

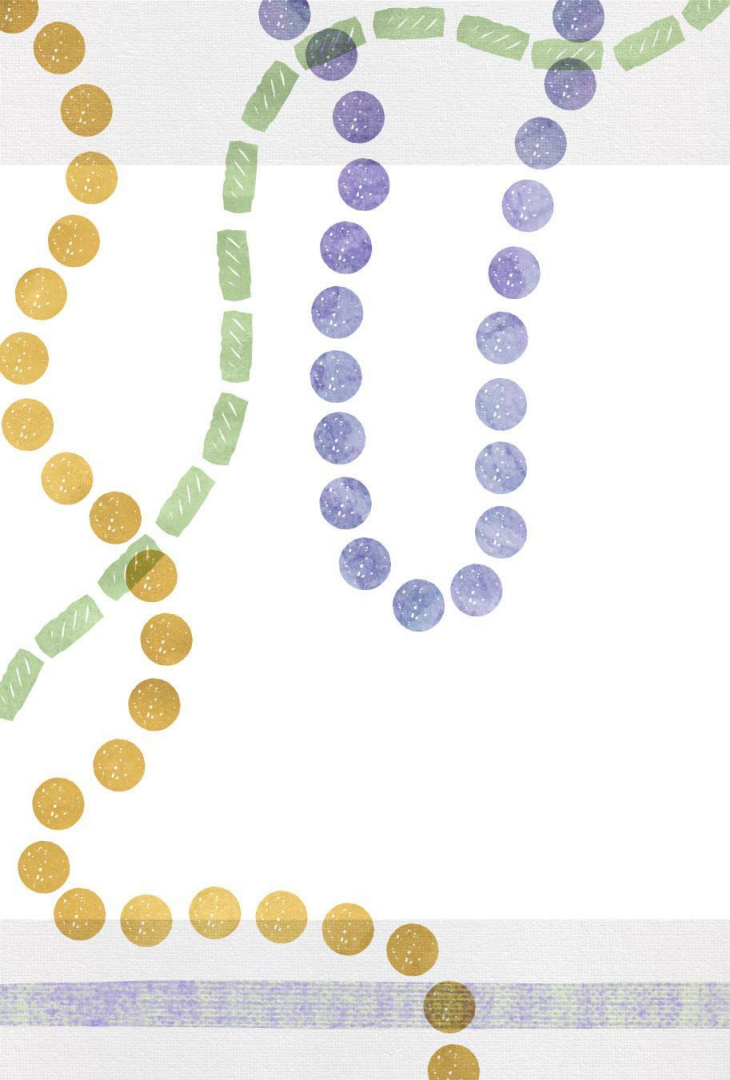


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# Sheltered English Instruction Teacher Endorsement Course

## 7. Variations

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**BREAK**

# Welcome and Agenda

- 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

# Share out Strategy Try-out

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



# 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.)

# 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.*

# 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.

<p>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.</p>	<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



# 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.



# Variations in English Proficiency Levels

# 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.

# 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?

# 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?*

# 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.

# 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.

## Example A Together: (handouts)

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?*



## Example B Together: (handouts)

4:00

I like the tree's because they have green leaves and some many colors. I think that trees give shade and make the sun low 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.

