



English Language Development through Literacy in the Content Area Strategies

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Provide quality services
and resources in
collaboration with our
partners in education to
serve the State of
Florida's Content Area
Literacy and
English Language Development
programs



Objectives

- Access information about Student Achievement through Language Acquisition (SALA)
- Learn about WIDA resources and Florida English Language Development (ELD) standards
- Find out how to use standards-based instruction with ELD
- Attain complex text literacy strategies
- Gain ELL language acquisition strategies

Student Achievement through Language Acquisition (SALA)



ENGLISH LANGUAGE LEARNERS

Consent Decree

ESOL e-Learning

Parent Hot Line

Professional Learning

Rules & Legislation

Services

Staff

World Languages (Foreign Languages)

<http://www.fldoe.org/academics/eng-language-learners/>

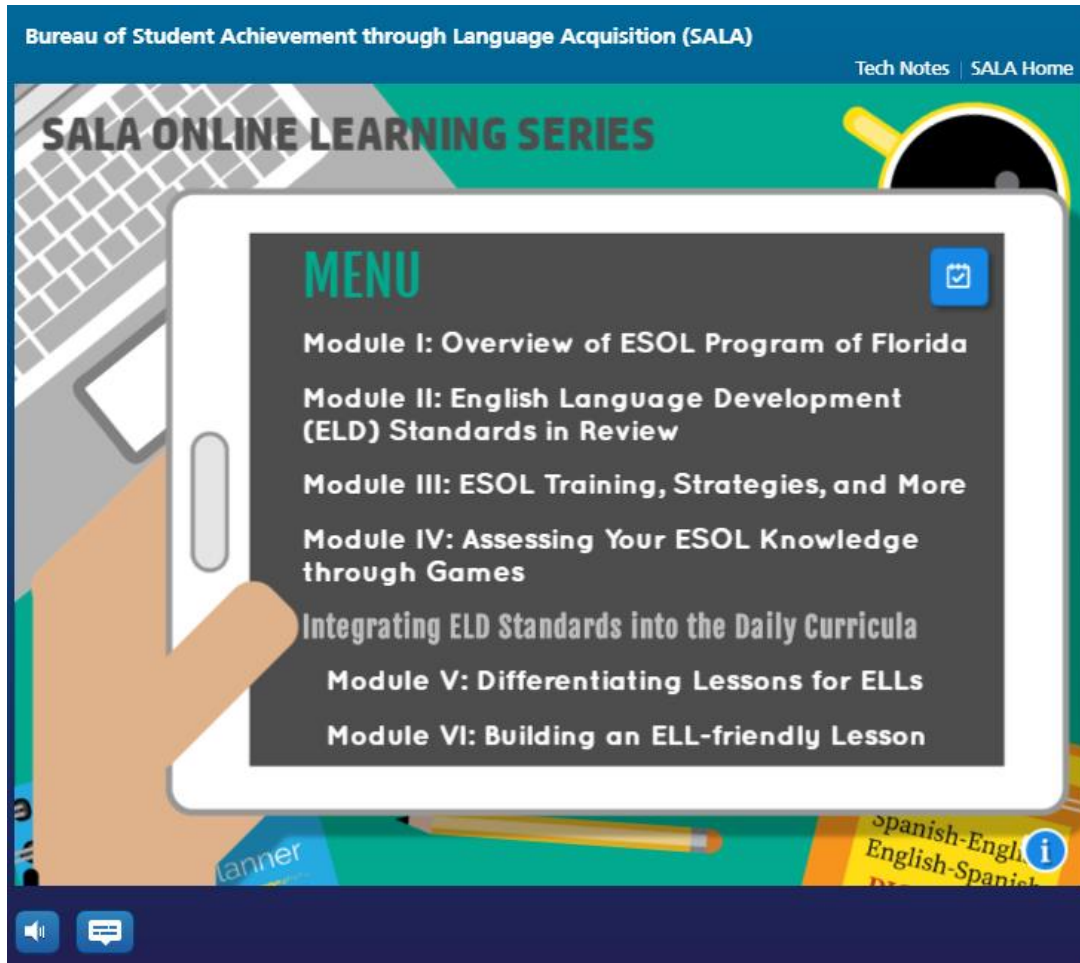
Bureau of Student Achievement through Language Acquisition (SALA)

Tech Notes | SALA Home

SALA ONLINE LEARNING SERIES

MENU

- Module I: Overview of ESOL Program of Florida
- Module II: English Language Development (ELD) Standards in Review
- Module III: ESOL Training, Strategies, and More
- Module IV: Assessing Your ESOL Knowledge through Games
- Integrating ELD Standards into the Daily Curricula
- Module V: Differentiating Lessons for ELLs
- Module VI: Building an ELL-friendly Lesson



