

ESL

Wednesday, October 5, 2022

ESL

English as a Second Language

1. The Process
2. Scaffolds During Instruction
3. Examples of Scaffolded Assignments



The Process

The Initial Process

— — —

- Home language survey
- ELPA21 screener
 - Listening
 - Speaking
 - Reading
 - Writing

Home Language Usage Survey

The Home Language Usage Survey is completed by all students enrolling in Arkansas schools.

Right to Translation and Interpretation Services

Indicate your language preference so we can provide an interpreter or translate documents, free of charge, when you need them. All parents have the right to information about their child's education in a language they understand.

In what language do you prefer to receive written communication from the school?

EN - English

In what language would you prefer to communicate with school staff when speaking?

EN - English

Eligibility for Language Development Support

Information about the student's language usage helps us identify students who may qualify for language extended support to develop the language skills necessary for success in school. Testing may be necessary to determine if language supports are needed.

What language(s) is (are) spoken in your home?

EN - English

What language did your child learn first?

EN - English

What language does your child use most often at home?

EN - English

What language does your family speak most often at home?

EN - English

What language do adults speak most often with each other at home?

EN - English

Different Levels of English

- Students take the ELPA21 to determine their language skills in listening, speaking, reading, and writing
 - Emerging (1s and 2s)
 - Progressing
 - Proficient (4s and 5s)



The Process, Continued



- Each year, students take the ELPA21 summative in the spring
 - Listening
 - Speaking
 - Reading
 - Writing
- When students score proficient and have two additional pieces of classroom data, they exit the program
 - Student data is monitored for 4 years



Arkansas Department of Education (ADE)
Language Minority Student Exit/Monitoring Form

The Language Minority Student (LMS) Exit Form is completed when determining whether a student is a Former English Learner or not. Please check the reason for using this form:

- 1) Initiating placement as a Former English Learner
 2) Documenting a prior exit that was not documented
 3) Monitoring a Former English Learner (ELL Exit Date: 8/15/2022)

Student Name: [REDACTED]		Grade: 2	Date:
School: WES	Student State ID #: [REDACTED]	ELL Entry Date:	Date of Birth: [REDACTED]
English Language Proficiency Assessment Data When initiating placement as a Former English Learner or documenting a prior exit, evidence must be provided to demonstrate proficiency in English aligned with the Arkansas English Language Proficiency Standards. (Not available or required for Monitoring a Former English Learner.)		<input type="checkbox"/> ELPA21 Screener Proficiency Profile: _____, Date: _____ OR <input type="checkbox"/> ELPA21 Summative Proficiency Profile: _____, Date: _____ OR <input type="checkbox"/> Prior state approved ELP assessment scores/dates: _____	
Supporting Evidence/Professional Judgment At least two pieces of evidence providing confirmation of a student's ability to meet grade-level performance expectations in literacy in ELA/Science/Social Studies and/or Math.		Measure: _____ Result: _____ Date: _____ Measure: _____ Result: _____ Date: _____ <input type="checkbox"/> No evidence exists to confirm the student's academic literacy is at a level comparable to never-EL peers.	
Recommended Status Choose whether the student is recommended for English Learner or Former English Learner status. If choosing Former English Learner status, indicate which year of monitoring the student is beginning or if monitoring is completed.		<input type="checkbox"/> English Learner (eSchool "Value Box" Checked) OR <input type="checkbox"/> Former English Learner (ELL Exit Date: _____) <input type="checkbox"/> Monitored Year 1 (M1) <input type="checkbox"/> Monitored Year 2 (M2) <input type="checkbox"/> Monitored Year 3 (M3) <input type="checkbox"/> Monitored Year 4 (M4) <input type="checkbox"/> Monitoring Completed	

Serving Students in ESL

- Students that have not scored proficient and are served in ESL have LPACs
 - ELPA21 scores
 - Model of service
 - Scaffolds
 - Testing accommodations



