

The State Department of Education's Summer
Professional Development Conference

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OKLAHOMA STATE DEPARTMENT OF
EDUCATION

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5 Must Dos for Designing Dynamic Lessons for English Language Learner (ELL) and Migrant Students

Office of Federal Programs, Title IA, IC, IIA, IIIA, VI & X

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Do you want dynamic lessons that

- differentiate instruction according to students' English language proficiency (ELP) levels?
- offer support for ELLs to access content learning and engage in cognitive challenges?
- address English language development and content area standards?
- include both content and language targets or objectives?
- assess students' learning and engage in the reflective feedback process?

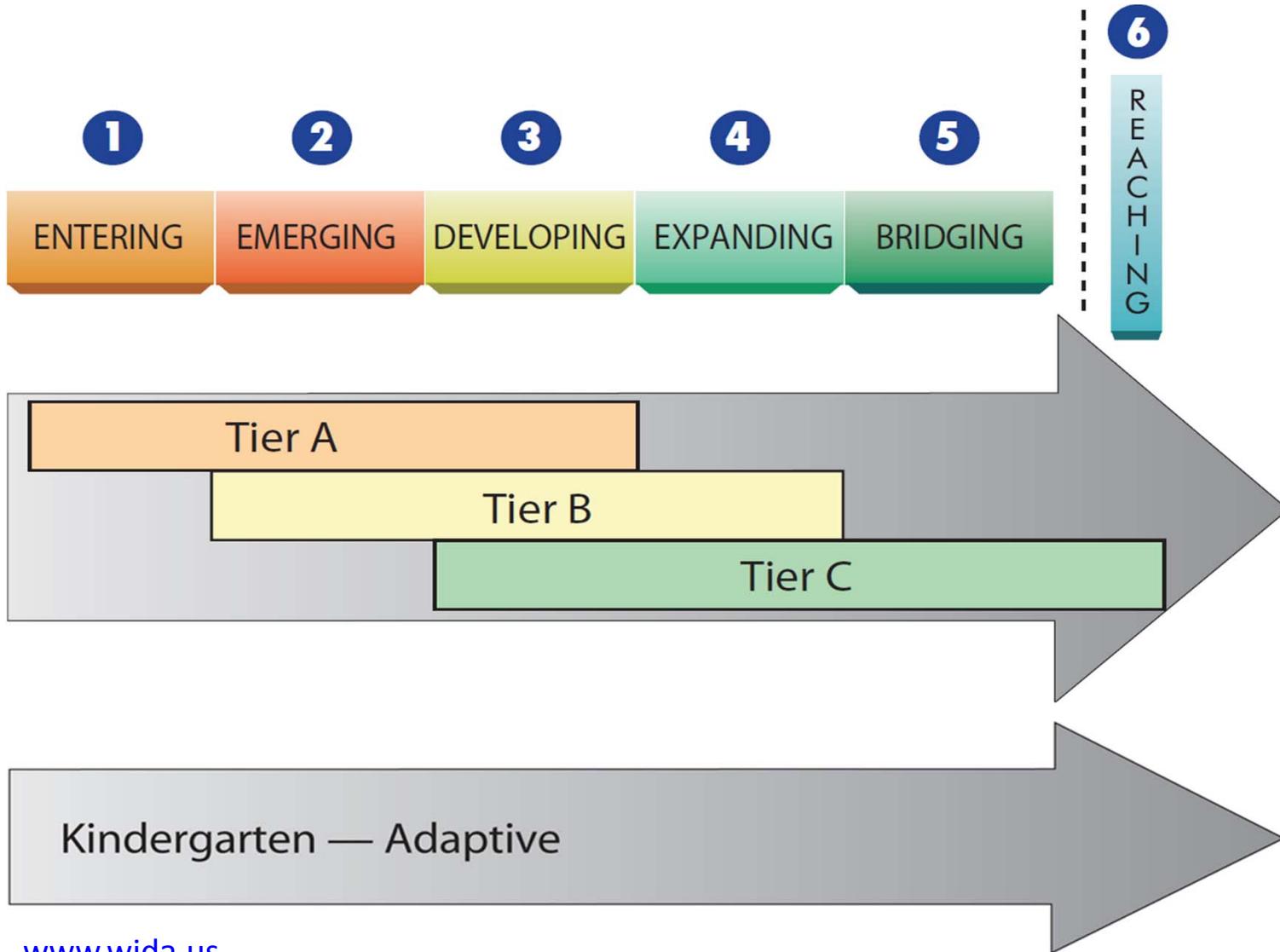
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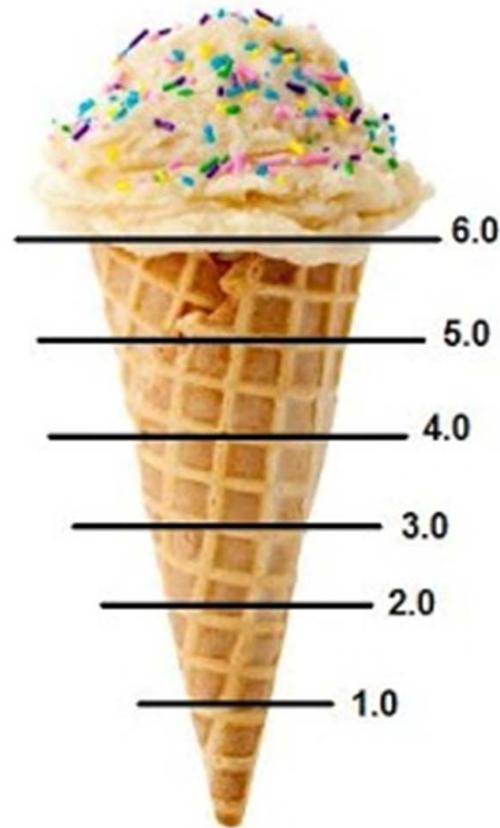
1. CONSIDER YOUR AUDIENCE.

