



Project Lectura para Excelencia y Éxito XXX Elementary and Portland State University Project LEE

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Overview of Day 1



Introductions and partnering

Knowing our students:

- a. What defines an English Learner; how does a student qualify for services
- b. What qualifies a student with an IEP?
- c. What are important things to know about our students

Language acquisition

Background knowledge



Overview - Day 2



Overview of Response to Intervention at XXX School

Overview of PLUSS framework and supporting English Learners in the RTI Framework

Precision Partnering

Sentence Frames

Practice in Curriculum

Explicit Vocabulary Routine





Introductions and Partnering



Effective Precision Practices



1. Intentional partnerships
2. Clear roles
3. Controlled alternation
4. Explicit tasks for both partners during the conversation
5. Language support - sentence frames and stems
6. Monitor and give feedback



MOVE IT, MOVE IT



What has been the best part of your summer so far?

Partner 1: “The best part of my summer has been _____.”

Partner 2: “Awesome! The best part of my summer has been _____”





What is Project LEE?

- A four-year Model Demonstration Project from the federal Office of Special Education Programs to improve literacy and language outcomes for English Learners (ELs) in grades 3 – 5 with or at-risk for a disability.
- We will be investigating using a framework for enhancing literacy interventions for ELs using the PLUSS model:
 - P: Pre-teaching language and vocabulary and priming background knowledge
 - L: Language use and modeling
 - U: Using visuals and graphic organizers
 - S: Systematic and explicit instruction
 - S: Strategic use of native language and culture



Project LEE Objectives



- Support use and interpretation of screening and progress monitoring measures across English and Spanish in Tiers 1, 2 & 3
- Support and PD in Culturally and Linguistically Responsive Evidence-based Tier 1 – 3 instruction and interventions in English and Spanish.
- Provide information and training to parents to facilitate active involvement in students' reading and language development in English and Spanish.
- Document growth of students' reading and language skills during the three-tiers of instruction.
- Disseminate promising and exemplary practices to improve literacy support for ELs with or at risk for disabilities.





The information in this presentation is based on the work of:

- Dr. Amanda Sanford
 - Portland State University
- Dr. Julie Esparza Brown
 - Portland State University
- Maranda Turner
 - George Fox University

Multiple Voices for Ethnically Diverse Exceptional Learners, 13(1), 2012, 56-70
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Exceptional Learners of the Council for Exceptional Children

Enhancing Instruction for English Learners in Response to Intervention Systems: The PLUSS Model

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ABSTRACT

This paper proposes a model of effective instruction and intervention for English Learners (ELs) within a Response to Intervention (RTI) framework. First, we review literature on effective instruction for ELs and how RTI can address the needs of these students. Then, we describe the PLUSS model, which integrates research on effective instruction for ELs, tiered models of support, and teacher practices. The model includes the following elements: Pre-teaching critical vocabulary; Language modeling and opportunities to use academic language; Using visuals and graphic organizers; Systematic and explicit instruction; and Strategic use of native language and teaching for transfer. Finally, we provide an example of a PLUSS model lesson for Tier 2 instruction within an RTI framework.





Knowing our Students



- What defines an English Learner; how does a student qualify for services
- What qualifies a student with an IEP?
- What are important things to know about our students?

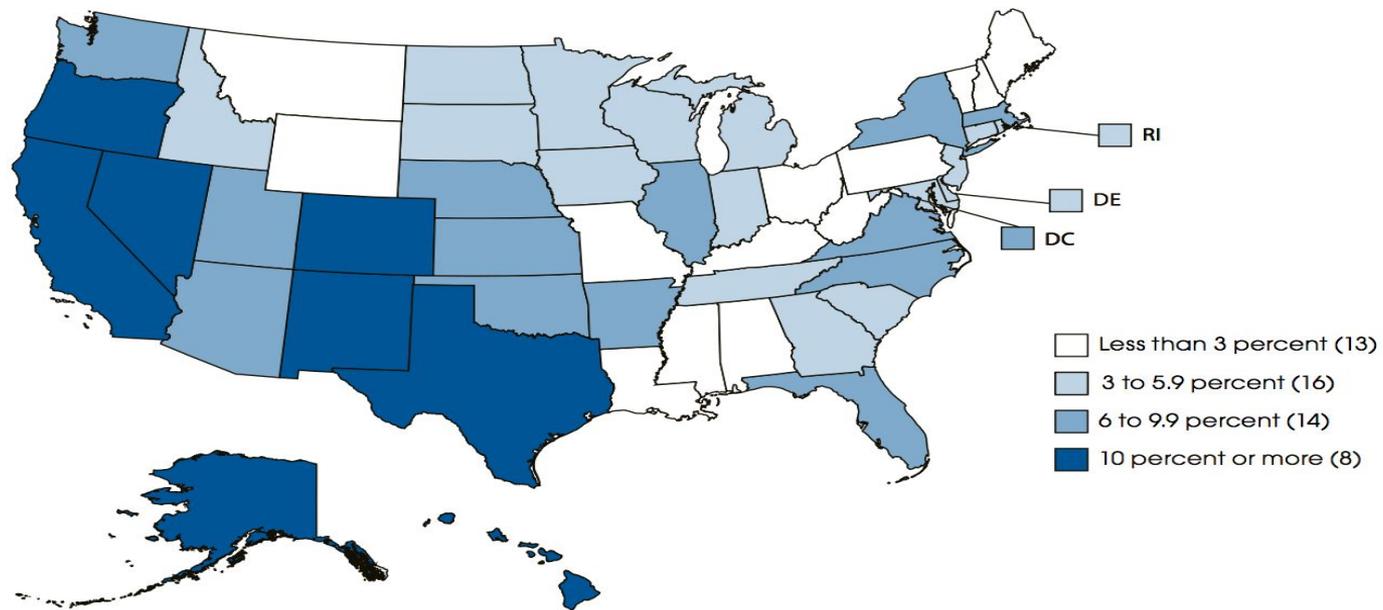


English Language Learners

The percentage of public school students in the United States who were English language learners (ELL) was higher in 2010–11 (10 percent) than in 2002–03 (9 percent). In 2011, the achievement gaps between ELL and non-ELL students in the NAEP reading assessment were 36 points at the 4th-grade level and 44 points at the 8th-grade level.



Figure 1. Percentage of public school students who are English language learners (ELL), by state: School year 2010–11



SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency School Universe Survey," 2010–11. See *Digest of Education Statistics 2012*, table 47.

