TOP 10 RESOURCES FOR TEACHERS OF ENGLISH LANGUAGE LEARNERS

Melissa McGavock

Director of Bilingual Education
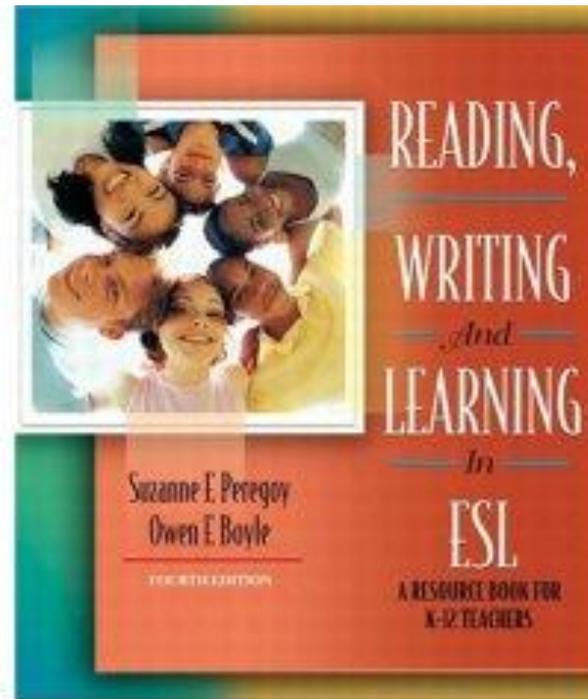
Sandy Garrett
State Superintendent of Public Instruction
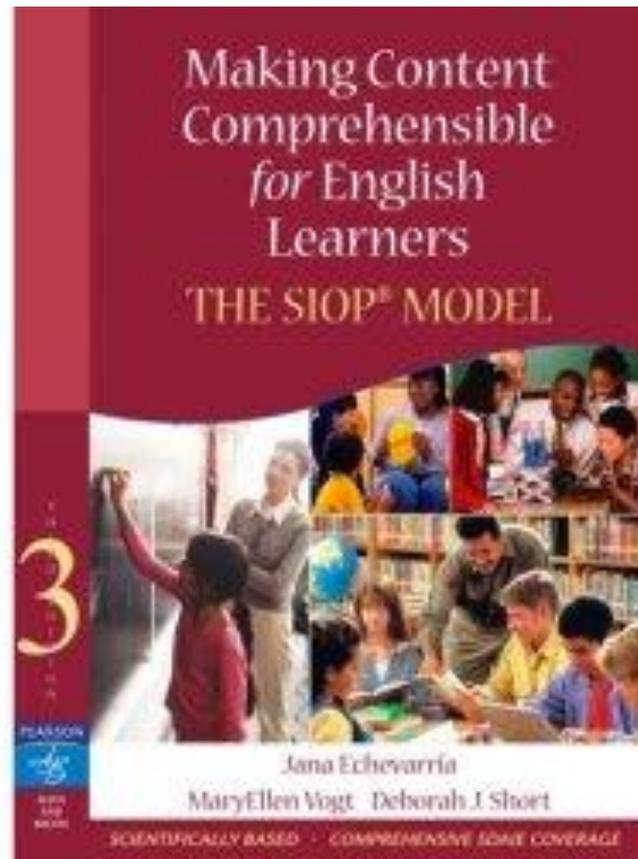
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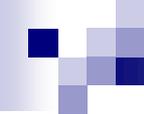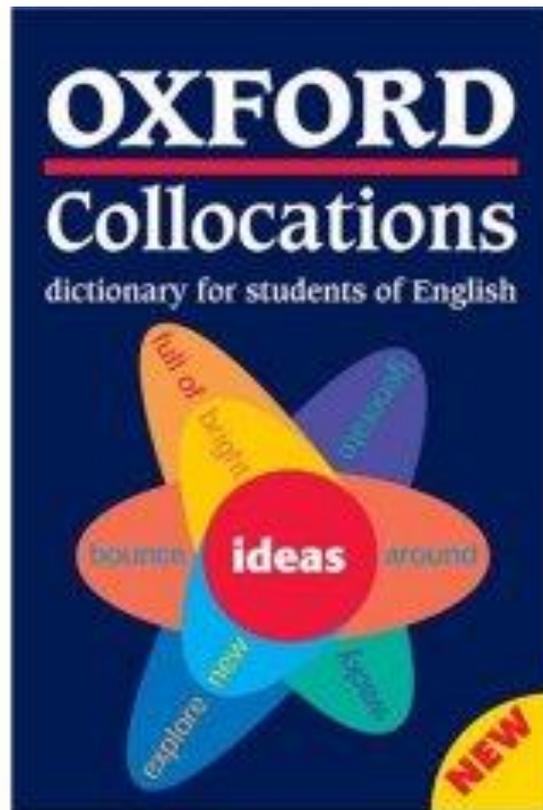# *Reading, Writing, and Learning in ESL: A Resource Book for K-12 Teachers*

