



## Collaborating to Meet the Needs of English Language Learners

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## Today's Topics



- The Final Word
- Inclusion of ELLs
- Using language information to guide instruction
- Collaborating to Meet ELLs Needs
- Writing Language Objectives
  - Transforming the mpi's content stem
  - Adapting the language function
  - Adding or changing language supports
  - Determining language objectives

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## Grounding



- Please read the article *Inclusion: A Matter of Social Justice*
- Underline or highlight ideas or passages that catch your attention
- Come back ready to share



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## The Final Word



In groups of 4:

1. Read the article *Inclusion: A Matter of Social Justice*
2. Highlight or underline a sentence or passage that resonated with you (text to self)
3. Take turns presenting your passage with the rest of your group
4. During your turn as a presenter, read the passage out loud (**Don't comment on it yet**) Ask listeners to share a *quick* perspective about your passage
5. Each listener shares a quick thought (**There is no cross-talk at this time**)
6. At the end, the presenter has the "final word." At this time, he or she shares his or her own perspective on the passage
7. Repeat the process until each person in the group has had the chance to be a presenter

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## Maslow's Hierarchy of Needs



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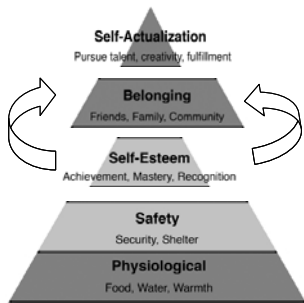
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## The inversion of Maslow's Pyramid According to Norm Kunc



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The tragic irony ... is that as soon as we take away students' sense of belonging, we completely undermine their capacity to learn the skills that will enable them to belong. Herein lies the most painful "Catch-22" situation that confronts students with disabilities—they can't belong until they learn, but they can't learn because they are prevented from belonging.

Norman Kunc (2000) p. 88

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**So, what are the implications for ELLs?**



1. If English Language Learners belong to their classrooms, we, teachers, need to bring services to the students, not the students to the services (student-centered service delivery).
2. But, then... how can we serve students in all those environments?

➡ **Collaboration**

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**Circle of Learning #6**



Some ways my ELLs (could) benefit from spending more time in the general education classroom are...

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**Student A**

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**Student B**

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**Breathing life into Student Reports**

- With your group, decide on whom you would like to focus: Student B or Student C
- What are some of the areas in language in which Student B/C needs support?
- What are some strategies teachers may use with this student?
- What additional information may be helpful?
- What are some additional resources you may use?

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## Comparing Student A and Student B

- What are some similarities between the 2 students?
- What are some differences between the 2 students?
- If these students were in class together, what are some things they may work on together?
- What type of work may be best for them to do apart?
- What other resources would be appropriate for the classroom teacher?

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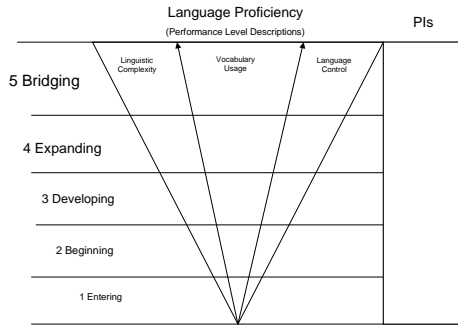
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## Interaction of Performance Level Definitions and Model Performance Indicators




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## Collaborations between General Education Teachers and ESL Specialists

Educators collaborate to integrate content and language instruction and assessment

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## Co-Teaching



- Watch the video on co-teaching
- Record what the different models of co-teaching look like and what are the advantages and disadvantages of each model
- Share your observations with your team

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## Circle of Learning #7



What is one collaborating strategy that I can try?  
What do I need in order to try it?

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## Content vs. Language Objectives



### Content Objectives (Academic Achievement)

- What you will learn:
  - Math
  - Science
  - Social Studies
  - Language Arts

### Language Objectives (Academic Language)

- How you will use:
  - Listening
  - Speaking
  - Reading
  - Writing...in your learning

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Let's write some language objectives



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Language and Content Objectives



**Standard 3**  
**Grade Level Cluster 9-12**  
**Level 3 - Developing**

Write the steps used  
to solve an  
algebraic equation,  
inequality or expression  
using a word bank.

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What is the Content Stem?



**Grade Level Cluster 9-12**  
**Level 4 - Expanding**

Write the steps used  
to solve an  
algebraic equation,  
inequality or expression  
using a word bank.

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## What is the Content Stem?



**Grade Level Cluster 9-12  
Level 4 - Expanding**

Write the steps used to solve an algebraic equation, inequality or expression using a word bank.

Framework for **FORMATIVE/CLASSROOM** Instruction and Assessment

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## What is the Language Function?



