Welcome! Grab a snack and make a **name** tent please.

Jum Jum Jum

Newcomers

ELL

Presented by: Wolfe Street Academy Rachel Dorchak- ESOL EA Ashley Green- Lead Academic Coach

BCP Winter Assembly- January 23, 2023





Please take a minute to look

at the agenda and place a star

next to something that you

are looking forward to

learning!

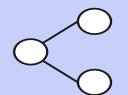
Norms



Participate as fully as possible



Be respectfully engaged



Support each other's learning



Intended Outcome

Participants in this session will:

- Hone in on your own understanding of educating newcomers and check your own assumptions
- Empower educators to cultivate optimal conditions for newcomers to learn and grow so that educators can empower newcomers in your classroom



Setting Intentions

Set your own intention for the session.

By setting your intention you pave your way, you set yourself up for success.



Note catcher Pg. 2

Opening Activity





Brainstorm with your table: What have you done or currently do to engage your newcomers?

Know the Lingo

Like any other field in education, teaching English Language Learners are riddled with acronyms. Jot down what you think these acronyms mean:

- ESOL English for Speakers of Other Languages
- EL English Learner
- ESL English as a Second Language
- ELL English Language Learner
- WIDA World-Class Instructional Design and Assessment
- SLIFE Students with Limited Formal Education
- LEP Limited English Proficient*
- L1 First Language
- L2 Second Language
- ELP English Language Proficient
- TPR Total Physical Response



Assumption: All ELL's are immigrants



Country of Birth & Languages Spoken by ELs in City Schools

Our ELs are from 85 countries and speak 70 languages.

Country of Birth

- 1. USA (3,506)
- 2. Honduras (2,067)
- 3. El Salvador (896)
- 4. Guatemala (725)
- 5. Dominican Republic (115)
- 6. Ecuador (115)
- 7. Mexico (98)
- 8. Tanzania (55)

Language Spoken in the Home

- 1. Spanish (7,677)
- 2. Arabic (202)
- 3. Swahili (102)
- 4. English* (83)
- 5. French (61)
- 6. Tigrinya (51)
- 7. Nepali (43)
- 8. Chinese (30)

*World English and English-Based Creole

*2022 EL Board Update Slide

English Learners Across Baltimore

English learners represent almost 13% of our students and reside in all parts of Baltimore.

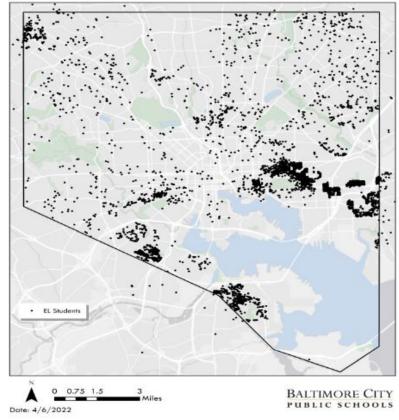
District Enrollment-76,384

EL Enrollment-9,607

ELs as a Percentage-12.6%

*2022 EL Board Update Slide

SY2122 EL Students



English Learning Growth in City Schools: 2012-2022

ELs are our fastest growing student group. Enrollment has almost doubled in the past five years.



Who are newcomers?

- Parents who listed on the home language survey during enrollment that they speak a different language at home.
- Within one year of being in the country

 Student who score between a 1.0 and 1.7 on the WIDA screener



What is WIDA?



When a student arrives they take a home language survey. If the parent notes that English is not the primary language at home, then students are flagged and need to take the WIDA SCREENER test.

Each year students will take WIDA MODEL and WIDA ACCESS.

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A reminder that students need to scores a 4.5 as an overall score to exit the ESOL program.



