



# **Unlock the Door**

## **Keys to Understanding**

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**Melissa D. McGavock**  
Director of Bilingual/Title III/Migrant

**Sandy Garrett**  
State Superintendent of Public Instruction  
Oklahoma State Department of Education



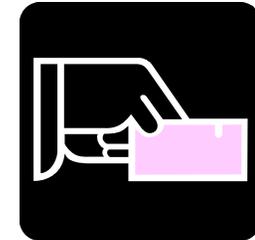
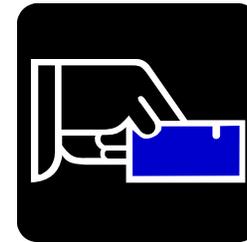
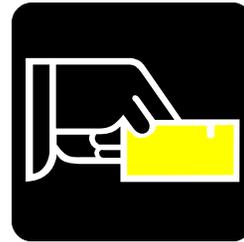
# Goals for Today

- Current research on English language learners (ELLs)
  - Requirements for ELLs
  - Powerful instructional strategies
  - Resources for you and your students
-

# Get ready! Get set!

- Pick up three cards:

- One yellow
- One blue
- One pink



- Share this information:

- On the yellow, write one question you need answered about ELL students.
  - On the blue, write a successful strategy you have used with ELLs to improve achievement levels.
  - On the pink, write how you have used the concept of “team” to assist the ELL students in your school.
- I will collect all of your cards.



# Go!

- What successful strategies do all of you have in common?
- What do these successful strategies have in common with research?
- What practices related to teamwork are already in place?
- What does teamwork have to do with research?



LANGUAGE DEVELOPMENT

**KEY ONE**



# English Language Development

- Social Language: 1-3 years
  - Basic Interpersonal Communication Skills
- Academic Language: 5-7 years

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  - Cognitive Academic Language Proficiency
  - Four Domains
    - Listening, Speaking, Reading, and Writing
  - Five Standards
    - Social and Instructional, Mathematics, Science, Social Studies, Language Arts

# Same Three Performance Criteria



- **Linguistic Complexity:** The amount and quality of speech or writing for a given situation.
- **Vocabulary Usage:** The specificity of words or phrases for a given context.
- **Language Control:** The comprehensibility of the communication based on the amount and type of errors.