Differentiate instruction according to students' ELP levels.

WIDA ELP Levels



Proficiency Level Ice Cream Cone Analogy



<http://www.widaatwcer.blogspot.com/2012/10/understanding-proficiency-levels-using.html>

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WIDA Can Do Descriptors



Can Do Descriptors: Grade Level Cluster 3-5

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	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, or phrases Follow one-step oral directions (e.g., physically or through drawings) Identify object, figures, people from oral statements or questions (e.g., "Which one is a rock?") Match classroom oral language to daily routines 	<ul style="list-style-type: none"> Categorize content-based pictures or objects from oral descriptions Arrange pictures or objects per oral information Follow two-step oral directions Draw in response to oral descriptions Evaluate oral information (e.g., about lunch options) 	<ul style="list-style-type: none"> Follow multi-step oral directions Identify illustrated main ideas from paragraph-level oral discourse Match literal meanings of oral descriptions or oral reading to illustrations Sequence pictures from oral stories, processes, or procedures 	<ul style="list-style-type: none"> Interpret oral information and apply to new situations Identify illustrated main ideas and supporting details from oral discourse Infer from and act on oral information Role play the work of authors, mathematicians, scientists, historians from oral readings, videos, or multi-media 	<ul style="list-style-type: none"> Carry out oral instructions containing grade-level, content-based language Construct models or use manipulatives to problem-solve based on oral discourse Distinguish between literal and figurative language in oral discourse Form opinions of people, places, or ideas from oral scenarios 	
SPEAKING	<ul style="list-style-type: none"> Express basic needs or conditions Name pre-taught objects, people, diagrams, or pictures Recite words or phrases from pictures of everyday objects and oral modeling Answer yes/no and choice questions 	<ul style="list-style-type: none"> Ask simple, everyday questions (e.g., "Who is absent?") Restate content-based facts Describe pictures, events, objects, or people using phrases or short sentences Share basic social information with peers 	<ul style="list-style-type: none"> Answer simple content-based questions Retell short stories or events Make predictions or hypotheses from discourse Offer solutions to social conflict Present content-based information Engage in problem-solving 	<ul style="list-style-type: none"> Answer opinion questions with supporting details Discuss stories, issues, and concepts Give content-based oral reports Offer creative solutions to issues/problems Compare/contrast content-based functions and relationships 	<ul style="list-style-type: none"> Justify/defend opinions or explanations with evidence Give content-based presentations using technical vocabulary Sequence steps in grade-level problem-solving Explain in detail results of inquiry (e.g., scientific experiments) 	

What can we differentiate?