Reading



Listening



Speaking



Writing

Personal Information	Student Name: [REDACTED]	School: WES	Sp Ed: No
	BSID: [REDACTED]	Grade: 3	504:
	DOB: [REDACTED]	Country of Birth: India	Interventions:
	HLUS Language:	USA Arrival Date, if applicable:	<input type="checkbox"/> Math
	1 st Year in USA:	ELL Program Entry Date: 8/13/2019	<input type="checkbox"/> Literacy
	Parent Needs Interpreter: FALSE	RAEL Status:	<input type="checkbox"/> Dyslexia

ELPA	Overall Proficiency:	Domain	Level	Performance Status	Notes
		Listening			
		Reading			
		Speaking			
		Writing			

District & State Assessments	Aspire				ACT															
	2021-2022				Most Recent Scores				MAP											
									2021-2022						2022-2023					
									Fall		Winter		Spring		Fall		Winter		Spring	
									SS	NPR	SS	NPR	SS	NPR	SS	NPR	SS	NPR	SS	NPR
	Reading				Reading				Reading											
English				English				Reading												
Math				Math				Math												
Science				Science																

LPAC Decision for ESL Services

Standard instruction and English Language Development support will be provided by all teachers. When a student has an IEP, special education services will be provided in addition to ESL assistance.

Step 1: Select the appropriate ESL Service Model: Served Not Directly Served Parent Declined Service/NDS

Step 2: Content classes with Integrated EL support (CCP-CC) Teachers provide appropriate linguistic accommodations and instructional supports so that English learners may access the content. (These classes are required for all ESL students.)

Step 3: Check all methods of service that will be provided:

- Pull-out (ELD-PO)** ESL teachers remove students from mainstream classrooms in small groups to accelerate student's language development.
- Push-in/Inclusion (ELD-PI)** ESL teachers enter the mainstream classroom to help make the instruction more accessible for the student's language level.
- ESL Class (ELD-CP)** ESL teachers provide a language acquisition course for students at the secondary level.
- Newcomer Program (ELD-NP)** Students at the high school level are provided with appropriate courses that develop both English language skills and provide meaningful access to core content.
- Observations and Frequent Grade Monitoring** ESL teachers regularly check-in with mainstream teachers to confirm that the student is demonstrating the content and language skills necessary for success without any of the above models being used.
- Computer Support** Student uses language-related computer programs to increase the student's language development.
- Other (describe)**

LPAC Decision for Instructional Scaffolding

Classroom teachers should consult the English Language Proficiency standards to determine appropriate scaffolds to help a student meet the expectations of the Arkansas State Frameworks.

Bolded scaffolds are required. The LPAC team may indicate other required scaffolds by checking the adjacent box.

Emerging (Levels 1 & 2)				Progressing (Levels 3 & 4)			
<input type="checkbox"/> Listening	<input type="checkbox"/> Reading	<input type="checkbox"/> Speaking	<input type="checkbox"/> Writing	<input type="checkbox"/> Listening	<input type="checkbox"/> Reading	<input type="checkbox"/> Speaking	<input type="checkbox"/> Writing
<input type="checkbox"/> Slow down speech and simplify language	<input type="checkbox"/> Frequent feedback and checking for understanding	<input type="checkbox"/> Visual aids	<input type="checkbox"/> Preferential seating	<input type="checkbox"/> Shortened directions	<input type="checkbox"/> Repetition of directions	<input type="checkbox"/> Directions given orally	<input type="checkbox"/> Small group work
<input type="checkbox"/> Teacher transcription of answers	<input type="checkbox"/> Graphic organizers	<input type="checkbox"/> Cooperative learning	<input type="checkbox"/> Manipulatives	<input type="checkbox"/> Reference materials	<input type="checkbox"/> Shortened assignments	<input type="checkbox"/> Alternate assignments	<input type="checkbox"/> Culturally relevant examples
<input type="checkbox"/> Extended time for assignments	<input type="checkbox"/> Cooperative learning	<input type="checkbox"/> Reference materials	<input type="checkbox"/> Shortened assignments	<input type="checkbox"/> Small group work	<input type="checkbox"/> Scaffolded assignments	<input type="checkbox"/> Culturally relevant examples	<input type="checkbox"/> Student-centered curriculum and assessment choices
<input type="checkbox"/> Extended time for assignments	<input type="checkbox"/> Cooperative learning	<input type="checkbox"/> Reference materials	<input type="checkbox"/> Shortened assignments	<input type="checkbox"/> Small group work	<input type="checkbox"/> Scaffolded assignments	<input type="checkbox"/> Culturally relevant examples	<input type="checkbox"/> Student-centered curriculum and assessment choices
<input type="checkbox"/> Total Physical Response	<input type="checkbox"/> Extended time on assignments	<input type="checkbox"/> Culturally relevant examples					