Apply ELP descriptors  
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

# 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.

# Variation in Linguistic Tasks



Believes

# Instruction: Build Topic & Text Knowledge

- 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

# Building Topic Knowledge: Thumbs up or down

2:30

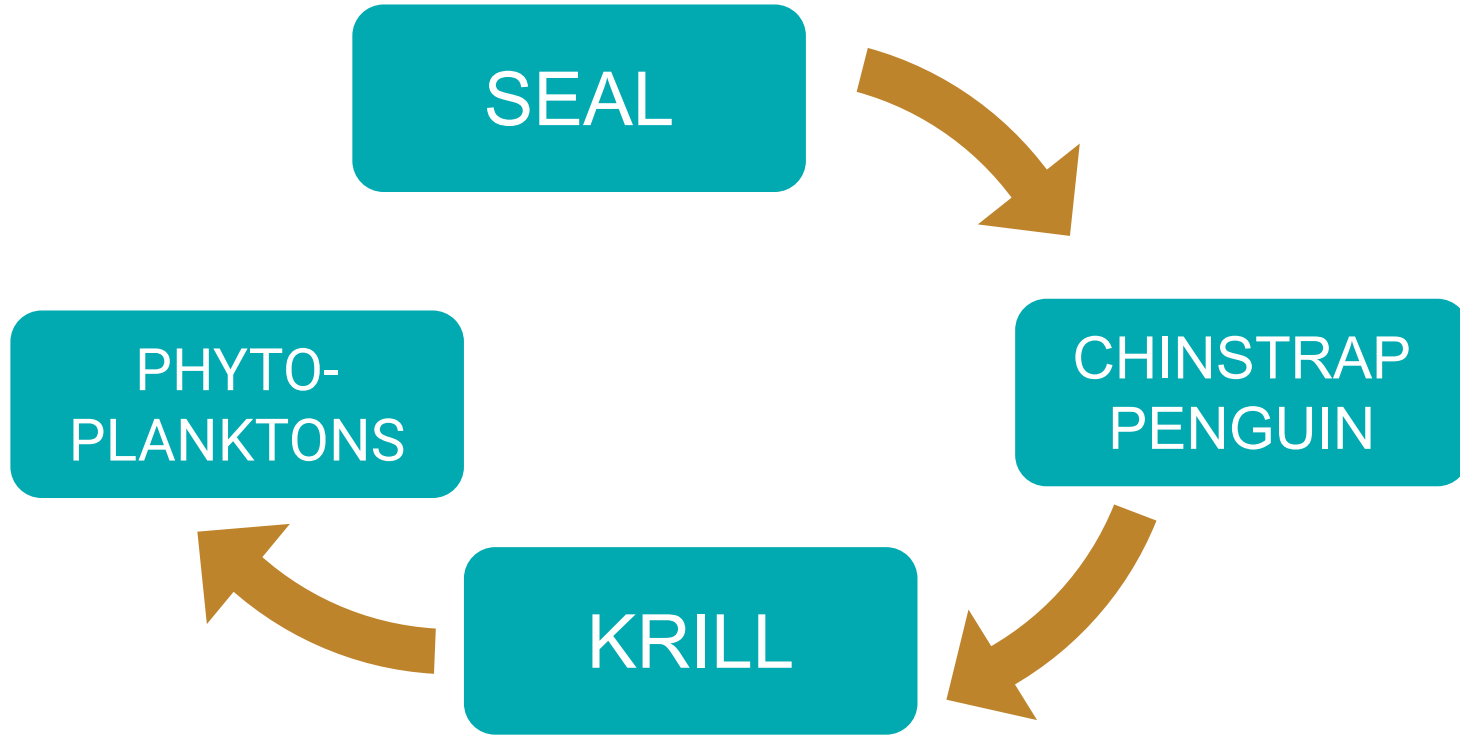
True or False? Chinstrap penguins:

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!”

