well &amp; have native-like pronunciation but struggle with nuanced meanings such as multiple meaning words, literal vs. figurative language, nuances of academic vocabulary, etc.. They may use "safe" English.</small>	<b>TEAM #1</b>
	Newcomer English Learners
	Dually Identified Students, English Learners with Disabilities
	Long-term ELs (LTEL)
	SIFE/SLIFE - Students with Interrupted/Inconsistent or Limited Formal Education
	Gifted and Talented English Learners

**Purpose:** To review the agenda of the session.

**Time:** 12-14 min

**Procedure:**

- 1) Divide participants into pairs/triads.
- 2) Review directions (bottom of slides) and ask if there are any questions.
- 3) Add at least 1 additional idea per subgroup to share out with whole class

## Summary and Next Steps

5:00

Whole group discussion:

- What additional characteristics did YOU think of along the way?
- Contribute your ideas (chat box/stickees on poster)
- Next Steps:
  - Read more about each subgroup from specialists!
  - Prepare yourself, as best as possible, for new, as yet unidentified enclaves of ELs that might require additional or different supports.

**Purpose:** To review the agenda of the session.

**Time:** 5 min

**Preparation:**

Online: Have participants use chat box to share ideas.

Face-to-face: Create poster with the subgroups listed, and invite participants to add stickers with their ideas, or just allow a few minutes for each table to share out 1-2 comments. Keep this moving quickly.

**Procedure:**

- 1) Review slide and ask for 1-2 folks to .



# Variations in English Proficiency Levels



 Believes

## Diversity in EL Progress in Acquiring ELP

1:30

A student's ability to demonstrate proficiency at a particular ELP level will depend on context, content-area focus, and developmental factors. Thus, a student's designated ELP level represents a typical current performance level, not a fixed status. An English language proficiency level does not identify a student (e.g., "Level 1 student"), but rather identifies what a student knows and can do at a particular stage of English language development. Progress in acquiring English may vary depending upon program type, age at which entered program, initial English proficiency level, native language literacy, and other factors (Bailey & Heritage, 2010; Byrnes & Canale, 1987; Lowe & Stansfield, 1988). Within these ELP Connectors, we assume simultaneous development of language and content-area knowledge, skills, and abilities. ELs do not need to wait until their ELP is sufficiently developed to participate in content area instruction and assessment.



K-12 Louisiana Connectors

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**Purpose:** To frame the discussion about ELP levels to show it is not a DEFINITION of a student but a measure at one moment in time.

**Time:** 1:30 min

**Procedure:**

- 1) Have a volunteer read this slide

## Variation in English Development

2:00

Those ELs entering U.S. Schools who tend to be at an advantage in terms of developing English more rapidly tend to be those students who have:

- A. a home language that shares the English alphabet
  - B. strong literacy
  - C. strong schooling or schema
  - D. greater general and specific amounts of exposure
  - E. personal factors (too many to mention!)
- Any other categories you might add?

**Purpose:** To review the “levels”(aspects/dimensions) measured to show ELP

**Time:** 2 min

**Procedure:**

- 1) Review slide
- 2) Keep discussion short. If online, feel free to have participants comment in chat.

## Multilingual Learner (MLL)

1:00

Multilingual Learners/English Language Learners (MLLs/ELLs) are defined as children who “by reason of foreign birth or ancestry, speak or understand a language other than English...and require support in order to become proficient in English”

(New York State Education Department, 2014, p. 17)

*Why might this term be preferred?*



NY State Education Department, p. 17 13

**Purpose:** To add this term into our repertoire of current terminology as well as to support an asset-based messaging.

**Time:** 1 min

**Procedure:**

- 1) Review slide
- 2) Ask for ONE person only to answer the question.

## Measure English LA ELP Connectors

2:00

- An EL's language development varies by language domains (L, S, R, W) and as measured at these 3 levels (dimensions/aspects):
  - **Discourse Level:** *Amount of content-specific language that can be quickly processed or easily produced*
  - **Sentence Level:** *How information is packed within a sentence structure (clause) or sentence*
  - **Vocabulary Level:** *The range and specificity of words, phrases, and expressions used*

Note: This not a *hierarchy* to imply that newcomers only get vocab lessons.