Other scaffolds (Please list):

Newcomer Narrative Report Card (may be used for a student who has an Emerging proficiency status (Level 1 or 2) and is a recent arrival to the USA)

LPAC Decision for Testing Accommodations

If the student will use accommodation(s) on state-mandated standardized assessments, the classroom teacher(s) should consistently use those same testing accommodations for class tests.

<input type="checkbox"/> Student will test <u>without</u> any assessment accommodations. <input type="checkbox"/> Student will receive assessment accommodations.	Testing Accommodations		
	ESL		IEP
	Class Tests	State-mandated Tests	
WTWD ACT-approved word-to-word dictionary (for math/science/writing)			
ET Extra time			
ITS Text-to-speech audio (for math, science, and/or writing)			
SSGT Special seating/grouping			

A student in Special Education and ESL receives dual services and accommodations related to both programs. The IEP and LPAC should include each other's accommodations. However, those accommodations do not need to match.

ESL Designer/Teacher _____ Counselor _____ Administrator _____

Classroom Teacher _____ Other _____ Other _____

Date _____

Student Name _____ ESL Center Approval _____

ESL Groups

- Targeted instruction in listening, speaking, reading, and writing in English based on their ELPA21 scores
- ELP Standards
- Regardless of level of English, each student is unique. We have to develop relationships with each student.

Table I. Organization of the ELP Standards in Relation to Participation in Content-Area Practices

1	construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	Standards 1 through 7 involve the language necessary for ELs to engage in the central content-specific practices associated with ELA & literacy, mathematics, and science. They begin with a focus on extraction of meaning and then progress to engagement in these practices.
2	participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions	
3	speak and write about grade-appropriate complex literary and informational text and topics	
4	construct grade-appropriate oral and written claims and support them with reasoning and evidence	
5	conduct research and evaluate and communicate findings to answer questions or solve problems	
6	analyze and critique the arguments of others orally and in writing	
7	adapt language choices to purpose, task, and audience when speaking and writing	
8	determine the meaning of words and phrases in oral presentations and literary and informational text	Standards 8 through 10 hone in on some of the more micro-level linguistic features that are undoubtedly important to focus on, but only in the service of the other seven standards.
9	create clear and coherent grade-appropriate speech and text	
10	make accurate use of standard English to communicate in grade-appropriate speech and writing	

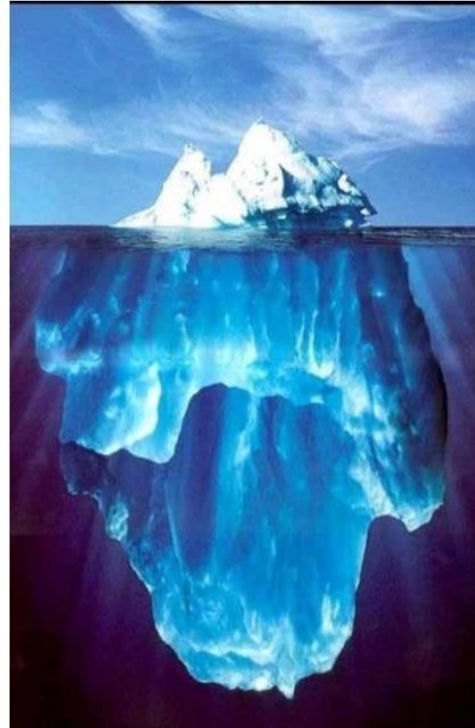
The ELP Standards are interrelated and can be used separately or in combination. In particular, as shown above, Standards 8-10 support the other seven standards.) The standards do