- Differentiated instruction implies making modifications to instruction in one or more of its three areas:
 - content,
 - process, and/or
 - product.

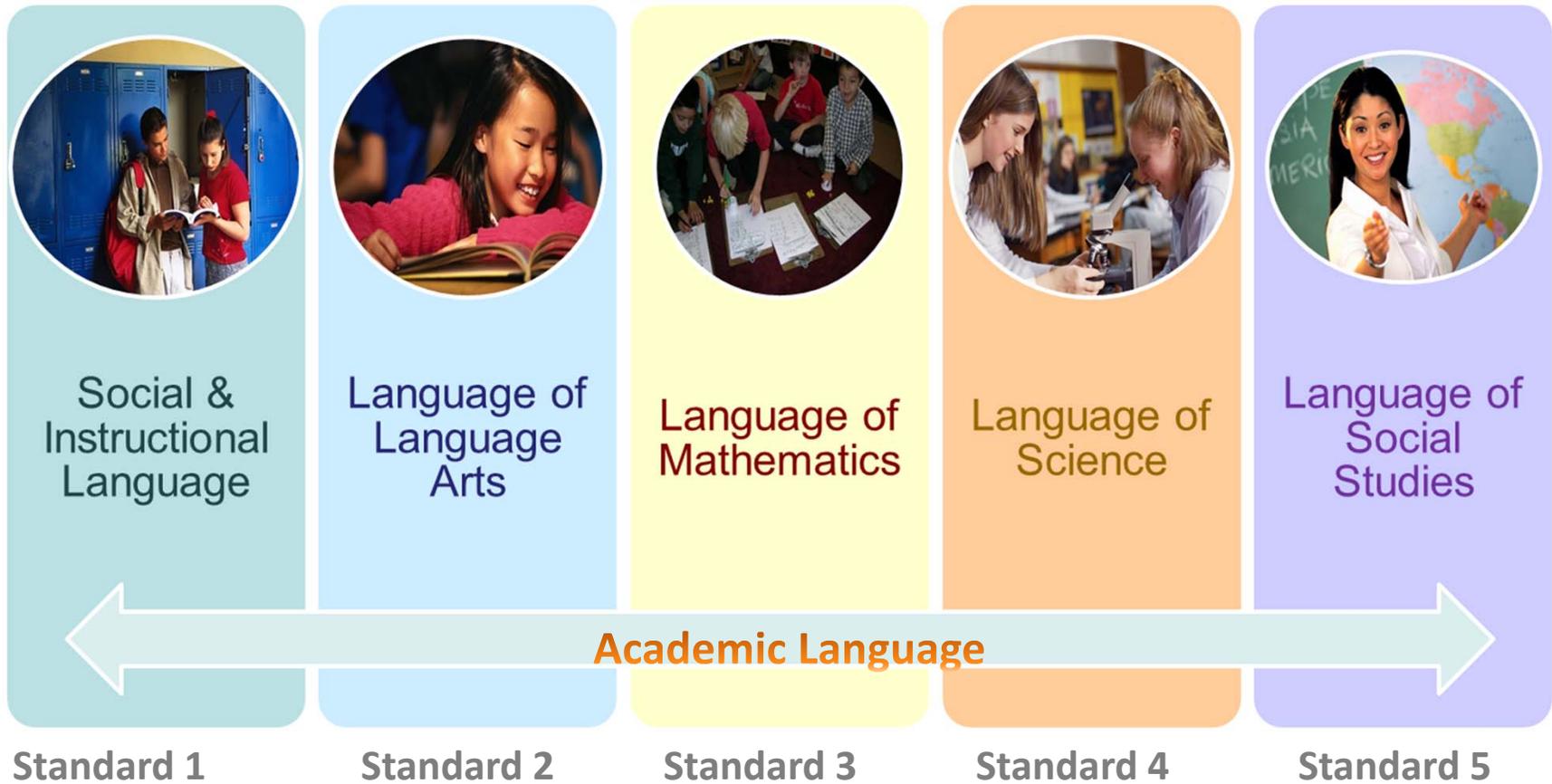
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2 and 3. GATHER YOUR RESOURCES.

