

Resource Guide for the PA ELL Overlay

PA ELL Overlay: A Framework for Making Instruction and Assessment Meaningful for ELLs

The PA ELL Overlay documents are a tool to connect the PA English Language Proficiency Standards and Pennsylvania’s Academic Standards and then apply them to specific instructional units or lessons. The PA ELL Overlay for English Language Arts and Mathematics are exemplars or models designed to assist educators in developing instructional units or lessons that meet the instructional and assessment needs of ELLs.

PDE has developed a protocol, or a set of steps for applying the PA ELL Overlays to formative instruction and assessment. The protocol enables educators to address the following components:

- Develop language and content objectives
- Identify and explicitly teach key features of academic language
- Differentiate based on English Language Proficiency level
- Amplify instructional input
- Scaffold instructional output
- Assess comprehension at students’ English Language Proficiency level

The protocol for applying the PA ELL Overlays for English Language Arts and Mathematics can further be utilized by LEAs in the following ways:

- By individual educators to develop daily lesson plans
- By teams of educators to develop common overlays by grade, subject, or course
- By LEAs to develop curriculum-wide overlays

Please Note: The PA ELL Overlay for English Language Arts and Mathematics exemplifies required adaptations to instruction and assessment for ONE specific instructional context. They illustrate the dynamic process of adapting instruction and assessment for ELLs based on English Language Proficiency level.

Explanation of Protocol for Applying the PA ELL Overlay to Formative Instruction and Assessment

The following steps address the process of using the PA ELL Overlay documents to adapt instruction and assessment for ELLs. We have included explanations of each step and resources that will assist teachers in applying the steps. They provide an explanation of the exemplar PA ELL Overlay documents as well as a guide for educators to apply this process to their own instruction and assessment. The following documents are referenced in this explanation.

- *Protocol for Applying the PA ELL Overlay to Formative Instruction and Assessment*
- *PA ELL Overlay Template*
- *Academic language planning sheet*
- *Resource documents on Academic language, language functions, and supports for English Language Learners*

Protocol for Applying the PA ELL Overlay to Formative Instruction and Assessment

Step 1: Identify the standards that the instructional unit, chapter, or lesson is addressing.

Instruction of ELLs must incorporate both PA English Language Proficiency Standards and Pennsylvania's Academic Standards.

- Reference PA Academic Standards
 - <http://www.pdesas.org/Standard/Views>
- Reference PA Common Core Standards
 - <http://www.pdesas.org/Standard/CommonCore>
- Reference corresponding PA English Language Proficiency Standards (ELPS)
- There are five standard areas for English language proficiency, as noted below:

Standard Number	Standard
English Language Proficiency Standard 1	English language learners communicate for Social and Instructional purposes within the school setting
English Language Proficiency Standard 2	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts
English Language Proficiency Standard 3	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics
English Language Proficiency Standard 4	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science
English Language Proficiency Standard 5	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies

- English Language Proficiency Standards can be viewed at <http://www.pdesas.org/Standard/Views#0|0|0|1181>

Step 2: Select the content area concepts and competencies that the instructional unit will develop.

Concepts describe what students should know (key knowledge) as a result of this instruction specific to grade level. Competencies describe what students should be able to do (key skills) as a result of this instruction specific to grade level.

- Reference the PA Academic Standards Curriculum Framework
 - <http://www.pdesas.org/module/sas/curriculumframework/>
- Reference the PA Common Core Curriculum Frameworks
 - <http://www.pdesas.org/CurriculumFramework/PACC/>

Step 3: Identify the instructional objective for the instructional unit.

This defines what all students (not just your ELLs) will know or be able to do as a result of the instructional unit.

- We have included a field for instructional objective on the sample template. This feature is not included in the Overlay documents for ELA and Math that are available on SAS.
- You will use this information to determine the content stem for your Model Performance Indicators (see step 6.)
- While identifying your instructional objective, you should also identify the language domain that students will be working in to meet the objective.
 - Listening and reading are considered receptive domains, while speaking and listening are considered productive.
 - Try and provide a balance of practice so that students have a chance to develop proficiency across the domains.

Step 4: Identify the cognitive function that all students will be engaged in during this instructional unit.

The cognitive function refers to the thinking process that is involved with meeting the objective, and can be tied to Webb's Depth of Knowledge or to Revised Bloom's Taxonomy. We emphasize that the thinking process involved with meeting the objective applies to all students, regardless of their level of language proficiency.

- Identifying the cognitive function will allow you to ensure that all students are expected to engage in higher order thinking, including ELLs at all proficiency levels.

Step 5: Identify the key academic language components that students must have in order to access the content and demonstrate attainment of the standards and determine a language target.

Key academic language encompasses the content-specific vocabulary, sentence structures and discourse styles essential for success at meeting the demands of the cognitive functions or language functions of the objective.

- While cognitive functions are not the same as language functions, there are commonalities in the academic language needed to successfully complete specific tasks.
 - Reference the charts on language functions/cognitive functions at the end of the Resource Guide for information about language demands.
 - Explicit instruction and repeated interaction and practice with these key language elements are necessary for ELLs.
- Examine the unit/lesson/activity materials to determine the language that ELLs may not be familiar with.
 - Topic-related language
 - Patterns of language associated with specific tasks

- Multiple meaning words
- Synonyms
- We have included several sources of information on academic language in this document, but you can also consult with your ESL teacher to get more information on academic language demands of specific lessons.
- There is a planning sheet at the end of the document that you can use to take notes. After you decide which language you will definitely need to include, you can make notes in the “Example Vocabulary/Topic-Related Language” section of the Overlay template.
- After you have identified the language associated with the particular task, you can develop a language target and provide oral and written practice with the target language. Identifying and setting a language target will reinforce the connection between content and academic language and the practice you provide will enable your learners acquire language and content simultaneously.