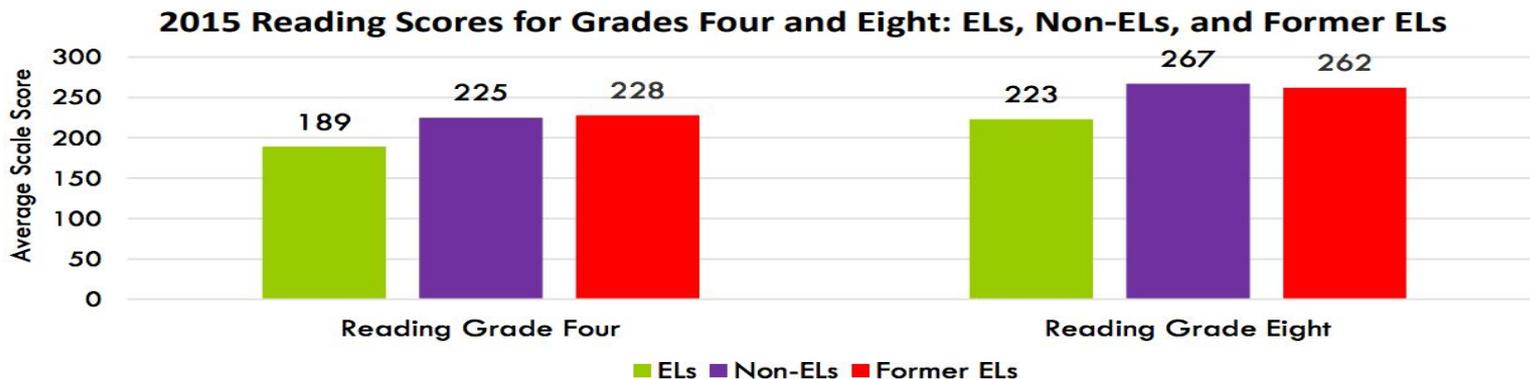
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What do English learners' academic outcomes look like and how do they compare to native English speakers' academic outcomes?

Fact: 2015 Reading Scores

Former ELs on average scored higher than non-ELs in grade four and only five points lower in grade eight; however, average scores for ELs on the 2015 reading NAEP assessments in grades four and eight were lower than those for non-ELs.





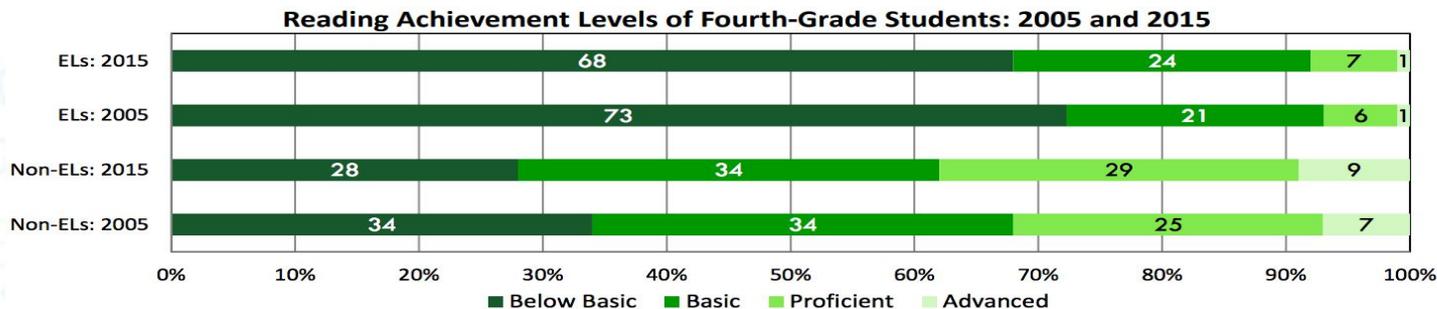
What do English learners' academic outcomes look like and how do they compare to native English speakers' academic outcomes?

OELA FAST FACTS

Fact: Fourth-Grade Reading Achievement Levels

Between 2005 and 2015, the scores for EL fourth-graders improved or stayed the same:

- “Below Basic” in reading on NAEP assessments decreased by five points,
- “Basic” increased by three points,
- “Proficient” increased by one point, and
- “Advanced” remained the same.

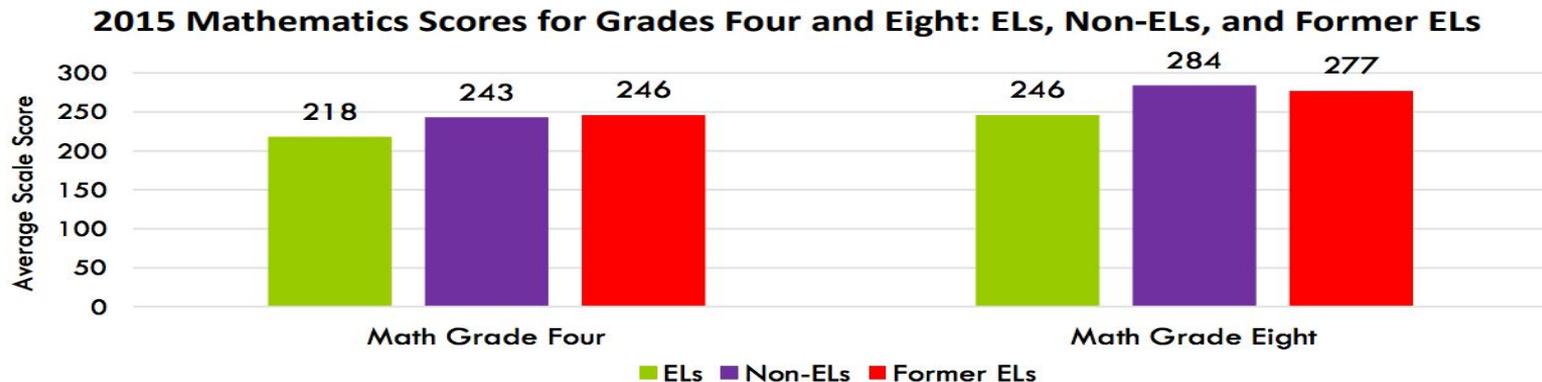




What do English learners' academic outcomes look like and how do they compare to native English speakers' academic outcomes?

Fact: 2015 Mathematics Scores

Former ELs on average scored higher than non-ELs in grade four and seven points lower in grade eight; however, average scores for ELs on the 2015 mathematics assessments in grades four and eight were lower than those for non-ELs.



Sources: U.S. Department of Education, Institute of Education Sciences, the National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading and Mathematics Assessments. For more information, visit <http://www.nationsreportcard.gov/>.



