

English to Speakers of Other Languages

Clayton County Public Schools
Office of Second Language Learning

...ESOL ACRONYMS

AMAOs

PHLOTE

ELLM

TPC

BICS

ESL

WIDA

LEP

W-APT

SIOP

PW

ELP

LAC

NCLB

A

C

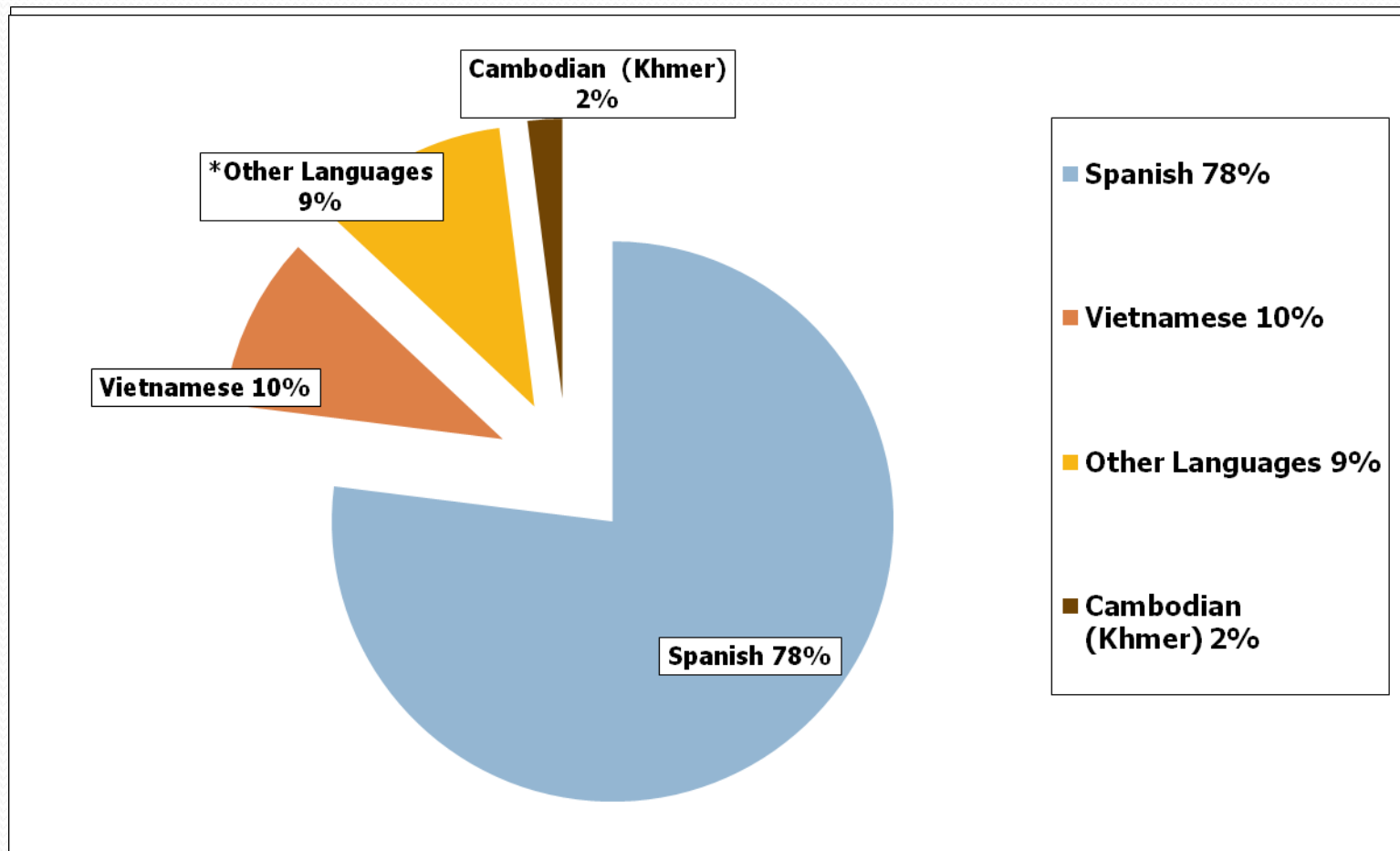
C

E

S

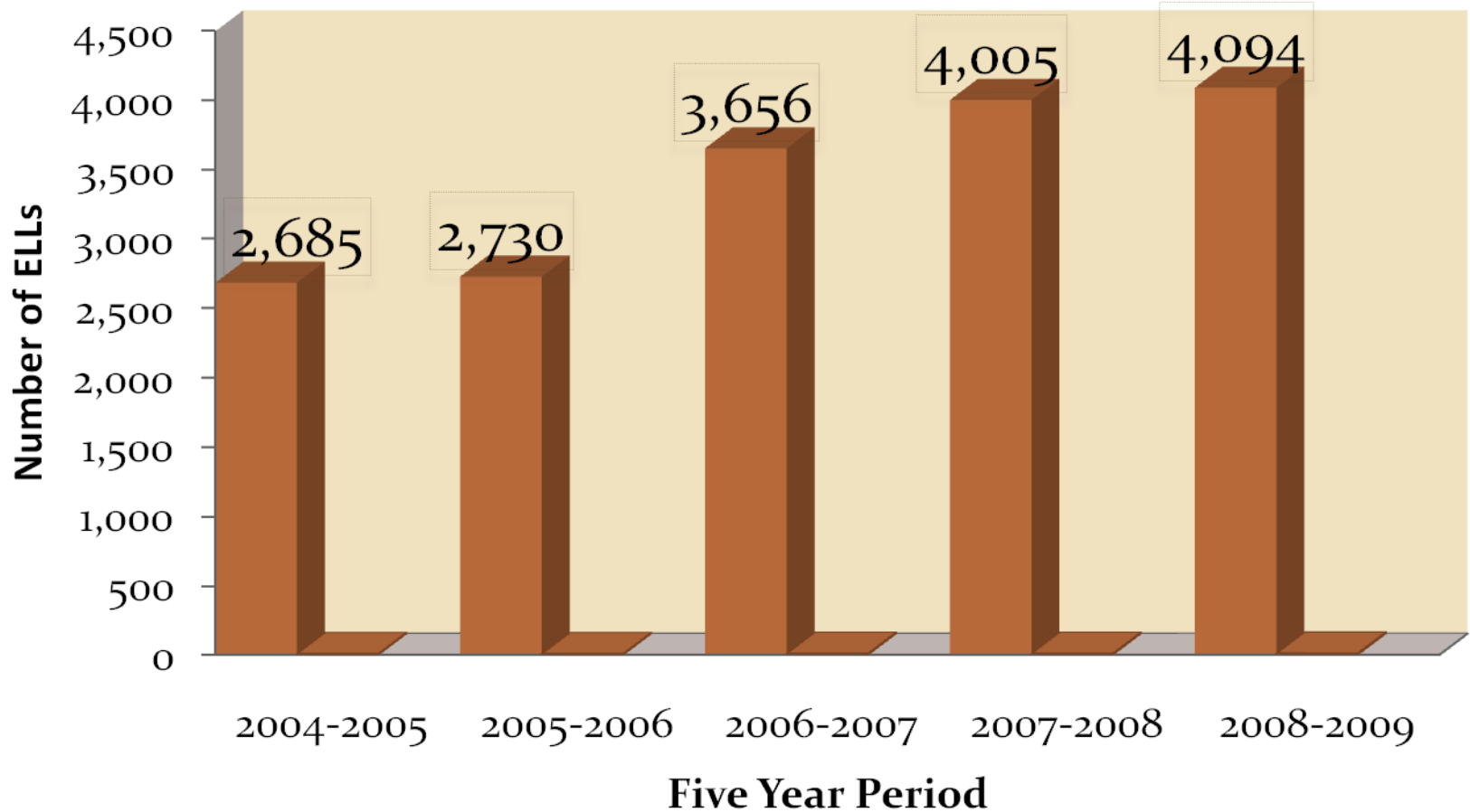
