

# Supporting English Learners in English Language Arts



Webinar Viewing Guide

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## WEBINAR QUESTION

How can classroom teachers support English learners at varying levels of English proficiency during English Language Arts lessons?

### Webinar Objectives:

In this webinar, we will address the following goals:

- Explore the shift in English Language Proficiency (ELP) standards.
- Connect student characteristics to levels of English language proficiency.
- Examine supports for English learners at different levels of English language proficiency.
- Integrate ELA and ELP standards and add English learner supports into your lessons.

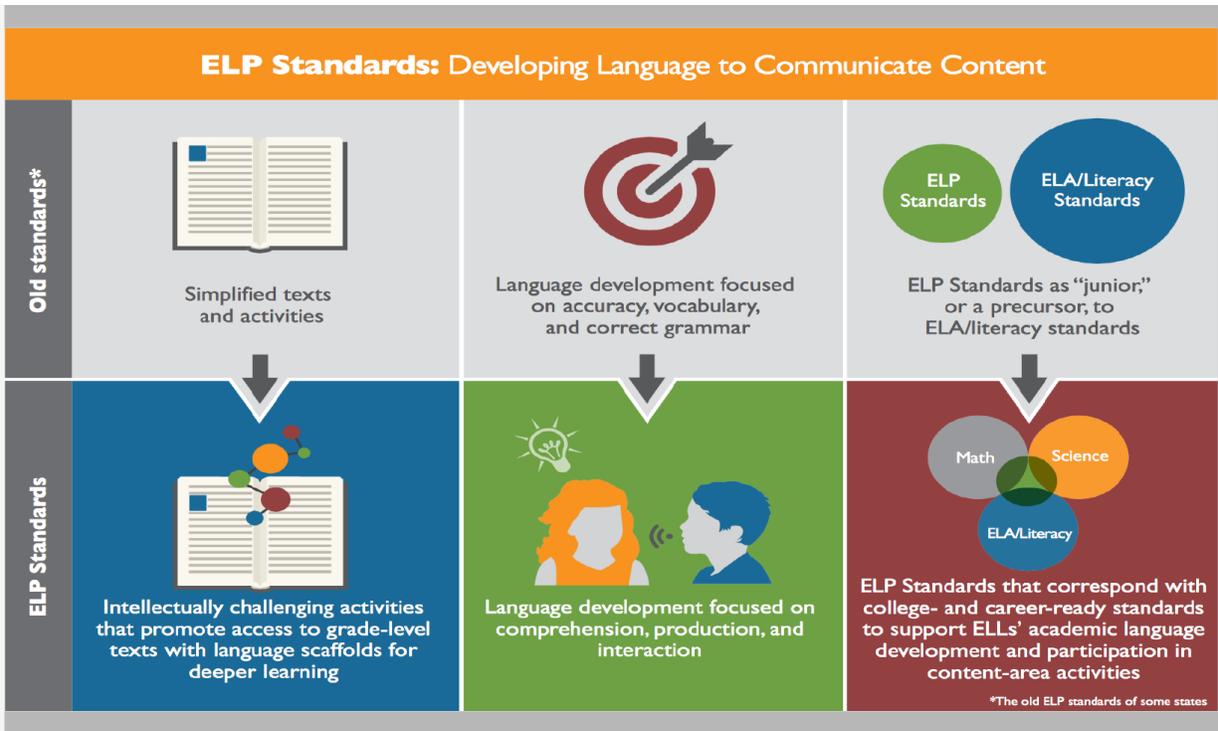
### What you will need:

- A copy of the ELA standards
- A copy of the NE ELP standards
- A sample of an ELA lesson
- If facilitating this webinar, prepare the card sort at the end of this viewing guide.

## REFLECTION: A SHIFT IN STANDARDS

1. How have ELA Standards changed over time since you began teaching?
2. How has the shift in standards affected your teaching?
3. How might this shift affect English learners in the general education classroom?

# DEVELOPING LANGUAGE TO COMMUNICATE CONTENT



Taken from: <http://elpa21.org/standards-initiatives/elp-standards>

## NEBRASKA ENGLISH LANGUAGE PROFICIENCY STANDARDS

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- The diagram consists of a vertical list of 10 numbered standards. On the left side, there are two vertical labels: 'Function' and 'Form'. A large right-facing curly bracket groups standards 1 through 7 under the 'Function' label. A smaller right-facing curly bracket groups standards 8 through 10 under the 'Form' label. Standards 8, 9, and 10 are bolded.
- Function
1. construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing
  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 texts 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
- Form
8. **determine the meaning of words and phrases in oral presentations and literary and informational text**
  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**

## REFLECTION: ELL & ELA COLLABORATION

1. What are the similarities and differences between the new ELA and ELP standards?
2. How might ELL and ELA teachers collaborate to help English learners access both sets of standards?