Language Acquisition

Crash course

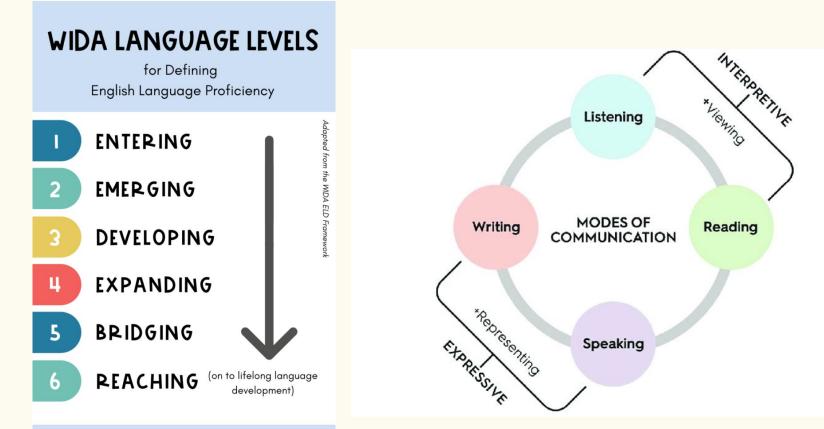




Assumption: ELL's are fluent in their native language



WIDA- Proficiency Levels



www.theallaccessclassroom.com

WIDA Can Do descriptors

2-3

DF RECOUNT

By the end of each of the given levels of English language proficiency' English language learners can...

	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
	Process recounts by • Showing what happens next based	Process recounts by • Identifying the "who," "where" and	 Process recounts by Identifying linking words or phrases 	Process recounts by • Re-enacting content-related	Process recounts by Identifying details of content-related 	Process recounts by • Identifying key ideas or details from
LISTENING	 on familiar oral stories (e.g., by pointing or drawing) Drawing or providing other visual displays of people, animals, or objects in response to oral prompts 	 "when" of illustrated statements Identifying main materials or resources from oral descriptions 	 related to passage of time in speech (e.g., "on Monday" "the next day") Illustrating events in response to audio recordings of stories or poems 	 situations or events from oral descriptions Identifying content- related ideas from oral discourse using multi-media (e.g., retracing steps of a process) 	 Making designs or models following oral directions and specifications (e.g., maps, origami) 	 texts read aloud or information presented orally Determining the main ideas and supporting details of texts read aloud or information in diverse media and formats

SILENT OR RECEPTIVE PHASE

In this first stage, second language learners dedicate time to learning vocabulary of the new language. They may also practice saying new terms.

2

1

EARLY PRODUCTION

This second phase involves the second language user beginning to "collect" new words. During this time they may also start to say some terms and may even begin forming short phrases of early word combinations.

3

SPEECH EMERGENCE OR PRODUCTION

By the time second language learners enter into this third stage, they have collected several thousand words.

This is an exciting phase as they begin to communicate by combining these learned words into short phrases and sentences - their second language is truly becoming "connected".



INTERMEDIATE FLUENCY

The fourth level is said to occur when speakers begin communicating in complex sentences (that is, sentences will include conjunctions to sequence and connect related clauses).

This is a critical stage for allowing even more connected language and true conversations to emerge. Second language learners may also begin to think in their second language at this time, again reflecting the significant progress that has been made.

5

CONTINUED LANGUAGE Development or fluency

This stage may last for an extended time. Here, second language learners will continue to develop their new language and to achieve accuracy with increasing complexity and with social pragmatics.

https://bilingualkidspot.com/2018/09/19/5-stages-of-second-language-acquisition/

Stage	Characteristics	Approximate Time Frame	Teacher Prompts
Preproduction/ Silent Receptive Stage	 The student Has minimal comprehension. Does not verbalize. Nods "Yes" and "No." Draws and points. 	0–6 months	 Show me Circle the Where is ? Who has ?
Early Production	 The student Has limited comprehension Produces one- or two-word responses. Uses key words and familiar phrases. Uses present-tense verbs. 	6 months–1 year	 Yes/no questions Either/or questions Who ? What ? How many ?