Now you will choose a proficiency level and create a Model Performance Indicator for students at that level. This process will be repeated to differentiate for your students at the various proficiency levels

Step 6: Determine the content stem.

Even though the content stem appears as the second component of a Model Performance Indicator, you need to identify it before you can differentiate the language function or support.

- Your content stem is pulled directly from your instructional objective.
- The content stem should remain consistent throughout the strand of MPI for a specific objective (The ELL Overlay for Math and Language Arts are referencing several grade levels, so there is space for a content stem at each. You won’t need to differentiate the content stems if you teach a single grade.)

Step 7:- Determine the language function.

For students at each proficiency level-

- Determine the expectations for language that will demonstrate their comprehension and attainment of the standard(s).
- Choose language functions that differentiate for students at varying levels of English Language Proficiency.
- Reference the PA ELPS for some examples
 - PA English Language Proficiency Standards
http://static.pdesas.org/content/documents/Pennsylvania_English_Language_Proficiency_Standards.pdf
- Reference Performance Definitions
 - The three criteria used to define each level of language proficiency are displayed in two sets of PERFORMANCE DEFINITIONS.

- One set of Performance Definitions is for receptive language and represents how ELLs process language to comprehend information, ideas, or concepts in either oral or written communication.
- The second set of Performance Definitions is for productive language and shows how students at each level of English language proficiency produce language to express information, ideas, or concepts in either oral or written communication.
- Performance Definitions are included at the end of the Resource Guide, but are also available for download from WIDA’s site. <http://www.wida.us/standards/eld.aspx>
- Reference the CAN DO Descriptors
 - The CAN DO Descriptors expand the Performance Definitions for the ELP Standards by giving suggested indicators (not a definitive set) in each language domain: listening, speaking, reading and writing.
 - More targeted than the Performance Definitions, the Can Do Descriptors have greater instructional implications; that is, the information may be used to plan differentiated lessons or unit plans. They are included at the end of the document, but can also be referenced by grade band AT WIDA’s site: http://www.wida.us/standards/CAN_DOs/

Step 8: Choose instructional supports to amplify content input and scaffold content output.

Appropriate support is necessary to maintain rigor, develop academic language, and enable ELLs to demonstrate achievement at high levels.

- As proficiency levels increase, supports can be decreased to keep instruction within the Zone of Proximal Development for each student.
- Reference the Supports for English Language Learners section of this document for specific information on providing supports in the content areas.

Step 9: Transform to differentiate across the proficiency levels

- You can adapt the performance indicators to meet your instructional needs and the needs of your individual learners. The chart illustrates how MPIs can be tailored to meet your instructional objectives through “transforming”. Transforming is the act of changing the language function, content stem, or support to differentiate for individual learners across language domains, proficiency levels, and content areas.

Step 10: Develop the Model Performance Indicator strand that defines how ELLs will demonstrate attainment of standards in this instructional unit.

- Here is where you pull it all together. Simply write your language function, your content stem, and your support from each proficiency level in sentence form and place it in the corresponding box for step 10. Once you have written a performance indicator for students at each level, you have completed a strand of MPI.

Resources for Identifying/Selecting Standards (Step 1)

PA Academic Standards or PA Common Core Standards

- The standards are available on the Standards Aligned System. You can search, view or download and print. <http://www.pdesas.org/Standard/Views>
- There are many resources available, including emphasis guides, crosswalks, and training modules on the PA Common Core Standards. <http://www.pdesas.org/Standard/CommonCore>

PA English Language Proficiency Standards (PA ELPS)

The PA ELPS are available for viewing under "School-wide Area of Focus" The drilling down feature will allow you to see example Model Performance Indicators at each standard area and proficiency level.

- <http://www.pdesas.org/Standard/Views>
- You can also download and print the PA ELPS <http://www.pdesas.org/Standard/StandardsDownloads>

Resources for Concepts and Competencies (Step 2)

Concepts and Competencies come directly from the Curriculum Framework on SAS. The Curriculum Framework specifies what is to be taught for each subject in the curriculum. In Pennsylvania, Curriculum Frameworks include Big Ideas, Concepts, Competencies, and Essential Questions aligned to Standards and Assessment Anchors and, where appropriate, Eligible Content.

Curriculum Framework Definitions:

- Long Term Transfer Goals: Statements that identify what we want students to be able to do when they confront new challenges - both inside and outside of school. They give purpose to our learning and become the guiding force in designing instruction.
- Big Ideas: Declarative statements that describe concepts that transcend grade levels. Big Ideas are essential to provide focus on specific content for all students.
- Concepts: Describe what students should know (key knowledge) as a result of this instruction specific to grade level.
- Competencies: Describe what students should be able to do (key skills) as a result of this instruction, specific to grade level.
- Essential Questions: Questions connected to the SAS framework and are specifically linked to the Big Ideas. They should frame student inquiry, promote critical thinking, and assist in learning transfer.
 - <http://www.pdesas.org/module/sas/curriculumframework/>
 - <http://www.pdesas.org/CurriculumFramework/PACC/>

To view a Curriculum Framework, either select a subject and then the grade level(s), or select a course. Then click the Search button.