- https://www.slslearningoptions.com/salamodules/story_html5.html

WIDA

- Develops and provides tools and support to help multilingual learners and educators
- Wisconsin, Illinois, Delaware, Arkansas are the original states
- 37 states, D.C., Puerto Rico, Mariana Islands
- Created through NCLB grant
 - Formed English Learner (EL) standards
 - Housed at University of Wisconsin
 - <https://wida.wisc.edu/>



WIDA Can Do Descriptors

- <https://wida.wisc.edu/sites/default/files/resource/CanDo-Descriptors-Student-Name-Charts.pdf>
- <https://wida.wisc.edu/teach/can-do/descriptors>

Can Do Descriptors Pre-K to 9-12

- Listening, Speaking, Reading, Writing

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
READING	<ul style="list-style-type: none"> • Associate letters with sounds and objects • Match content-related objects/pictures to words • Identify common symbols, signs, and words • Recognize concepts of print • Find single word responses to WH-questions (e.g., "who," "what," "when," "where") related to illustrated text • Use picture dictionaries/illustrated glossaries 	<ul style="list-style-type: none"> • Sequence illustrated text of fictional and non-fictional events • Locate main ideas in a series of simple sentences • Find information from text structure (e.g., titles, graphs, glossary) • Follow text read aloud (e.g., tapes, teacher, paired-readings) • Sort/group pre-taught words/phrases • Use pre-taught vocabulary (e.g., word banks) to complete simple sentences • Use L1 to support L2 (e.g., cognates) • Use bilingual dictionaries and glossaries 	<ul style="list-style-type: none"> • Identify topic sentences, main ideas, and details in paragraphs • Identify multiple meanings of words in context (e.g., "cell," "table") • Use context clues • Make predictions based on illustrated text • Identify frequently used affixes and root words to make/extract meaning (e.g., "un-," "re-," "-ed") • Differentiate between fact and opinion • Answer questions about explicit information in texts • Use English dictionaries and glossaries 	<ul style="list-style-type: none"> • Order paragraphs • Identify summaries of passages • Identify figurative language (e.g., "dark as night") • Interpret adapted classics or modified text • Match cause to effect • Identify specific language of different genres and informational texts • Use an array of strategies (e.g., skim and scan for information) 	<ul style="list-style-type: none"> • Differentiate and apply multiple meanings of words/phrases • Apply strategies to new situations • Infer meaning from modified grade-level text • Critique material and support argument • Sort grade-level text by genre 	Write in grade-level Reading expectations below:
NAMES						

Recount, Explain, Argue, Discuss

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
LISTENING	<p>Process recounts by</p> <ul style="list-style-type: none"> Identifying familiar objects or places from oral statements Pointing to objects, people, or places based on short oral descriptions 	<p>Process recounts by</p> <ul style="list-style-type: none"> Sequencing labeled visuals per oral directions Identifying settings or time frames in narrative or informational scenarios read aloud 	<p>Process recounts by</p> <ul style="list-style-type: none"> Matching main ideas of familiar text read aloud to visuals Stating the next event in a series based on clues from narrative or informational oral texts 	<p>Process recounts by</p> <ul style="list-style-type: none"> Identifying main ideas and details in oral discourse Evaluating oral presentations of peers based on criteria for success 	<p>Process recounts by</p> <ul style="list-style-type: none"> Categorizing details of content-related main ideas seen and heard in videos or other technologies Sequencing a series of illustrated events from oral passages (e.g., <i>historical recaps</i>) 	<p>Process recounts by</p> <ul style="list-style-type: none"> Identifying key ideas expressed orally Identifying new information expressed by others
SPEAKING	<p>Recount by</p> <ul style="list-style-type: none"> Answering select Wh-questions Naming and briefly describing past community or school events using visual support (e.g., <i>posters, photographs</i>) 	<p>Recount by</p> <ul style="list-style-type: none"> Stating main ideas or points of classroom conversations Restating details of content-related topics (in home language and English) in small groups 	<p>Recount by</p> <ul style="list-style-type: none"> Relating a series of events by expressing time in multiple tenses Connecting ideas in content-related discourse using transitions 	<p>Recount by</p> <ul style="list-style-type: none"> Paraphrasing and summarizing content-related ideas presented orally Connecting ideas with supporting details in a variety of oral venues 	<p>Recount by</p> <ul style="list-style-type: none"> Producing oral multimedia, content-related reports based on research from multiple sources Tracing the evolution of literary characters, themes, and plots from different venues (e.g., <i>digital text or video</i>) 	<p>Recount by</p> <ul style="list-style-type: none"> Restating new information expressed by others in extended speech Posing questions that elicit elaboration and responding to others' questions and comments

*Except for Level 6, for which there is no ceiling.