Offer support for ELLs to access content learning and engage in cognitive challenges by addressing the WIDA English Language Development (ELD) Standards and Oklahoma Academic Standards.

WIDA English Language Development (ELD) Standards



WIDA ELD Standards

2007 ELP Standards

- PreK-Kindergarten
- Grades 1-2
- Grades 3-5
- Grades 6-8
- Grades 9-12

2012 ELD Standards

- Kindergarten
- Grade 1
- Grade 2
- Grade 3
- Grade 4
- Grade 5
- Grade 6
- Grade 7
- Grade 8
- Grades 9-10
- Grades 11-12

www.wida.us

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WIDA ELD Standards: Language Domains

Listening

Process, understand, interpret and evaluate spoken language in a variety of situations

Speaking

Engage in oral communication in a variety of situations for a variety of purposes and audiences

Reading

Process, understand, interpret and evaluate written language, symbols and text with understanding and fluency

Writing

Engage in written communication in a variety of situations for a variety of purposes and audiences

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WIDA Performance Definitions – Listening and Reading: 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.

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WIDA Performance Definitions – Speaking and Writing: 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...

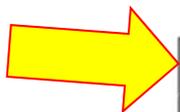
	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
Level 6 - Reaching Language that meets all criteria through Level 5, Bridging			
Level 5 Bridging	<ul style="list-style-type: none"> Multiple, complex sentences Organized, cohesive, 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.

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Cognitive Function of the WIDA ELD Standards

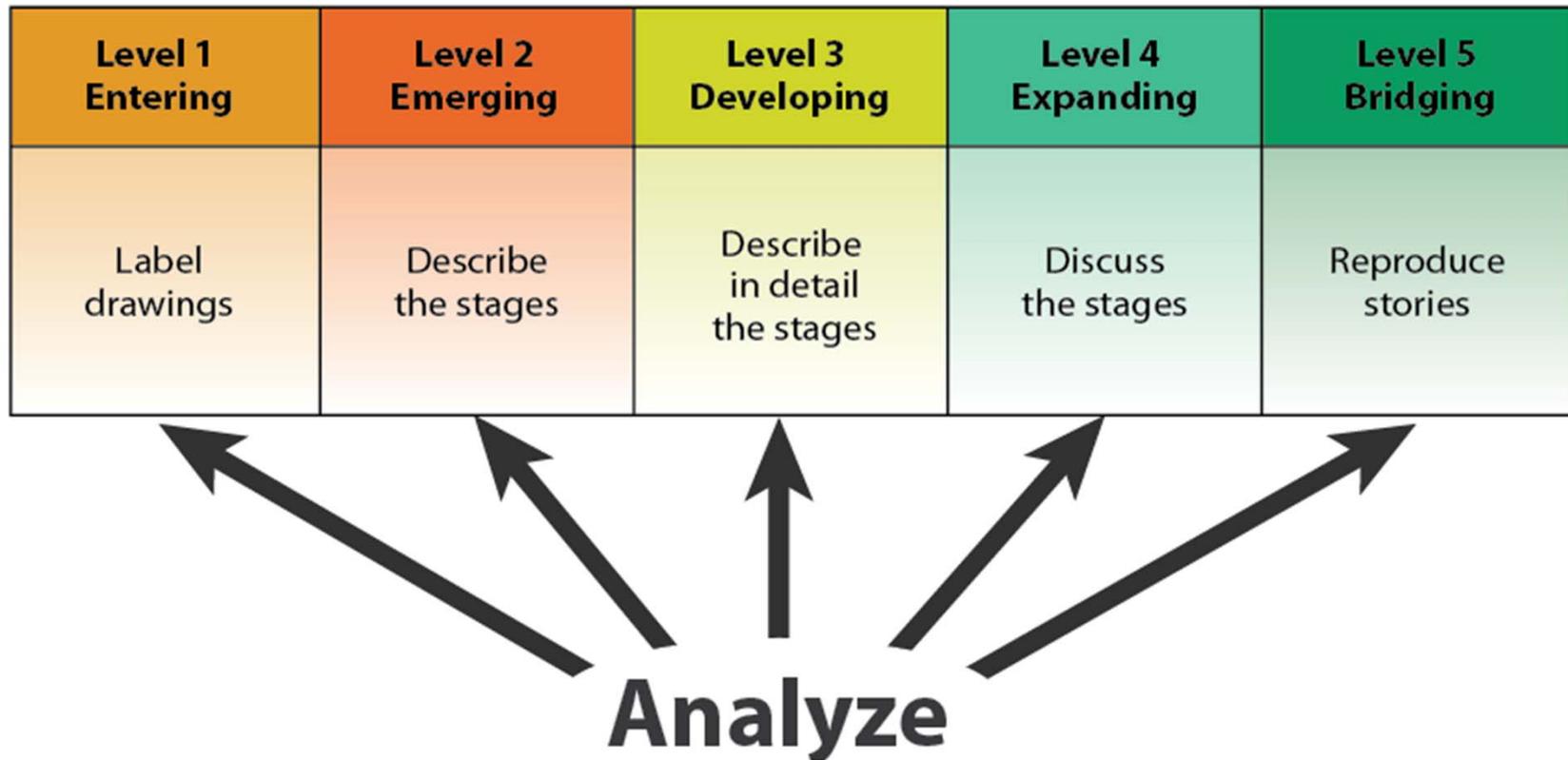
- Adopted terms from Bloom’s revised taxonomy.
- All Model Performance Indicators (MPIs) across a strand now relate to a common cognitive function.
- Expect higher cognitive functioning from ALL students.