Resources for Creating Instructional Objectives and identifying Language Domains (Step 3)

Since the curriculum framework does not outline specific classroom situations, you will need to develop instructional objectives for your students.

- ELLs need to construct meaning from oral and written language, as well as to express complex ideas and information. To achieve this goal, students must practice using language in different DOMAINS.
- Consider which language domains will be utilized in meeting the objective. There are four domains of language- Listening, Speaking, Reading, and Writing.
 - Listening and reading are considered receptive domains, while speaking and writing are considered productive.
 - Organizing the domains into Receptive or Productive helps educators plan balanced opportunities for language learning and take advantage of stronger English language skills in one domain to support their development in the other domains.
 - This format does not imply, however, that language domains are used, taught, or learned in isolation. The nature of language necessitates the integration of language domains; for example, during classroom interactions, students have to listen and speak to carry on a conversation. © 2012 Board of Regents of the University of Wisconsin System, on behalf of the WIDA Consortium—www.wida.us.

Resources for Identifying Cognitive Functions (Step 4)

Learning through participation in tasks within and outside the classroom requires particular levels of cognitive demand. WIDA expresses this cognitive demand in their standards framework through the **cognitive function**.

- Cognitive functions are associated with academic rigor, and all students should be provided with opportunities to engage in rigorous activities. Your ELLs are no exception.
 - WIDA has adopted the language used by Revised Bloom’s Taxonomy to represent a uniform cognitive demand across all levels of language proficiency.
 - If your district uses Webb’s Depth of Knowledge, there are resources available on SAS for identifying levels of cognitive functions.
http://static.pdesas.org/content/documents/M1-Slide_19_DOK_Wheel_Slide.pdf
 - Here is a link to a comparison matrix that allows you to compare Bloom’s and Webb’s side by side. http://static.pdesas.org/content/documents/M1-Slide_22_DOK_Hess_Cognitive_Rigor.pdf

Resources for Identifying Academic Language Demands (Step 5)

The **FEATURES OF ACADEMIC LANGUAGE** in this chart delineate academic language at three levels, which correspond to the criteria of Linguistic Complexity, Language Forms and Conventions, and Vocabulary Usage. These three criteria represent WIDA’s view of the language of school. Notice that the criteria are framed within the sociocultural context that highlights the purpose of the communication and, most importantly, the participants and their experiences.

The Features of Academic Language in WIDA’s Standards

The Features of Academic Language operate within sociocultural contexts for language use.

	Performance Criteria	Features
Discourse Level	Linguistic Complexity <i>(Quantity and variety of oral and written text)</i>	Amount of speech/written text Structure of speech/written text Density of speech/written text Organization and cohesion of ideas Variety of sentence types
Sentence Level	Language Forms and Conventions <i>(Types, array, and use of language structures)</i>	Types and variety of grammatical structures Conventions, mechanics, and fluency Match of language forms to purpose/perspective
Word/Phrase Level	Vocabulary Usage <i>(Specificity of word or phrase choice)</i>	General, specific, and technical language Multiple meanings of words and phrases Formulaic and idiomatic expressions Nuances and shades of meaning Collocations

The sociocultural contexts for language use involve the interaction between the student and the language environment, encompassing the...

- Register
- Genre/Text type
- Topic
- Task/Situation
- Participants’ identities and social roles



This is pulled directly from the WIDA 2012 English Language Development Standards Framework booklet. For more information or to download and print the booklet, see <http://www.wida.us/standards/eld.aspx>

Language Demands of Academic English

DRAFT: SEC-ELL

Language Demands—Academic English Language Functions

Academic English Language Function	Operational Definition—The language needed to engage with and achieve in the content (standard or item) consists of the use of:	Academic English Language Function	Operational Definition—The language needed to engage with and achieve in the content (standard or item) consists of the use of:			
A	Identification	Generalization	phrases or sentences to express an opinion, principle, trend, or conclusion that is based on facts, statistics, or other information, and/or to extend that opinion/principle/etc. to other relevant situations/context/etc.			
	Labeling		Inferring	words, phrases, or sentences to express understanding of implied/implicit based on available information. Discourse markers include inferential logical connectors such as <i>although, while, thus, therefore</i> .		
	Enumeration			Prediction	words, phrases, or sentences to express an idea or notion about a future action or event based on available information. Discourse markers include adverbials such as <i>maybe, perhaps, obviously, evidently</i> .	
B	Classification	K	Hypothesizing	phrases or sentences to express an idea/expectation or possible outcome based on available information. Discourse markers include adverbials such as <i>generally, typically, obviously, evidently</i> .		
	Sequencing		Argumentation	L	Persuasion	phrases or sentences to present ideas, opinions, and/or principles with the intent of creating agreement around or convincing others of a position or conviction. Discourse markers include expressions such as <i>in my opinion, it seems to me</i> , and adverbials such as <i>since, because, although, however</i> .
	Organization				Negotiation	phrases or sentences to engage in a discussion with the purpose of creating mutual agreement from two or more different points of view.
C	Comparison/Contrast	M	Synthesizing	N	Critiquing	phrases or sentences to express a focused review or analysis of an object, action, event, idea, or text.
D	Inquiring				O	Evaluation
E	Description	Z	No Academic Language Function	Item or standard does not contain any academic language functions; may contain linguistic skills (e.g., phonemic awareness, syllabication).		
F	Definition					
G	Explanation	H	Retelling	Summarization		
I	Interpretation					
J	Analyzing	I	Interpretation			