S

Languages Spoken by ELLs in CCPS

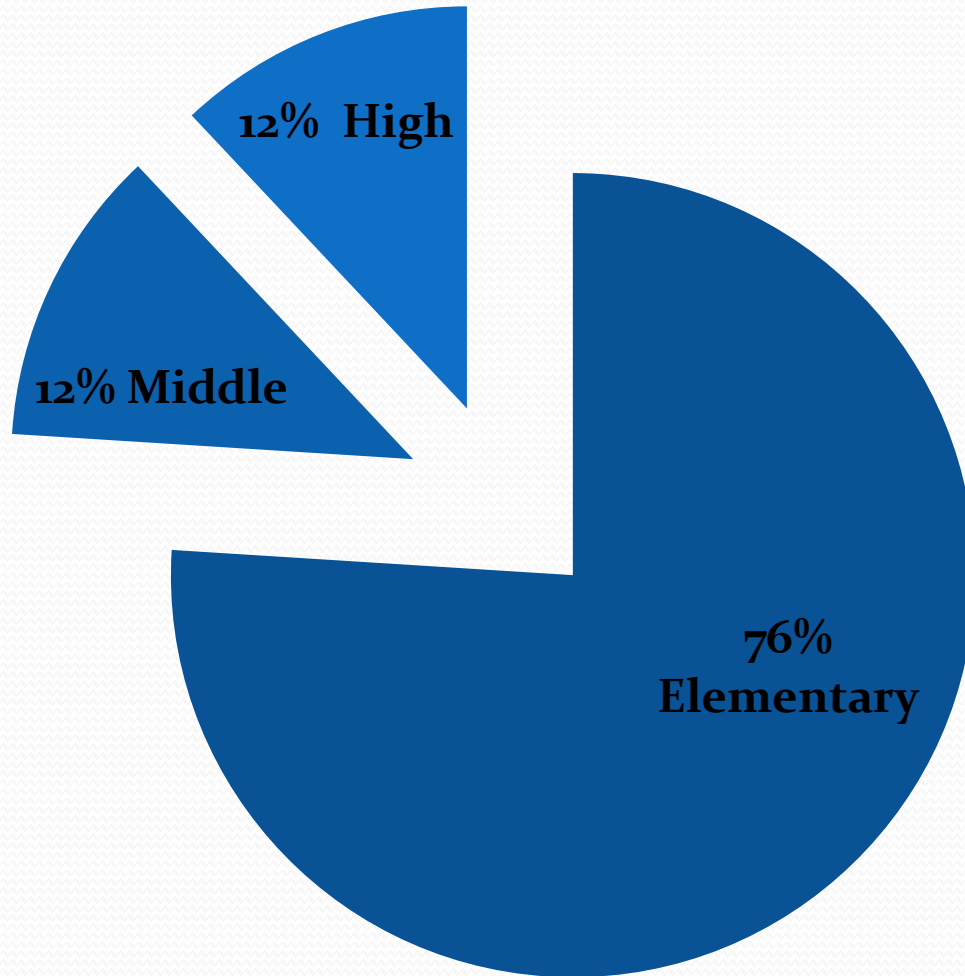


*Other Languages- Haitian Creole, French, Gujarati, Arabic, Korean, etc.

