

ELPA 5 Project

Increasing Student English Proficiency in writing, speaking and vocabulary

3.14.14

Jorge Padilla

Lincoln and Redwood
Elementary ELL Coordinator,
Grants Pass School District #7
Presenter

jpadilla@grantspass.k12.or.us

Who are we? That's me!

- Administrator from district office
- First year teaching
- Principal
- Counselor
- Teaching 5 years or more? 10 years? 15? 20?
Over 20?
- Music Teacher/Library
- SPED/Resource
- Classroom teacher
- Have had EL Achieve training (SELD, Constructing Meaning, Dutro units)

Who are we? That's me!

- Classroom assistant/Support staff
- High school teacher
- Use technology in your classroom daily
- Middle school teacher
- Elementary school teacher
- ELL/ELD teacher
- Love your job!

Who am I? That's me!

- BA Education, 1993 University of Arizona
- MA Bilingual and Multicultural Ed, 1997 Northern Arizona University
- Taught 5th grade bilingual classroom , Tucson Arizona



Who am I? That's me!

- Lead K-6 ESL Teacher, Jackson Elementary, Medford SD#549c
- Lead K-5 ELD Teacher, Lincoln and Redwood Elementary Schools, GPSD#7
- Data geek
- Educational software creator
- Entreprenuer
- Aspire to be professional presenter
- Lifelong learner



Today's goals

- Our Time- "Carpe Diego"- Seizing the moment for ELL learners
- Identifying strategies for increasing student vocabulary acquisition
- The ELD Matrix
- ELPA 5 Project: English Language Proficiency (ELPA) posters and explaining leveled highlighting

Today's goals

- Closing activity (Something new I learned today was _____.)
- Something I plan to do differently from now on is _____.
- I would like to know more about _____.)

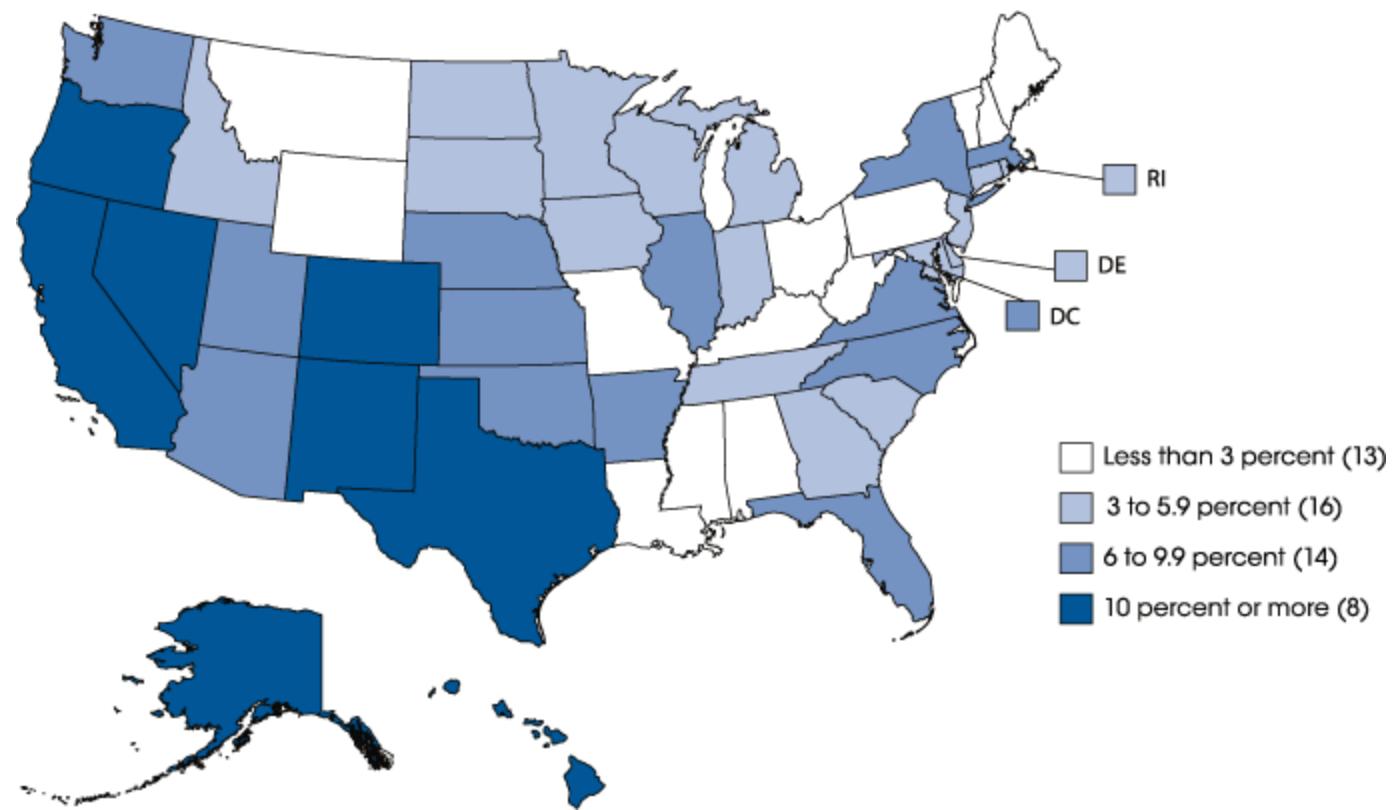
Calling all data nerds!!!

