Introduction to ELLS and content-area instruction
Who I am:
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Lincoln Middle School, Portland, ME
MSEd in Applied Literacy with ELL concentration, USM

Approximately 25%-35% ELL
50-60 languages in the district
Outline for Workshop

• Is it a rock?
• Who are ELL’s?
• Assessment/WIDA
• Implementing Best Practices
• Questions and Resources
Is it a rock?

• How does this activity support ELLs?

• What are the challenges for ELLs?
Who are ELLs?
**Terminology**

**ELL** - English Language Learner

**ESL** - English as a Second Language

**LEP** - Limited English Proficiency

*Many students are not accounted for because they have “exited” services*
Increasingly, we are all ELL teachers.
10% OF ALL PUBLIC SCHOOL STUDENTS = ENGLISH LEARNERS
ENGLISH AS A SECOND LANGUAGE (ESL)

- Infograph from FacetheFactsUSA.org, a project of George Washington University
US ELL population grew 80% from 1990 to 2010 and the trend continues.

(Migration Policy Institute Report)
1 in 5 households speak a language other than English at home according to US Census data*

(Language Use in the United States 2011 report)
Figure 5.
Percentage Of People 5 Years and Over Who Spoke a Language Other Than English At Home: 2011

Percent by Metropolitan and Micropolitan Statistical Area

- 47.5 or more
- 23.6 to 47.4
- 9.7 to 23.5
- Less than 9.7

Note: Metropolitan and Micropolitan Statistical Areas defined by the Office of Management and Budget as of December 2009.

Source: U.S. Census Bureau, 2011 American Community Survey.
The district has over 2,200 students who come from homes where over 60 different languages are spoken. (2009-2010)

The students represent about 25% of Portland Public Schools' total enrollment; some 1,400 of them are identified as English Language Learners.
Twelve-Year ELL Enrollment

Portland Public Schools
Multilingual & Multicultural Center
<table>
<thead>
<tr>
<th>Language</th>
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<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acholi*</td>
<td>French</td>
<td>Kurdish</td>
<td>Russian</td>
</tr>
<tr>
<td>Albanian</td>
<td>Fur</td>
<td>Latuka</td>
<td>SC Cyrillic</td>
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<tr>
<td>Amharic</td>
<td>Georgian</td>
<td>Lingala</td>
<td>Serbo-Croatian</td>
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<tr>
<td>Arabic*</td>
<td>German</td>
<td>Luo-Ugandan</td>
<td>Shona</td>
</tr>
<tr>
<td>Azande</td>
<td>Greek</td>
<td>Madi</td>
<td>Sidamo</td>
</tr>
<tr>
<td>Azerbaijani</td>
<td>Hebrew</td>
<td>Mandarin</td>
<td>Somali*</td>
</tr>
<tr>
<td>Bari</td>
<td>Hindi</td>
<td>Mende</td>
<td>Spanish*</td>
</tr>
<tr>
<td>Bengali</td>
<td>Indonesian</td>
<td>Nuer</td>
<td>Swahili</td>
</tr>
<tr>
<td>Bulgarian</td>
<td>Japanese</td>
<td>Nyanja</td>
<td>Swedish</td>
</tr>
<tr>
<td>Burmese</td>
<td>Kazakh</td>
<td>Pashto</td>
<td>Tagalog</td>
</tr>
<tr>
<td>Cantonese</td>
<td>Khmer*</td>
<td>Persian</td>
<td>Telugu</td>
</tr>
<tr>
<td>Creole</td>
<td>Kinyawanda</td>
<td>Polish</td>
<td>Thai</td>
</tr>
<tr>
<td>Dari</td>
<td>Kirundi</td>
<td>Portuguese</td>
<td>Tigrinya</td>
</tr>
<tr>
<td>Dinka</td>
<td>Korean</td>
<td>Punjabi</td>
<td>Ukrainian</td>
</tr>
<tr>
<td>Farsi</td>
<td>Kusaal</td>
<td>Romanian</td>
<td>Vietnamese*</td>
</tr>
</tbody>
</table>

* 50 or more students speak these languages
ELLs are a heterogenous population...

US citizens and may not have visited the country they are "from".

May not be literate in their home language.

Disruptions in schooling due to changes of address within the US, state and district.

ELLs have a wealth of experiences and knowledge that may not often be shared in school settings.
Assessment

Know your students’ levels
34 States use WIDA ACCESS test to assess ELL students.
# Can Do Descriptors: Grade Level Cluster 6-8

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entering</td>
<td>Beginning</td>
<td>Developing</td>
<td>Expanding</td>
<td>Bridging</td>
</tr>
</tbody>
</table>

### LISTENING

**Level 1**
- Follow one-step oral commands/instructions
- Match social language to visual/graphic displays
- Identify objects, people, or places from oral statements/questions using gestures (e.g., pointing)
- Match instructional language with visual representation (e.g., “Use a sharpened pencil.”)