## ENGLISH PROFICIENCY CARD SORT ACTIVITY

Stop the video now to complete the English Proficiency Card Sort. The materials for this activity can be found on page 17 of this guide. If you are facilitating this video, it is best to have this card sort ready and available to participants before the meeting. Resume the video and see page 16 of this viewing guide to check your answers.

# INDIVIDUAL STUDENT REPORTS – ELPA21



## Individual Student Report

How did my student perform on the ELPA21 test?

Test: Grade 6 ELPA21

Year: 2016-2017

Name: Demo, Student

### Legend: Domain Performance Levels

- 1 Level 1
- 2 Level 2
- 3 Level 3
- 4 Level 4
- 5 Level 5

### Student Test Performance

Name	SSID	Proficiency Status
Demo, Student	999999999	Progressing

### Comparison Scores

Name	Percent Determined Proficient
Demo State	22
Demo District (999)	33
Demo School (9999)	33

### Proficiency Determination

**Proficient** - Students are Proficient when they attain a level of English language skill necessary to independently produce, interpret, collaborate on, and succeed in grade-level content-related academic tasks in English. This is indicated on ELPA21 by attaining a profile of Level 4 or higher in all domains. Once Proficient on ELPA21, students can be considered for reclassification.

**Progressing** - Students are Progressing when, with support, they approach a level of English language skill necessary to produce, interpret, and collaborate, on grade-level content-related academic tasks in English. This is indicated on ELPA21 by attaining a profile with one or more domain scores above Level 2 that does not meet the requirements to be Proficient. Students scoring Progressing on ELPA21 are eligible for ongoing program support.

**Emerging** - Students are Emerging when they have not yet attained a level of English language skill necessary to produce, interpret, and collaborate on grade-level content-related academic tasks in English. This is indicated on ELPA21 by attaining a profile of Levels 1 and 2 in all four domains. Students scoring Emerging on ELPA21 are eligible for ongoing program support.

### Scale Scores

Scores from different domains have different ranges and should not be directly compared. The same, or similar, scale score on two or more domains might not result in the same performance level on these domains.

### Student Performance on Each Domain

Domain	Scale Score	Performance Level	Domain Description
Listening	577 <sup>+20</sup>	<span style="border: 1px solid black; border-radius: 50%; padding: 2px;">5</span>	When listening, the student at Level 5 is working on: determining main idea or ideas and how each idea is supported with evidence; gathering information from multiple oral sources and evaluating the credibility of the information; gathering information from multiple oral sources and evaluating the credibility of the information; quoting or citing examples while paraphrasing data and conclusions; determining the meaning of general academic, context specific, figurative and idiomatic phrases.
Reading	554 <sup>+21</sup>	<span style="border: 1px solid black; border-radius: 50%; padding: 2px;">3</span>	When reading grade-appropriate text, the student at Level 3 is working on: determining the central idea or theme and supporting details; responding to others' comments and answering questions on familiar topics; gathering information from a few sources; using context clues to determine the meanings of general academic and content-specific words and phrases; explaining an author's argument; analyzing the arguments and claims made in text, distinguishing between those that are supported by reasons or evidence and those that are not.
Speaking	571 <sup>+20</sup>	<span style="border: 1px solid black; border-radius: 50%; padding: 2px;">4</span>	When speaking, the student at Level 4 is working on: participating in conversations and discussions with appropriate grammatical structures; recounting a detailed sequence of events with a beginning, middle, and end; summarizing information using simple, compound and complex sentences; supporting main ideas clearly with relevant and specific evidence; deliver oral presentations about a variety of topics and experiences.
Writing	605 <sup>+20</sup>	<span style="border: 1px solid black; border-radius: 50%; padding: 2px;">5</span>	When writing, the student at Level 5 is working on: participating in extended written exchanges on a variety of topics and texts; adding evidence and summarizing ideas; composing narrative and informational texts with relevant details about a variety of topics; constructing a claim, introducing the topic and providing compelling, ordered reasons to support the claim; recounting a complex sequence of events with a beginning, middle, and end; adapting language choices and style to the purpose and audience; precisely expressing ideas while maintaining a consistent style and tone.

A student's score is best interpreted when recognizing that the student's knowledge and skills fall within a score range and not just a precise number. For example, 630 (+/-10) indicates a score range between 620 and 640.

# INDIVIDUAL PROFICIENCY PROFILES

Student Name	Domain Level (if known)				Proficiency Level	Other student characteristics	Classroom Supports	Evaluation of Supports
	Listening	Reading	Speaking	Writing				

## REFLECTION: NOW WHAT?

1. What supports have you put into place that work well for English learners during English language arts lessons?
2. What questions do you have about supporting English learners in your English language arts lessons?