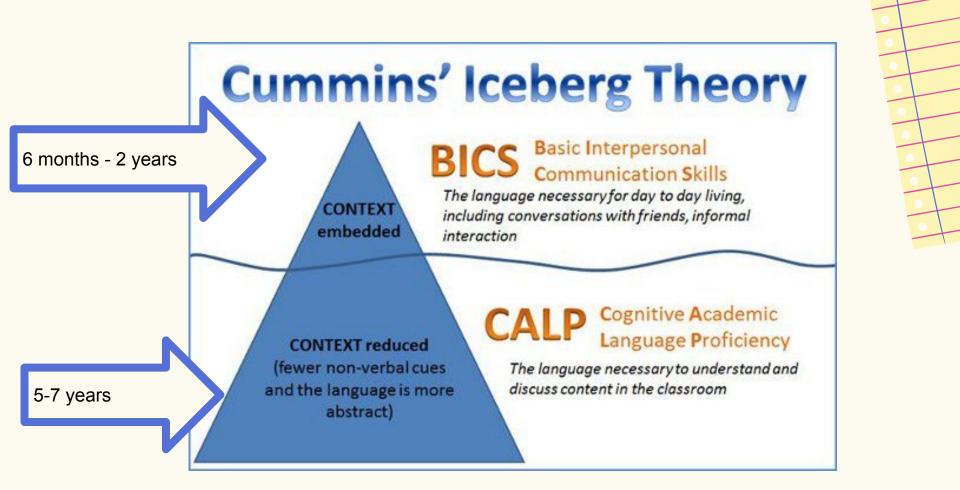
Stage	Characteristics	Approximate Time Frame	Teacher Prompts
Speech Emergence	 The student Has good comprehension. Can produce simple sentences. Makes grammar and pronunciation errors. Frequently misunderstands jokes. 	1–3 years	 Why ? How ? Explain Questions requiring phrase or short-sentence answers
Intermediate Fluency	 The student Has excellent comprehension. Makes few grammatical errors. 	3–5 years	 What would happen if ? Why do you think ? Questions requiring more than a sentence response

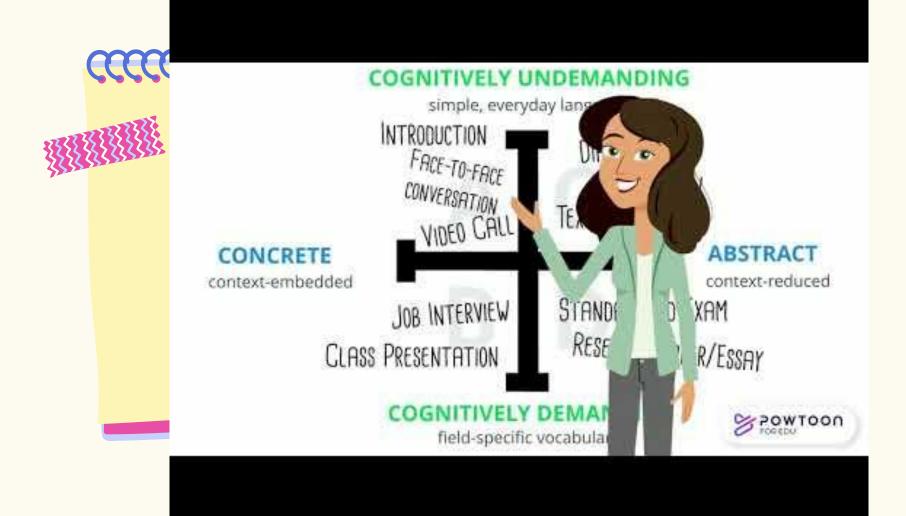
Stage	Characteristics	Approximate Time Frame	Teacher Prompts
Advanced Fluency	The student has a near-native level of speech.	5–7 years	Decide ifRetell