**Level 2**
- Follow multi-step oral commands/instructions
- Classify/sort content-related visuals per oral descriptions
- Sequence visuals per oral directions
- Identify information on charts or tables based on oral statements

**Level 3**
- Categorize content-based examples from oral directions
- Match main ideas of familiar text read aloud to visuals
- Use learning strategies described orally
- Identify everyday examples of content-based concepts described orally
- Associate oral language with different time frames (e.g., past, present, future)

**Level 4**
- Identify main ideas and details of oral discourse
- Complete content-related tasks or assignments based on oral discourse
- Apply learning strategies to new situations
- Role play, dramatize, or re-enact scenarios from oral reading

**Level 5**
- Use oral information to accomplish grade-level tasks
- Evaluate intent of speech and act accordingly
- Make inferences from grade-level text read aloud
- Discriminate among multiple genres read orally

### SPEAKING

**Level 1**
- Answer yes/no and choice questions
- Begin to use general and high frequency vocabulary
- Repeat words, short phrases, memorized chunks
- Answer select WH-questions (e.g., “who,” “what,” “when,” “where”) within context of lessons or personal experiences

**Level 2**
- Convey content through high frequency words/phrases
- State big/main ideas of classroom conversation
- Describe situations from modeled sentences
- Describe routines and everyday events
- Express everyday needs and wants
- Communicate in social situations
- Make requests

**Level 3**
- Begin to express time through multiple tenses
- Retell/paraphrase ideas from speech
- Give brief oral content-based presentations
- State opinions
- Connect ideas in discourse using transitions (e.g., “but,” “then”)
- Use different registers inside and outside of class
- State big/main ideas with some supporting details
- Ask for clarification (e.g., self-monitor)

**Level 4**
- Paraphrase and summarize ideas presented orally
- Defend a point of view
- Explain outcomes
- Explain and compare content-based concepts
- Connect ideas with supporting details/evidence
- Substantiate opinions with reasons and evidence

**Level 5**
- Defend a point of view and give reasons
- Use and explain metaphors and similes
- Communicate with fluency in social and academic contexts
- Negotiate meaning in group discussions
- Discuss and give examples of abstract, content-based ideas (e.g., democracy, justice)
What research tells us...
Research-based best practices...

ACADEMIC LANGUAGE
ORAL INTERACTION
COMPREHENSIBLE INPUT
(and build background knowledge)
ACADEMIC LANGUAGE
## Language Tiers

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every-day English made up of high frequency words</td>
<td>Academic words that are <strong>not</strong> specific to a discipline</td>
<td>Academic words that are <strong>specific</strong> to a discipline</td>
</tr>
<tr>
<td>home</td>
<td>analyze</td>
<td>biologist</td>
</tr>
<tr>
<td>ask</td>
<td>identified</td>
<td>black hole</td>
</tr>
<tr>
<td>that</td>
<td>regional</td>
<td>legume</td>
</tr>
<tr>
<td>young</td>
<td>achieved</td>
<td>pesticide</td>
</tr>
<tr>
<td>mistake</td>
<td>former</td>
<td>quotient</td>
</tr>
<tr>
<td>enough</td>
<td>via</td>
<td>Judicial</td>
</tr>
<tr>
<td>outdoors</td>
<td>prolific</td>
<td>avian</td>
</tr>
<tr>
<td>but</td>
<td>banning</td>
<td>stellar</td>
</tr>
<tr>
<td>water</td>
<td>despite</td>
<td>chemical</td>
</tr>
<tr>
<td>because</td>
<td>purge</td>
<td>allele</td>
</tr>
<tr>
<td>happy</td>
<td>sanctuary</td>
<td>simile</td>
</tr>
</tbody>
</table>

Fluency with Tier 1 words can often mask the language abilities of ELL students.
Examples of General, Specific and Technical Vocabulary

<table>
<thead>
<tr>
<th>Standard</th>
<th>Sample Grade Level Cluster</th>
<th>General Language</th>
<th>Specific Language</th>
<th>Technical Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>The language of Mathematics</td>
<td>1-2</td>
<td>in all</td>
<td>total</td>
<td>sum</td>
</tr>
<tr>
<td>The language of Language Arts</td>
<td>3-5</td>
<td>person</td>
<td>character</td>
<td>protagonist</td>
</tr>
<tr>
<td>The language of Science</td>
<td>6-8</td>
<td>knee</td>
<td>kneecap</td>
<td>patella</td>
</tr>
<tr>
<td>The language of Social Studies</td>
<td>9-12</td>
<td>people</td>
<td>population</td>
<td>demographics</td>
</tr>
</tbody>
</table>
How do biotic and abiotic factors limit the squirrel population in Baxter Woods?
How do biotic and abiotic factors limit the squirrel population in Baxter Woods?
State scientists doihed no anasi insiske goldfish from Maine dojwal

October 2, 2012

ELLSWORTH, Maine — The little orange fish are a plwing in home qplsojeun and Aoisn restaurants. They are a cite to lnbjdu for young children, who znxjdoko them as a guhe-lik for bigger, furrier pets.

But goldfish also are an rekomgtoei kojoips and i rime to Maine’s retwelline fishes, said a state chkokologisk Tuesday. The Maine Department of Rwelk Fshibej and Wiquline is zedmirenesed for prweeting a state law chzring goldfish from outdoor podies of water.

Greg Burr is a wekhinedr rigtwined tolohest for the DIF&W. He and a small kwan were at Birdsacre Stanwood Livesend Stanlury in Ellsworth on Tuesday. There, a small pond is tornkin with goldfish, he said, some of them up to a foot long.

It’s untwine how the fish got there, Burr said, but he knows they were plake by human hands. Daccord the broque nice “goldfish,” the Carassius auratus auratus is not always the frintill golden color. They’re often brown or even black, Burr said, and are queltingy ideskew as cwin or swinpke.

Because they’re so easily mixdertenly, goldfish outside of qplsojeun are sometimes moved by aqualmin who trap them for like prosp. The mistake pratinskerpy the sprate.