# New Type of Text: Example of a Food Chain

3:00



# 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*.



## (Con't)

1:00

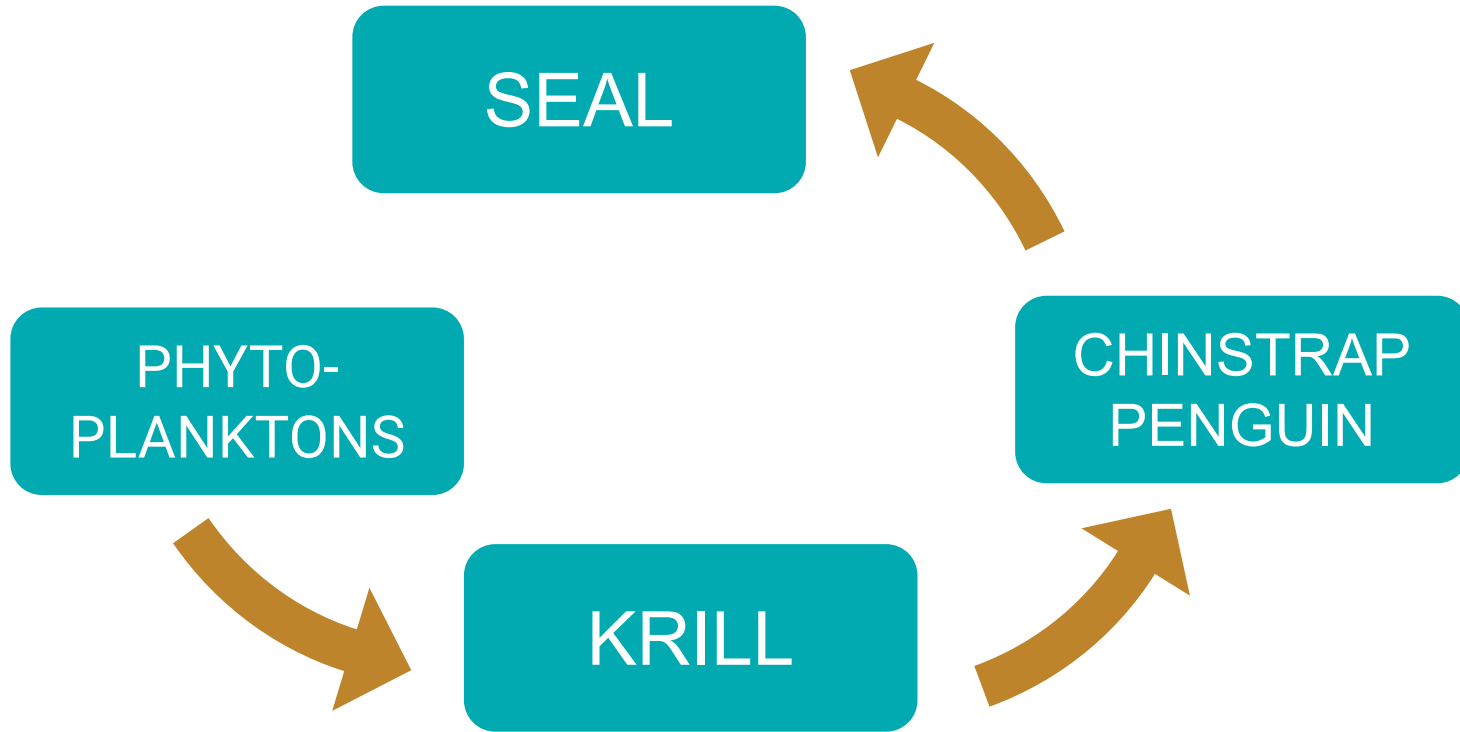
The preceding diagram represents one example of the food chain where the producers are the phytoplanktons. In the next level are the *primary consumers*, who are usually herbivores; this is where krill find themselves. The krill are eaten by the omnivorous *secondary consumer*, the Chinstrap penguin,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

# Example: Changing the direction!

3:00



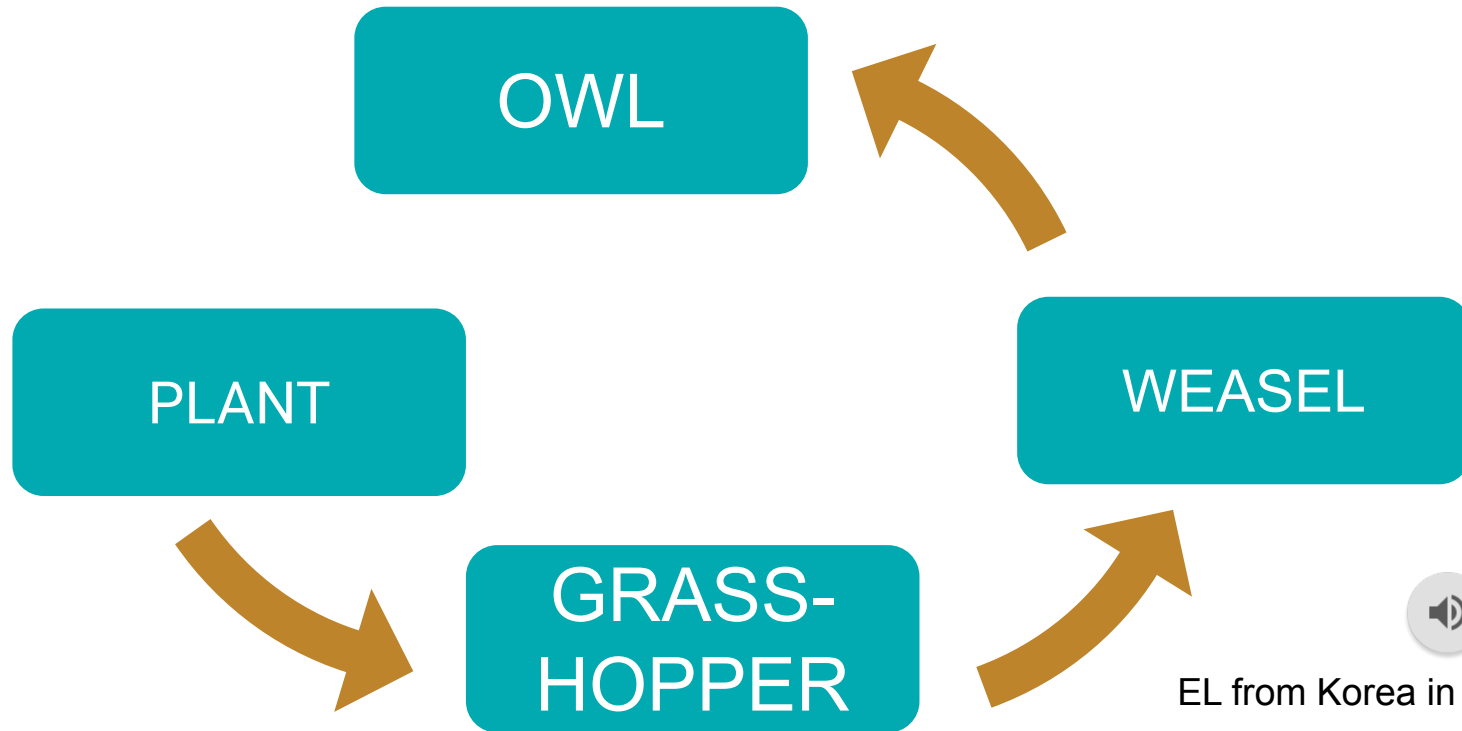
# Typical Linguistic Functions & Features