Number 9

Making Content Comprehensible for English Learners: The SIOP Model

Number 8

Oxford Collocations Dictionary for Students of English

Number 7

National Clearinghouse for English Language Acquisition

- <www.ncela.gwu.edu>
- Resources provided in the following areas:
  - ☐ Secondary English Language Learners
  - ☐ Educational Programs
  - ☐ English Language Literacy
  - ☐ Professional Development
  - ☐ Assessment and Accountability

Number 6

¡Colorín Colorado!

- <www.colorincolorado.org>
- A bilingual site for families and educators of English Language Learners
- Example resources:
  - 10 Things Mainstream Teachers Can Do Today
  - ELL Starter Kit for Educators
  - ELL Webcast: Teaching English Language Learners to Read

Number 5
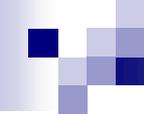
Everything ESL

- <www.everythingesl.net>
- This site offers the following:
  - More than 66 lesson plans
  - More than 230 downloads
  - More than 830 discussion topics
  - More than 90 classroom resource picks

Number 4
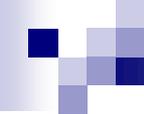
SCAFFOLDING

- Scaffolding is done to ensure comprehensibility.

- Here is the pattern:
  - I do. ⟹ You watch.
  - I do. ⟹ You help.
  - You do. ⟹ I help.
  - You do. ⟹ I watch.

Number 3
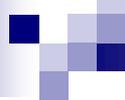
Academic English as a Second Language (AESL)

- All students are AESL.

- Vocabulary is central to academic proficiency.

- You must have an organized plan for vocabulary growth.

- Building Academic Vocabulary is an example of an organized plan for vocabulary growth.
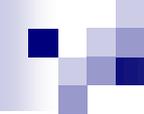
Number 2

English Language Proficiency (ELP) Standards

- <www.wida.us>
- The WIDA Consortium's English Language Proficiency Standards for English Language Learners (ELLs) in Pre-Kindergarten through Grade 12 encompass:
    - ☐ Social and Instructional language usage
    - ☐ the language of Language Arts
    - ☐ the language of Mathematics
    - ☐ the language of Science
    - ☐ the language of Social Studies

ELP Standards Updates

- Available! The Resource Guide for Teachers and Administrators is an introduction to understanding and using the Standards, and includes resources such as the Can Do Descriptors, Performance Definitions, Speaking and Writing Rubrics, and more.

Number 1

Assessing Comprehension and Communication in English State-to-State (ACCESS) for ELLs

- Examine the teacher reports for each student who has been assessed with the ACCESS for ELLs.

- Familiarize self with the "Can Do" Descriptors in each language domain: listening, speaking, reading, and writing.

ACCESS for ELLs® English Language Proficiency Test

Teacher Report – 2007

District:			Student:	
School:			State ID:	District ID:
Grade:	Tier:	Grade Level Cluster:	Birth Date:	

Report Purpose: This report provides information regarding the levels of social and academic English language proficiency the student has attained. Social language is used to communicate for everyday purposes. Academic language is used to communicate the content of language arts, mathematics, science, and social studies. This report can be used to monitor progress from year to year and to help determine instructional strategies by content areas and standards. Please refer to the ACCESS for ELLs® Interpretive Guide for more information on the meaning and use of these scores.