COGNITIVE FUNCTION: Students at all levels of English language proficiency ANALYZE text features related to narrative points of view.						
	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reading Proficient
READING	Identify language that indicates narrative points of view (e.g., “I” v. “he/she”)	Identify language that indicates narrative points of view (e.g., “he felt scared”)	Categorize passages based on narrative points of view from illustrated text using	Compare narrative points of view in extended texts using graphic organizers	Compare and contrast narrative points of view in extended texts	

www.wida.us

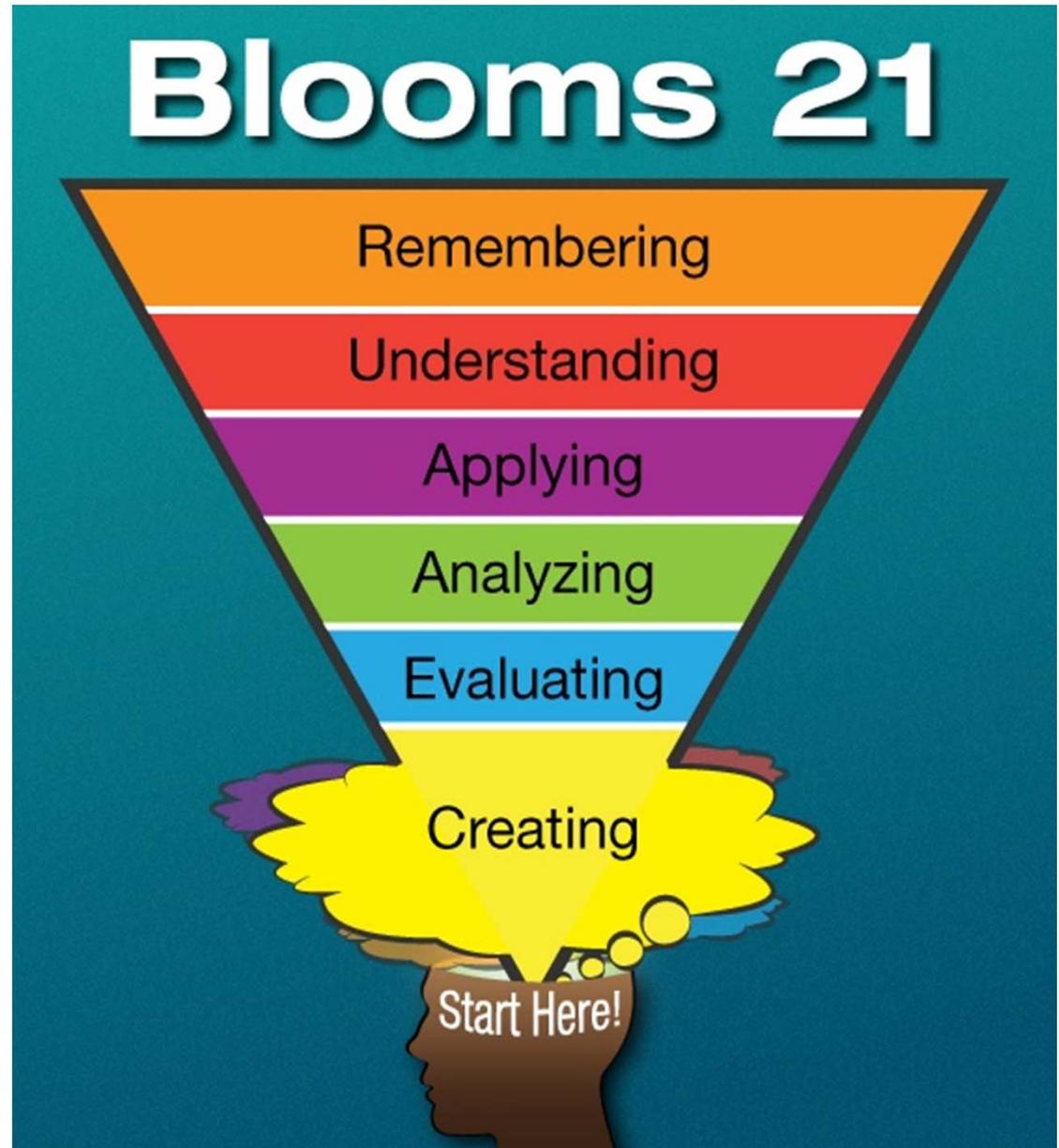
Example Cognitive Function: Analyze



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Flipping Blooms

- **Blooms 21** actively places learning where it should be, in the hands of the learner.
- <http://plpnetwork.com/2012/05/15/flipping-blooms-taxonomy/>



Oklahoma Academic Standards





4. TARGET AND SUPPORT YOUR LESSONS.

Include both content and language targets and objectives.

Planning dynamic lessons for optimal engagement of ELLs

- Would you like access to lessons that others have created for ELLs?
- Would you like to upload and share lesson plans you have created that incorporate both content and ELD standards?
- <http://www.wida.us/getInvolved/lessonPlan-shareSpace.aspx>