Typical Grammar Features of Language Functions

Language Function	Purpose	Typical Grammar Features	Examples
Identify	To identify, recognize, name, or select	Simple declarative sentences Simple Wh-words & sentences	A rectangle is at the bottom of this worksheet. The period between 500 and 1400 AD in Europe is often called the Middle Ages.
Describe	To explain, give directions, or present details	Descriptive adjectives Prepositions	Place the small cup next to the petri dish. The sharp green color of the grass caught her attention.
Classify/Categorize	To put into organized groups or identify relationship or membership	Adjectives and complex noun phrases (e.g., relative clauses) Prepositional phrases Subordinate clauses	Dogs belong to the category mammal because they are warm-blooded. Any angle that measures between 0 and 90° is an acute angle.
Sequence	To order events, parts, or elements	Adverbs of time and frequency Verb tenses	First, second, third Initially, next, finally To begin, following this, to end
Cause/Effect	To connect causes to effects	Conjunctive adverbs Adverb clauses Verb tenses	The flooding was caused by excessive rain. Mary studied hard for the test; so, she got an "A." If..., then
Compare/Contrast	To express similarities and differences	Comparatives and superlatives Conjunctive adverbs Adverb clauses	This is bigger than... ...similar to this is... ...;however, ... On the other hand,
Summarize	To capture main point, main idea, or main issue	Adverbs of time and frequency Adjective and complex noun phrases	To summarize,... The main point is...
Evaluate	To judge and/ or critique	Subordinate clauses Conjunctive adverbs Comparatives and superlatives	I believe this is better, because ... This will take several weeks; therefore....
Infer	To guess, posit, or predict	Modal auxiliaries Adjective and complex noun phrases Complex verb phrases	While not stated, it is clear that ... From what was said, we can guess that....

Council of Chief State School Officers. (2012). Framework for English Language Proficiency Development Standards corresponding to the Common Core State Standards and the Next Generation Science Standards. Washington, DC: CCSSO.

WIDA organizes social, instructional, and academic language into three levels: discourse level, sentence level, and word/phrase level.

- Discourse level refers to the overall structure and purpose of text or speech, and includes connected sentences and paragraphs.
- The sentence level refers to the functions of language and how we arrange words to form sentences, that serve a particular purpose
- The word or phrase level refers to smaller chunks of language including morphological features.
- Special consideration should be given to vocabulary, because as students progress from the Entering to Reaching levels of proficiency, they progress in language use from general language to specific language to specialized or technical language that is required in processing or responding to a task.

Examples of General, Specific, and Technical Vocabulary

Standard Area	General Language	Specific Language	Technical Language
The language of Mathematics	In all	Total	Sum
The language of Language Arts	Person	Character	Protagonist
The language of Science	Knee	Kneecap	Patella
The language of Social Studies	People	Population	Demographics

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Planning Sheet for Identifying Academic Language/Language Targets (Step 5)

Academic Language Considerations
Topic-related language
Patterns of language associated with specific tasks
General, Specific, or Technical vocabulary
Multiple meaning words
Synonyms/Cognates
Other Considerations

Resources for Determining Appropriate Language Functions (Step 7)

The Performance Definitions and the Can Do Descriptors will help you determine appropriate language expectations across proficiency levels and content areas.

The three criteria used to define each level of language proficiency are displayed in two sets of PERFORMANCE DEFINITIONS.

WIDA Performance Definitions - Listening and Reading Grades K-12

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will process...

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
Level 6 - Reaching Language that meets all criteria through Level 5 - Bridging			
Level 5 Bridging	<ul style="list-style-type: none"> Rich descriptive discourse with complex sentences Cohesive and organized related ideas 	<ul style="list-style-type: none"> Compound, complex grammatical constructions (e.g., multiple phrases and clauses) A broad range of sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Technical and abstract content-area language, including content-specific collocations Words and expressions with shades of meaning across content areas
Level 4 Expanding	<ul style="list-style-type: none"> Connected discourse with a variety of sentences Expanded related ideas 	<ul style="list-style-type: none"> A variety of complex grammatical constructions Sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Specific and some technical content-area language Words or expressions with multiple meanings across content areas
Level 3 Developing	<ul style="list-style-type: none"> Discourse with a series of extended sentences Related ideas 	<ul style="list-style-type: none"> Compound and some complex (e.g., noun phrase, verb phrase, prepositional phrase) grammatical constructions Sentence patterns across content areas 	<ul style="list-style-type: none"> Specific content language, including expressions Words and expressions with common collocations and idioms across content areas
Level 2 Emerging	<ul style="list-style-type: none"> Multiple related simple sentences An idea with details 	<ul style="list-style-type: none"> Compound grammatical constructions Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> General content words and expressions, including cognates Social and instructional words and expressions across content areas
Level 1 Entering	<ul style="list-style-type: none"> Single statements or questions An idea within words, phrases, or chunks of language 	<ul style="list-style-type: none"> Simple grammatical constructions (e.g., commands, Wh- questions, declaratives) Common social and instructional forms and patterns 	<ul style="list-style-type: none"> General content-related words Everyday social and instructional words and expressions

...within sociocultural contexts for language use.