Performance Definitions for the Levels of English Language Proficiency in Grades K-12

At the given level of English language proficiency, English language learners will process, understand, produce, or use:

6 Reaching	<ul style="list-style-type: none">• specialized or technical language reflective of the content areas at grade level• a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level• oral or written communication in English comparable to English-proficient peers
5 Bridging	<ul style="list-style-type: none">• specialized or technical language of the content areas• a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports• oral or written language approaching comparability to that of English-proficient peers when presented with grade-level material
4 Expanding	<ul style="list-style-type: none">• specific and some technical language of the content areas• a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences, or paragraphs• oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic, or interactive support
3 Developing	<ul style="list-style-type: none">• general and some specific language of the content areas• expanded sentences in oral interaction or written paragraphs• oral or written language with phonological, syntactic, or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative, or expository descriptions with sensory, graphic, or interactive support
2 Beginning	<ul style="list-style-type: none">• general language related to the content areas• phrases or short sentences• oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic, or interactive support
1 Entering	<ul style="list-style-type: none">• pictorial or graphic representation of the language of the content areas• words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice, or yes/no questions, or statements with sensory, graphic, or interactive support• oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic, or interactive support

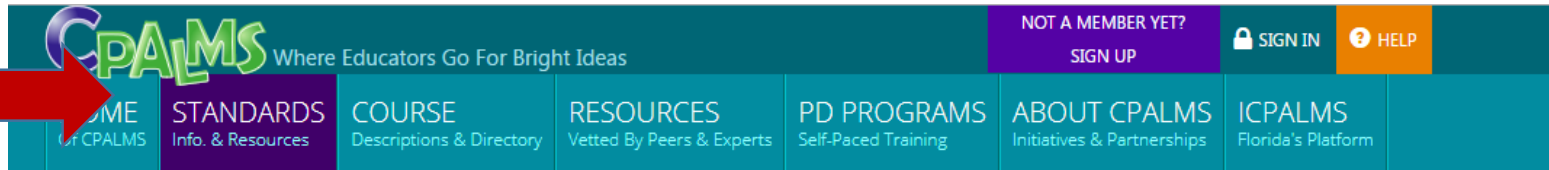
Florida ELD Standards

- 1. Language of Social and Instructional Purposes (ELD.K12.ELL.SI.1)
- 2. Language of Language Arts (ELD.K12.ELL.LA.1)
- 3. Language of Mathematics (ELD.K12.ELL.MA.1)
- 4. Language of Science (ELD.K12.ELL.SC.1)
- 5. Language of Social Studies (ELD.K12.ELL.SSA.1)



ELD Standards

- Navigate to www.cpalms.org



CPALMS Where Educators Go For Bright Ideas

NOT A MEMBER YET? SIGN UP SIGN IN HELP

HOME STANDARDS COURSE RESOURCES PD PROGRAMS ABOUT CPALMS ICPALMS

CPALMS Info. & Resources Descriptions & Directory Vetted By Peers & Experts Self-Paced Training Initiatives & Partnerships Florida's Platform

English Language Development ▾

Grade: K12 ▾

Body Of Knowledge **ELD.K12.ELL**: English Language Development for English Language Learners ▾

Cluster LA **ELD.K12.ELL.LA** : Language of Language Arts [read more](#)

Date Adopted or Last Revised: 06/14 ▾

ELD.K12.ELL.LA.1

English language learners communicate information,

More Information

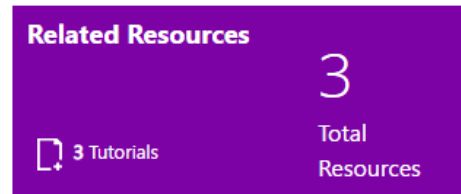
Content Complexity: N/A

Date Adopted/Revised: 06/14

Belongs to: [Language of Language Arts](#)



112
Related Courses



Related Resources

3
Total Resources

3 Tutorials



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Literacy Supports for ELLs

ELL Supportive Strategies and Lesson Plans

- Teachers are required to provide listening, speaking, reading and writing instruction that allows ELLs to communicate information, ideas and concepts for academic success in the content areas
- ELLS must be taught grade level content

There is no one profile for an ELL, nor is there one single response adequate to meet their educational goals and needs.