Scaffolds During Instruction

Social Language and Academic Language

Iceberg

- Students can have good social language, but still struggle with academic language/topic-specific vocabulary.



BICS (1-2 years)

Basic Interpersonal Communication Skills

- Surface level – Here and Now
- Familiar Content
- Face to Face Conversation
- High Frequency Vocabulary – 2000 words
- Simple Sentence Structure
- Low Pressure

CALP (5 or more years)

Cognitive Academic Language Proficiency

- Experience and exposure to culture
- Lectures, formal, written text, specialized terminology, humour, culture, idioms, textbook language, social appropriateness, non-verbal communications
- Limited Interaction (textbook)
- More Abstract
- Less familiar content
- Decontextualized
- Low frequency Vocabulary
- High Stakes (lots of pressure)

Be Aware of Your Emerging English Language Learners

- An “emerging” score means they scored 1s and 2s in all domains
- What can an “emerging” ELL do?
 - Point, draw, listen, act out
 - Speak in single words or phrases
 - Respond to short conversations
 - Follow simple directions
 - Answer yes/no questions
 - Working towards understanding wh- questions




For emerging students...

- Give them a buddy
 - It's okay if they are copying!
- Increase wait time
- Let students observe
- Honor their “silent period”




The **POWER** of WAIT TIME


 @ValentinaESL


Why Should I WAIT?


WAIT 1:
The time between asking the question and the answer.


WAIT 2:
The time after the student answers the question. This wait time allows for an extended response.

 Students need to listen to the question.

 Students may need time to build up courage for responding.

 Students need to process what they've heard.

 Students raise their hand in an effort to be heard.

 Students may need to translate from one language to another.