One set of Performance Definitions is for receptive language and represents how ELLs process language to **comprehend** information, ideas, or concepts in either oral or written communication.

WIDA Performance Definitions - Speaking and Writing Grades K-12

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce...

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
Level 6 - Reaching Language that meets all criteria through Level 5, Bridging			
Level 5 Bridging	<ul style="list-style-type: none"> • Multiple, complex sentences • Organized, cohesive, and coherent expression of ideas 	<ul style="list-style-type: none"> • A variety of grammatical structures matched to purpose • A broad range of sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> • Technical and abstract content-area language, including content-specific collocations • Words and expressions with shades of meaning across content areas
Level 4 Expanding	<ul style="list-style-type: none"> • Short, expanded, and some complex sentences • Organized expression of ideas with emerging cohesion 	<ul style="list-style-type: none"> • A variety of grammatical structures • Sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> • Specific and some technical content-area language • Words and expressions with expressive meaning through use of collocations and idioms across content areas
Level 3 Developing	<ul style="list-style-type: none"> • Short and some expanded sentences with emerging complexity • Expanded expression of one idea or emerging expression of multiple related ideas 	<ul style="list-style-type: none"> • Repetitive grammatical structures with occasional variation • Sentence patterns across content areas 	<ul style="list-style-type: none"> • Specific content language, including cognates and expressions • Words or expressions with multiple meanings used across content areas
Level 2 Emerging	<ul style="list-style-type: none"> • Phrases or short sentences • Emerging expression of ideas 	<ul style="list-style-type: none"> • Formulaic grammatical structures • Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> • General content words and expressions • Social and instructional words and expressions across content areas
Level 1 Entering	<ul style="list-style-type: none"> • Words, phrases, or chunks of language • Single words used to represent ideas 	<ul style="list-style-type: none"> • Phrase-level grammatical structures • Phrasal patterns associated with common social and instructional situations 	<ul style="list-style-type: none"> • General content-related words • Everyday social and instructional words and expressions

...within sociocultural contexts for language use.

The second set of Performance Definitions is for productive language and shows how students at each level of English proficiency produce language to **express** information, ideas, or concepts in either oral or written communication.

The CAN DO Descriptors expand the Performance Definitions for the ELP standards by giving suggested indicators (not a definitive set) in each language domain: listening, speaking, reading and writing. They are available by grade bands to download and print at

http://www.wida.us/standards/CAN_DOs/

Figure 5M: CAN DO Descriptors for the Levels of English Language Proficiency, PreK-12

For the given level of English language proficiency, **with support**, English language learners can:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
LISTENING	<ul style="list-style-type: none"> Point to stated pictures, words, phrases Follow one-step oral directions Match oral statements to objects, figures or illustrations 	<ul style="list-style-type: none"> Sort pictures, objects according to oral instructions Follow two-step oral directions Match information from oral descriptions to objects, illustrations 	<ul style="list-style-type: none"> Locate, select, order information from oral descriptions Follow multi-step oral directions Categorize or sequence oral information using pictures, objects 	<ul style="list-style-type: none"> Compare/contrast functions, relationships from oral information Analyze and apply oral information Identify cause and effect from oral discourse 	<ul style="list-style-type: none"> Draw conclusions from oral information Construct models based on oral discourse Make connections from oral discourse 	
SPEAKING	<ul style="list-style-type: none"> Name objects, people, pictures Answer WH- (who, what, when, where, which) questions 	<ul style="list-style-type: none"> Ask WH- questions Describe pictures, events, objects, people Restate facts 	<ul style="list-style-type: none"> Formulate hypotheses, make predictions Describe processes, procedures Retell stories or events 	<ul style="list-style-type: none"> Discuss stories, issues, concepts Give speeches, oral reports Offer creative solutions to issues, problems 	<ul style="list-style-type: none"> Engage in debates Explain phenomena, give examples and justify responses Express and defend points of view 	
READING	<ul style="list-style-type: none"> Match icons and symbols to words, phrases or environmental print Identify concepts about print and text features 	<ul style="list-style-type: none"> Locate and classify information Identify facts and explicit messages Select language patterns associated with facts 	<ul style="list-style-type: none"> Sequence pictures, events, processes Identify main ideas Use context clues to determine meaning of words 	<ul style="list-style-type: none"> Interpret information or data Find details that support main ideas Identify word families, figures of speech 	<ul style="list-style-type: none"> Conduct research to glean information from multiple sources Draw conclusions from explicit and implicit text 	
WRITING	<ul style="list-style-type: none"> Label objects, pictures, diagrams Draw in response to a prompt Produce icons, symbols, words, phrases to convey messages 	<ul style="list-style-type: none"> Make lists Produce drawings, phrases, short sentences, notes Give information requested from oral or written directions 	<ul style="list-style-type: none"> Produce bare-bones expository or narrative texts Compare/contrast information Describe events, people, processes, procedures 	<ul style="list-style-type: none"> Summarize information from graphics or notes Edit and revise writing Create original ideas or detailed responses 	<ul style="list-style-type: none"> Apply information to new contexts React to multiple genres and discourses Author multiple forms/ genres of writing 	