**Purpose:** To review the “levels”(aspects/dimensions) measured to show ELP *levels*.

**Time:** 2 min

**Procedure:**

- 1) Review slide

## Small Group Activity: “Take a Guess” (manuals)

2:00

- Let’s read the directions:

### Varied English Language Proficiency Level Writing Samples (6/7)

**Student’s Prompt:** Write an uncoached response to: What you think, know or feel about trees. You have 5 minutes to write a draft of a response.

**Directions:** Take a guess at what ELP each sample might reflect keeping in mind the discourse, sentence and vocabulary levels. The ELP Descriptors reflect performance by the *end* of each ELP level. Feel free to use decimals or fractions. This is not an exact science and there are no “correct” answers.

**Note:** Samples come from ELs, former ELs and students who have English as their first language.

**Purpose:** To introduce the activity “Take a guess” by reading the directions at the top of the table of student writing samples (handouts) a

**Time:** 2 min

**Procedure:** Review the slide and clarify any questions

**Talking Points:** When students are annually assessed, there are, of course criteria related more precisely to the English Proficiency Level descriptors, with metrics and norms applied. We are just doing a casual dive into the understanding of assessing student writing through varied lenses, more in search of next-step instruction.



## Example A Together: (handouts)

4:00

The trees have fruits, the tree is big or small, beautiful or not. The tree don't have nose, foot, hand and others parts of body humany the trees is green and brown is colored of fruits.

- organization, density, connecting elements over the whole text
- types/lengths of sentences, verb forms, pronouns, word order in English sentence structure
- specificity and nuances of vocabulary

*What might be a good English form feature to develop?*

 Believes

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**Purpose:** To unpack the first of 2 examples

**Time:** 4:00

**Procedure:**

- 1) Have folks make observations such as:
  - a) Discourse: Short description (uncoached writing with no supports, 5 minutes times.) Each line starts with "The tree". Ideas are listing something general and visible and then some non-examples.
  - b) Sentences: longer length but not really working well. Needed to divide one line into two sentences. Present tense only and high frequency verb "to have" and "to be". Unnecessary use of the article "The" for trees (perhaps serving vocab and sentence level). Word order and agreement of nouns/adjectives of L1 "others parts of body humany".
  - c) Vocabulary limited to high-frequency. Is the student trying to fill writing by putting in words he/she knows and connecting them to the tree?
- 2) Field responses to the last question about what to perhaps teach next?

## Example B Together: (handouts)

4:00

I like the tree's because they have green leves and some mane coloes. I think that tree's gave sado and make the swon low good. I fell good when I and under a tree at summer and i whink I fell better when look at the swon on the tree's.

Apply ELP descriptors  
Thoughts?

 Believes

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**Purpose:** To unpack and second of 2 examples

**Time:** 4 min

**Procedure:**

- 1) Summarize the main sections of the first course session.
- 2) Provide time for participants to share out how the tryout of the strategies went.

Likely rendering in conventional English: I like the trees because they have green leaves and so many colors. I that trees give shadow and make the sun look good. I feel good when I am under a tree at summer and I think I feel better when I look at the sun on the trees.

- 3) Ask what level this might be the level? What kind of ESL instruction might be helpful?

Note: This sample came from a 7th grader from an African country. She likely needs literacy work as opposed to ESL. In her country English is a common language, but mostly orally learned. She could speak English all day with a native speaker of English but perhaps having teachers who were not clear models of language and perhaps only "picking up the language" led to some unconventional use of spelling. The sentences are longish. Her younger sister presented with the same types of English usage. The big message is that there

is one PART of language development that needs more attention. It might be easy to have someone see this short writing sample and think that the student might need referral to special education rather than focus on reading/writing/spelling and likely some pronunciation that might help her to more clearly convey her thoughts.

## You Try in small groups

12:00

Option A: All groups start at #1

Option B: Facilitator instructs teams to start at different starting points (and then coming back to #1 if finished with the last entry).

Think:

- ELP Level (but allow for disagreement)
- There are no “correct” scores
- Possible “next step” English form to address

 Believes

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**Purpose:** To review the agenda of the session.

**Time:** 12 min

**Procedure:**

- 1) Read slide
- 2) Break up into groups

## Sharing Out (manual)

7:00

Share out YOUR guesses with show of hands as we say each number.  
Time permitted, we'll stop to point out interesting things.