- According to the US department of Education, there were about 5,400,000 ESL students in the USA alone in 2006 and the **number is increasing**.
- ESL or LEP students are the US fastest-growing population and are expected to make up **one out of every four students** by 2025.
- The number of ESL students in US public schools has almost **tripled** over the past decade (Goldenberg, 2006).

The National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs (NCELA), 2007,

www.ncela.gwu.edu/expert/fastfaq/4.html

ELL Students in the US



SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency School Universe Survey," 2010-11. See *Digest of Education Statistics 2012*, [table 47](#).

Calling all data nerds!!!

2009-2010 total number of students in US,
45,913,237

2009-2010 total number ELL students in US reached
4,659,349 (9.7%), the following year saw a jump of
over 34,000 ELL students!

2012-2013 total number of students in Oregon:
563,714

2012-2013 total number of ELL students in Oregon:
56, 770 (<10%)

<http://www.ode.state.or.us/data/annreportcard/rptcard2013.pdf>

Calling all data nerds!!!

Language of Origin	Number of Enrolled Students ¹	Number of English Learners ²	Percent of Total Spring Enrollment ³ (Total: 556,154)	Percent of Total English Learner Enrollment ³
English	433,907	1,368 ⁴	78.02%	2.41%
Spanish	79,707	43,504	14.33%	76.63%
Russian	4,712	2,003	0.85%	3.53%
Vietnamese	4,453	1,676	0.80%	2.95%
Chinese	2,982	949	0.54%	1.67%
Korean	1,146	440	0.21%	0.78%
Ukrainian	1,109	451	0.20%	0.79%
Arabic	1,036	668	0.19%	1.18%
Somali	960	703	0.17%	1.24%
Romanian	802	296	0.14%	0.52%

Calling all data nerds!!!

Language of Origin	Number of Enrolled Students ¹	Number of English Learners ²	Percent of Total Spring Enrollment ³ (Total: 556,154)	Percent of Total English Learner Enrollment ³
Japanese	716	267	0.13%	0.47%
Hmong	641	265	0.12%	0.47%
Chuukese	597	455	0.11%	0.80%
Tagalog	557	212	0.10%	0.37%
Marshallese	405	307	0..07%	0.54%
Hindi	360	91	0.06%	0.16%
Lao	344	111	0.06%	0.20%
German	280	42	0.05%	0.07%
Persian	264	85	0.05%	0.15%

Calling all data nerds!!!

Language of Origin	Number of Enrolled Students ¹	Number of English Learners ²	Percent of Total Spring Enrollment ³ (Total: 556,154)	Percent of Total English Learner Enrollment ³
Nepali	255	197	0.05%	0.35%
Telugu	252	38	0.05%	0.07%
Thai	250	126	0.04%	0.22%
French	230	62	0.04%	0.11%
Amharic	207	118	0.04%	0.21%
Karen	186	188	0.03%	0.33%
Burmese	164	124	0.03%	0.22%
Tamil	164	19	0.03%	0.03%
Other or N/A ⁵	19,468	2,005	3.50%	3.53%

Calling all data nerds!!!