**English Language Learners: A Policy Research Brief by the
National Council of Teachers of English**



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Complex Text Literacy Strategies

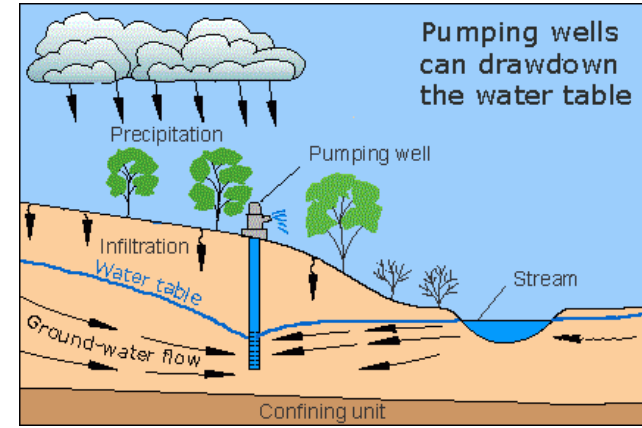
TABLE.

	Pages.
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HENRI BERGÉ dit MASSON. Revue scientifique. Chimie pure et chimie manufacturière	327

Table of contents of Revue trimestrielle, published July 1860 Piet De Pauw

X	0	1	2	3	4	5	6	7	8	9	10	11	12
0	0	0	0	0	0	0	0	0	0	0	0	0	0
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9	0	9	18	27	36	45	54	63	72	81	90	99	108
10	0	10	20	30	40	50	60	70	80	90	100	110	120
11	0	11	22	33	44	55	66	77	88	99	110	121	132
12	0	12	24	36	48	60	72	84	96	108	120	132	144

<https://radiusofcircle.blogspot.com/2016/01/creating-multiplication-tables-using-matlab.html>



<https://water.usgs.gov/edu/watercyclegwstorage.html>



https://commons.wikimedia.org/wiki/File:Over_Monument_Valley,_Navajo_Nation.jpg

ELD Literacy Strategies for Complex Text

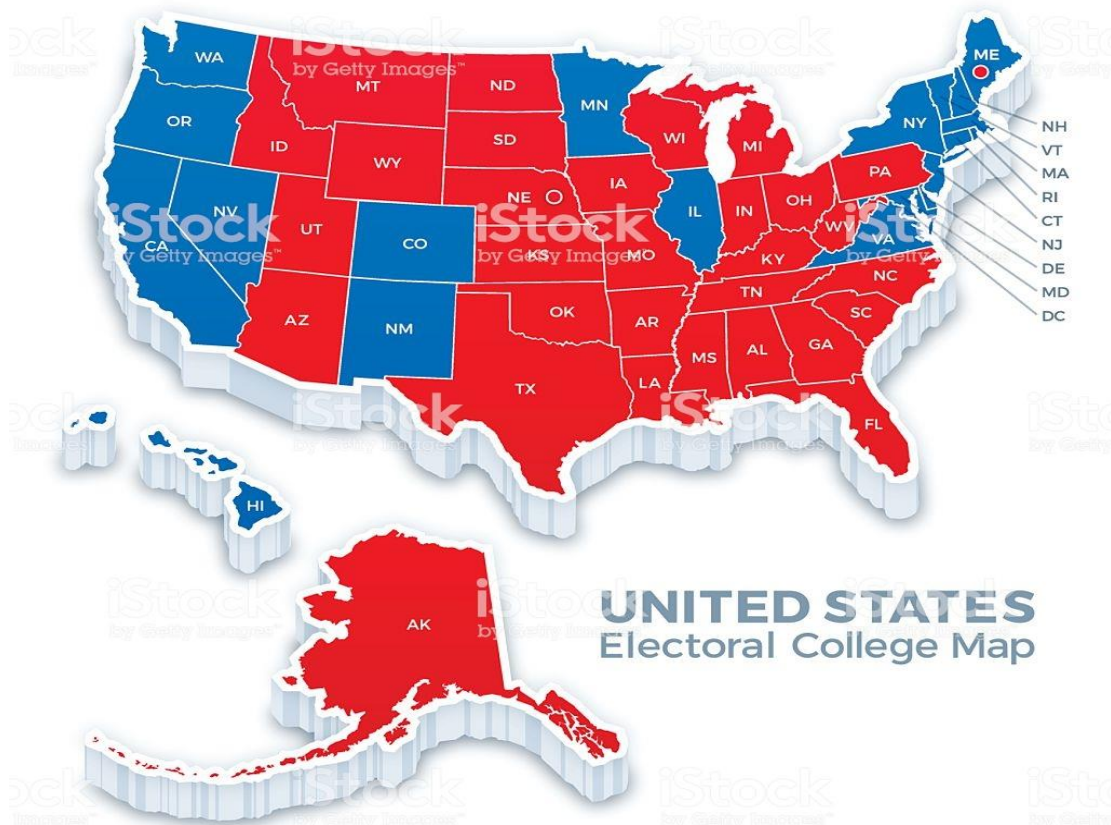
- Sequencing texts
 - Vocabulary building
- Begin with shorter and simpler texts
 - Read-alouds
 - High interest short passages
- Discussion sequences
 - Repeat using own words
- Use of graphic organizers
- Metacognition exercises
- Small group work, triads and duos