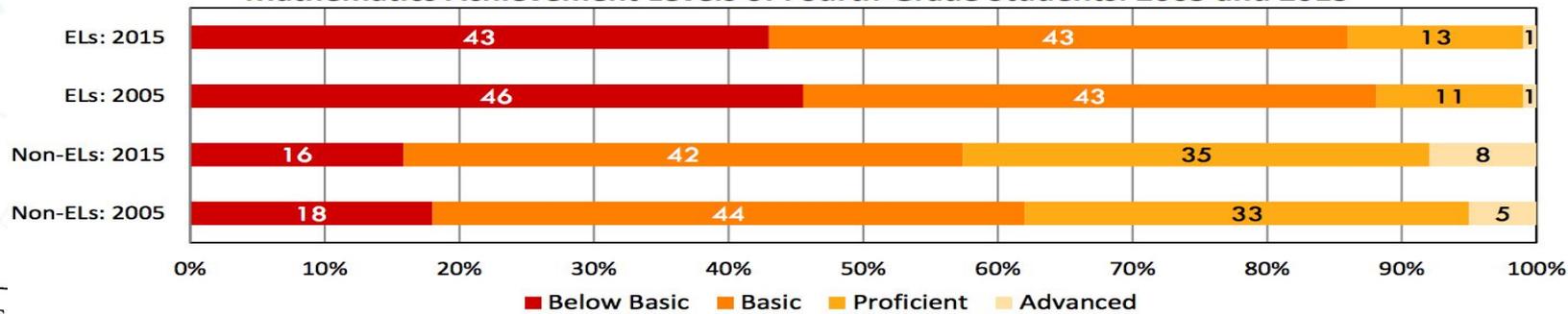
What do English learners' academic outcomes look like and how do they compare to native English speakers' academic outcomes?

Fact: Fourth-Grade Mathematics Achievement Levels

Between 2005 and 2015, the scores for EL fourth-graders improved or stayed the same:

- “Below Basic” in mathematics on NAEP assessments decreased by three points,
- “Basic” remained the same,
- “Proficient” increased by two points, and
- “Advanced” remained the same.

Mathematics Achievement Levels of Fourth-Grade Students: 2005 and 2015





Qualifying for ELL services

- Sometimes students qualify in other districts
- Process for qualifying new students
- Process for qualifying kinders

Qualifying for ELL Services: New students



1. Enrollment form

- a. "What language did your child speak first?"
- b. "What languages are spoken in your home?"
- c. "What language does your child speak at home?"
- d. "What language do you speak to your child at home?"

2. Home language survey to determine dominant language

3. LAS Links test to determine English proficiency





Qualifying for ELL Services: Kinders

1. Enrollment form

- a. "What language did your child speak first?"
- b. "What languages are spoken in your home?"
- c. "What language does your child speak at home?"
- d. "What language do you speak to your child at home?"

2. Home language survey to determine dominant language

3. Pre-LAS test to determine English proficiency



ELL Services at XXX School



- Pull-out for K-2: National Geographic curriculum
 - 30 minutes daily required
 - Group students with similar abilities
 - Reading, writing, listening, and speaking

ELL Services at XXX School



- Co-teaching for 3-5
 - Teach language during longer Science/Social Studies block
 - ELD specialist plans with team and pushes in to co-teach language
 - Language taught on all days, even when ELD specialist isn't present
 - Adding TWI this year and including SLD



Exiting ELD Services



- Demonstrate proficiency in English at grade level
- ELPA21: Reading, writing, listening, speaking
- Very occasionally portfolio exit
- Promote students who are meeting IEP goals but not passing ELPA21





What qualifies a student with a disability for an IEP?

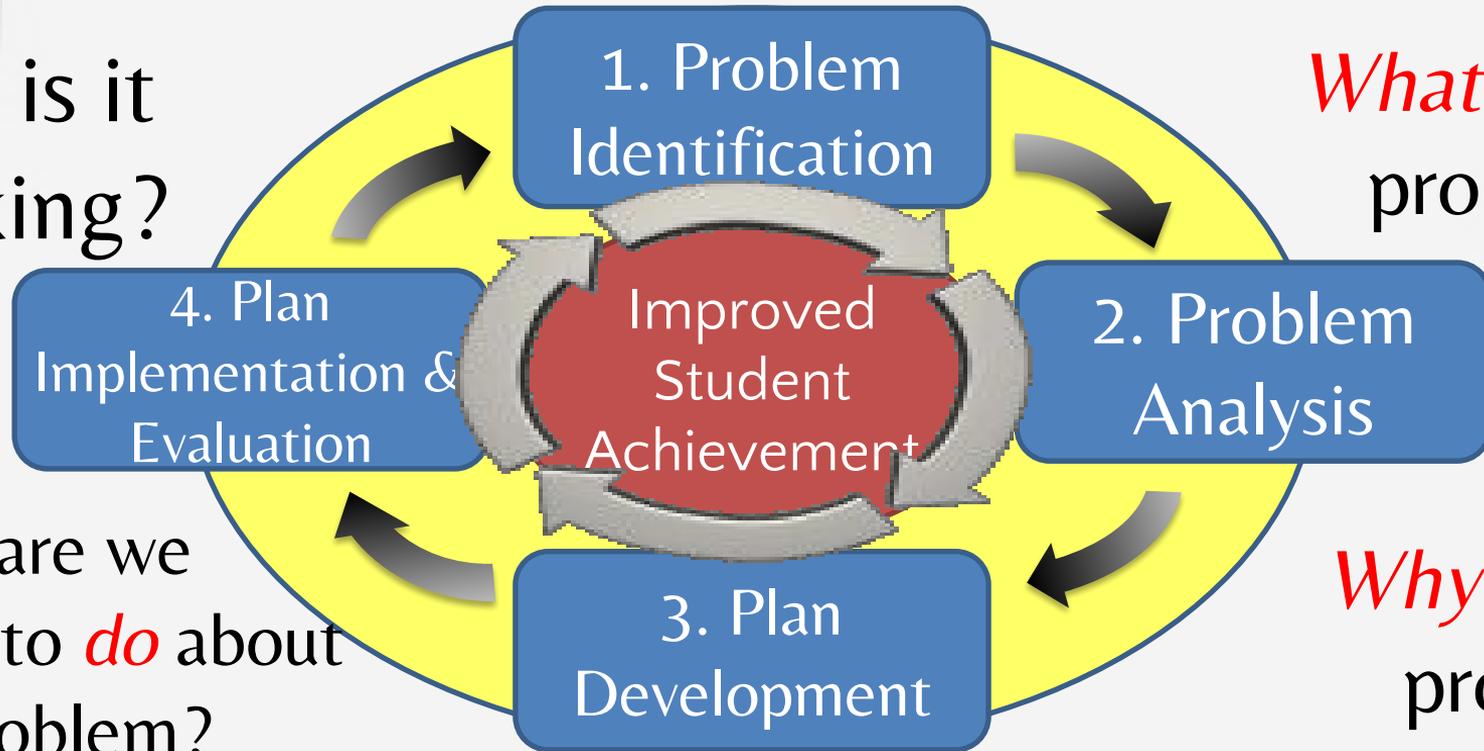
- There are 10 disability categories
- There must be academic impact and the need for specially designed instruction
- “Soft” categories: SLD and Communication
- Specifically for EL’s is the need to rule out learning a second language as the primary cause for their learning challenges.