Language of Origin	Number of Enrolled Students ¹	Number of English Learners ²	Percent of Total Spring Enrollment ³ (Total: 556,154)	Percent of Total English Learner Enrollment ³

1 Source: Spring Membership 2013

2 Source: Unduplicated Limited English Proficient Collection, 2012-13, excluding students determined not to be eligible for ESL services.

3 Percentage columns do not sum to 100% due to rounding.

4 Native American/Alaska Native students may qualify for English learner services even though these students have English as their language of origin.

5 Includes students reported with an uncommon language of origin, as well as students reported with "Other" or "Not Applicable" as their language of origin.

In 2000, 2,810,654 Oregonians—87.9 of the population five years old or older—spoke only English at home, down from 92.7% in 1990.

The following table gives selected statistics from the 2000 census for language spoken at home by persons five years old and over. The category "Other Indo-European languages" includes Albanian, Gaelic, Lithuanian, and Rumanian. The category "Other Slavic languages" includes Czech, Slovak, and Ukrainian. Samoan. The category "Other Asian languages" includes Dravidian languages, Malayalam, Telugu, Tamil, and Turkish. The category "Scandinavian languages" includes Danish, Norwegian, and Swedish.

ELL Student achievement: how are we doing?

The percentage of public school students in the United States who were English language learners (ELL) was higher in 2010-11 (10 percent) than in 2002-03 (9 percent). In 2011, the achievement gaps between ELL and non-ELL students in the NAEP reading assessment were 36 points at the 4th-grade level and 44 points at the 8th-grade level.

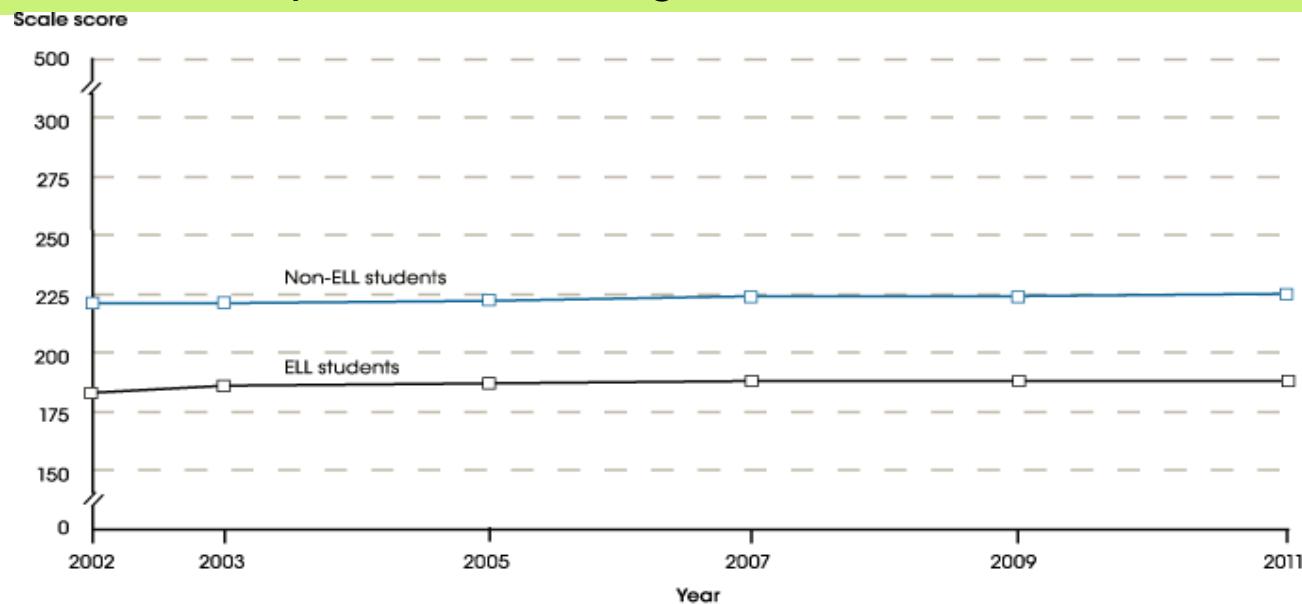


Figure 2. Average reading scores of 4th-grade students, by English language learner (ELL) status: Selected years, 2002-11

NOTE: Scale ranges from 0 to 500.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 2002-11 Reading Assessments, NAEP Data Explorer. See *Digest of Education Statistics 2012*, [table 127](#).