Total Number of ELLs in CCPS



Percentage of ELLs in ESOL by Level-2009

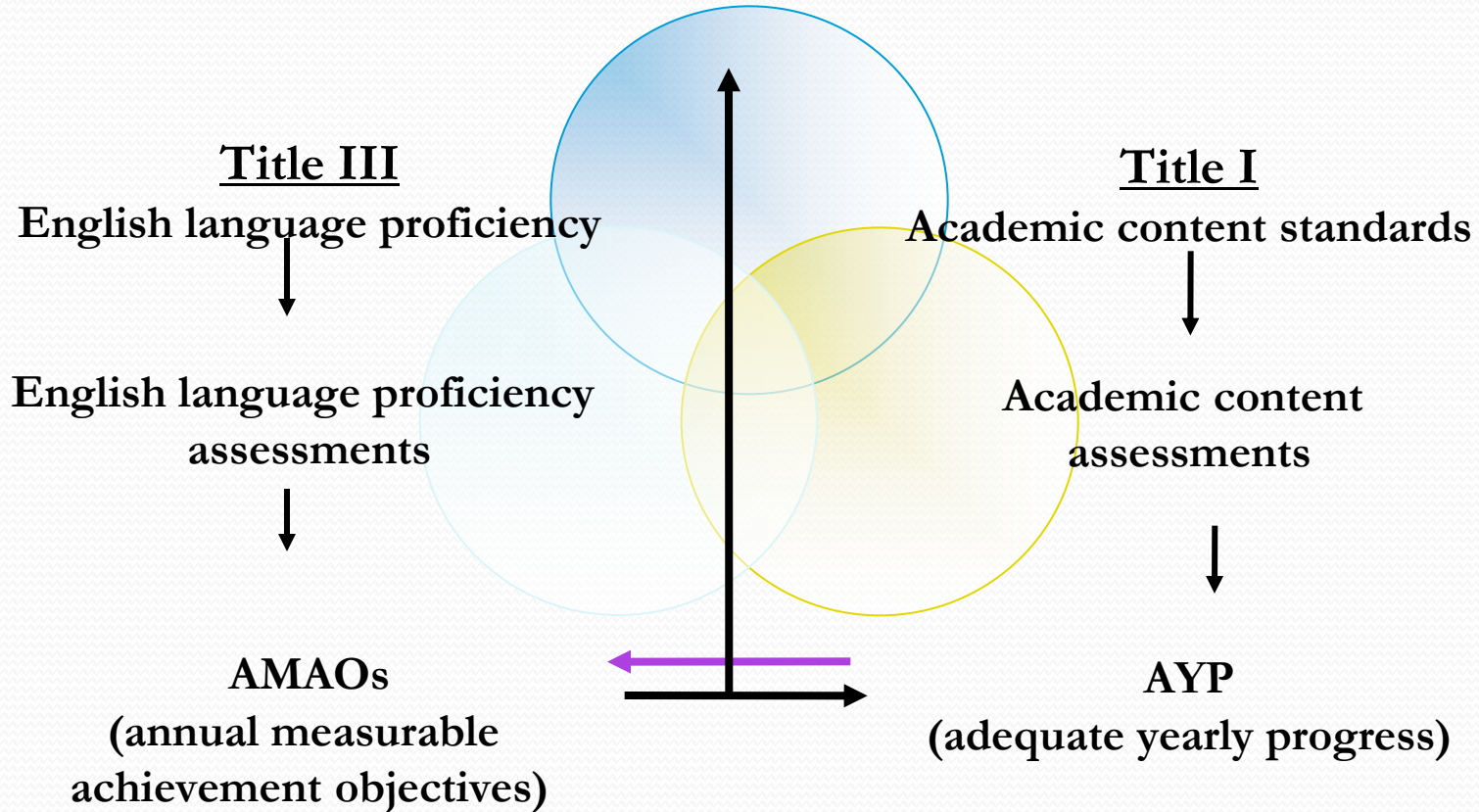


Accountability

2008-2009 is Year One...

No Child Left Behind and ELLs

Increase English proficiency and academic achievement





(**W**orld-class **I**nstructional **D**esign & **A**ssessment)

WIDA English Language Proficiency Standards K-12

- Used by 19 States
- Provides framework for ELL instruction

WIDA ACCESS Placement Test (W-APT)

- Eligibility/Screening Test for English language assistance
- Determines initial English language proficiency levels

ACCESS for ELLs

- Determines English language proficiency levels
- Measures **progress** of ELLs in English
- Standardized test used to determine ELLs **proficiency**