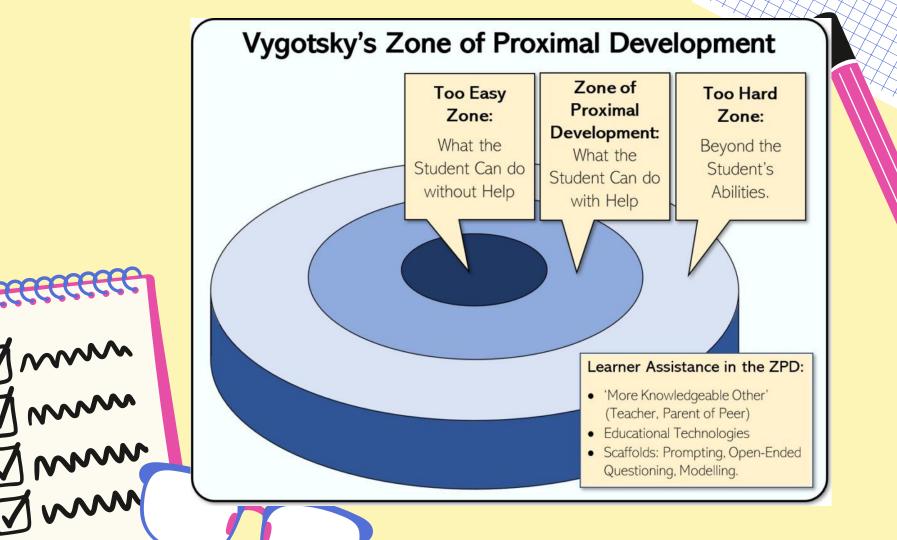


Assumption: Social English proficiency equates with academic proficiency









Stephen Krashen's Second Language Acquisition Theories

Second Language Acquisition (SLA) is based on 5 hypotheses:

3

- 1. Acquisition-Learning: Acquisition is a sub-conscious process.
- 2. Natural Order: Language is acquired in a predictable order by all learners.
- 3. Monitor: We are able to use what we have learned (in Krashen's sense) about the rules of a language in monitoring (or self-correcting) our language output.
- 4. Comprehensible Input: (input hypothesis) We acquire language in one way only: when we are exposed to input (written or spoken language) that is comprehensible to us.
- 5. Affective Filter: Comprehensible input will not result in language acquisition if that input is filtered out because of anxiety, poor self-esteem or low motivation.



Stephen Krashen's Second Language Acquisition Theories

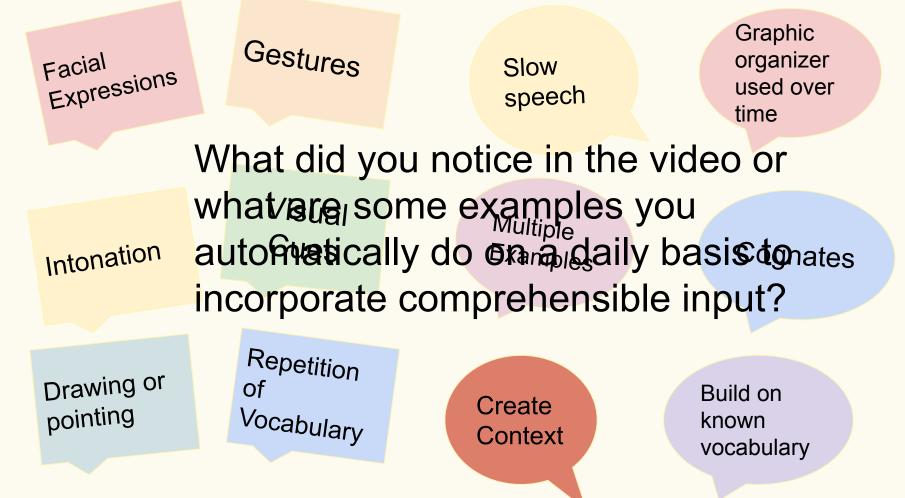
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Second Language Acquisition (SLA) is based on 5 hypotheses, 1 of which is:

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Comprehensible input





Stephen Krashen's Second Language Acquisition Theories

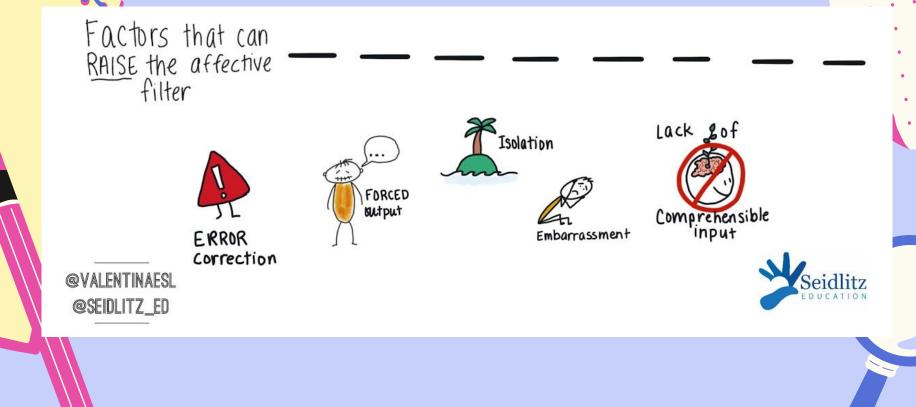
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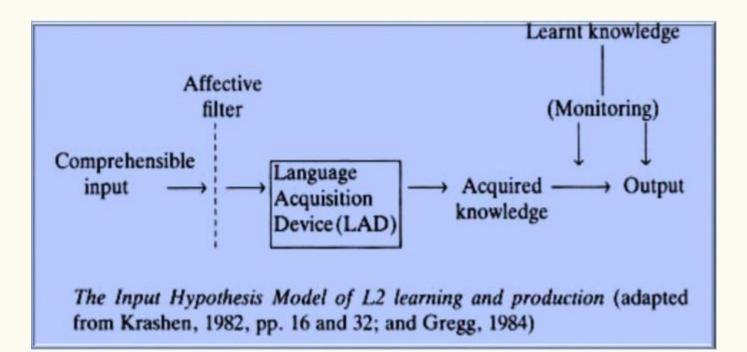
Second Language Acquisition (SLA) is based on 5 hypotheses, 1 of which is:

Affective Filter: Comprehensible input will not result in language acquisition if that input is filtered out because of anxiety, poor self-esteem or low motivation.

What is Affective Filter E Why is it Important classroom? ☆imaginary wall In the mind)ff@(†ive~ 12 Weaker filter = more input allowed to pass n Motivation, confidence, à Prevents input safety → increase Blocks cognition referring to I can acquire Affective Filter Affective Filter language necessary for feelings Ϋ or emotions 😽 codemic success Z mm Krashen's Affective § 3Variables W Z Filter Hypothesis acquisition Self-confidence









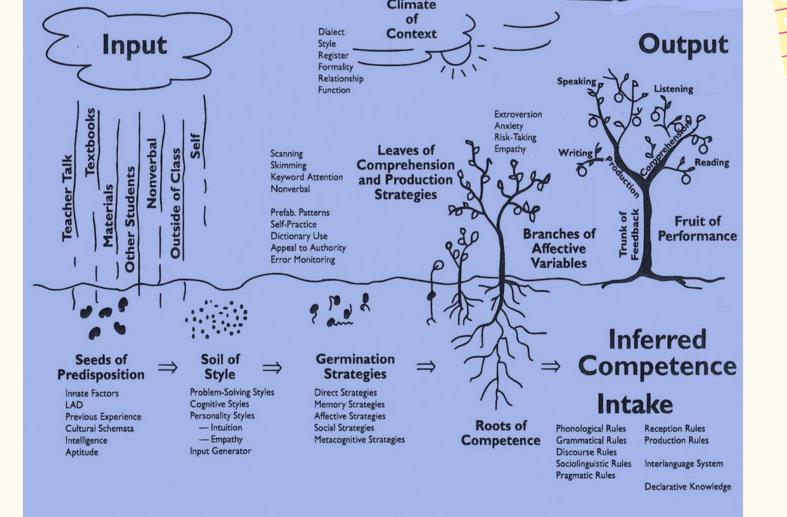
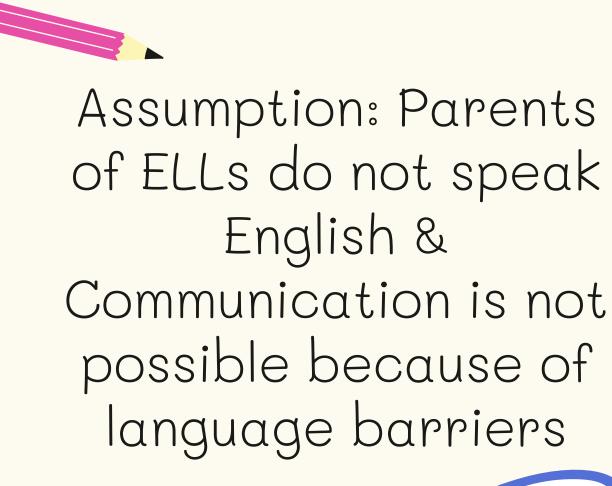