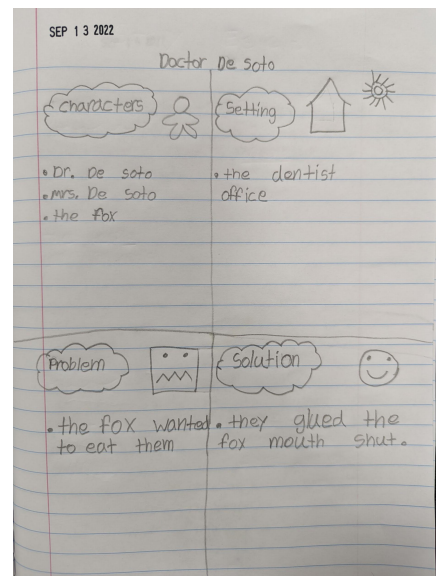
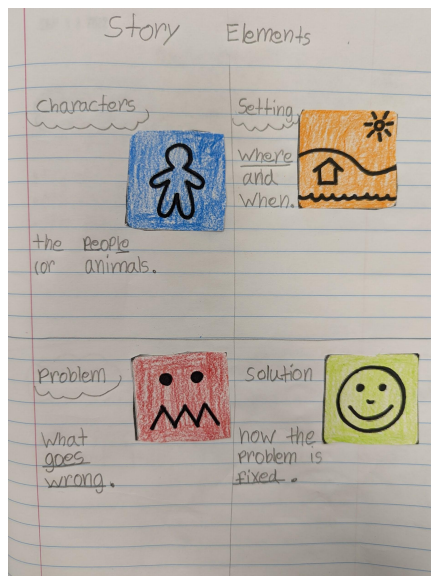
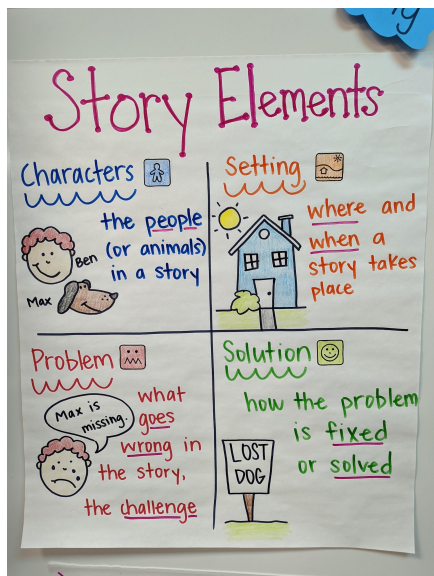
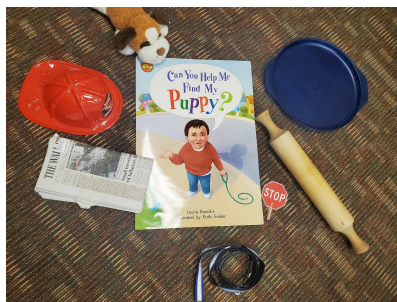
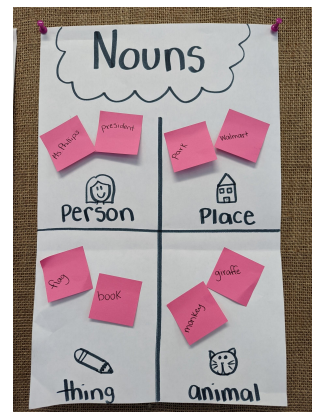
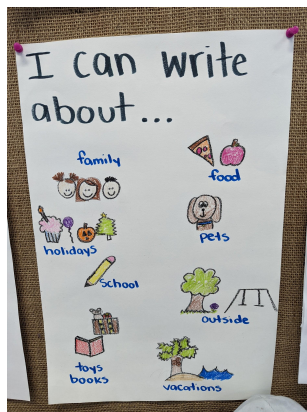
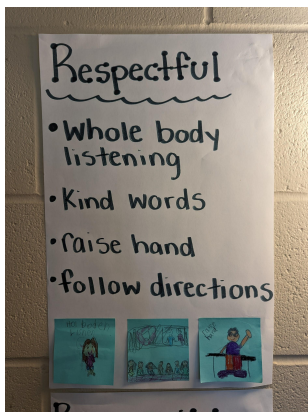
Giving Directions

- Use simple and short language
- Be very specific
- Give 1-2 step(s) at a time
- Check for understanding
- Repetition
 - They may need to hear you say it again - This is on their LPAC!
- Model
 - Oral directions may not be enough. They need to SEE it.