ACCESS for ELLs

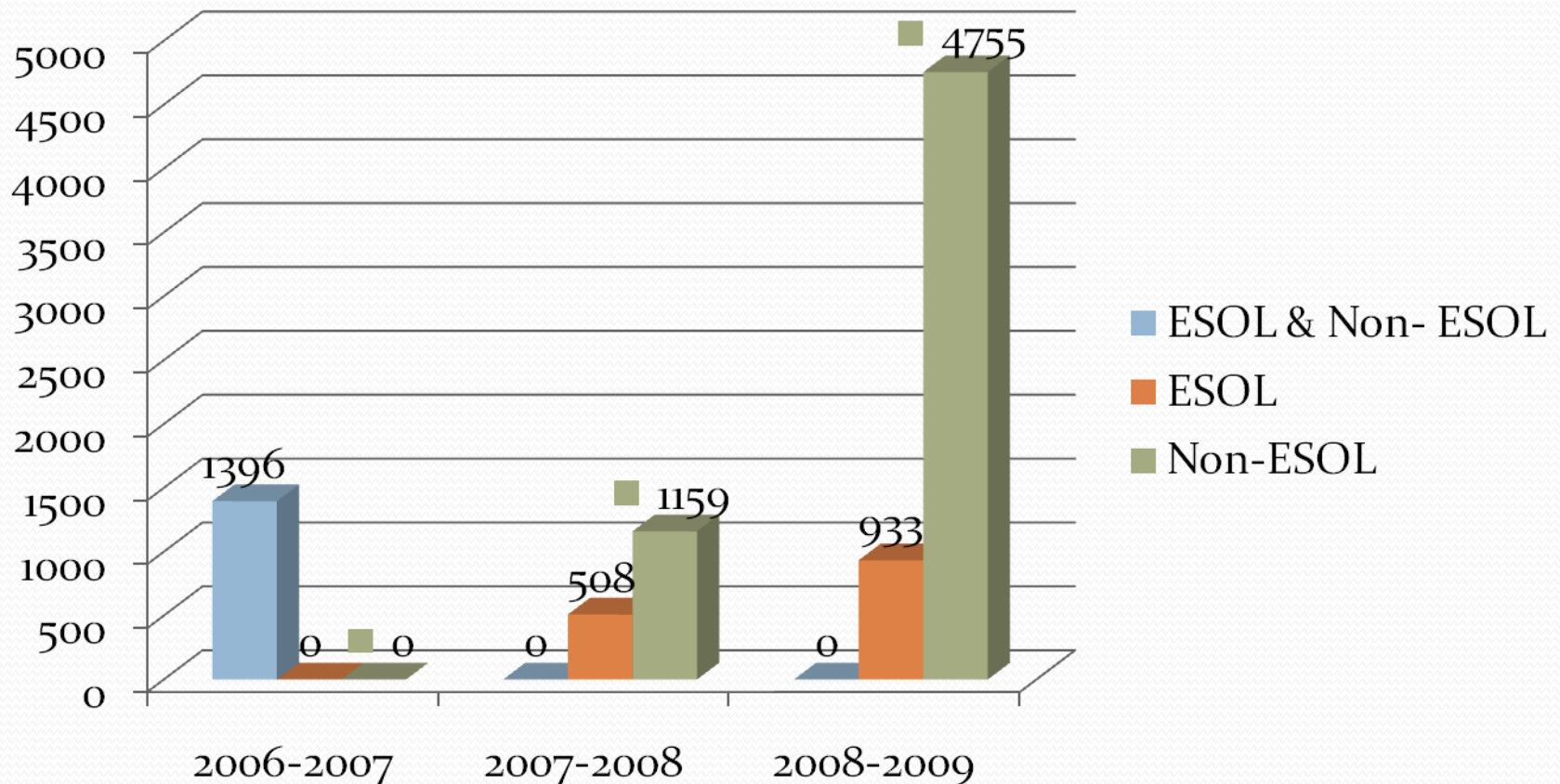
- Grade 1-12 test items now available
- New Kindergarten Model ACCESS for ELLs administered to students this spring... 2009
- New Kindergarten exiting criteria – 6.0 score required
- Kindergarten ELL scores will be used for District AMAO calculations...this year

**Assessing
Comprehension and
Communication, in
English
State to
State
for
English
Language
Learners**

Instruction

Teaching Academic English
&
Making Content Comprehensible

ELL Pre-Service & In-Service Professional Development



Fidelity of Instruction

Georgia Performance Standards

&

WIDA (ELP) Standards

(1) Social/Instructional Language (2) Language of Language Arts (3) Language of Math (4) Language of Science & (5) Language of Social Studies

Domains: Speaking, Listening, Reading, Writing

&

Sheltered Instructional Observation Protocol-SIOP

Instructional Framework

Sheltered Instructional Observation Protocol

Components

- Lesson Preparation*
- Building Background
- Comprehensible Input
- Strategies
- Interactions
- Practice & Application
- Lesson Delivery
- Review & Assessment

Implementing Language & Content Objectives*

- ESOL Teachers, Literacy Coaches, Instructional Mainstream Teachers trained in SIOP Framework
- ESOL District Professional Development
- ESOL School-based Professional Development
- MetroRESA Offerings

Key Elements for Language Instruction

#1 Language
Function

#2 Topic or Content Stem
(derived from state academic
content standards)

Describe weather conditions

based on information from

photographs, charts, or graphs

#3 Support Function to make
content comprehensible

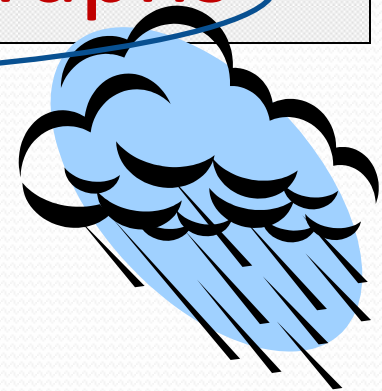


Figure 5M: CAN DO Descriptors for the Levels of English Language Proficiency, PreK-12

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
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 and 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

Level 6 Reading