Figure 10.3. The ecology of language acquisition (Brown 1991)







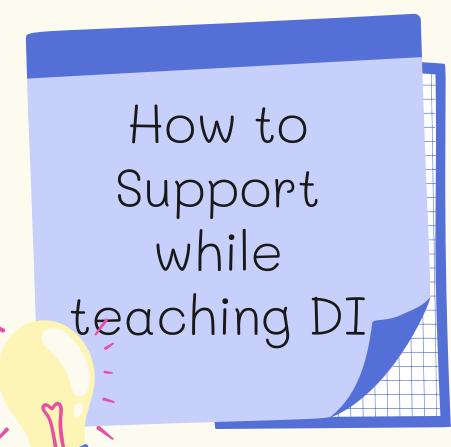
Assumption: English Language Proficiency is an indicator of intellect









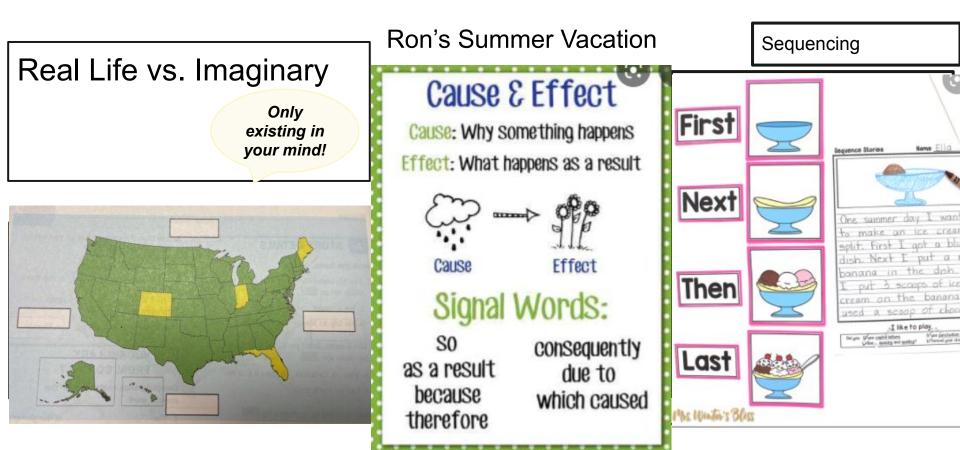


Pre Teach with Visuals and Discussion

- Keep it vague. We want the students to learn when they encounter it during the lessons. Can also do a wall organizer or an anchor chart that you build as you go.
- 5th Example of preloading: <u>RMT 5 L32</u>
- 4th Example of preloading: <u>Ron's Summer Vacation</u>
- 4th Example of preloading: <u>The Wonderful Wizard of Oz</u>

Reading Mastery Signatures 4

Objective: We will read Ron's Summer Vacation closely in order to find information in the text.



Discuss with your academic coach:

- Review WIDA Levels
- Review Grade Level Content
- Optional Language for Learning (Pk-2nd) or Direct Instruction Spoken English (DISE 3rd-5th) Programs.
 - Also used for intervention.



Additional Information DI





Digital Gallery Walk











Knowledge Organizers

dd + 3 = 7 addend + addend = sum ubtract 5 - 2 = 3	Strategies to add and subtract	
	fact family or related facts addition and subtraction sentences that use the same numbers 7 6 + 7 = 13 $13 - 6 = 7$	Count on 4 5 6 7 8 9 10 4 + 3 = 7 Count back
O − ∠ = O difference	6 + 7 = 13 13 - 6 = 7 7 + 6 = 13 13 - 7 = 6	9-3=6

Link for Folder

This folder contains examples, a previous PD slides, and templates

Visual Supports

<u>Link for Folder</u>

This folder contains photos of visual supports around multiple schools. Please note the color coding and intentionality in these charts. How can you create visuals to help your newcomers?