The purpose of this document is to provide support for educators using the WIDA Lesson Plan Share Space. Guiding questions and a description of the Plan Template is provided. Please fill in as many fields as you can in order to provide information for fellow educators of ELLs.

Lesson Title: *Provide a memorable title!*

Author: *Your name (affiliation optional)*

Language Standard(s): Type an "X" in the box to the left of the subject area(s)

Language Standard(s)	
<input type="checkbox"/>	Standard 1: Social and Instructional Language
<input type="checkbox"/>	Standard 2: The Language of Language Arts
<input type="checkbox"/>	Standard 3: The Language of Mathematics
<input type="checkbox"/>	Standard 4: The Language of Science
<input type="checkbox"/>	Standard 5: The language of Social Studies
<input type="checkbox"/>	The Language of Music and Performing Arts
<input type="checkbox"/>	The Language of Visual Arts

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Support for dynamic lessons

- <http://pinterest.com/federalprograms/>
- <http://www.wida.us/getInvolved/lessonPlan-shareSpace.aspx>
- <http://www.sc3ta.org/topics/ELL.html>
- <http://www.ok.gov/sde/sites/ok.gov.sde/files/Bilingual-LIEP12.pdf>
- www.TheRoadAheadOK.com
- <http://ok.gov/sde/oklahoma-c3-standards>

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5. EVALUATE AND REFLECT.

Assess students' learning, and engage in the reflective feedback process.