The Problem Solving Process

How is it working?

What is the problem?



What are we going to **do** about the problem?

Why is the problem occurring?

IPS at XXX School



- **What is it?**

A completely individualized process that involves investigation and planning for one individual child. We implement interventions in 9 week intervals, monitoring progress consistently, and then reconvene at the 9 week mark to review, refine, plan.

- **When do we do it?**

When a student is not responding to a series of interventions that have been intensified and **implemented with fidelity**.

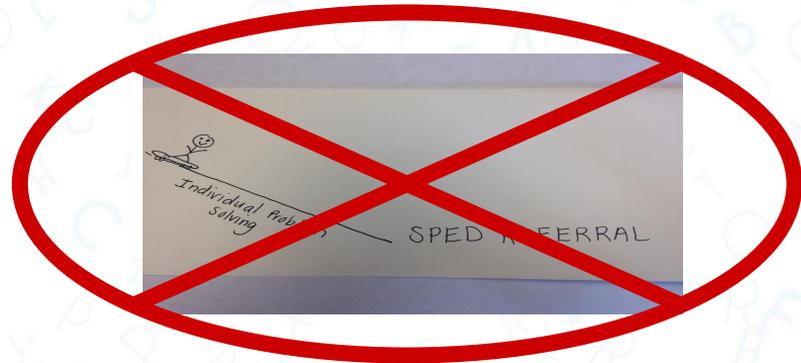
BASICALLY: When we can't figure out why this child isn't making growth despite our best efforts

- **What and who does it entail?**

Any and all staff and teachers who support the student especially around the problem(s) identified

- **What is it not?**

A direct line to special education





Video: Special Education Referral

<https://www.youtube.com/watch?v=KrapFXnZIDE>

What an Individual Problem Solving meeting is not....

[Sample IPS Form](#)

[Sample IPS Form](#)





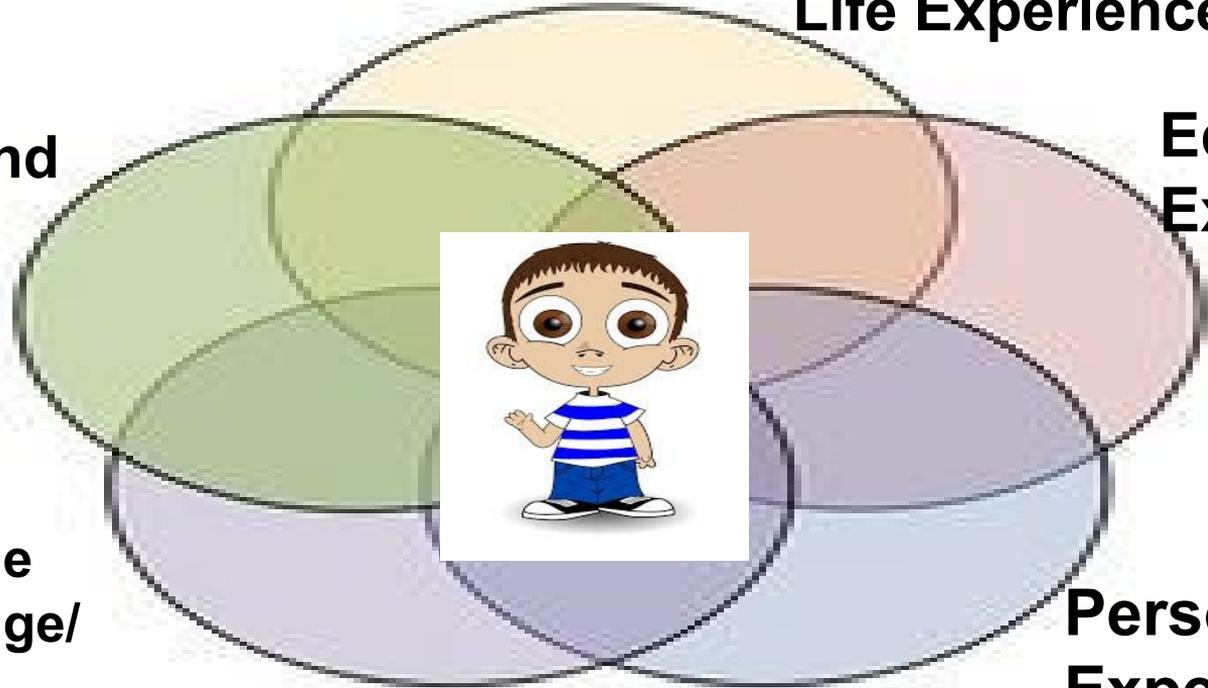
What are important factors to consider in supporting ELs?



**Cultural
Background**

Life Experiences

**Educational
Experiences**



**Language
Knowledge/
Profile**

**Personal
Experiences**



TODAY WE ARE GOING TO TALK ABOUT STARS!

STARS



ES-TAR



John Jones, 2000

Is this your classroom reality?

First things first...



Doesn't every child in the U.S.
need to learn English?



The Answer...



- We all know that the answer is yes. English literacy is necessary to be successful in our country.
- However, bilingualism will also bring benefits (cognitively, employment, etc.).
- Why do some children from homes where English is not the native language struggle more than others to develop full bilingualism?
- What are the factors that inhibit or support high levels of bilingualism?

Support Both Languages



- Sometimes early English exposure leads to loss of home language.
- Carefully balanced language opportunities are needed during early years.
- Learning English is important but **should not be at the expense of continued development of L1.**



What About EL Students Born in the U.S.?



- “Bilingual First Language Acquisition (BFLA) is defined as "the development of language in young children who hear two languages spoken to them from birth" (De Houwer, 2009, p. 2).

What About EL Students Born in the U.S.?



- BFLA is different from monolingual first language acquisition (MFLA), i.e. the acquisition of only one language from birth, as well as from early second language acquisition, where originally monolingual children start to hear a second language regularly during childhood, usually through day care or preschool (p. 4).
- We refer to the two languages as “Language A” and “Language B” rather than first and second since in BFLA the two languages are acquired simultaneously.



“Young children who have not had sufficient opportunities to develop cognitive skills in their first language before learning a second language are at greater risk for academic delays than their peers who have had opportunities to develop and use their first language” (cited in Kohnert, et al, Cummins, 1984).