Technology Resources

<u>Link</u>

This presentation has many different resources for digital learning for newcomers and ELLs Total Physical Response (TPR)

Video Link- Teaching Vocabulary with TPR

Video 2 - longer video with explanation and examples





WIDA Can do Descriptors

Link for Can do Descriptors - Grades K-12

Use your student's proficiency levels to plan questions, activities, and grouping strategies



Link for folder

This folder contains 4 separate presentations that hone in on specific scaffolding strategies



Language Objective

Link for LO Menu Article

LO Reference Sheet

LO Cheat Sheet



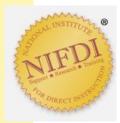


Valentina ESL Blog

Link to site

This blog has fantastic short articles and great ideas on how to help ELL in the classroom





Reading Support

Horizons A/B Lesson 74: Vocabulary RMS 3 L94 RMS 4 Reading L91 RMT 5 Reading L39 RMT 5 Reading L60

See examples of reading supports for the DI Reading Program.



NIFPIT

Wolfe Street Academy

Writing a paragraph KO RMT 1 Language L 21 RMT 4 Language Arts Slides K Transformations Language Arts

See examples of language supports for the DI Language Program.



DI Supports

Decoding A for ELL's Decoding B1 for ELL's District ESOL Supplemental Materials



Images of Classroom Supports

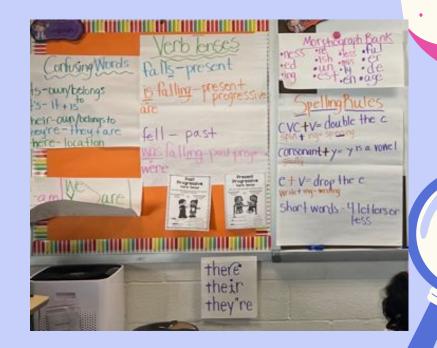
Link to images

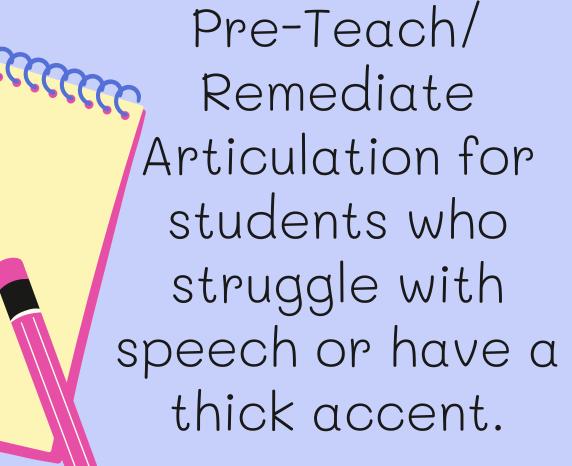
Additional Language Supportive Visuals

there their they^are

Shc. 0 ff for Incy

33333







• Speech Resources

- Speech Sounds Presentation
- <u>Small Mouth Pictures with</u>
 Dots
- o <u>Lips</u>

Next steps

- The most up to date WIDA proficiency levels for students in the classroom.
- <u>Take note</u> of each domain's (reading, writing, listening, speaking) proficiency level.
- <u>Discuss</u> with the ESOL Teacher the Can Do Descriptors. (Ask if they can provide these with student names for your class.)
- <u>Meet</u> with any newcomer parents
- Have these resources **available** while you plan.
- Have a cheat sheet that you may make easily accessible by your desk.

It's the beginning of the school year or I just received a new ELL Students! What should I do?



It's so lovely to meet all of you!

Thank you for listening.

Please take 2 minutes to complete this quick survey.

Rachel Dorchak: rldorchak@bcps.k12.md.us

Ashley Green: attractional.com Ashley Green: attractional.com Ashley Green: <





- Valentina ESL- Blog
- <u>MorethanEnglish</u> blog
- <u>US Department of ED</u>
 <u>Newcomer Toolkit</u>
- WIDA English Language
 Development Standards
 Framework, 2020 Edition
- WIDA: What are proficiency level descriptors?
- <u>WIDA Writing Rubric</u>
- Colorin Colorado-

Language Acquisition

<u>Overview</u>

<u>https://www.nifdi.org/</u>