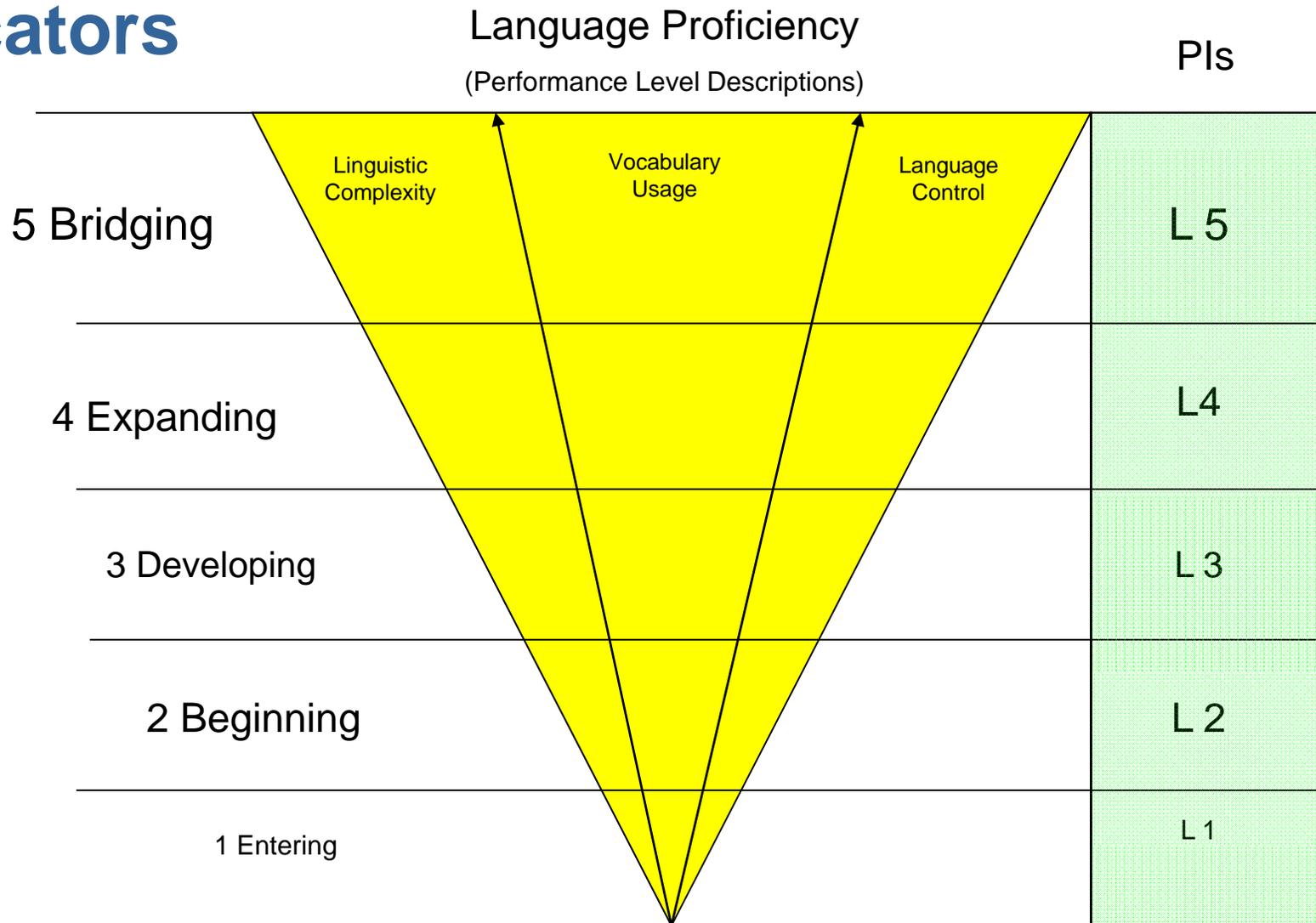
# Performance Definitions

**Figure 5B: Performance Definitions**

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

<b>6- Reaching</b>	<ul style="list-style-type: none"> <li>specialized or technical language reflective of the content areas at grade level</li> <li>a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level</li> <li>oral or written communication in English comparable to proficient English peers</li> </ul>
<b>5- Bridging</b>	<ul style="list-style-type: none"> <li>specialized or technical language of the content areas</li> <li>a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports</li> <li>oral or written language approaching comparability to that of proficient English peers when presented with grade level material</li> </ul>
<b>4- Expanding</b>	<ul style="list-style-type: none"> <li>specific and some technical language of the content areas</li> <li>a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs</li> <li>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</li> </ul>
<b>3- Developing</b>	<ul style="list-style-type: none"> <li>general and some specific language of the content areas</li> <li>expanded sentences in oral interaction or written paragraphs</li> <li>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</li> </ul>
<b>2- Beginning</b>	<ul style="list-style-type: none"> <li>general language related to the content areas</li> <li>phrases or short sentences</li> <li>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</li> </ul>
<b>1- Entering</b>	<ul style="list-style-type: none"> <li>pictorial or graphic representation of the language of the content areas</li> <li>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</li> </ul>

# Interaction of Performance Level Definitions and Model Performance Indicators



# Test Alignment with Proficiency Levels



**Annual ACCESS for ELLs®**





REQUIREMENTS

**KEY TWO**

## The Provision of an Equal Education Opportunity to Limited-English Proficient Students

U.S. Department of Education  
Office for Civil Rights  
Washington, DC 20202-1328

*Revised August 2000*

### INTRODUCTION

In recent years, there has been a surge of immigrants with limited English language skills to the United States. In addition, many children of immigrant parents and children who are Native American and Alaskan Native enter school with limited ability to learn in English. The U.S. Department of Education (ED) estimates that there are 2.4 million national-origin minority school children who have limited English language skills which affect their ability to participate effectively in education programs and achieve high academic standards.