- 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)

# English learner speech sample

4:00



EL from Korea in U.S. 9 months.

# LA Connectors for ELs

## Useful tools!

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**STUDENT STANDARDS**  
GRADE 5-8

**LANGUAGE FUNCTIONS AND FORMS**

Language Function	Examples of Language Forms
Expressing needs and likes	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 progressive, adverbs
Retelling/relating past events	Past tense verbs, perfect aspect (present and past)
Making predictions	Verbs: future tense, conditional mode
Asking Informational Questions	Verbs and verb phrases in questions
Asking Clarifying Questions	Questions with increasing specificity
Expressing and Supporting Opinions	Sentence structure, modals (will, can, may, shall)
Comparing	Adjectives and conjunctions, comparatives, superlatives, adverbs
Contrasting	Comparative adjectives
Summarizing	Increasingly complex sentences with increasingly specific vocabulary
Persuading	Verb forms
Literary Analysis	Sentence structure, specific vocabulary
Cause and Effect	Verb forms
Drawing Conclusions	Comparative adjective
Defining	Nouns, pronouns, and adjectives
Explaining	Verb forms, declarative sentences, complex sentences, adverbs of manner
Generalizing	Abstract nouns, verb forms, nominalizations
Evaluating	Complex sentences; increasing specificity of nouns, verbs, and adjectives
Interpreting	Language of propaganda, complex sentences, nominalizations
Sequencing	Adverbs of time, relative clauses, subordinate conjunctions
Hypothesizing and speculating	Modals (would, could, might), compound tenses (would have been)

**DEPARTMENT of**  
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**STUDENT STANDARDS**  
GRADE 5-8

**TASK ANALYSIS TOOL**

**QUESTIONS TO ASK:**

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

**KEEP IN MIND:**

- El 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 increase academic demands while decreasing 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**)
 

<ul style="list-style-type: none"> <li>express needs/likes</li> <li>describe</li> <li>retell</li> <li>predict</li> <li>compare/contrast</li> <li>summarize</li> <li>question</li> <li>explain</li> <li>persuade</li> <li>cause/effect</li> <li>define</li> <li>sequence</li> </ul>	<ul style="list-style-type: none"> <li>convince</li> <li>label</li> <li>demonstrate</li> <li>classify</li> <li>provide</li> <li>use</li> <li>apply</li> <li>determine</li> <li>justify</li> <li>discuss</li> <li>apply</li> <li>suggest</li> </ul>
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(Not an exhaustive list)

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

# 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.	

## 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...*



# 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



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



# Mentor Text

1:00

A good mentor text will be something student writers can read (individually or as a group), identify techniques and approaches used by the writer, discuss and understand why those approaches were effective, and integrate what they learned from this process into their own writing. A mentor text will *show*, not just tell, students how to write well, and allow them to envision the kind of writer they can be as they develop their skills

(Dorfman & Cappelli, 2017) as cited by Iowa Reading Research Center.