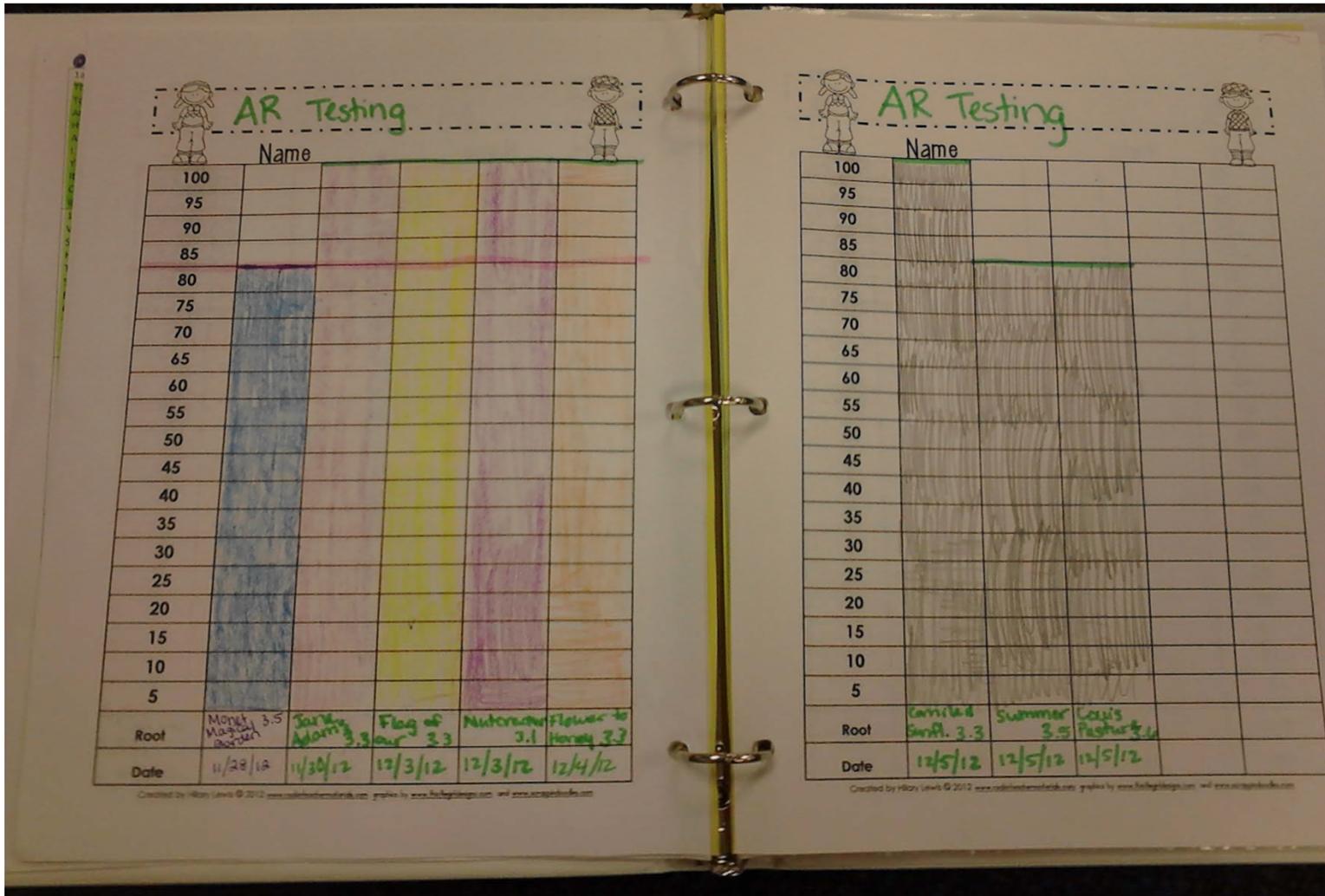
Dynamic Assessment and Feedback

- Address both the learning of content as well as the language.
- Use both formative and summative assessments.
- Ask students to reflect on their attainment of the content objective and the language objective that was addressed in the lesson.
- Reflect on the success of the lesson and if any revisions need to be made for the next time.

Formative Assessments



Student Reflection with Data Notebooks



<http://newliferookie.blogspot.com/2013/01/data-notebooks-who-knew.html>

Whole Class/School/District Reflection with Data Walls



<http://pinterest.com/pin/102456960245709150/>

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