The Cultural Iceberg



Visible Culture:

(“above sea level” - can see and hear)

Because emotional loading at this level is relatively low, few misunderstandings are produced at this level



Unspoken Rules:

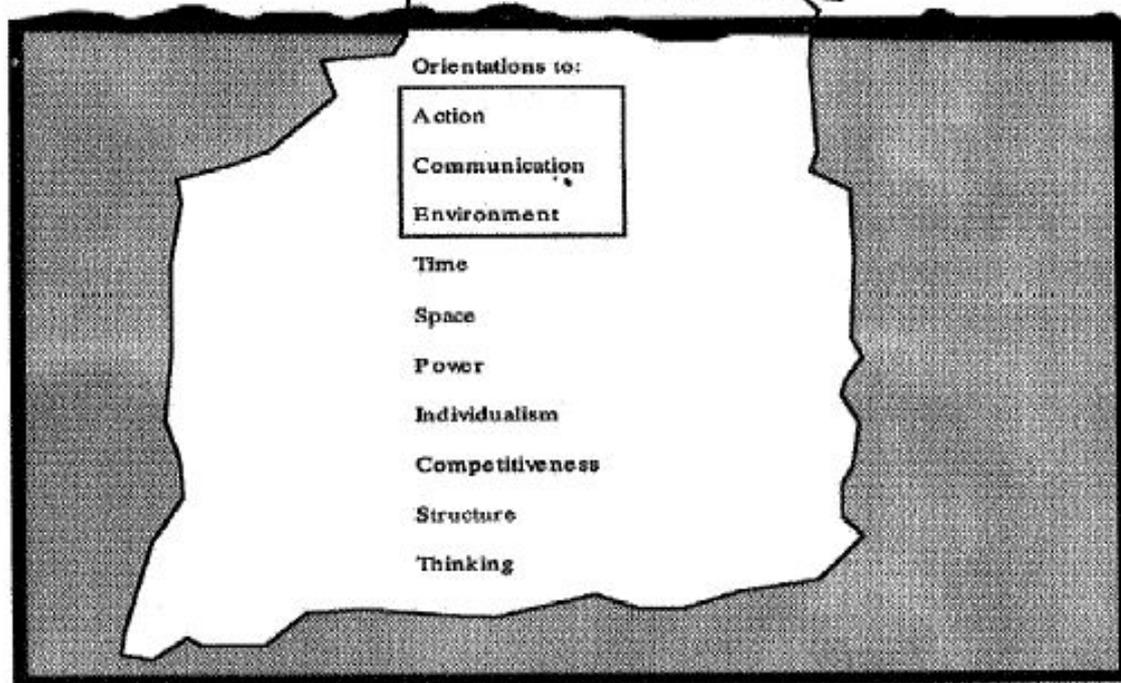
(“partially below sea level”) because emotional loading at this level is very high, violations result in negative feelings about the violator.

Unconscious Rules:

(“completely below sea level” - invisible). Because emotional loading at this level is intense, violations are taken personally, affecting relations between people.



music, art
food and drink
greetings, dress
manners, rituals
outward behaviour





Who are English Learners?: Definition

- In the ESEA, as amended by the ESSA, the term, **‘English learner’** replaces the term **‘limited English proficient’** used in section 9101 of the ESEA, as amended by the No Child Left Behind Act (NCLB).

English Learners Under ESSA



- aged 3 through 21; AND
- enrolled or preparing to enroll in an elementary school or secondary school; AND
- ONE OF THESE:
 - not born in the United States or whose native language is a language other than English; OR
 - Native American or Alaska Native, or a native resident of the outlying areas; and comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; OR
 - is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; AND



English Learners Under ESSA (cont.)



- whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual —
 - (i) the ability to meet the challenging State academic standards;
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society. (ESEA Section 8101(20))



ELPA 21



- All students with a primary language other than English who qualify for EL services based on a language proficiency assessment (Metzger uses Pre-LAS or LAS Links) are required to participate annually in English language proficiency testing.
- In Oregon the assessment is the ELPA 21.
- Once students have met the criteria for exit from EL services, they are monitored for two years to ensure that language barriers do not result in academic challenges.

ELPA 21 Proficiency Descriptors



Levels

1

2

3

4

5

Emerging

Progressing

Proficient

A student does not yet have the ability to produce grade-level academic content in the English language. This means that they obtain a profile score of Levels 1 and 2 in listening, speaking, reading and writing.

A student is approaching the ability to produce grade-level academic content in English with support. This means they obtain a score above a Level 2 on one or more of the four domains, but does not yet meet the requirement to be Proficient in all four.

A student can produce grade-level academic content in English. This means the student scores either Level 4 or 5 on each of the four domains.





ELPA 21 Proficiency Descriptors – Three Levels

Emerging

- A student at the Emerging level does not yet have the ability to produce grade-level academic content in the English language. For the ELPA21 annual assessment, this means the student scores either a Level 1 or Level 2 in each of the four domains of reading, writing, listening, and speaking.

ELPA21 Proficiency Descriptors – Three Levels



Progressing

- A student at the Progressing level is approaching the ability to produce grade-level academic content in the English language with support. For the ELPA21 annual assessment, this means that student scores above a Level 2 on one or more domains but does not yet meet the requirements to be at the Proficient level on the four domains of reading, writing, listening and speaking.