**Grade Level Cluster 9-12  
Level 3 - Developing**

Write the steps used to solve an algebraic equation, inequality or expression using a word bank.

Classroom Framework

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## What is the Language Function?



**Grade Level Cluster 9-12  
Level 4 - Expanding**

Write the steps used to solve an algebraic equation, inequality or expression using a word bank.

Classroom Framework

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## What is the Language Objective?



Write the steps used to solve an algebraic equation, inequality or expression using a word bank.

### Students will be able to.....

In terms of lesson planning and students' linguistic level, what does that mean? What language skills must a student have to *write the steps*?

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## Your turn!



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## Grade 7 : Academic Standards for Science and Technology



### 3.3 Biological Sciences

#### 3.3.7 Grade 7

*Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to . . .*

B. Describe the cell as the basic structural and functional unit of living things.

- Identify the levels of organization from cell to organism.
- Compare life processes at the organism level with life processes at the cell level.
- Explain that cells and organisms have particular structures that underlie their functions.
- Describe and distinguish among cell cycles, reproductive cycles and life cycles.
- Explain disease effects on structures or functions of an organism.

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## Grade 7 : Academic Standards for Science and Technology



### 3.3 Biological Sciences

3.3.7 Grade 7

*Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to . . .*

B. Describe the cell as the basic structural and functional unit of living things.

- Identify the levels of organization from cell to organism.
- Compare life processes at the organism level with the cell level.
- **Explain that cells and organisms have particular structures that underlie their functions.**
- Describe and distinguish among cell cycles, reproductive cycles and life cycles.
- Explain disease effects on structures or functions of an organism.

Content Objective

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## How do we bring in the language



Let's consider ...

1. What is the standard I need to focus on?

**Since the content is SCIENCE, I am looking at standard 4**

2. What is the grade level cluster I need to look at?

**Content is for grade 7, so the grade level cluster I want to look at is 6-8**

3. Who is (are) your student (s)? What is his (her, their) Language Proficiency?

**•From the student profile, I will figure out the ELP level I want to focus on**

**•And the domain this student needs to work on**

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Say I am interested in **Writing** because most of the ELLs in my class are having trouble turning in written assignments



I look for standard 4, which relates to science, the domain of writing, and the strand for grade level 6-8 (page 28)

Grade Level Cluster	Level 1	Level 2	Level 3	Level 4	Level 5
6-8	Label the symbols representing the steps of the scientific method in small groups using a word bank.	Develop a written list of the steps in the scientific method working with a partner.	Create a brief outline for an exhibit following the scientific method in pairs or triads.	Create science exhibits with expanded written descriptions of each step of the scientific method.	Write a detailed report of a scientific investigation working with a partner.

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First, I need to change my content stem to match my content objective

Grade Level Cluster	Level 1	Level 2	Level 3	Level 4	Level 5
6-8	Label the symbols representing the steps of the <b>scientific method</b> in small groups using a word bank.	Develop a written list of the steps in the <b>scientific method</b> working with a partner.	Create a brief outline for an exhibit following the <b>scientific method</b> in pairs or triads.	Create science exhibits with expanded written descriptions of each step of the <b>scientific method</b> .	Write a detailed report of a <b>scientific investigation</b> working with a partner.

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Grade Level Cluster	Level 1	Level 2	Level 3	Level 4	Level 5
6-8	Label the <b>structures of cells and organisms</b> in small groups using a word bank.	Develop a written list of the <b>structures of cells and organisms</b> working with a partner.	Create a brief outline for <b>structures of cells and organisms</b> in pairs or triads.	Create science exhibits with expanded written descriptions of <b>structures of cells and organisms</b> .	<b>Explain that cells and organisms have particular structures that underlie their functions.</b>

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Now, I may need to change my language functions to match my student needs



Grade Level Cluster	Level 1	Level 2	Level 3	Level 4	Level 5
6-8	Label the <b>structures of cells and organisms</b> in small groups using a word bank.	Develop a written list of the <b>structures of cells and organisms</b> working with a partner.	Create a brief outline for <b>structures of cells and organisms</b> in pairs or triads.	Create science exhibits with expanded written descriptions of <b>structures of cells and organisms</b> .	<b>Explain that cells and organisms have particular structures that underlie their functions.</b>

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**WIDA**  
CONSORTIUM

Grade Level Cluster	Level 1	Level 2	Level 3	Level 4	Level 5
6-8	Draw the structures of cells and organisms in small groups using a word bank.	Draw and label the structures of cells and organisms working with a partner.	Describe the structures of cells and organisms in pairs or triads.	Create science exhibits with expanded written descriptions of structures of cells and organisms	Explain that cells and organisms have particular structures that underlie their functions.