Links to NDE Standards Alignment Documents:

<https://www.education.ne.gov/natlorigin/english-language-proficiency-elp-standards/>

<https://sites.google.com/a/education.ne.gov/nde-standards-instructional-tool/>

## COMPREHENSION LESSONS

Emerging Students	Progressing Students	Nearly Proficient Students	Older students
<p>Use visuals and/or gestures to explain topics, concepts, ideas, vocabulary words, etc.</p> <p>Have student to respond to questions nonverbally (pointing, drawing) or with short responses (one-two words).</p> <p>Provide sentence starters or sentence frames for student responses (orally and written).</p> <p>Have student demonstrate knowledge in a different way.</p> <p>Provide additional teacher modeling, samples, examples, anchor charts, lists of important words, etc.</p>	<p>Provide sentence starters or sentence frames for student responses (orally and written).</p> <p>Provide word bank or chart of important content features/structures (i.e. transition words, characteristics of nonfiction or fiction text, grammar structures, etc.).</p> <p>Provide multiple opportunities to read and interact with text.</p> <p>Provide opportunities to reflect and discuss before responding to text.</p> <p>Work with a partner to complete activity.</p>	<p>Provide opportunities to reflect, discuss, and elaborate before responding to text (provide sentence frames if needed).</p> <p>Provide word bank or chart of content features/structures.</p>	<p>Build background knowledge as needed.</p> <p>Pre-teach “content” vocabulary. Provide key academic language.</p> <p>Provide modified or levels texts (at appropriate level for student).</p> <p>Provide native language support or resources.</p> <p>Provide samples of expected outcome.</p>

## WRITING LESSONS

Emerging Students	Progressing Students	Nearly Proficient Students	Older students
<p>Provide anchor charts with important content-specific information (e.g. parts of speech, transition words, etc.).</p> <p>Use sentence starters and sentence frames to support discussion and writing.</p> <p>Build background knowledge (use graphic organizer to brainstorm ideas).</p> <p>Have student write about a familiar topic.</p> <p>Have student demonstrate knowledge in different ways. Examples:            -student illustrates response            -point to response            -order responses correctly</p> <p>Use color coding system to organize content specific information. Examples:            - parts of speech            -main idea/ details            -examples/non examples            -claim/evidence</p>	<p>Provide opportunities to build background knowledge and discuss ideas before writing.</p> <p>Provide sentences starters/sentence frames and transitions words (if appropriate).</p> <p>Have student practice skills before writing with sample texts or graphic organizers (e.g. put a sample paragraph in order with claims and evidence).</p> <p>Provide anchor charts/lists/word bank (with content specific vocabulary).</p>	<p>Build background knowledge around the topic.</p> <p>Provide time to discuss and brainstorm ideas before writing.</p> <p>Provide anchor charts/lists/word bank (with content specific vocabulary).</p>	<p>Use appropriately leveled text and other resources.</p> <p>Provide supplemental/leveled resources in advance.</p> <p>Provide student with multiple opportunities to discuss keywords and topics.</p> <p>Work with student individually to create responses until student is ready to work independently.</p> <p>Provide translations and bilingual dictionaries, if appropriate.</p>

## RECIPROCAL COMMUNICATION LESSONS

Emerging Students	Progressing Students	Nearly Proficient Students	Older students
<p>Provide pictures and visuals of topics being discussed.</p> <p>Have students work cooperatively to develop ideas before sharing.</p> <p>Teacher provides supports for discussion:                      -sentence starters/sentence frames                      -Graphic organizers to organize discussion                      -List of important keywords</p> <p>Utilize familiar topics/build background knowledge.</p> <p>Have student respond using one or two word answers.</p> <p>Provide opportunities to practice response.</p>	<p>Provide supports like sentence frames, connecting words, sentences starters, etc.</p> <p>Have student respond in simple sentences.</p> <p>Utilize familiar topics and/or build background knowledge.</p> <p>Practice with a partner or teacher before responding.</p> <p>Repeat, rephrase, and model directions/instructions.</p>	<p>Provide resources to students to complete assignment:                      -word bank                      -sentence stems/ sentence frames                      -graphic organizer                      -bilingual dictionary (if student has literacy in first language)</p> <p>Build background knowledge.</p> <p>Provide exemplars of expected outcome.</p> <p>Have student practice before responding.</p>	<p>Provide controlled, leveled sources for students to build background knowledge.</p> <p>Limit number of resources that are at appropriate levels (if researching or building background knowledge).</p> <p>Work one-on-one with student to prepare for discussion or response in advance.</p> <p>Modify student outcome while maintaining lesson objective (i.e. fewer questions, shorter speech, less time).</p>