Text Structure Identification

- Use graphic organizers for identification of:
 - Cause and Effect
 - Chronological
 - Compare and Contrast
 - Order of Importance
 - Problem and Solution
 - Sequence
 - Spatial



Nonlinguistic Representations



<https://media.istockphoto.com/vectors/united-states-presidential-election-electoral-college-map-2016-vector-id621851050>

Additional Supportive Approaches

Interactivity Sensory Collaborative Work
Echo reading Choral reading Teacher modeling
Close reads Think-alouds Paraphrasing
Margin notes Confusion word discussion
Graphic Organizers Peer learning
Whole class discussions Self-reflection
Guiding questions Group learning
Lesson modification Standards-based targets
Anchor charts Rubrics



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Standards-based Instruction and ELD

Standards-based Instruction (SBI)



State repository for
aligned, vetted lessons
and resources

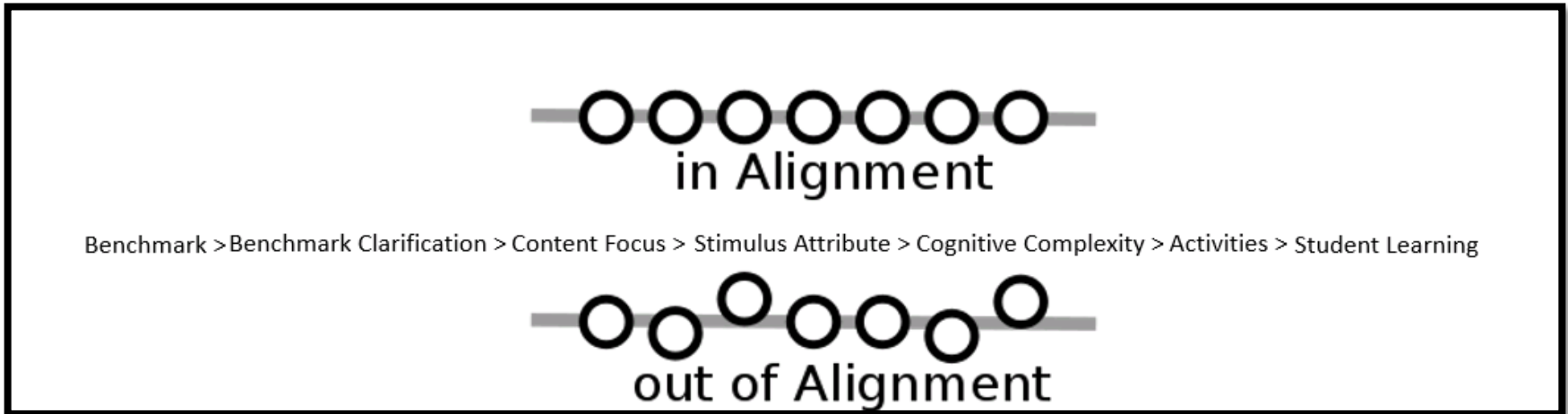
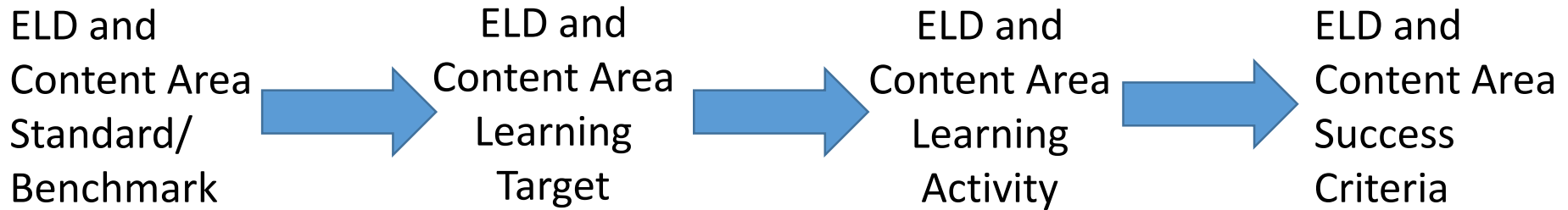
www.cpalms.org