ELPA21 Proficiency Descriptors – Three Levels

Proficient

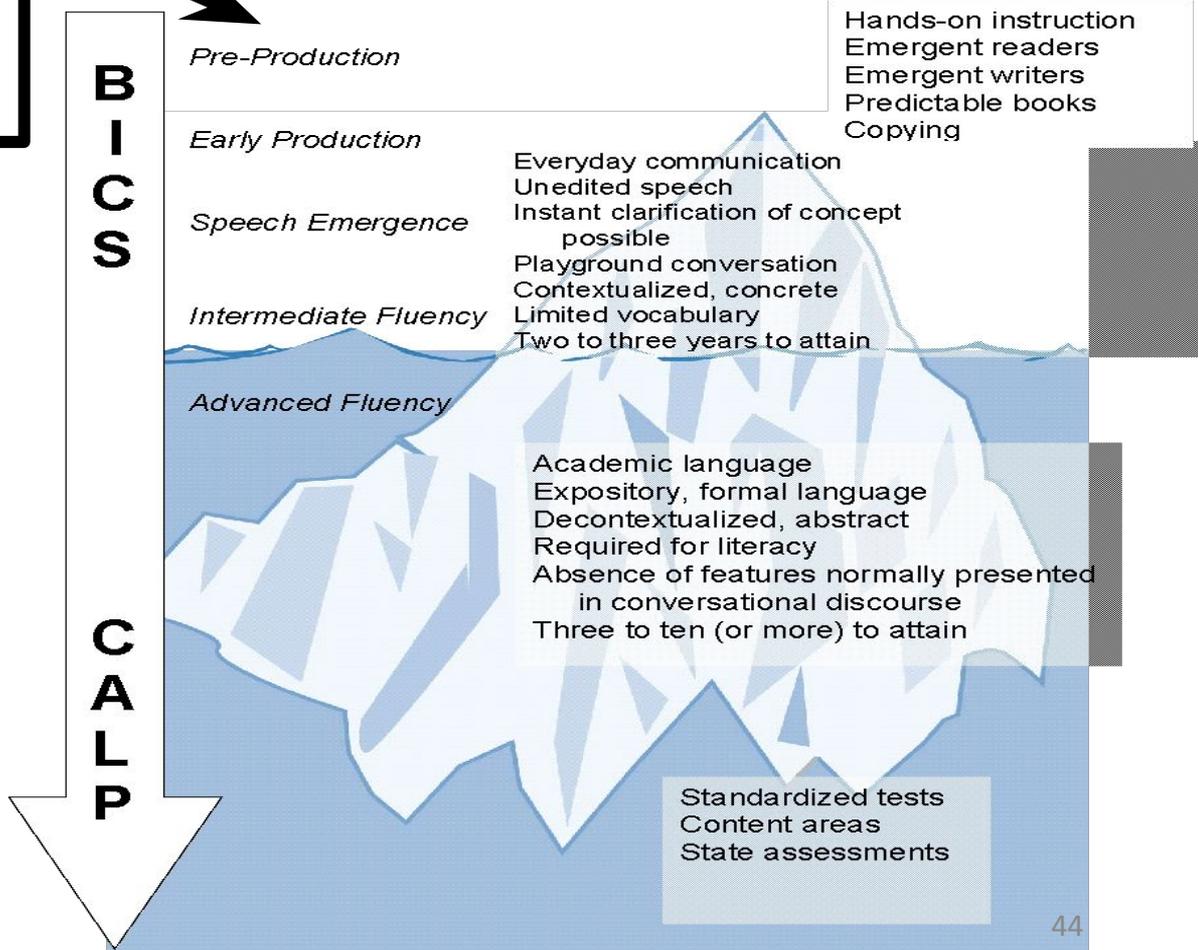
- A student at the Proficient level can produce grade-level academic content in the English language. For the ELPA21 annual assessment, this means the student scores either Level 4 or 5 on each of the four domains of reading, writing, listening and speaking.

The Big Picture

FIVE stages of language proficiency

BICS = Basic
Interpersonal
Communication Skills

CALP = Cognitive
Academic Language
Proficiency (Cummins,
2000)

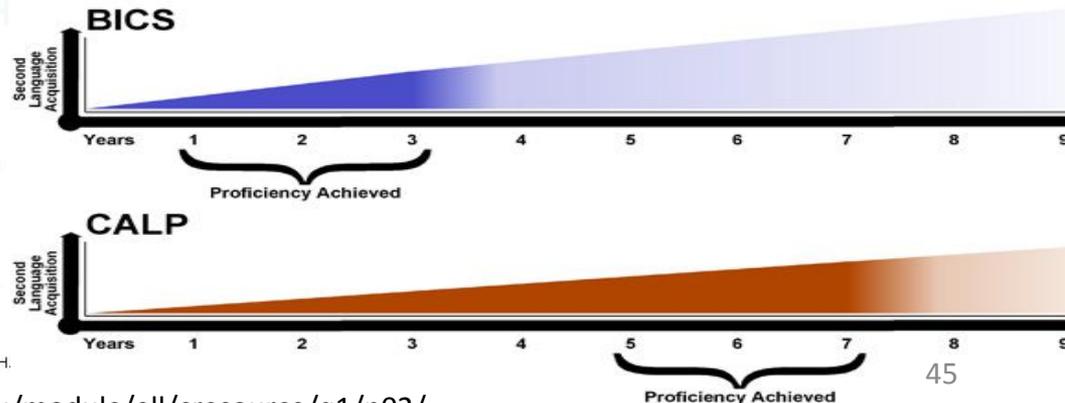




Second Language Acquisition

- The time that students spend in progressing through language stages varies greatly.
- Developing social language depends on many factors including:
 - similarity of the language to English,
 - amount of prior exposure to English,
 - and temperament such as shyness or an outgoing personality.

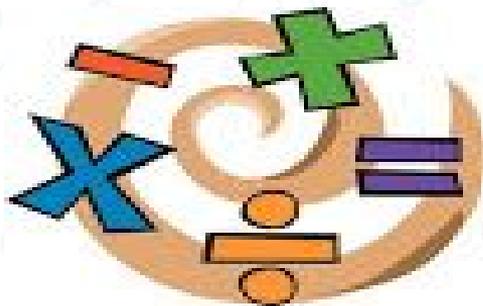
- As children progress through school, the focus shifts from social language proficiency to development of academic language proficiency (Bailey, 2007; Gottlieb, 2006; Krashen, 1982; Schleppegrell, 2001).





Your Turn to be Spanish Language Learner: A Math Lesson

Poll: Do you speak Spanish?



- Yes
- Partially
- No



What a Beginner English Speaker Might Understand



Good morning, clase. **Today** vamos a estudiar algo nuevo **in math class**. Es difícil, así que voy a necesitar la atención de todos. **Open your book to page** ciento setenta y dos. En la **top** de la **page** esta la palabra "neto". La lección de **today** es sobre la neto. Como dice en la definición en su **book**, en **math**, neto es un modelo de **two** dimensiones. El neto de un cilindro se muestra en su **book**.
¿Todos ven el **rectangle** y **two circles**? Esa es el neto del cilindro.



Poll



Do you understand what “neto” is?



1. Yes
2. Partially
3. No



What an Intermediate English Speaker Might Understand



Good morning, class. Today we are going to study algo nuevo in math class. It's difficult, así que going to need everyone's atención. Open your book to page one hundred setenta y dos. En la top of the page esta la palabra "neto". Today's lesson es sobre la neto. Como dice en la definición en su book, in math, neto es un modelo de two dimensiones. El neto de un cylinder se muestra en su book. ¿Todos ven el rectangle and two circles? Esa es el neto del cylinder.

Poll



Do you understand what “neto” is?



1. Yes
2. Partially
3. No



What an Advanced English Speaker Might Understand



Good morning, class. Today we are going to study something nuevo in math class. It's difficult, so I'm going to need everyone's atención . Open your book to page one hundred seventy-two. At the top of the page is the word "neto." Today's lesson is sobre neto. Como dice en la definition in your book, in math, neto is a model of two-dimensiones . El neto of a cylinder se muestra in your textbook. Does everyone see the rectangle and two circles? Esa es el neto del cylinder.