The insufficient English language proficiency of these students often results in classroom failure and school drop-out. Many students either are ill-equipped for higher education or lack the required skills to obtain productive employment. To resolve these problems, students must have an equal opportunity to benefit from education programs offered by their school districts.

### TITLE VI REQUIREMENTS

The Office for Civil Rights (OCR) within ED has responsibility for enforcing Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin in programs and activities that receive federal financial assistance.

School districts receiving federal financial assistance may not, on the basis of race, color, or national origin:

- provide services, financial aid, or other benefits that are different or provide them in a different manner;
- restrict an individual's enjoyment of an advantage or privilege enjoyed by others;
- deny an individual the right to participate in federally assisted programs; and
- defeat or substantially impair the objectives of federally assisted programs.



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## Questions and Answers on the Rights of Limited-English Proficient Students

### What happens to limited-English proficient (LEP) students who are not offered services to help them overcome language barriers?

Limited-English proficient students (also sometimes referred to as English-language learners) may suffer repeated failure in the classroom, falling behind in grade, and dropping out of school if they are not provided services to overcome language barriers. Students who are not proficient in English and sometimes inappropriately placed in special education classes. Also, because of their lack of English proficiency, qualified students often do not have access to high track courses or Gifted and Talented programs.

### What is the federal authority requiring districts to address the needs of English language learners?

Title VI of the Civil Rights Act of 1964 prohibits discrimination based on race, color, or national origin. In *Lau v. Nichols*, the U.S. Supreme Court affirmed the Department of Education memorandum of May 25, 1970, which directed school districts to take steps to help limited-English proficient (LEP) students overcome language barriers and to ensure that they can participate meaningfully in the district's educational programs.

### What does Title VI of the Civil Rights Act of 1964 require for English-language learner students?

Federal law requires programs that educate children with limited English proficiency to be:

- 1. based on a sound educational theory;
- 2. adequately supported, with adequate and effective staff and resources, so that the program has a realistic chance of success; and
- 3. periodically evaluated and, if necessary, revised.

### Does OCR require districts to follow a particular educational approach, such as bilingual education?

No. OCR does not require or advocate a particular educational approach to the instruction of ELL students. Districts have substantial flexibility when developing programs to meet the needs of ELL students.

### What if parents do not want their child to have services to address their English needs?

Parents can opt to not have their children enrolled in an ELL program.

When a parent declines participation, the district retains a responsibility to ensure that the student has an equal opportunity to have his or her English language and academic needs met. Districts can meet this obligation in a variety of ways (e.g. adequate training to classroom teachers on second language acquisition; monitoring the educational progress of the student).

### How long does a district have to provide special services to ELL students?

ELL students must be provided with alternative services until they are proficient enough in English to participate meaningfully in the regular program.

To determine whether a child is ready to exit, a district must consider such factors as the students' ability to keep up with their non-ELL peers in the regular education program and their ability to participate successfully without the use of adapted or simplified English materials.

Exit criteria must include some objective measure of a student's ability to read, write, speak and comprehend English.

Go to <www.ed.gov>.



INSTRUCTIONAL STRATEGIES

**KEY THREE**



## **Key points to remember when teaching ELLs.**

- Make concepts comprehensible.
  - Increase interaction.
  - Increase thinking skills.
  - Devote instructional time to the basics.
-



# **In the classroom, teachers must**

- Increase comprehensibility
  - Increase interaction
  - Increase thinking skills
-



# Comprehension requires:

- Vocabulary
- Word Study

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- Fluency
- Motivation
- Comprehension Strategies



# To increase comprehensibility

- Build background knowledge
- Use nonverbal clues
- Modeling
- Adjust instructional language



# To increase interaction

- Cooperative learning
  - Learning centers
  - Study buddies
  - Group investigations
-



# To increase thinking skills

- Utilize Bloom's Taxonomy thinking questions
- Think alouds
- Longer wait time
- High expectations



## **Devote instructional time to the basics.**

- Vocabulary study and practice
- Routines
- Comprehension organizers
- Coping strategies and motivation



# Vocabulary requires:

- Listening
- Speaking

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- Reading
- Writing



# Vocabulary Toolbox

- Explicit word instruction
- Word analysis
- Multiple exposures to new words
- Pre-Teach difficult words

# Word Study

- Give students many and diverse opportunities to practice.
- Hands-on activities are crucial.