FSA resources and
NGSSS test item
specifications

www.fldoe.org

ELD and Standards-based Instruction Alignment



Lesson Objectives Example

- **SC.8.E.5.9** Explain the impact of objects in space on each other including:
 - the Sun on the Earth including seasons and gravitational attraction
 - the Moon on the Earth, including phases, tides, and eclipses, and the relative position of each body
- **ELD.K12.ELL.SC.1** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.
- **WIDA** Can Do Descriptors with student names in levels

A Blank Template for Drafting Strands of MPIs

GRADE:



ELD STANDARD: ELD.K12.ELL.SS

EXAMPLE TOPIC: Branches of Government

CONNECTION: SS.7.C.3.3, SS.7.C.1.9, SS.8.C.2, LAFS.68.RH.1.3, LAFS.68.WHST.1.2

EXAMPLE CONTEXT FOR LANGUAGE USE: Students write descriptions on three branches of government on a poster

COGNITIVE FUNCTION: Students at all levels of English proficiency apply knowledge of three branches of government to create a poster.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
DOMAIN: _Writing_	List each branch of government and basic functions using word banks	State purpose of each branch using word banks	Explain function of each branch of government	Compare and contrast functions of each branch	Elaborate on the interaction of each branch	Level 6 - Reaching

TOPIC-RELATED LANGUAGE:

Clarify academic vocabulary: “Checks and Balance”, “Branches”, “state”, “federal”. Define content specific: Executive, Legislative, Judicial, Senate, House of Representatives, Supreme Court, President.



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WIDA English Language Development Standards

WIDA English Language Development Standards Florida ELA (English Language Arts) Grade 1 Standards

Standard: ELD.K12.SI.1: English language learners communicate for social and instructional purposes within the school setting.
Standard: ELD.K12.LA.1: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts

Connection: LAFS.1.SL.1.1, LAFS.1.SL.1.2, LAFS.1.SL.1.3, LAFS.1.SL.2.4, LAFS.1.SL.2.6, LAFS.1.L.1.1, LAFS.1.L.3.6, LAFS.1.RI.1.1, LAFS.1.RI.1.2, LAFS.1.RI.2.5, LAFS.1.RI.3.7, LAFS.1.RL.1.3, LAFS.1.RL.2.7, LAFS.1.RL.3.7

	Level 1 (Entering)	Level 2 (Emerging)	Level 3 (Developing)	Level 4 (Expanding)	Level 5 (Bridging)	
Listening	Answer yes/no questions by pointing to pictures/objects depicting targeted key details in texts presented orally when asked by teacher/partner.	Answer WH-questions about key details in orally presented texts while working with a partner.	Ask and answer questions about key details in orally presented texts written in simple, compound sentence structures with illustrated support while working with a partner.	Ask and answer questions about key details in presented illustrated/non-illustrated texts written in compound sentence structures while working with a partner.	Ask and answer questions about key details in orally presented text containing compound and complex sentence structures while working with a partner.	Level 6 (Reaching)
Speaking	Answer WH- questions by responding with single words using illustrations of familiar and targeted key details with teacher modeling.	Answer questions about key details in illustrated, familiar texts using modeled sentence structures with visual support while working with a partner.	Ask and answer questions about key details in illustrated texts using simple sentence structures with sentence frame support.	Ask and answer questions about key details in illustrated/non-illustrated texts using compound sentence structures with sentence starter support.	Ask and answer questions about key details in a text using compound and complex sentence structures to express complete thoughts while working with a partner.	
Reading	Identify answers to yes/no or WH- questions about text with labeled visual support.	Answer questions about key details from <u>illustrated texts</u> written in repetitive sentence patterns with labeled visual support.	Ask and answer questions about key details in illustrated texts written in simple and compound sentence structures while working with a partner.	Ask and answer questions about key details in illustrated/non-illustrated texts written in compound sentence structures while working with a partner.	Ask and answer questions about key details in a text written in compound and complex sentence structures while working with a partner.	
Writing	Answer WH-questions in single written words about familiar text with modeled and illustrated support.	Answer questions about key details in familiar text using phrases/short sentences while working with a partner.	Answer questions about key details in text using basic sentence structures with sentence frames.	Express ideas in detailed responses to questions about key details in illustrated/non-illustrated texts using sentence starters and illustrated support.	Defend original answers to questions about key details in texts using a broad range of sentence patterns and grammatical structure with some illustrated support.	