**Purpose:** To review answers (even though there are NO real answers)

**Time:** 7 min

**Procedure:**

- 1) Discuss any BIG questions but avoid taking too much time to address details.  
We cannot assess student writing from tasks such as these.

# Variation in Linguistic Tasks



 Believes



## Instruction: Build Topic & Text Knowledge

2:00

- Familiarity with topic/concept (Building the “Field”)
- Genre: purpose and particularities - News Article for Kids
  - View/listen/experience
  - Pre-teach limited number of key terms (Tier 2 and 3)
  - Multiple reads of the text and similar texts (knowledge/text structure/text features)
  - Move to writing: Teacher modeled/unpacked, small group work, independent writing

**Purpose:** To prepare for discussion the role of text type/function by reviewing what we already know

**Time:** 2 min

**Procedure:**

- 1) Review slide
- 2) Keep it moving, this is a review only


## Building Topic Knowledge: Thumbs up or down

2:30

True or False? Chinstrap penguins:

1. hunt for food mostly far in the open sea
2. eat using the technique of *pursuit diving*
3. are small but bold and are sometimes even found eating even the much larger leopard seal
4. feed mostly on krill, but eat small shoaling animals, fish and crustaceans
5. are considered a *producer* in the food chain

As the chinstrap penguin might say hunting for food, “Let’s *dive deeper* into this last question!”

 **Believes** [Animalcorner.org https://animalcorner.org/animals/chinstrap-penguin/](https://animalcorner.org/animals/chinstrap-penguin/)

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**Purpose:** To provide some background knowledge of the topic (very efficiently)

**Time:** 2:30 min

**Procedure:**

1. Explain that we are going to learn some simple facts about a topic we will read about in more depth. This is “building context” or “building the field”.
2. Ask for thumbs up/down as you go through each True/false question.

Here are a few facts about the Chinstrap penguin from Animalcorner.org

1. False
2. True
3. False
4. True
5. No, this question leads us to the next slide about the role that Chinstrap penguins play in a food chain.

### CHINSTRAP PENGUIN DIET

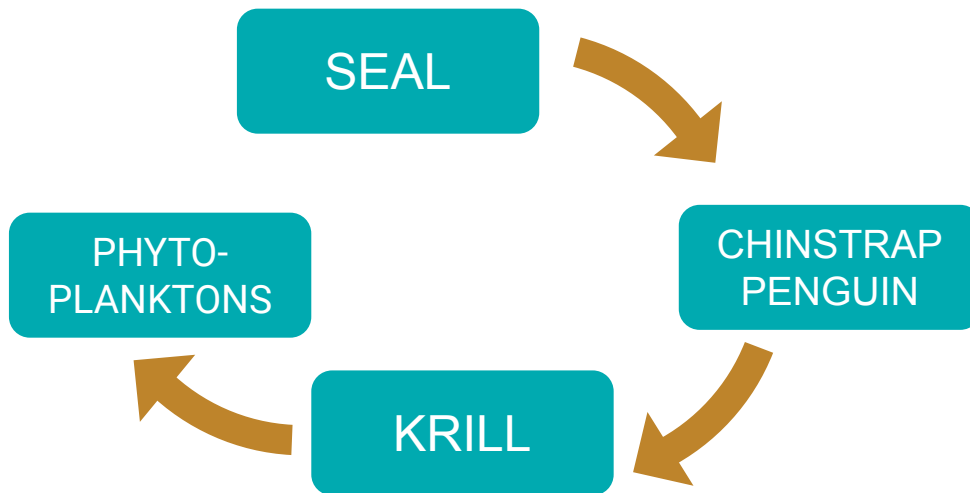
The diet of the Chinstrap Penguin consists of: small shoaling animals, krill, small fish and other roaming marine crustaceans. Chinstrap Penguins are considered near-shore feeders foraging among the pack ice, although vagrants may occasionally be seen in the open sea. They feed by pursuit-diving for prey close to their breeding colonies. [Chinstrap Penguin -](#)

[Facts, Diet & Habitat Information \(animalcorner.org\)](http://animalcorner.org)

Summarize the main sections of the first course session.