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Are there any supports I could offer ELLs to facilitate these assignments?

**WIDA**  
CONSORTIUM

Grade Level Cluster	Level 1	Level 2	Level 3	Level 4	Level 5
6-8	Draw the structures of cells and organisms in small groups using a word bank.	Draw and label the structures of cells and organisms working with a partner.	Describe the structures of cells and organisms in pairs or triads.	Create science exhibits with expanded written descriptions of structures of cells and organisms	Explain that cells and organisms have particular structures that underlie their functions.

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**WIDA**  
CONSORTIUM

Grade Level Cluster	Level 1	Level 2	Level 3	Level 4	Level 5
6-8	Draw the structures of cells and organisms from pictures in small groups using a word bank.	Draw and label the structures of cells and organisms from pictures working with a partner.	Describe the structures of cells and organisms from illustrated texts in pairs or triads.	Working with a partner, create science exhibits with expanded written descriptions of structures of cells and organisms	Explain that cells and organisms have particular structures that underlie their functions.

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**Finally, what are my language objectives?**



In order to produce the tasks outlined in the previous slide, what

- Linguistic complexity
- Vocabulary usage
- Language control

am I expecting from my ELLs?

Say the students I am working with are around level 2 in their writing

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**Students will be able to**

use pictures, label and write phrases to describe the structures of cells based on visual and graphic support (LINGUISTIC COMPLEXITY)

Use general academic vocabulary to describe the structures of cells (nucleus, cytoplasm, and membrane) (VOCABULARY USAGE)

use appropriate subject to verb agreement to describe the structures of cells (LANGUAGE CONTROL)

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**Another example: 5<sup>th</sup> Grade Math**



**Content Area:** 5<sup>th</sup> PA Academic Standards for Mathematics

**2.2 Computation and Estimation**

**2.2.5 Grade 5**

*Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:*

- I. Select a method for computation and explain why it is appropriate.

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## Content Focus



Students will be able to select a method for computation and explain why it is appropriate

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## Now, how do I bring in the language?



### Let's consider ...

1. What is the standard I want to focus on?
2. What is the grade level cluster I need to look at?
3. Who is (are) your student (s)? What is his (her, their) Language Proficiency?
  - **ELP level**
  - **And domain**

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## ELP Standard \_\_\_\_\_



Domain: Speaking

Find your standards page relevant to the information above

Grade Level Cluster	Level 1	Level 2	Level 3	Level 4	Level 5
4-5	Answer WH questions about mathematical operations using manipulatives.	Restate mathematical operations with the use of visual supports.	Tell a story that involves a specific mathematical operation working with a partner.	Discuss the steps to solve problems within a small group.	Defend the mathematical operations used to solve a problem from a graphically supported grade level text.

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**Change the content stem  
(translations)**



Grade Level Cluster	Level 1	Level 2	Level 3	Level 4	Level 5
4-5					

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**Change language functions**



Level 5 should indicate what any non-ELL student is expected to do

Grade Level Cluster	Level 1	Level 2	Level 3	Level 4	Level 5
4-5					

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**Change and/or add any  
supports needed**



Grade Level Cluster	Level 1	Level 2	Level 3	Level 4	Level 5
4-5					

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## Now, let's describe the language objectives



In terms of

- linguistic complexity
- vocabulary usage
- language control

students will be able to

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Most of the time, the content objectives are already set. Our job is to scaffold/differentiate for ELLs to access the content and increase their linguistic competency

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## One last example



Kindergarten

Social Studies: Economic Understandings

SSKE1:

The student will describe the work that people do (police officer, fire fighter, soldier, mail carrier, baker, farmer, doctor, and teacher)

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### What is the content objective



Students will be able to

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1. WIDA Standard:
2. Grade level cluster:
3. Domain:
4. Page on WIDA Standards:
5. Copy strand



Grade Level Cluster	Level 1	Level 2	Level 3	Level 4	Level 5

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### Change content stem



Grade Level Cluster	Level 1	Level 2	Level 3	Level 4	Level 5

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### Change any language function and/or support you'd like to include

Grade Level Cluster	Level 1	Level 2	Level 3	Level 4	Level 5

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### Now, let's describe the language objectives

In terms of

- linguistic complexity
- vocabulary usage
- language control

students will be able to

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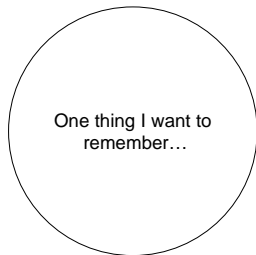
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### Circle of Learning #8



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Questions or Comments?

For more information, please contact  
the WIDA Hotline:  
1-866-276-7735 or [help@wida.us](mailto:help@wida.us)



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