Cognates: [latinamericalinks.com/spanish\\_cognates.html](http://latinamericalinks.com/spanish_cognates.html)



# Building Academic Vocabulary

- Marzano's Six Steps:
- Provide a description, explanation, or example of the new term.
- Students restate term in their own words.
- Students represent term using a graphic, picture, or pictograph.
- Engage students periodically in activities that help them add to their knowledge of the terms in their notebooks.
- Students use the new term in writing and conversation.
- Involve students periodically in games that allow them to play with terms.

Building Academic Vocabulary by Robert J. Marzano Copyright 2005, permission to use granted by author.



# The Importance of Fluency

- How is reading fluency linked to comprehension?
- How is speaking fluency linked to comprehension?
- How is motivation linked to both fluency and comprehension?



# The importance of motivation

- Relate content to the student's own life.
- Set clear goals.
- Achieve short-term and long-term goals.
- Use background knowledge.
- Make informed choices.
- Interact with English-speaking peers.



POWERFUL STRATEGIES

**KEY FOUR**

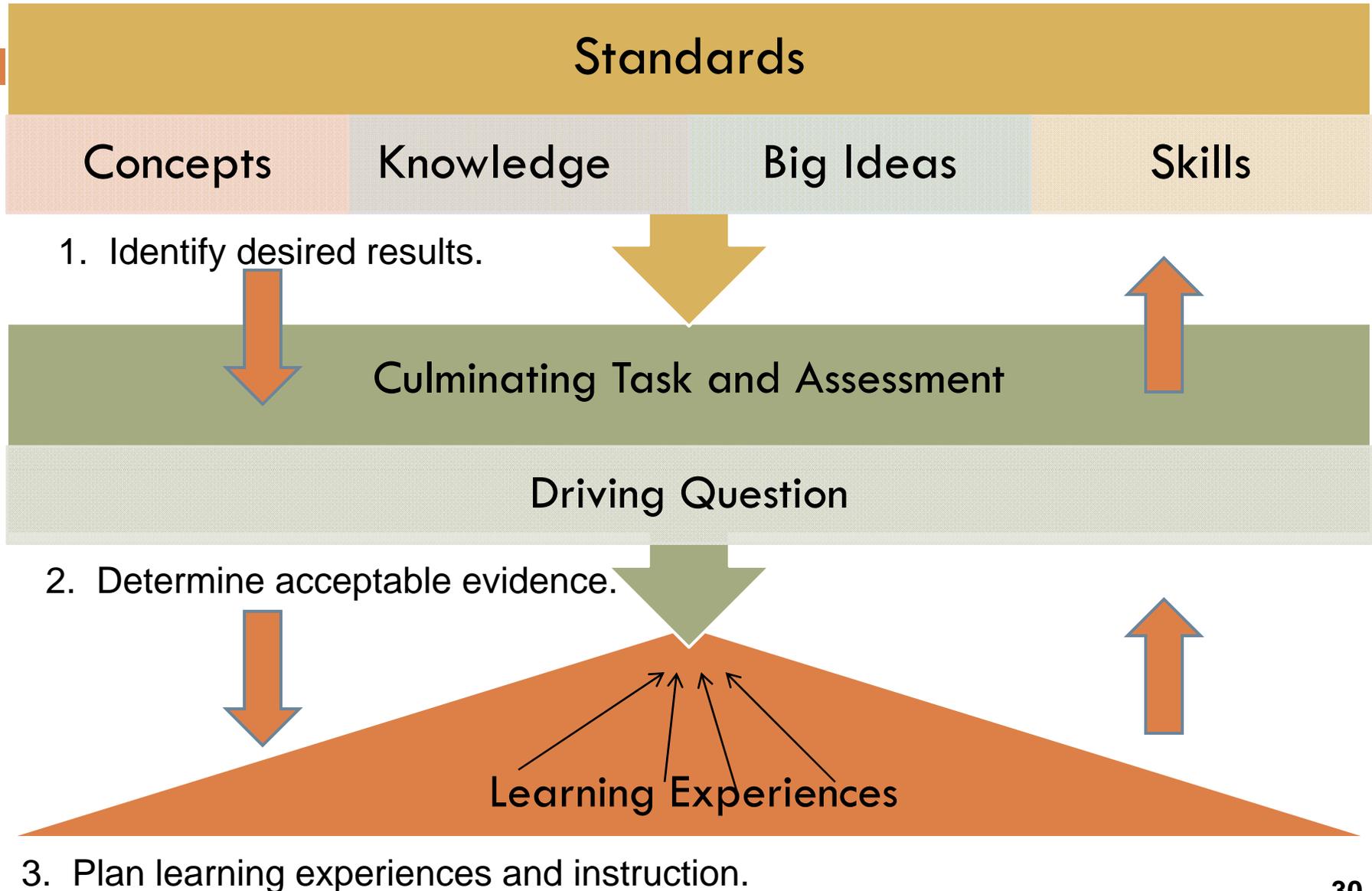
# Where do I start?