## New Type of Text: Example of a Food Chain

3:00



 Believes

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**Purpose:** To provide a diagram to evoke the language of a cycle

**Time:** 3 min

**Procedure:**

- 1) Ask for one participant to explain this starting at the seal. PAUSE!
- 2) Ask others in class/group to write down the English forms/features they hear the volunteer use.
- 3) Have whole class discussion:
  - a) Did the speaker include an opening statement?
  - b) Did they go from the SEAL and continue through the other organisms?
  - c) What types of verbs were used (simple present? present progressive? perfect tense?)
  - d) What types of vocabulary were used?
    - Just the terms provided here?
    - Tier 3 terms such as producers, consumers, primary, secondary, etc.?
    - Connective terms: and, then, next, etc?
- 4) create oral (or written) statements explaining this food chain beginning with the seal (at the top of this food chain)

## Sample: Penguins' Place on the Placemat (handouts) <sup>2:00</sup>

You may have already heard the term *the food chain*. The National Geographic, whose amazing wildlife photos have been enthralling readers and photography enthusiasts since 1888, provides this definition, "The food chain *describes who eats whom in the wild*". ([National Geographic Resource Library Encyclopedia Entry](#)).

To delineate where in the food chain a particular organism find itself, we use the terms: *trophic levels with variations of the terms producers and consumers*. *Producers* are those small, initial members of the food chain, usually a plant, algae or plankton. They are *autotrophs* (producing their own food) and are eaten by the next organism in the chain, and so on, all of whom are called *consumers*. These are then further described by their order within the consumer series, be that *primary, secondary, or tertiary*.

**Purpose:** To review the agenda of the session.

**Time:** 2 min

**Procedure:** Read aloud as participants look at handout

## (Con't)

1:00

The preceding diagram represents one example of the food chain where the producers are the phytoplanktons. In the next level are the *primary consumers*, who are usually herbivores; this is where krill find themselves. The krill are eaten by the omnivorous *secondary consumer*, the Chinstrap penguin, which becomes food to larger animals. In this aquatic example, *this tertiary consumer is the leopard seal*.

Whether in the air, dry land, or deep in the frigid waters of our planet, the food chain is ever-active. We now see where our playful penguin friends find themselves within one ecosystem's food chain. Scientists continually monitor the number and health of organism populations and environmental and climatic conditions in hopes of preserving each of these integral members of our world's food chain.

*Used with permission by Boni-esther Enquist*

 Believes

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**Purpose:** To review the agenda of the session.

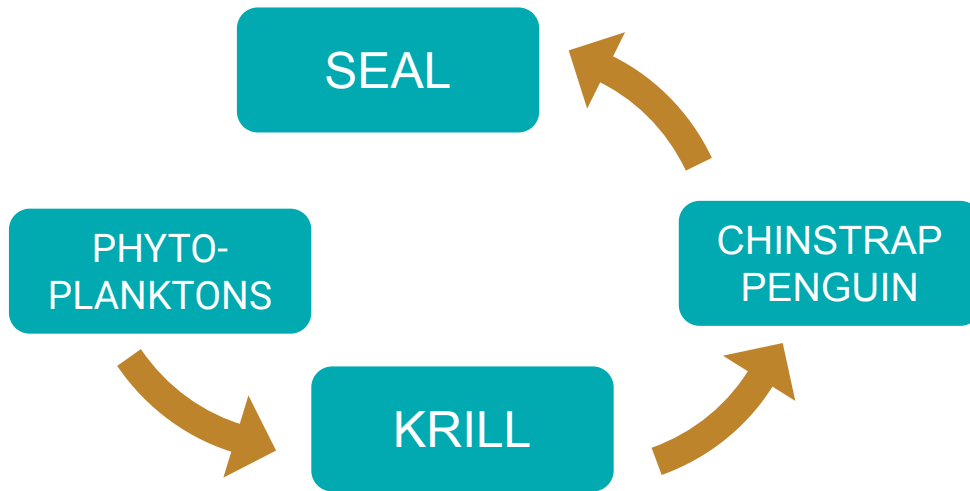
**Time:** 1 min

**Procedure:** Read aloud as participants look at handout



## Example: Changing the direction!

3:00



 Believes

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**Purpose:** To provide a diagram to evoke the language of a cycle (but in the reverse direction)

**Time:** 3 min

**Procedure:**

- 1) Have one volunteer from each table group (or one person in online session) to provide an oral explanation of this food chain while other table (class) members make observations about the language that the person used.
- 2) Have whole class discussion: What was different about this description? Was the linguistic demand any more difficult?
- 3) Point out that this direction might evoke the use of “is eaten by” or “gets eaten by” which is a more advanced English form.
- 4) Brief brainstorm about how teachers might have students practice these linguistic forms/features.