<https://wida.wisc.edu/sites/default/files/resource/2012-ELD-Standards.pdf>

Building ELD SBI Learning Goals/Targets

- Develop targeted standards-based learning goals
 - “Slice” the content benchmarks into smaller concepts
 - Write daily targets for each benchmark clarification
 - Write enough targets to meet the depth of the standard
 - Use standards progression charts to help with review of what students should already know
 - Include speaking and listening targets
 - Could be applied across all content standards
 - Write targets in “kid-friendly” language
 - Use large font
 - Laminate
 - Post targets

Creating ELD SBI Tasks Matched to Targets

Once all targets are developed:

- Match vocabulary to target and can do levels
- Match activities to target and levels
- Match formative assessments to target and levels
 - Process
 - Product

Rubric Development for ELD SBI

- Rubrics
 - Match the learning goal
 - Are developed before the lesson formative/summative
 - Provide criteria for success
 - From the standard
 - From the Performance Definition Charts
 - Contain student input
- Exemplars
 - Models for what proficient, not proficient and outstanding look like

WIDA Performance Definition Charts

- <https://wida.wisc.edu/sites/default/files/resource/Performance-Definitions-Expressive-Domains.pdf>
- <https://wida.wisc.edu/sites/default/files/resource/Performance-Definitions-Receptive-Domains.pdf>

WIDA Performance Definitions - Speaking and Writing Grades K–12

Within sociocultural contexts for language use...

	Discourse Dimension	Sentence Dimension	Word/Phrase Dimension
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
Level 6 - Reaching			
English language learners will use a range of grade-appropriate language for a variety of academic purposes and audiences. Agility in academic language use is reflected in oral fluency and automaticity in response, flexibility in adjusting to different registers and skillfulness in interpersonal interaction. English language learners' strategic competence in academic language use facilitates their ability to relate information and ideas with precision and sophistication for each content area.			
At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce...			
Level 5 Bridging	<ul style="list-style-type: none"> Multiple, complex sentences Organized, cohesive, and coherent expression of ideas characteristic of particular content areas 	<ul style="list-style-type: none"> A variety of complex 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 precise 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 characteristic of particular content areas 	<ul style="list-style-type: none"> Compound and complex 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 across content areas 	<ul style="list-style-type: none"> Simple and compound 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 familiar social and instructional situations 	<ul style="list-style-type: none"> General content-related words Everyday social and instructional words and expressions



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ELL Classroom Literacy Strategies

Stringy Talk

- Each person in the small group has a foot long piece of string
- Using a prompt, one person speaks until the string is wrapped around their finger
- Next person speaks until string is wrapped around their finger
- Continue until all have had a chance to speak

Word Problems

- Listen/read a math word problem as a whole group
- Each person illustrates the problem using their own strategy
- Each person shares their illustration and explains their thinking

Sentence Frames

I think that Kevin _____ his brother because _____.

You can use a _____ to _____.

There are _____ _____ in _____.

At first, _____ did _____, but then, _____ did _____.

_____ caused _____ to _____.

Do you know how to _____?

Do you think that _____ caused _____?

- www.wida.wisc.edu

Paragraph Frames

- Compare/contrast

There are several differences between _____
and _____. They _____
_____. In contrast to _____,
_____ has _____. Unlike _____
_____, _____ does not _____.
On the other hand, _____

Snowball Fight

- On a piece of paper, write down your thought, idea, hashtag, motto, takeaway, etc. for a topic
- Wad up the paper into a snowball
- Make a circle or divide into sides
- Have a snowball fight
- Each person picks up a snowball and reads what someone else wrote
 - Anonymous and safe

Jigsaw

- Label each passage with a number 1 to 4 or 5
 - Size of group, length of passage determines number
- Provide each table with a different reading passage
 - Each person gets the same number passage at their table
- Give opportunity for each group to individually read, find important points and then discuss
- Split all like numbered teams into teams with different numbers so that the entire passage is discussed
- Each group shares highlights of their own passage with others

Expert Roles

- Work together toward a common goal
- Builds social and collaborative skills

Role examples

Coordinator

Elaborator

Secretary

Researcher

Presenter

Risk-taker

Word detective

Disciplinary role examples

Poet

Mathematician

Scientist

Historian

Artist

Sports coach

Musician

I do. Do you have?

- Teacher creates a unique “I do”, and “Do you have?” content area card for each student
 - First side of card is a vocabulary word
 - Other side of card is a definition for a different vocabulary word