- Examine standards-based instruction:
  - All students are exposed to challenging curricula.
  - Expectations are raised for all students.
  - Multiple assessment strategies are used.
  - Students may demonstrate “proficiency” at different times and in a variety of ways.
  - Students’ readiness levels, learning profiles, and interests will be addressed at all times.
- Use both *PASS* and the *WIDA English Language Proficiency (ELP) Standards* in instruction to address the language and content needs of ELLs.

# Standards-Based Instruction for ELLs

"Standards-Based Instruction for English Language Learners" by Joseph Laturneau Product #PB0102 Copyright PREL 2001 reproduced with permission by Pacific Resources for Education and Learning, [www.prel.org](http://www.prel.org).

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# What does standards-based instruction have to do with differentiated instruction?

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- Standards-based instruction reminds us to plan in reverse. **Begin with the end in mind.**
- When the goal is clear, teachers can think about what students need to know and be able to do.
- Standards and Differentiation are like peanut butter and jelly.
  - Standards = What?
  - Differentiation = How?

# COLLABORATION IS THE KEY FOR ELLS.



## • Types of Effective Collaboration:

- Teacher with teacher
  - Content area with content area
  - Content area with specialist
- Teacher with administrator
- Parent with teacher
  - Parent with content area
  - Parent with specialist
- Parent with administrator
- State level with district level
- District level with community groups
- District level with school level

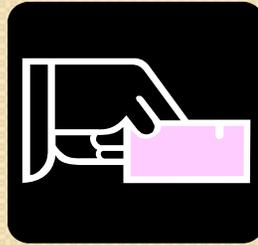
## • **What role does collaboration play in your district?**



WIDA English Language Proficiency (ELP) Standards and *Priority Academic Student Skills (PASS)* Alignment Study in January 2009

## Discussion Time:

- Share the successful strategy that has helped improve achievement levels at your school.
- Share this strategy with three people.
- Write down two or three strategies you hear from others that you would like to try.





RESOURCES

**KEY FIVE**

Where can I locate other materials, assistance, or ideas to jump start my collaboration?