Resources for Supports for English Language Learners (Step 8)

Sensory Supports	Graphic Supports	Interactive Supports
<p>**Some supports are applicable across all ELP Standards. Some supports are specific to the language of the content area. (Understanding the WIDA English Language Proficiency Standards A Resource Guide, 2007)</p> <p>Realia (real-life objects) Manipulatives Pictures/Photographs Illustrations/Diagrams/Drawings Tactile activities Tracking devices Highlighters Magazines/newspapers Books Physical Activities <ul style="list-style-type: none"> • TPR-Total Physical Response (acting it out) • Movement/Pantomime • Acting/Reader's Theater Videos/Films Broadcasts Models and Figures Audio CDs Books on tape/CD Puppets Music and Chants Interactive Bulletin Boards Read alouds Think alouds-Model language Computer Read aloud test items/directions Rephrasing Activating prior knowledge</p>	<p>Charts Graphic organizers Tables Graphs Timelines Number lines Sentence/Paragraph frames Cloze Paragraphs Value line Study guides/guided notes/outlines Structured Note-taking Rubrics Word Banks Gallery walk Word Walls Cognates First language support Summaries Chunking Highlight key vocabulary</p>	<p>Pairs/Triads/Small Groups Whole Groups Cooperative Group Structures Opportunities for Oral Language Development Internet/software programs Interactive books Double Entry Journals Teachers/Mentors Outside agencies: <ul style="list-style-type: none"> • Foster grandparents • Student teachers • Tutors Bilingual dictionaries Peer partners (native language speakers) Native language (L1): <i>Especially at the first two stages of English Language Development, encourage students with a common language of origin to communicate with each other to clarify, recap, or extend meaning of ideas and concepts presented in English.</i> (Understanding the WIDA English Language Proficiency Standards A Resource Guide, 2007)</p>
Teaching Techniques		
Focus on PA English Language Proficiency Standards(ELPS) and on PA Academic Standards		
Scaffolding		
Differentiation based on English Language Proficiency Levels (<i>W-APT</i> and <i>ACCESS for ELLs</i>)		
Pre-teach vocabulary		
Attention to wait time-extended for ELLs		
Attention to recast-Rephrasing rather than correcting grammar- http://www.sinosplice.com/life/archives/2008/12/29/recasting-in-language-learning		
Modeling		
Feedback-Word-MES Strategy- troyesl.wikispaces.com/file/view/Word-MES.doc		
Questioning		
Progress Monitoring		
Performance/Formative/Summative Assessments aligned with instructional objectives		
Multiple opportunities for Oral Language Development and opportunities for guided and independent practice in all domains		
Culturally responsive instruction		
Think-Pair-Share		
Text Rendering		

Interventions
Extra time allowed to complete tasks
Teacher/Student one-on-one support
Paired collaborative interactions: ESL/Content Teachers
Attention to individual learning styles
Multiple measures of assessment





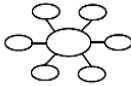
Specific Content Area Supports for English Language Learners (Step 8)

Supports for Language Arts	Supports for Math	Supports for Science	Supports for Social Studies
<ul style="list-style-type: none"> • Visuals • Activate/build prior knowledge • Frontload vocabulary • L1 use • Partner/group work • Outlines/teacher-prepared notes/summaries of information • Bilingual dictionary/Picture dictionary • High interest material • Extended time • Directions read aloud • Illustrated word/phrase banks • Illustrated word/phrase walls • Graphic organizers • Written objectives • Chunk information 	<ul style="list-style-type: none"> • Visuals • Activate/build prior knowledge • Frontload vocabulary • L1 use • Partner/group work • Bilingual dictionary • Picture dictionary • Multiple-meaning words/terms • Manipulative materials • Provide examples • Flashcards/Fact triangles • T-Charts • Extended time • Directions read aloud • Illustrated word/phrase banks • Illustrated word/phrase walls • Graphic organizers • Written objectives 	<ul style="list-style-type: none"> • Visuals • Activate/build prior knowledge • Frontload vocabulary • L1 use • Partner/group work • Outlines/teacher-prepared notes • Hands-on activities • Samples of completed work • Extended time • Directions read aloud • Illustrated word/phrase banks • Illustrated word/phrase walls • Graphic organizers • Written objectives 	<ul style="list-style-type: none"> • Visuals • Activate/build prior knowledge • Frontload vocabulary • L1 use • Partner/group work • Outlines/teacher-prepared notes • High interest material • Role play • Analogies • Nonfiction text features • Jigsaw activities • Extended time • Directions read aloud • Illustrated word/phrase banks • Illustrated word Walls • Graphic organizers • Written objectives

Graphic Supports:

Here are some examples of graphic organizers that can be used in each content area.