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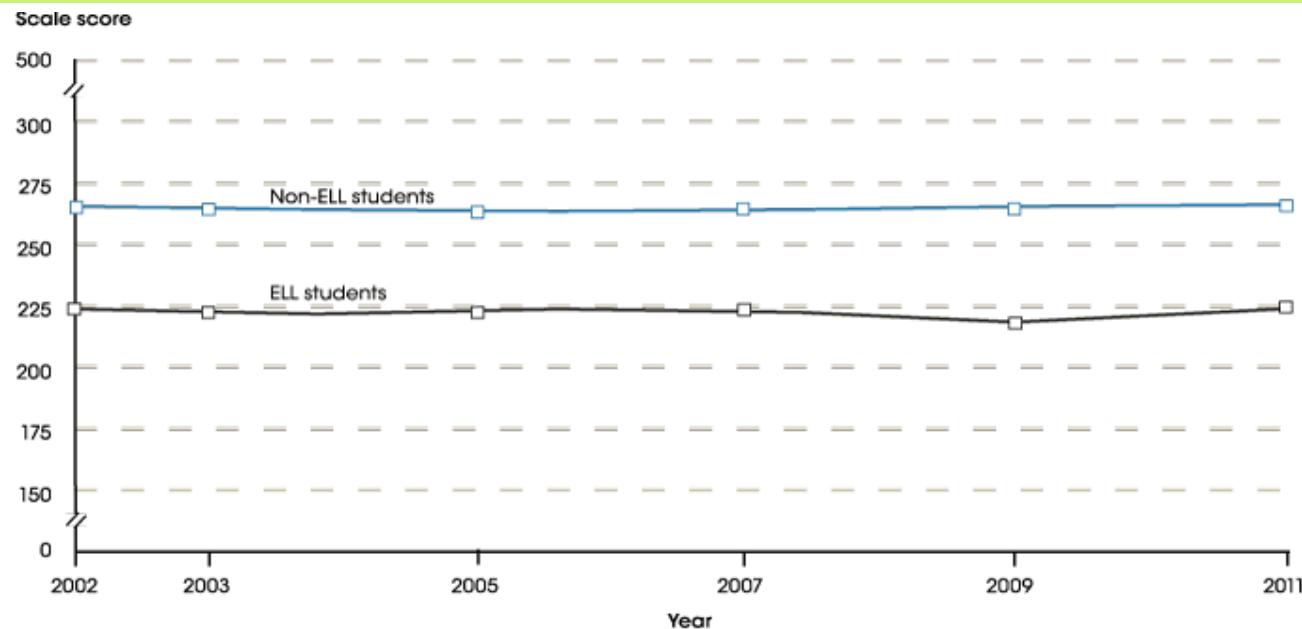


Figure 3. Average reading scores of 8th-grade students, by English language learner (ELL) status: Selected years, 2002-11

NOTE: Scale ranges from 0 to 500.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 2002-11 Reading Assessments, NAEP Data Explorer. See *Digest of Education Statistics 2012*, [table 142](#).

The importance of Teaching Vocabulary

- Why is targeted, vocabulary instruction so important?
 - We are the "physical therapists"- determine where it's "hurting" and provide a solution (data based decision making)
 - Meaningful Differences, (1995, Hart and Risely) shows a direct link between a child's academic performance in third grade, and the amount of words spoken in their home from birth to age three. (Last time visited Head-Start? Info packet at hospital)
 - Children in professional homes heard 382 words an hour while children raised in welfare homes heard an average of 167 words an hour. In a month, the difference in words heard was 1,100 (professional) to 500 (welfare). Hart and Risley's findings support Becker's conclusion that a major factor in the school failure of "disadvantaged" children was inadequate vocabulary knowledge (1977).