**WEB OPPORTUNITIES**

**BILINGUAL/TITLE III**

**BOOK STUDIES**



# Web opportunities

- <[www.delicious.com/espanola\\_ok](http://www.delicious.com/espanola_ok)>
- <[www.delicious.com/oklahoma\\_ell](http://www.delicious.com/oklahoma_ell)>
- <[www.bilingualeducationok.com](http://www.bilingualeducationok.com)>
- <[www.wida.us](http://www.wida.us)>

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[New Immigrant Subgrant Allocations 2009-2010](#)

[Title III Brochure](#)

NOTE: All documents on this page are listed in pdf format.

**Links and Resources**

**Forms and Tools**

<a href="#">Acronyms for Bilingual Education</a>	<a href="#">Bilingual and English Language Learner/Limited English Proficient Technical Assistance Guide</a>	Carry Over Form   <a href="#">Protect 571</a>   <a href="#">Protect 572</a>
<a href="#">District Contact Information</a>	ELL Pre-K Screening Tool   <a href="#">Spanish</a>   <a href="#">English</a>	<a href="#">English Language Acquisition FAQ</a>
Home Language Survey   <a href="#">English</a>   <a href="#">Russian</a>   <a href="#">Spanish</a>   <a href="#">Vietnamese</a>	<a href="#">Native Language Code List</a>	<a href="#">Professional Development Request Form</a>
<a href="#">Regular Classroom Adaptations</a>	<a href="#">Technical Assistance Document: Identifying and Assessing English Language Learners with Disabilities</a>	<a href="#">WIDA - English Language Proficiency Standards</a>
<a href="#">WIDA Test Administrator Training Form (Excel)</a>	<a href="#">Word to Word Dictionary</a>	

**Communication**

<a href="#">Parental Notification Guidelines</a>	<a href="#">Parental Notification Letter Example 1</a>	<a href="#">Parental Notification Letter Example 2</a>	<a href="#">Progress Monitoring Letter Example 1</a>
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**Monitoring**

Desktop	On-Site	Technical Assistance
<a href="#">District Desktop Monitoring Review</a>	<a href="#">District On-Site Review</a>	<a href="#">Monitoring Commonly Asked Questions</a>
<a href="#">School Desktop Monitoring Review</a>	<a href="#">School On-Site Review</a>	<a href="#">Monitoring Schedule</a>
<a href="#">Attachment 1: District English Language Learner Data Collection Tool Student Services Personnel</a>		
<a href="#">Attachment 2: Instructional Staff Activities</a>		
<a href="#">Attachment 3: Questions for an English as a Second Language (ESL) Teacher or Instructional Aide - Form One</a>		
<a href="#">Attachment 5: English Language Learner (ELL) Plan</a>		

**Presentations**

<a href="#">10 Tips to Help Your ELL Students</a>	<a href="#">English Language Learner (ELL) Support Strategies for Administrators</a>	<a href="#">Title III and ELLs</a>
<a href="#">Top 10 Reasons for ELL Teachers</a>	<a href="#">W-APT Training 2007</a>	

**State Policy**

<a href="#">ELL Placement Policy</a>	<a href="#">Immigrant Subgrant Eligibility</a>	<a href="#">Revised OKAMA07-08</a>	<a href="#">Revised Showing Progress 07-08</a>
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**Legislation**

<a href="#">Definition of Limited English Proficient (LEP) and Immigrant Students</a>	<a href="#">Equal Education Opportunity to LEP Students</a>	<a href="#">LEP Student Rights</a>
<a href="#">No Child Left Behind Act of 2001</a> This is a Copy of the Entire Document	<a href="#">Parental Notification Guidelines</a> Federal Law Concerning Parental Notification of a Limited English Proficient (LEP) Child Identified for Participation in LEP Programs	<a href="#">Supplement Not Supplant (pdf)</a>
<a href="#">Title III, Part A - Equitable Services to Private School Students and Teachers</a>	<a href="#">Title III Legislation</a> Title III - Language Instruction for Limited English Proficient and Immigrant Students - an Excerpt from "No Child Left Behind Act of 2001"	<a href="#">Title III Non-Regulatory Guidance</a> Guidance from the U.S. Department of Education on Implementing a Title III Program