## Typical Linguistic Functions & Features

- Cyclical Explanation
  - relatively simply structured
  - usually begins with identification of phenomenon
  - linear sequence
  - no “causal elements” included
  - timeless present tense/present simple tense
  - usually include “how” but not “why”

(Teaching Language in Context, Beverly Derewianka and Pauline Jones, 2016, p. 196)

**Purpose:** To present some of linguistic forms and features associated as being typical of cyclical descriptions.

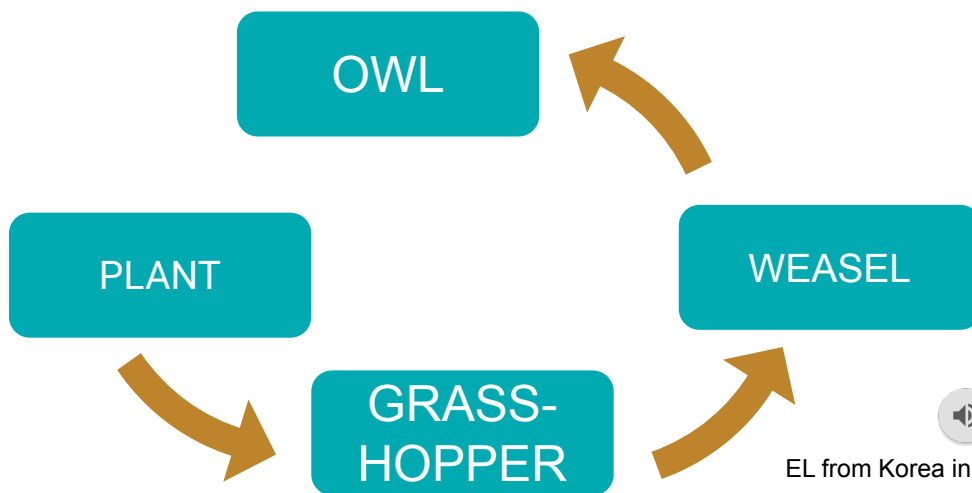
**Time:** 1:30

**Procedure:**

1. Review the elements on the slide
2. Explain that the researchers who created this summary take a genre-based approach to unpacking text to make it transparent to students, followed by experiences to develop the language and ultimately to have students be able to write in this genre form.

## English learner speech sample

4:00



EL from Korea in U.S. 9 months.

Believes

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**Purpose:** To get an idea of the similar language (different food chain) produced from an EL here is US for 9 months.

**Time:** 4 min

**Procedure:**

1. Prepare to skip the first few seconds
2. Play the audio and have participants take notes
3. VERY briefly review things like articles/verbs/etc.

# LA Connectors for ELs

1:00

Useful tools!

**Massachusetts STUDENT**  
LANGUAGE FUNCTIONS and FORMS

Language Function	Forms of Language Forms
Comparing needs and facts	Indirect (direct object, subject) verb agreement, pronouns
Describing people, places, and things	Nouns, pronouns, adjectives
Describing spatial and temporal relations	Prepositional phrases
Describing actions	Present participles, adverbs
Identifying/finding past events	Past tense verbs, perfect aspect (present and past)
Identifying causes	Linkers, cause-effect, conditional phrases
Identifying/Retrieval Questions	Linkers and verb phrases in questions
Making Clarifying Questions	Questions with increasing specificity
Organizing and Supporting Opinions	Sentence structure, modals (will, can, may, shall)
Comparing	Adjectives and participles, comparatives, superlatives, <i>wh</i> - <i>ever</i> and <i>wh</i> - <i>en</i> clauses
Contrasting	Contrastive adjectives
Elaborating	Increasingly complex sentences with increasing verb forms
Identifying sentences	Sentence structure, specific vocabulary
Class and Effect	Verb forms
Drawing Conclusions	Comparative adjectives
Defining	Nouns, pronouns, and adjectives
Describing	Link forms, adjectival sentences, complex sentences, adverbial clauses
Describing	Relative clauses, verb forms, nonrealization
Identifying	Complex sentences, increasing specificity of nouns, verb forms, adjectives
Identifying	Language of participles, complex sentences, <i>wh</i> - <i>en</i> clauses
Identifying	Identifiers of nouns, relative clauses, adverbial clauses
Identifying and Specifying	Relative clauses, modals, negatives, compound tense (verb forms, verb)

MASSACHUSETTS DEPARTMENT OF EDUCATION

**Massachusetts STUDENT**  
TASK ANALYSIS TOOL

**QUESTIONS TO ASK:**

- What linguistic challenges will the lesson/test present? (Function and/or Form)
- What vocabulary/language structure (Form) needs pre-teaching so students can comprehend and participate?
- What level of differentiation (Linguistic demands) must be done so that students can participate independently (listening, speaking, reading, writing)?