**SAMPLE LESSON PLAN: VENN DIAGRAM**

<b>Strategy:</b>	<b>VENN DIAGRAM</b>
<b>Focus:</b>	<b>COMPREHENSION</b>
<b>ELA Standard:</b>	
<b>ELA Indicator (by grade):</b>	
<b>ELP Corresponding Standard(s):</b>	<p><b>ELP Standards found at:</b></p> <p><a href="https://www.education.ne.gov/natlorigin/english-language-proficiency-elp-standards/">https://www.education.ne.gov/natlorigin/english-language-proficiency-elp-standards/</a></p>
<b>Objective/Learning Target:</b>	I can see the similarities and differences between text and audio/visual productions.
<b>Time Required:</b>	Multiple Days
<b>Materials Needed:</b>	<ol style="list-style-type: none"> <li>1. Text(s) available to students (text(s) needs to be read BEFORE the audio/visual production is viewed)</li> <li>2. Whole-class viewing device</li> <li>3. Audio capabilities</li> <li>4. Video clip of a specific section of the text to compare (follow district policy for length and type of audio/visual)</li> <li>5. Venn Diagram Handout - see attached</li> </ol>
<b>Strategy Overview and Rationale:</b>	The Venn Diagram is used to visualize the similarities and differences between two or more items. In this case, the student is comparing a previously read text to an audio/visual clip. In addition, the students will synthesize the deeper meaning by summarizing the findings of the comparisons.
<b>Step-By-Step Instructions:</b>	<ol style="list-style-type: none"> <li>1. Teacher refers to a text that students have read. Elements of the text will be written down in the first part of the Venn Diagram.</li> <li>2. Watch/listen to the audio/visual clip while students brainstorm and</li> </ol>

<p><i>During instruction, adhere to a gradual release of responsibility. First, explain and model the strategy for students (ME) and then have the class complete the strategy together (WE). Next, put students into pairs to practice the strategy (TWO), and finally, have the students work independently to complete the strategy (YOU).</i></p>	<p>write down what was heard/seen in the clip in the second part of the Venn Diagram.</p> <p>3. With a partner, students look at the two outer circles (parts 1 and 2) and verbalize what some of the similarities and difference are. Students write the difference between the two pieces in the middle sections (part 3).</p> <p>4. Students look through all three parts and individually summarize the findings of the text compared to the audio/visual representation.</p> <p>5. Whole group/small group - discuss student findings by sharing summaries.</p>		
<p><b>Leveled Supports for English Learners</b></p>	<p>Emerging</p>	<p>Progressing</p>	<p>Nearly Proficient</p>
<p><b>Resources:</b></p>	<p>Venn Diagram</p>		

## PROFICIENCY LEVEL DESCRIPTIONS FOR ENGLISH LEARNERS

<b>Emerging</b>	<b>Progressing</b>	<b>Nearly Proficient</b>
<p>Students are emerging when :</p> <ul style="list-style-type: none"> <li>• They are working on tasks related to ELP levels of 1-2.</li> <li>• They are just beginning to develop grade-level English language skills.</li> <li>• They have minimal to limited comprehension in English without support.</li> <li>• They may understand some words and simple sentences but production is limited.</li> </ul>	<p>Students are progressing when:</p> <ul style="list-style-type: none"> <li>• They are working on tasks related to ELP levels 2-3 (maybe some 4s).</li> <li>• They are developing grade-level English language skills.</li> <li>• They have fair to good comprehension in English without support.</li> <li>• They understand and produce more accurate English but may make errors.</li> <li>• They are working towards producing complex English structures in writing or speaking.</li> </ul>	<p>Students are nearly proficient when:</p> <ul style="list-style-type: none"> <li>• They are working on tasks related to ELP levels 3-4 (mostly 4's).</li> <li>• They are nearing grade-level English language skills.</li> <li>• They have strong comprehension in English without support.</li> <li>• They understand and produce accurate English with few errors.</li> <li>• They are mostly producing complex academic language skills.</li> </ul>

## CARD SORT

To complete the card sort during this webinar, cut out the following cards and mix them up. You will need to prepare this before presenting the webinar. The following should be given to the group as the category titles (3). Do not mix these up:

# Emerging

# Progressing

# Nearly Proficient

The following cards include the student characteristics that participants can categorize under the previous categories of emerging, progressing, and nearly proficient. Mix up these cards and have participants categorize and discuss these student characteristics.

Students are working on tasks related to ELP levels of 1-2.	Students are just beginning to develop grade-level English language skills.	Students have minimal to limited comprehension in English without support.	Students may understand some words and simple sentences but production is limited.
Students are working on tasks related to ELP levels 2-3 (maybe some 4s).	Students are developing grade-level English language skills.	Students have fair to good comprehension in English without support.	Students understand and produce more accurate English but may make errors.
Students are working towards producing complex English structures in writing or speaking.	Students are working on tasks related to ELP levels 3-4 (mostly 4's).	Students are nearing grade-level English language skills.	Students have strong comprehension in English without support.
Students understand and produce accurate English with few errors.	Students are mostly producing complex academic language skills.		