**Links**

<a href="#">Colorin Colorado</a> A Bilingual Site for Families and Educators of English Language Learners	<a href="#">Educational Resource Information Center</a> Information and Resources	<a href="#">Everythingesl.net</a> Resources for Teachers on English Language Learners
<a href="#">Intercultural Development Resource Association</a> Information on Civil Rights, Limited-English-Proficiency, and Gender Equity	<a href="#">National Association for Bilingual Education</a> Resources and Information on Minority	<a href="#">National Clearinghouse for English Language Acquisition (NCELA)</a> Resources for Teachers on Serving

Go to <[www.sde.state.ok.us](http://www.sde.state.ok.us)>.

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Go to <www.bilingualeducationok.com>.



BILINGUAL EDUCATION OKLAHOMA

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**Bilingual/Title III Calendar**

Forum

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**Bilingual Education/Title III Events in Oklahoma**

September 2009							Print	Week	Month	Agenda
Mon	Tue	Wed	Thu	Fri	Sat	Sun				
31	Sep 1	2	3	4	5	6				
ACCESS for ELLs	8:30am Score Inter	8:30am Score Inter	8:30am Score Inter							
7	8	9	10	11	12	13				
14	15	16	17	18	19	20				
21	22	23	24	25	26	27				
				Supporting the ELL						
28	29	30	Oct 1	2	3	4				
			Harvest of Success: Bilingual and Migr							

0 0 No Posts

Events shown in time zone: Central Time

[Google Calendar](#)

## English Language Proficiency (ELP) Standards

The WIDA Consortium's English Language Proficiency Standards for English Language Learners (ELLs) in PreKindergarten through Grade 12 encompass:

- Social and Instructional language
- the language of Language Arts
- the language of Mathematics
- the language of Science
- the language of Social Studies

The WIDA ELP Standards are designed as a curriculum and instruction planning tool. They help educators determine children's ELP levels and how to appropriately challenge them to reach higher levels.

**To learn about the recently published ELP Standards and Resource Guide, 2007 Edition, PreKindergarten-Grade 12, please see its [product description in our online store](#).**

To download the documents below, please continue reading...

### Resource Guide

#### [Understanding the WIDA English Language Proficiency](#)

[Standards: A Resource Guide](#)  is an introduction to using the Standards. The final sections of the Resource Guide contain many of the tools WIDA has developed for use with our assessments and in the classroom, some of which are also available below should you wish to download them separately:

#### [Performance Definitions for WIDA's Levels of English Language Proficiency](#)

#### [Speaking and Writing Rubrics for Classroom Assessment](#)

#### [\\*The CAN DO Descriptors for WIDA's Levels of English Language Proficiency\\*](#)

\*The CAN DO Descriptors are also available [by grade level cluster](#).

### WIDA's ELP Standards, 2007 Edition

The ELP standards are available as two separate documents to reduce the size of the download. If you have any difficulty opening these documents, please make sure that your computer has the latest version of Adobe Reader installed, available for free at [www.adobe.com](http://www.adobe.com).

#### [Grade level clusters PreK-5](#)

#### [Grade level clusters 6-12](#)

[The 2004 Edition of WIDA's ELP Standards](#) is still available online for those who wish to view additional model performance indicators in the classroom (now formative) and large-scale (now summative) frameworks.

### Virginia Department of Education ELP Standards Videos

The Virginia Department of Education has generously offered to share a series of videos created by teachers, for teachers, to promote understanding of the WIDA ELP Standards and offer example lesson plans based on certain language functions.

You may view the videos and download lesson materials from the [Virginia Department of Education website](#).





QUESTIONS AND ANSWERS

**KEY SIX**



# Let's answer these questions!

- What do we already do?
- What does research tell us to do?
- What does the law tell us to do?
- What am I going to do differently?
- What strategies can I put into use right away?



# Questions?

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Melissa D. McGavock

Director of Bilingual/Title III/Migrant  
Oklahoma State Department of Education

<Melissa\_McGavock@sde.state.ok.us>

(405) 521-3196