Poll



Do you understand what “neto” is?

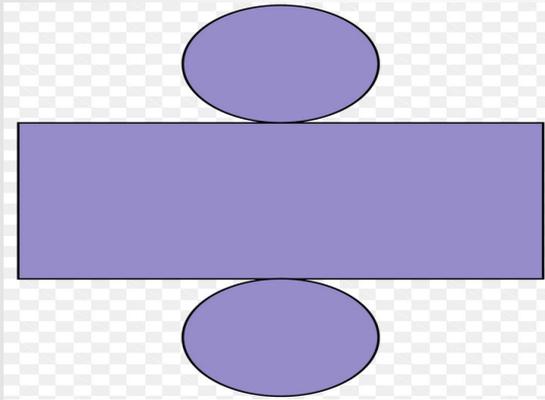
1. Yes
2. Partially
3. No



But what if we used visuals and videos?



Spanish = Neto



English = Net

172



Poll



Do you understand what “neto” is?

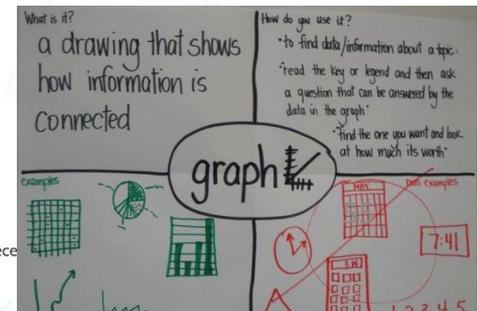
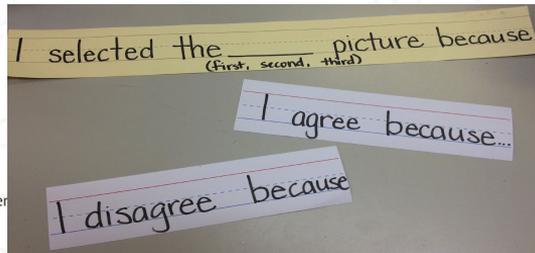
1. Yes
2. Partially
3. No



Language Knowledge/Profile



- Know the English language and native language proficiencies of each of your EL students.
 - Where do you get this information?
- Identify appropriate teaching strategies for the proficiency stages of your students.
- Identify appropriate ways for students to respond and demonstrate their knowledge based on their language proficiency stage.





Students Need Oracy Instruction

- Oracy is the oral language (skills and structures) children need to become literate.
- Ask yourself:
“What is the language necessary to accomplish the literacy task?” (not just the vocabulary).
- “Oracy instruction links language development and literacy learning by emphasizing more powerful teacher-child interactions” (Gentile, 2003, p. viii).



Language Knowledge/Profile



- Remember, EL students' language reservoir is the sum of L1 and L2!
- Many U.S. born students (second generation) may have heard both English and their native language from birth.



Language 1

Language 2



Language Concepts



Primary Language

Home Language

Language Child Learns First

Dominant Language

Depends on Context

Language Child Chooses to Speak in the Situation

Language Proficiency

Based on Opportunity

Ability, accuracy and fluency in a language

Language Forms and Functions



- Native English speakers acquire language functions and forms at home mostly before entering school.
- These forms and functions however, need to be explicitly taught to ELs throughout the grade levels as the need arises.

Language Function



- A language function refers to **what students do with language** as they engage with content and interact with others.
- Functions represent the active use of language for **a specific purpose.**
- Students use language functions in order to express ideas, communicate with others, and show understanding of content in an academic setting.



Examples of Functions



In oral language some common functions may include:

- giving instructions
- making requests
- defending an argument

In academic writing we use a range of specific functions in order to communicate ideas clearly. These include:

- describing processes
- comparing or contrasting things or ideas
- classifying objects or ideas



Language Forms



- Language forms deal with the internal **grammatical structure** of words and phrases as well as the word themselves.
- When one compares boy and boys, for example, or man and men, he or she is considering the relationship between different language forms or structures.

Language Forms



- Language forms also include cross-curricular academic vocabulary words or phrases frequently used across different content areas.
- Cross-curricular academic vocabulary words typically describe or are related to academic processes and may include:
 - verbs (e.g. hypothesize, analyze),
 - complex prepositions, (e.g. in contrast to, as well as), and
 - nouns (e.g. comparison, conclusion, analysis)

Forms and Functions



- While functions address what we do with language, forms are the language structures and vocabulary that are used to support those functions.
- Language learners need to acquire both the functions (uses/purposes) and the forms (structures + cross-curricular vocabulary) that make up the English language in order to reach higher levels of proficiency.
- Teachers also need to understand the language demands of a task as they relate to both function and form.

LANGUAGE FORMS AND FUNCTIONS

<http://www.ode.state.or.us/teachlearn/standards/elp/files/introductoryfinal.pdf>



Language Function	Examples of Language Forms
Describing people, places, and things	Nouns, pronouns, adjectives
Describing spatial and temporal relations	Prepositional phrases
Describing actions	Present progressive tense, adverbs
Retelling/relating past events	Past tense verbs, perfect aspect (present and past), transition words
Making predictions	Verbs: future tense, conditional mode
Expressing needs and likes	Indirect/direct object, subject/verb agreement, pronouns



LANGUAGE FORMS AND FUNCTIONS



Language Function	Examples of Language Forms
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

LANGUAGE FORMS AND FUNCTIONS



Language Function	Examples of Language Forms
Persuading	Verb form
Literary Analysis	Sentence structure, specific vocabulary
Cause and Effect	Verb form
Drawing conclusions	Comparative adjective
Defining	Nouns, abstract nouns, pronouns, and adjectives
Explaining	Verb forms, indicative verb, declarative sentences, complex sentences, adverbs of manner



LANGUAGE FORMS AND FUNCTIONS



Language Function	Examples of Language Forms
Generalizing	Common, collectives and abstract nouns, verb forms, nominalizations
Evaluating	Complex sentences; increasing specificity of nouns, verbs, and adjectives; correlative conjunctions
Interpreting	Language of propaganda, complex sentences, nominalizations
Sequencing	Adverbs of time, relative clauses, subordinate conjunctions
Hypothesizing and speculating	Modals (would, could, might) compound tense (would have been)
Summarizing	Modals (would, could, might), compound tenses (would have been)