Figure 3J: Examples of Use of Graphic Organizers across the ELP Standards

ELP standard	1- Social and Instructional language	2- The language of Language Arts	3- The language of Mathematics	4- The language of Science	5- The language of Social Studies
 Venn Diagrams - Comparing and Contrasting Two Entities	<ul style="list-style-type: none"> Two friends or family members Two traditions 	<ul style="list-style-type: none"> Two characters Two settings Two genres 	<ul style="list-style-type: none"> Two operations Two geometric figures Two forms of proportion 	<ul style="list-style-type: none"> Two body systems or organs Two animals or plants 	<ul style="list-style-type: none"> Two conflicts Two forms of government Two forms of transportation
 T-Charts - Sorting or Categorizing Objects or Concepts	<ul style="list-style-type: none"> Colors Classroom objects 	<ul style="list-style-type: none"> Facts/Opinions Points of view Pros/Cons 	<ul style="list-style-type: none"> Area/Perimeter Fractions/Decimals Addition/Subtraction 	<ul style="list-style-type: none"> Forms of matter Forms of energy Senses Vertebrates/Invertebrates 	<ul style="list-style-type: none"> Types of transportation Types of habitats
 Cycles - Producing a Series of Connected Events or a Process	<ul style="list-style-type: none"> Conflict/Resolution School or classroom routines 	<ul style="list-style-type: none"> Plot lines 	<ul style="list-style-type: none"> Steps in problem-solving 	<ul style="list-style-type: none"> Scientific inquiry Life cycles Water cycle 	<ul style="list-style-type: none"> Elections in a democracy Passage of a law
 Cause and Effect - Illustrating a Relationship	<ul style="list-style-type: none"> Classroom or school rules Health and safety at home or in school 	<ul style="list-style-type: none"> Responses of characters to events 	<ul style="list-style-type: none"> Variables in algebraic equations Geometric theorems 	<ul style="list-style-type: none"> Chemical reactions Adaptation Weather events 	<ul style="list-style-type: none"> Political movements Economic trends
 Semantic Webs - Connecting Categories to Themes or Topics	<ul style="list-style-type: none"> Personal interests Idiomatic expressions Multiple meanings of words and phrases 	<ul style="list-style-type: none"> Root words and affixes Main idea/Details 	<ul style="list-style-type: none"> Types and features of polygons Types and characteristics of angles 	<ul style="list-style-type: none"> Foods and their nutritional ingredients Types and characteristics of rocks 	<ul style="list-style-type: none"> Types of human and civil rights Impact of economic policies

Adopted from Gottlieb, M. (2006). *Assessing English language learners: Bridges from language proficiency to academic achievement*. Thousand Oaks, CA: Corwin Press.

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Resource Guide

Supports Glossary:

Manipulatives: Think "Hands-On"! Manipulatives are concrete materials students can use that they are able to move around and manipulate. Manipulatives are not just for math. Examples of manipulatives in reading are word/letter tiles, raised letter/word cards, shaving cream, clay, etc.

Tracking Devices: Help students isolate letters, words or phrases. Students move the device along as they read to assist them in focusing in on the text.

Audio CDs/Books on Tape: English language learners benefit from hearing and seeing the text. Students should always be provided with the printed text when using an audio book.

Think Alouds (Modeling language): English language learners need to hear native English speakers. Think Alouds allow ELL students to not only hear the language, but be provided with a model as to how to complete the assignment/activity.

Rephrasing: If a language learner does not understand something the first time you say it, do not simply repeat the information. Try using slightly different wording, or perhaps give students at lower proficiency levels choices of answers.

Activating Prior Knowledge: Don't assume ELL students have the background knowledge. Simple anticipatory sets (i.e., videos) can set the tone for the lesson for an ELL student.

Sentence/Paragraph Frames/Cloze Paragraphs: Lowers the language load, not the content. Also provides scaffolding.

Sentence Frame Example: Over the weekend, I _____.

Paragraph Frame Example: _____ and _____ are the same because _____.

Cloze Paragraphs:

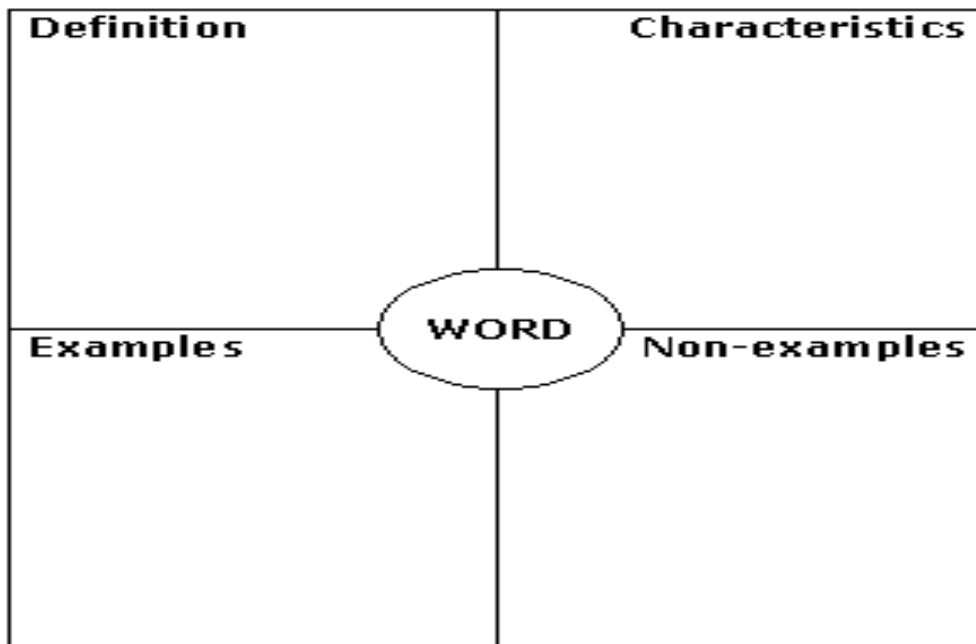
Cause/Effect Summary Frame: In order to understand the (effect/result) _____ you must identify the causes. The first cause of (effect/result) _____ is _____. Secondly, _____ was _____ another cause of (effect/result) _____. A third cause of (effect/result) _____ is _____. It is clear that (effect/result) _____ has a number of contributing causes.