Student's level of English proficiency by language domains

Language Domain	Scale Score (Possible 100 - 600)	Proficiency Level (Possible 1.0 - 6.0)
Listening		
Speaking		
Reading		
Writing		
Oral Language[A]		
Literacy[B]		
Comprehension[C]		
Overall Score[D] {Composite}		

A - Oral Language = 50% Listening + 50% Speaking
B - Literacy = 50% Reading + 50% Writing
NA - Not Attempted = Student Booklet is marked with a Non-Scoring Code of Absent, Invalidated, Refused or Special Education/504 Exemption

C - Comprehension = 70% Reading + 30% Listening
D - Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking
Overall Scores are computed when all 4 domains have been completed

Student's performance by WIDA English language proficiency standards
These standards do not apply to Kindergarten Students – Sections will appear blank

COMPREHENSION (Listening and Reading)

English Language Proficiency Standards	# of Items Correct	Total # of Items
Social & Instructional Language		
Language of *Language Arts*		
Language of *Mathematics*		
Language of *Science*		
Language of *Social Studies*		

SPEAKING TASKS

English Language Proficiency Standards Score based on # of tasks student met or exceeded	Raw Score[E]
Social & Instructional (Maximum of 3)	
Language Arts/Social Studies (Max of 5)	
Mathematics/Science (Maximum of 5)	

E – Raw score based on # of tasks for that standard

NA - Not Attempted = Student Booklet is marked with a Non-Scoring Code of Absent, Invalidated, Refused or Special Education/504 Exemption

WRITING TASKS

English Language Proficiency Standards Scores based on writing rubric	Linguistic Complexity		Vocabulary Usage		Language Control	
	Student Score	Total Possible Points	Student Score	Total Possible Points	Student Score	Total Possible Points
Social & Instructional						
Mathematics						
Science						
Language Arts & Social Studies						

Description of Proficiency Levels

- 1 Entering – Knows and uses minimal social language and minimal academic language with visual and graphic support
- 2 Beginning – Knows and uses some social English and general academic language with visual and graphic support
- 3 Developing – Knows and uses social English and some specific academic language with visual and graphic support
- 4 Expanding – Knows and uses social English and some technical academic language
- 5 Bridging – Knows and uses social English and academic language working with grade level material
- 6 Reaching – Knows and uses social and academic language at the highest level measured by this test

Listening

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

Language Domain	Level 1- Entering	Level 2- Beginning	Level 3- Developing	Level 4- Expanding	Level 5- Bridging	Level 6- Reaching
Listening	• Point to stated pictures, words, phrases • Follow one-step oral directions • Match oral statements to objects, figures, or illustrations	• Sort pictures, objects according to oral instructions • Follow two-step oral directions • Match information from oral descriptions to objects, illustrations	• Locate, select, order information from oral descriptions • Follow multi-step oral directions • Categorize or sequence oral information using pictures, objects	• Compare and contrast functions, relationships from oral information • Analyze and apply oral information • Identify cause and effect from oral discourse	• Draw conclusions from oral information • Construct models based on oral discourse • Make connections from oral discourse	

Speaking

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

Language Domain	Level 1- Entering	Level 2- Beginning	Level 3- Developing	Level 4- Expanding	Level 5- Bridging	
Speaking	• Name objects, people, pictures • Answer wh-questions	• Ask wh-questions • Describe pictures, events, objects, people • Restate facts	• Formulate hypotheses, make predictions • Describe processes, procedures • Tell/Retell stories or events	• Discuss stories, issues, concepts • Give speeches, oral reports • Offer creative solutions to issues, problems	• Engage in debates • Explain phenomena, give examples, and justify responses • Express and defend points of view	Level 6- Reaching

Reading

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

Language Domain	Level 1- Entering	Level 2- Beginning	Level 3- Developing	Level 4- Expanding	Level 5- Bridging	
Reading	• Match icons and symbols to words, phrases, or environmental print • Identify concepts about print and text features	• Locate and classify information • Identify facts and explicit messages • Select language patterns associated with facts	• Sequence pictures, events, processes • Identify main ideas • Use context clues to determine meaning of words	• Interpret information or data • Find details that support main ideas • Identify word families, figures of speech	• Conduct research to glean information from multiple sources • Draw conclusions from explicit and implicit text	Level 6- Reaching

Writing

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

Language Domain	Level 1- Entering	Level 2- Beginning	Level 3- Developing	Level 4- Expanding	Level 5- Bridging	
Writing	• Label objects, pictures, diagrams • Draw in response to oral directions • Produce icons, symbols, words, phrases to convey messages	• Make lists • Produce drawings, phrases, short sentences, notes • Give information requested from oral or written directions	• Produce bare-bones expository or narrative texts • Compare/ contrast information • Describe events, people, processes, procedures	• Summarize information from graphics or notes • Edit and revise writing • Create original ideas or detailed responses	• Apply information to new contexts • React to multiple genres and discourses • Author multiple forms of writing	Level 6- Reaching

Questions?

- Contact:

**Melissa McGavock
Director of Bilingual Education
(405) 521-3196
<Melissa_McGavock@sde.state.ok.us>**