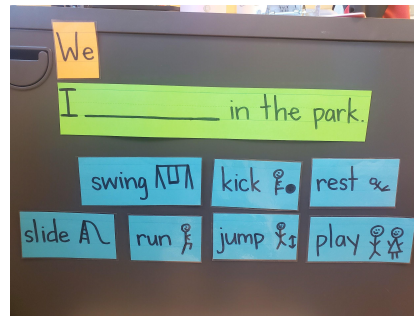


Visuals

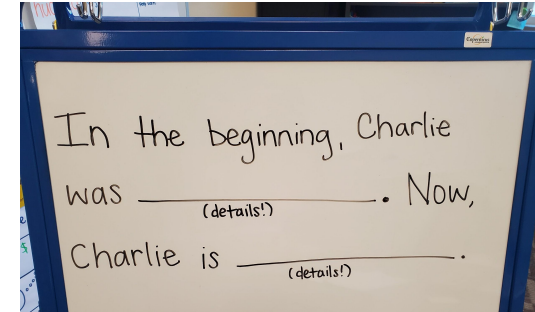
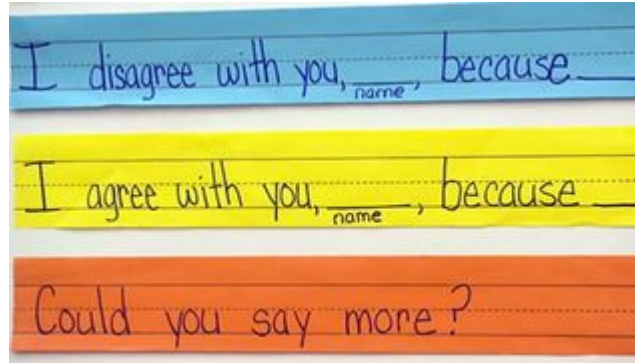
- Use pictures, gestures, and realia whenever possible!



Sentence Starters and Frames



- Use them!
- They need good speaking/writing models
- Sometimes students need help getting started



Student Talk (Don't do all the talking!)



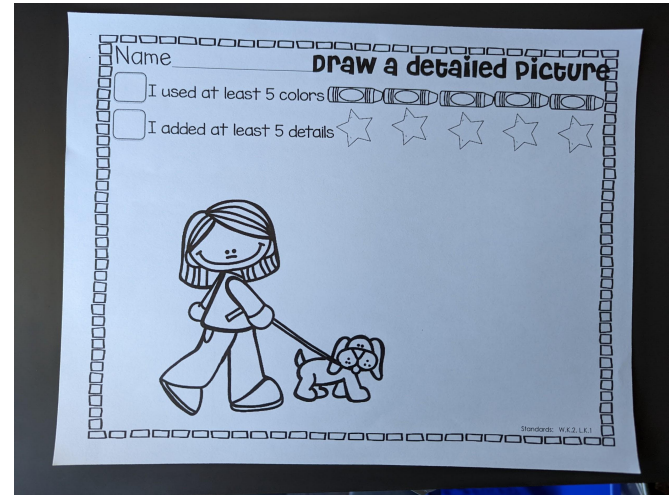
- My turn/your turn (echo)
- Chants or songs
- Talk to peers
 - We can give ideas for structured talk routines
- Say it before they write it
- What if they aren't talking?
 - Silent period? Observing? Sentence starter? Speak to friend in native language?



Examples of Scaffolded Assignments

Kindergarten Writing/Oral Language

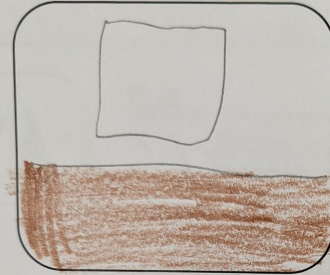
- Goal: Draw a picture and tell a story
- Problem: Some students were having trouble getting started/coming up with an idea. Some students had a drawing but it wasn't one story.
- Scaffold: Give certain students the start of a picture - Then the student can add details and tell a story.



Lower Elementary Writing

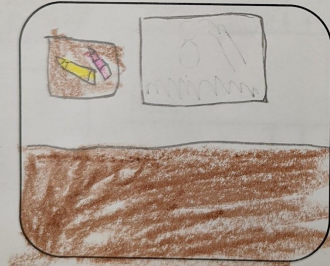
- Model
- Give them a topic or choices for a topic
- Let them draw the picture first
- Give them sentence starters or sentence frames