- www.wida.wisc.edu

I do. Do you have? Example

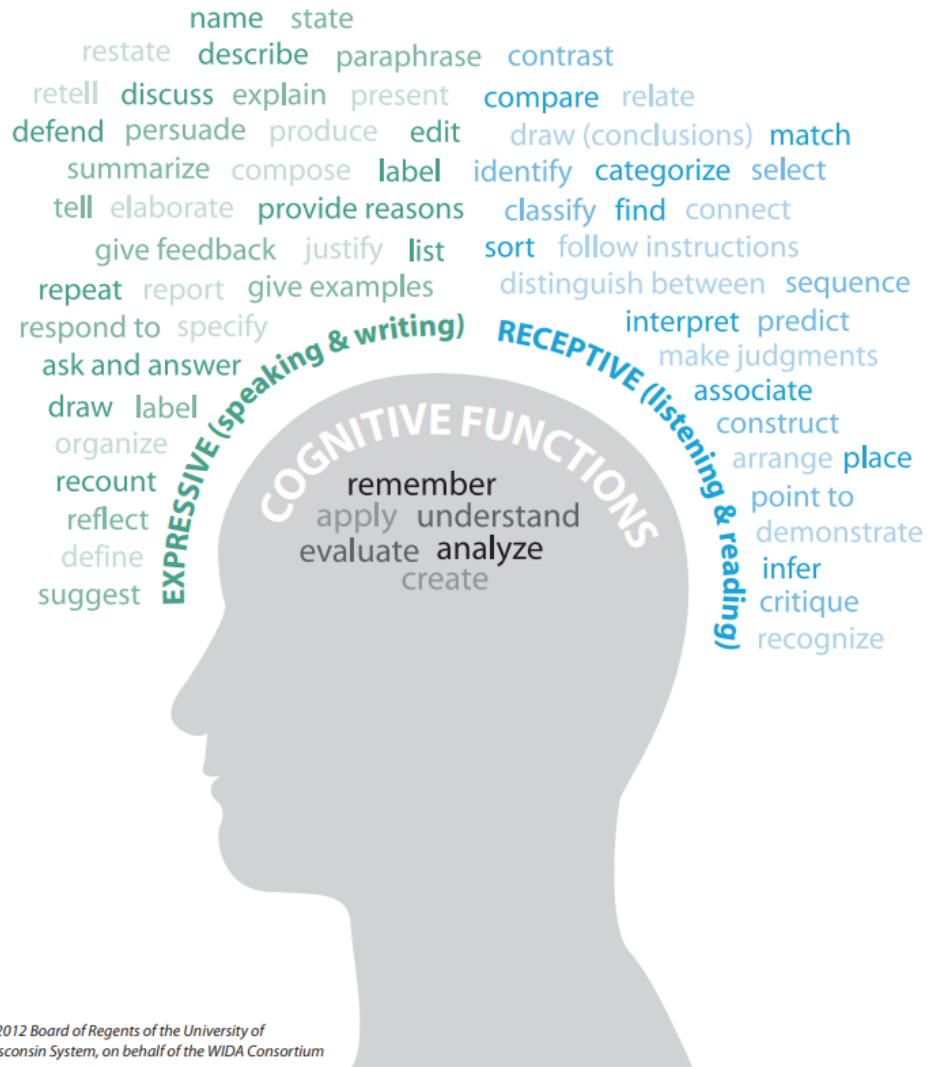
- Person 1 reads the front of the card:
 - Do you have the way to find the volume of box?
- Another person in group:
 - I do. I have: The length, width and height of an object. Flip the card over and ask the group, do you have.....?
- Another person in the group:
 - I do. I have: ... Do you have.....? etc.

Interacting

- Divide large group into 2 smaller groups
- One person from each group is the observer of the group
- One person in the group holds an opinion
- The rest of the people in the group hold an opposing view
- The group members try to use explanations and text-based evidence to support that their opinion is correct (5 minutes)
- Observer relates how the team interacted with each other

Cognitive Function Strategy

- Choose a word from the word bank (following slide)
- Choose a content area topic
- Choose a support
 - Change the support to match the level of proficiency
- Put it all together to create a strategy
- <http://idahotc.com/Portals/33/Docs%202014/Cognitive%20Functions.pdf>



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Example of Basic Cognitive Function Strategy:

- Defend the viewpoints of the democrats by creating a persuasive tweet
- Distinguish between the republican and democratic platform by applying the main ideas to the correct symbol

High Complexity Example:

- Student 1: Defend the viewpoints of the Federalists by creating a persuasive tweet
- Student 2: Defend the viewpoints of the Anti-Federalists by creating a persuasive tweet
- Both: Identify the rationale for both sides and create a tweet explaining ratification and inclusion of the Bill of Rights

Other Examples:

- Distinguish how the Constitution safeguards and limits individual rights by evaluating and classifying the Bill of Rights using the safeguard/limiting graphic organizer
- Interpret the Preamble of the Constitution by creating a graphic cartoon depicting its intentions

Reflection

- What WIDA resources will I use with my students?
- How will I use Florida standards-based instruction with my classes?
- What strategies from this presentation will I implement in my classes?

Contact

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- Thank you for your time and participation today!



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