The Language Proficiency-Academic Performance Continuum



Level	Learner Characteristics	How will they gain language?	What do they Understand?	What can they do?
1	Can be silent for an initial period; Recognizes basic vocabulary and high frequency words; May begin to speak with few words or imitate	Multiple repetitions of language; Simple sentences; Practice with partners; Use visual and realia; Model, model, model; Check for understanding; Build on cultural and linguistic history	Instructions such as: Listen, Line up, Point to, List, Say, Repeat, Color, Tell, Touch, Circle, Draw, Match, Label	Use gestures; Use other native speakers; Use high frequency phrases; Use common nouns; Communicate basic needs; Use survival language (i.e., words and phrases needed for basic daily tasks and routines)
2	Understand phrases and short sentences; Beginning to use general vocabulary and everyday expressions; Grammatical forms may include present, present progress and imperative	Multiple repetitions of language; Visual supports for vocabulary; Pre-teach content vocabulary; Link to prior knowledge	Present and past tense; School related topics; Comparatives & superlatives; Routine questions; Imperative tense; Simple sequence words	Routine expressions; Simple phrases; Subject verb agreement; Ask for help
3	Increased comprehension in context; May sound proficient but has social NOT academic language; Inconsistent use of standard grammatical structures	Multiple repetitions of language; Use synonyms and antonyms; Use word banks; Demonstrate simple sentences; Link to prior knowledge	Past progressive tense; Contractions; Auxiliary verbs/verb phrases; Basic Idioms; General meaning; Relationship between words	Formulate questions; Compound sentences; Use precise adjectives; Use synonyms; Expanded responses
4	Very good comprehension; More complex speech and with fewer errors; Engages in conversation on a variety of topics and skills; Can manipulate language to represent their thinking but may have difficulty with abstract academic concepts; Continues to need academic language development	Multiple repetitions of language; Authentic practice opportunities to develop fluency and automaticity in communication; Explicit instruction in the use of language; Specific feedback; Continued vocabulary development in all content areas	Present/perfect continuous; General & implied meaning; Varied sentences; Figurative language; Connecting ideas; Tag questions	Range of purposes; Increased cultural competence (USA); Standard grammar; Solicit information
5	Communicates effectively on a wide range of topics; Participates fully in all content areas at grade level but may still require curricular adjustments; Comprehends concrete and abstract concepts; Produces extended interactions to a variety of audiences	May not be fully English proficient in all domains (i.e., reading, writing, speaking, listening); Has mastered formal and informal language conventions; Multiple opportunities to practice complex grammatical forms; Meaningful opportunities to engage in conversations; Explicit instruction in the smaller details of English usage; Focus on "gaps" or areas still needing instruction in English; Focus on comprehension instruction in all language domains	Analyze, Defend, Debate, Predict, Evaluate, Justify, Hypothesize and Synthesize, Restate, Critique	May not yet be fully proficient across all domains; Comprehends concrete and abstract topics; Communicates effectively on a wide range of topics and purposes; Produces extended interactions to a variety of audiences; Participates fully in all content areas at grade level but may still require curricular modifications; Increasing understanding of meaning, including figurative language; Read grade level text with academic language support; Support their own point of view; Use humor in native-like way

Source: Turner & Brown, [2012] as cited in Brown, J. E. & Ortiz, S. O. (2014). Interventions for English Learners with Learning Difficulties. In J. T. Mascolo, V. C. Afonso, and D. P. Flanagan (Eds.), *Essentials of Planning, Selecting, and Tailoring interventions for Unique Learners* (pp. 267-313). Hoboken, NJ: Wiley & Sons.



Examples of Sensory, Graphic and Interactive Supports



Sensory Supports	Graphic Supports	Interactive Supports
<ul style="list-style-type: none"> •Real-life objects (realia) •Manipulatives •Pictures and Photographs •Illustrations, diagrams, and drawings •Magazine and Newspapers •Physical activities •Videos and Films •Broadcasts •Models and Figures 	<ul style="list-style-type: none"> •Charts •Graphic Organizers •Tables •Graphs •Timelines •Number Lines 	<ul style="list-style-type: none"> •In pairs or partners •In triads or small groups •In a whole group •Using cooperative group structures •With the Internet (Websites) or software programs •In the native language •With mentors



Specific Examples of Sensory Supports



Supports related to the language of Language Arts	Supports related to the language of Mathematics	Supports related to the language of Science	Supports related to the language of Social Studies
<ul style="list-style-type: none"> • Illustrated word/phrase walls • Felt or magnetic figures of story elements • Sequence blocks • Environmental print • Posters or displays • Bulletin boards • Photograph • Cartoons • Audio books • Songs/Chants 	<ul style="list-style-type: none"> • Blocks/Cubes • Clocks, sundials and other timekeepers • Number lines • Models of geometric figures • Calculators • Protractors • Rulers, yard/meter sticks • Geoboards • Counters • Compasses • Calendars • Coins 	<ul style="list-style-type: none"> • Scientific instruments • Measurement tools • Physical models • Natural models • Actual substances, organisms or objects of investigation • Posters/ Illustrations of processes or cycles 	<ul style="list-style-type: none"> • Maps • Globes • Atlases • Compasses • Timelines • Multicultural artifacts • Aerial and satellite photographs • Video clips





Do Skills Learned in L1 Transfer to L2?

- YES!!!
- Cross-linguistic transfer (CLT) is especially positive for Spanish and other alphabetic languages since they share an alphabet and many sounds with English (August & Shanahan, 2006; Durgunoglu, 2002; Goldenberg, 2008).
- ELs can explicitly be taught the similarities and differences in reading across alphabets to transfer their knowledge of pre-reading or reading skills in L1 (the native language) to L2 (English). Discreet skills (phonological awareness, orthography)



Videos



- We will be viewing a series of videos of oral language samples across the language proficiency stages. Then we will discuss what language features are evident.
- Here is the prompt the students were given:



At what age do you think a student should be allowed to have a cell phone?

Why do you think so? (Proposition and support, positive/negative agreement, use of conjunctions to explain)

- Before we begin the videos, please write down an example of a complete response.



Videos (cont.)



- Watch and listen to the students' language use.
- Compare their sample (there is a slide with the transcription that follows each oral sample) to your anticipated response. Consider the grammatical forms that students used and now compare it to your anticipated response that you drafted.
- What language is similar? Is there language use that you did not expect? Is their message clear? What language does the child need to be taught next?

Video (cont.)



- Is the child avoiding the question entirely and talking in generalities (circumlocution)? How would this information guide your instruction?
- Does the child basically answer the question but with grammatical errors?
- Does the child provide an appropriate answer in standard English or close to standard English?
- From your analysis, how would you encourage the teacher to adapt their instruction and scaffold activities based on the student's English proficiency level?



“The limits of my language are the limits of my world.”

—Ludwig Wittgenstein



Thank You