Source: <http://www.education.com/reference/article/socioeconomic-status-vocabulary-development/>

Common Core and Smarter Balanced

- Moving away from choice A, B, C or D to short answer and detailed writing for responses.
 - Sample from Smarter Balanced 3rd Grade ELA Practice Test:
Oliver's Big Splash

Oliver was a dog that lived in a small town near a lake. He loved to play outside. Oliver liked to play fetch, but his favorite thing to do was to chase leaves. He loved chasing leaves so much that his favorite time of year was fall when the leaves fell off the trees.

One beautiful fall day, Oliver and his owner, Jeff, went for a walk around the lake. They were enjoying the sunshine and the lake when suddenly a dragonfly flew past. For a moment, Oliver forgot where he and Jeff were and what they were doing. All of a sudden there was a big splash.

**Highlight sentence which describes what kinds of things Oliver liked to do.
Write an ending for the story by adding details to tell what happens next.**

Source: <http://sampleitems.smarterbalanced.org/itempreview/sbac/ELA.htm>

Three tiers of vocabulary

- Tier 1 • Words used in everyday speech (emotions, furniture, actions, etc.) • Students with a limited vocabulary will need support
- Tier 2 • General academic words • Words found more often in written texts across disciplines (relative, vary, formulate, specificity, and accumulate), technical texts (calibrate, itemize, periphery), and literary texts (misfortune, dignified, faltered, unabashedly).
- **Tier 3** • Domain-specific words • Words found more often in written texts within a specific discipline (lava, carburetor, legislature, circumference, aorta)
- Great news is that you get to teach all three tiers!!!

Isabel L. Beck, Margaret G. McKeown, and Linda Kucan (2002, 2008)
<http://standards.dpi.wi.gov/files/cal/pdf/vocabulary.pdf>

Tic-Tic-Boom!

- Uses TPR- Total Physical Response to help engage students
- Draw pictures or collect from the web, images which best illustrate vocabulary word (Waltke's Web)
- Review the vocabulary words and identify corresponding pictures
- Ask students to touch picture that corresponds with target vocabulary word
- Time them by saying tic-tic-boom!
- Students can compete individually, in pairs, or as a class
- Review will have students using vocabulary word to describe the picture

Example from 1st Grade

Tic-Tic-Boom! A Fox and a Kit Unit 1.5

observe, wild, parent, solo, dangle, nape, medicine, poisonous

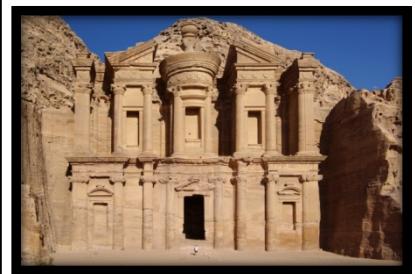


Example from 4th Gr.

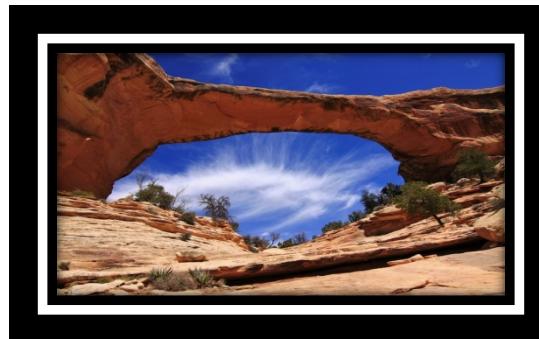
My Sidewalks

Tic-Tic-Boom! Unit 1.5 The West

astonishing, eruptions, formed, gigantic, naturally,
unbelievable



You can add a
link to watch a
video



“Fresh” Fairy Tales



Using a thesaurus to “upgrade” famous fairy tales

Miniature swine,
diminutive boar,
allow me to enter!

- ## • 3 Little Pigs

“Fresh” Fairy Tales



Using a thesaurus to “upgrade” famous fairy tales

The ancient monarch Cole, was a jovial, elder person, and a mirthful, aged creature was he.

- Old King Cole

“Fresh” Fairy Tales



Using a thesaurus to “upgrade” famous fairy tales

Gray-haired matron
Hubbard, set off to
the pantry, to obtain
her aged canine a
bone.

- Old Mother Hubbard

“Fresh” Fairy Tales



Using a thesaurus to “upgrade” famous fairy tales

“Gadzooks! What gigantic optical organs you posess!” exclaimed petite, rouge, caped child. “All the more desirable with which to behold you,” the large, abominable carnivorous mammal of the family Canidae retorted.