How to color



First,

tear out a
Peiper



Next,

tear out the
markers and
Pencils



Last,

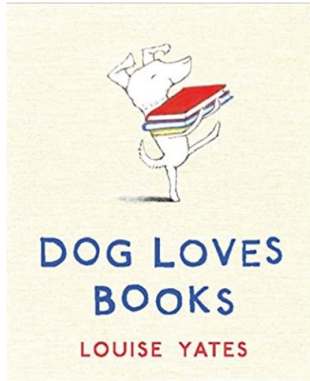
start to
color

Upper Elementary Writing

Scaffolding Writing Template – Climate Change Proposal

Model Paragraph Introduction of Teacher's Climate Change Issue	Structure of Paragraph Part	Paragraph Writing Frame (Introduction of Your Climate Change Issue)
<p>Recycling is important because less waste goes into landfills. Right now, only 30% of materials that can be recycled are recycled. Research shows that many people don't recycle because they don't know what they can and cannot recycle. Therefore, we need to educate more people about recycling so that they will recycle correctly and more often.</p>	<p><u>INTRODUCTORY PARAGRAPH</u></p> <ol style="list-style-type: none">1. Identify the issue.2. Explain why it is important.3. Explain what the situation is right now with this problem.4. Explain what we need to do to help fix the problem.	<p>_____ is important because _____</p> <p>Right now, _____</p> <p>Therefore, _____</p>

Retelling



Read the story 3 times.



As a group, put pictures + text in order. Students read the retell on the cards.



Covered up the words. As a group, students put the pictures in order.



Each student had to retell the story using the pictures.

Compare and Contrast

Comparing and Contrasting Fairy Tales

As a class, we will compare and contrast the main character of The Grimm Brothers' *Cinderella* with *The Paper Bag Princess* in the Venn diagram. Look at the samples for comparing them by appearance and background below. Then fill in the Venn diagram with similarities and differences for personality, perspective, and actions.



Fairy Tale #1: Cinderella



Fairy Tale #2: The Paper Bag Princess

How to Compare Them:

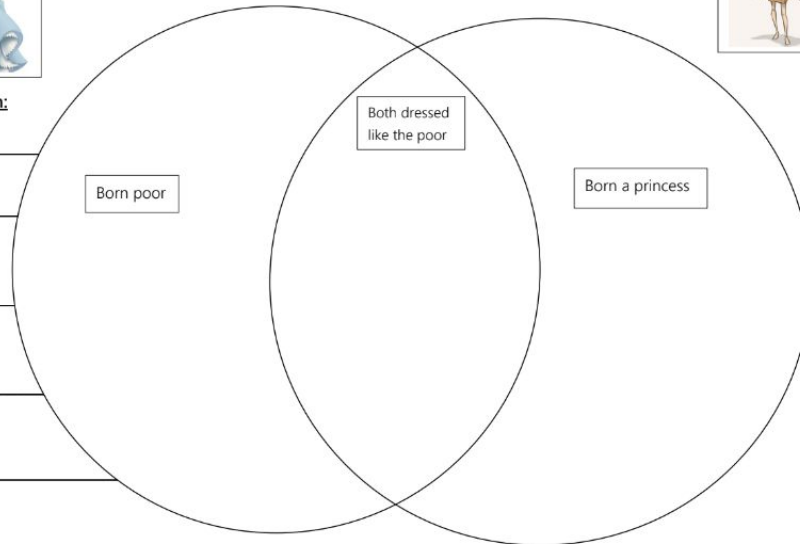
Appearance

Background

Motivations

Tactics

Degree of Success



Build Background




— — —

SEE-THINK-WONDER: Washington Crossing the Delaware



Language Frames to Use in Discussion

- | | |
|--|---|
| <ul style="list-style-type: none">• What do you see/think/wonder?• Why do you believe that....?• Where do you see....? | <ul style="list-style-type: none">• What do you mean when you say...?• That's an interesting statement because...• Could you repeat that? |
|--|---|

	<ul style="list-style-type: none">• I see <i>many men in a boat.</i>• I see _____• I see _____• I see _____• I see _____
	<ul style="list-style-type: none">• I think <i>they are trying to get somewhere fast.</i>• I think _____• I think _____• I think _____• I think _____
	<ul style="list-style-type: none">• I wonder <i>why they are in a hurry.</i>• I wonder _____• I wonder _____• I wonder _____• I wonder _____

Third Grade Wax Museum

- Gave fewer choices for topic
- Limited the number of questions/research
- Provided sentence frames