Study guides/guided notes/outlines: Reference Jane Hill's "Classroom Instruction that works with English Language Learners".

Cognates: These are words sound or look similar to English, for example, "school" and "escuela" in Spanish. Be aware of false cognates, words that look/sound similar, but do NOT mean the same thing.

Native Language Support: Students at all levels of proficiency can benefit from connecting information in the target language with what they already know in their native language. Students should be given opportunities to practice in English, but also encourage them to make the connections between L1 and L2 to reinforce and strengthen their understanding.

Fruyer Model



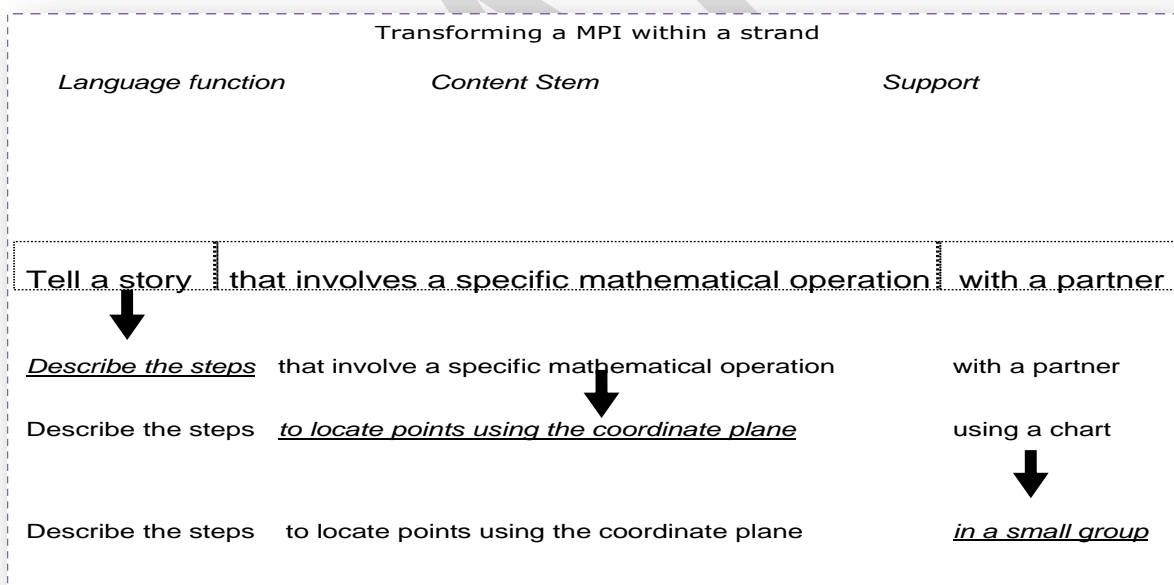
Fruyer Model: This is an example of a graphic organizer that can be used to support vocabulary acquisition across the content areas. Students can be encouraged to include information or concepts in their home language on the organizer.

Developing and Transforming Model Performance Indicators (Step 9)

As their label implies, Model Performance Indicators (MPI) are simply examples of assessable tasks which students can be expected to know and/or be able to do as they approach the transition to the next level of English language proficiency in any given content area. There are three components of each MPI:

- 1) language function (how the students use language)
- 2) content stem (the specific academic information the students are expected to communicate), and
- 3) the support or strategy (the manner of assistance which will help students to comprehend both the language and content needed).

These components are illustrated in the chart below.



Since the ELPs and the ELL Overlay provide very specific examples of Model Performance Indicators based on a specific classroom situation, you can adapt the performance indicators to meet your instructional needs and the needs of your individual learners. The chart illustrates how MPIs can be tailored to meet your instructional objectives through “transforming”. Transforming is the act of changing the language function, content stem, or support to differentiate for individual learners across domains and content areas.

Ideas for Collaboration in Planning Instructional Assessment

Transforming will allow you to create your own “ELL Overlay” for your content area, but you don’t have to do it alone. Please remember to collaborate with your ESL teacher because he or she is an expert in this process. WIDA has outlined some ideas for collaboration to improve instructional cohesion and continuity of services for ELLs during the school year, instructional/assessment cycle.

- Work together to:
 - Map the school or district curriculum, including the curriculum for English language education, onto the PA ELP Standards
 - Formulate language objectives from the PA English Language Proficiency Standards and content objectives from Pennsylvania’s Academic Standards
 - Transform or create strands of MPIs to match or augment curriculum
 - Select strands of MPIs to target instruction
 - Plan common formative assessments at grade levels or grade level clusters
 - Design or select common rubrics for performance assessment
 - Differentiate language instruction according to the levels of English language proficiency
 - Co-teach activities, tasks and projects
 - Collect exemplars of student work and interpret the samples with common rubrics
 - Plan family involvement and community outreach about English language services

Collaboration ideas© 2007 Board of Regents of the University of Wisconsin System, on behalf of the WIDA Consortium—www.wida.us.