**KEEP IN MIND:**

- If students may appear proficient as they talk about personal topics, but will develop difficulty when they are required to listen, speak, read and write in academic content areas.
- We can help ELs develop academic proficiency by teaching the language they need to complete a required task.
- Attempt to reduce academic demands when assessing language demands.

**LANGUAGE DEMANDS (OBJECTIVE)**

- What is the content knowledge (objective) being presented in the lesson?
- What is the purpose for which the language is being used? (Language Function)
  - request/needs/wishes
  - describe
  - recall
  - predict
  - compare/contrast
  - summarize
  - question
  - argue
  - persuade
  - cause/effect
  - define
  - sequence
  - suggest
  - label
  - demonstrate
  - classify
  - provide
  - use
  - reply
  - discuss
  - justify
  - discuss
  - apply
  - suggest

Use an objective list



**Purpose:** To show two tools in the Connectors. One provides examples of typical language forms/features associated with selected language functions and the other is a helpful tool to help think through lesson creation.

**Time:** 1:00

**Procedure:** Explain that these two tools are toward the end of each grades EL Connectors.

# Sample Language Objectives (handouts)

2:30

## Sample Language Objectives related to 3 Levels

Consider attending to the "Detailed Proficiency Level Descriptors for Forms Embedded within the ELP Connectors" Table 2 for your grade level.

<b>Discourse Level</b>	SWBAT use targeted temporal (time related) connectors (between paragraphs of a narrative) such as: " <i>as a young child</i> ", " <i>moving into her teens</i> " and " <i>as an adult</i> " (language target for end of Level 5, grades 9-10)
<b>Sentence Level</b>	1. SWBAT <u>create</u> questions related to the food chain using the structure "by whom" and the present perfect (is/was eaten). (language target for end of Level 4, grade 6)  2. SWBAT use <i>present perfect verb forms</i> to describe their progress in completing a group task: Ex: <i>Our group has completed step #1 and we have handed in our reflections.</i> (language target for end of Level 3, grades 9-10)
<b>Vocabulary Level</b>	SWBAT use simple and frequently occurring vocabulary to demonstrate comprehension of math concepts such as: <i>answer, show, draw, picture</i> (language target for end of Level 2, grades 9-10)

**Purpose:** To provide examples of language objectives at each language level. The next slide has participants creating some of their own examples (time permitting)

**Time:** 2:30

**Procedure:**

1. Review the samples and answer any questions

## Reflection: Write, or Turn and talk (chat)

- What are some typical ways that you use language in Your content area instruction? (handouts)

Your Ideas based on YOUR Typical uses of English in Texts and Tasks

1.	
2.	
3.	

**Purpose:** To review the agenda of the session.

**Time:** 3 min

**Procedure:** Review Slide



## Exit Slip: Finish the sentences

3:00

This session's big messages:

- ELs/Multilingual learners may vary by broad, general subgroups
- ELs/Multilingual learners vary by ELP levels
- School texts and tasks vary by content area and purpose

Finish the Statement: *In summary, meeting the needs of ELs requires that ALL teachers of English learners...*

**Purpose:** To review the agenda of the session.

**Time:** 3 min

**Procedure:**

1. Read slide
2. Have folks type in chat or complete exit stickees

## End of course Mandatory Survey

3:00

You will be provided with a link to the end of course survey.

Please complete this survey in a thoughtful manner to provide feedback to the LA Department of Education to use to inform:

- Course revisions
- Future Professional Development creation

**Purpose:** To review the agenda of the session.

**Time:** 3 min

**Procedure:**

1. Read slide
2. Have folks type in chat or complete exit stickee



**Thank you for your  
Participation in making this  
an AMAZING Course!!**