Resources to Help You Scaffold (Future PLC)

- Achievement Level¹ Descriptors (ALDs)
- Differentiating for English Learners poster

ELPA21 Achievement Level Descriptors (ALDs) Grade Band 2-3 Page 2 of 2

Listening Level 1 Beginning	Listening Level 2 Early Intermediate	Listening Level 3 Intermediate	Listening Level 4 Early Advanced	Listening Level 5 Advanced
2 nd Score Range: 407 or below 3 rd Score Range: 408 or below	2 nd Score Range: 408-437 3 rd Score Range: 409-447	2 nd Score Range: 438-511 3 rd Score Range: 448-525	2 nd Score Range: 512-563 3 rd Score Range: 536-597	2 nd Score Range: 564 or above 3 rd Score Range: 588 or above
When listening, the student at Level 1 is working on:	When listening, the student at Level 2 is working on:	When listening, the student at Level 3 is working on:	When listening, the student at Level 4 is working on:	When listening, the student at Level 5 is working on:
identifying and gathering information from an oral presentation; determining the meaning of a few key words and phrases; participating in a short conversation and responding to basic questions; following basic directions.	identifying and gathering information from an oral presentation; determining the meaning of basic vocabulary and common content vocabulary; participating in longer conversations and responding to basic questions; identifying main topic and some key details; following directions.	identifying, gathering and sequencing information from an oral presentation; identifying main points and retelling key details; asking and answering questions; determining the meaning of higher-level vocabulary and content vocabulary; following multi-step directions.	identifying, gathering and sequencing information from an oral presentation; identifying main points and retelling key details in complex stories and longer presentations; determining the meaning of advanced vocabulary; drawing conclusions based on conversations.	identifying, gathering and sequencing information from a long oral presentation; identifying main points and retelling key details in complex stories and longer presentations; determining the meaning of advanced vocabulary; drawing conclusions and making comparisons based on a long conversation.

Speaking Level 1 Beginning	Speaking Level 2 Early Intermediate	Speaking Level 3 Intermediate	Speaking Level 4 Early Advanced	Speaking Level 5 Advanced
2 nd Score Range: 489 or below 3 rd Score Range: 499 or below	2 nd Score Range: 490-528 3 rd Score Range: 500-537	2 nd Score Range: 529-554 3 rd Score Range: 538-571	2 nd Score Range: 555-587 3 rd Score Range: 572-611	2 nd Score Range: 588 or above 3 rd Score Range: 612 or above
When speaking, the student at Level 1 is working on:	When speaking, the student at Level 2 is working on:	When speaking, the student at Level 3 is working on:	When speaking, the student at Level 4 is working on:	When speaking, the student at Level 5 is working on:
responding to basic questions about familiar topics and participating in short conversations; communicating basic information using frequently occurring words and simple sentences about familiar texts and topics; expressing opinions on familiar topics.	responding to basic questions about familiar texts and topics and participating in short conversations; delivering basic oral presentations about familiar texts and topics; communicating basic information; recounting two sequential events and using linking words to connect ideas; producing simple sentences and using common word choices; expressing opinions on familiar topics.	participating in short discussions including asking questions and adding comments; delivering short oral presentations about familiar topics; presenting information, recounting short sequences of events, and using linking words to connect ideas; expanding simple sentences, word choice and verbs; expressing opinions on familiar topics with at least one reason for the opinion.	participating in discussions by asking and answering questions; delivering short oral presentations on a variety of topics; introducing topics and presenting facts using temporal and linking words to connect ideas; expanding use of compound sentences, word choices, and verbs; expressing opinions and reasons on a variety of topics.	participating in extended discussions by asking and answering questions; delivering oral presentations on a variety of topics; introducing topics, presenting facts using temporal and linking words, and articulating a conclusion; expanding use of complex sentences, word choices and verbs; expressing opinions by giving several reasons for the opinion; articulating conclusions about the opinion.

Questions?