- Little Red Riding Hood

“Fresh” Fairy Tales



Using a thesaurus to “upgrade” famous fairy tales

Progenitor grizzly's mattress was too firm.
Matriarch Ursa's bunk was too malleable.
However, auburn, infant bear's particular cot was completely faultless.

- Goldilocks and 3 Bears

Questions of the day:

- Question 1 (classroom teachers and admin):

If one out of every 10 (now 1 out of every 5 kinder) Oregon students comes from a multi-ethnic, or ethnic minority background, how am I/staff differentiating instruction?

- Question 2: (ELD and classroom teacher)

How do I know that the instruction is neither too high nor too low for their English proficiency level? (Am I doing L+0, L+1, or L+ Too Much)

Backbone of D7 ELD Program: ELD Matrix of Grammatical Forms

- Divides English Proficiency into 5 levels (Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced)
- Separated by linguistic forms/grammar (verbs, nouns and articles, pronouns, prepositions, conjunctions, adjectives, and adverbs)
- Moving from minimal comprehension and limited competencies, to more advanced, global comprehension across multiple opportunities (functions)
- Goal is to teach to students L +1

Source: 1999,2001, 2005 (Dutro, Prestridge, & Herrick)

Snap Shot: Progression of student competencies

- **Beginning (Level 1)**
- Minimal comprehension of general meaning
- Early- No verbal response
- Later- One-two word responses
- Many basic errors in speech
- Points, gestures, circles, draws, repeats, needs simple sentence frames and word banks
- May be quiet or a behavior problem
- (Example “bear”, “brown bear”)
- What word(s) helps you to “describe” a level 1 student?

Snap Shot: Progression of student competencies

- **Early Intermediate (Level 2)**
- Increasing comprehension of general meaning and some specific meaning
- Responds using phrases and simple sentences (subject + predicate)
- Some basic errors in speech
- Recites familiar songs or poems, retells, explains "immediate" world, needs familiar, patterned, predictable language which has been explicitly taught, less support than beginner but much more than majority of students in class
- (Example "The bear is brown", "He is eating.")
- What word(s) helps you to "describe" a level 2 student?

Snap Shot: Progression of student competencies

- **Intermediate (Level 3) “The Gatekeeper”**
- Good comprehension of general meaning and increasing comprehension of specific meaning
- “Experimenting” or “playing with language”, using more detail and newly acquired vocabulary
- Some errors in speech (“speed bumps” for reader)
- Able to keep up with class, however, limited explanations when it comes to summarizing, using examples, describing main points of a story, can use graphic organizers successfully, can create complex sentences with support
- (Example “The brown bear lived with his family in the forest”, “The girl studied hard and she got good grades.”)
- Often incorrectly identified as non-ELL because “has good English”
- What word(s) helps you to “describe” a level 3 student?

Snap Shot: Progression of student competencies

- **Early Advanced (Level 4)** “Almost” Proficient
 - Consistent comprehension of general meaning and good understanding of inferential or implied meaning
 - Sustains conversation and responds with details in varied sentences using extensive vocabulary, reads most grade level texts, creates much more complex sentences, can write 5+ paragraph essays
 - Standard grammar with few random errors
 - Higher level of Bloom’s taxonomy, hypothesizing, inferring word meaning from context (“He was flipping through the pages of the book trying to find the picture he wanted to show me.)
 - (Example “How can black bears survive in the forest if they can’t find food there?”)
 - What word(s) helps you to “describe” a level 4 student?

Snap Shot: Progression of student competencies

- **Advanced (Level 5)** "Celebrate Proficiency!"
- Total comprehension of general and implied meaning, including idiomatic and figurative language (Ex. "He bit off more than he could chew!")
- Initiate and navigate using complex sentence structures and vocabulary, debate, persuade and justify. Use and understand "native-like" speech, "gets jokes"
- Passes district-writes ☺
- (Example "Black bears prefer to scavenge for food; whereas grizzlies hunt for small animals.")
- What word(s) helps you to "describe" a level 5 student?

Building a strong foundation

- Mastery of Level 3 Forms:
 - Describing using adjectives, comparatives and superlatives (bigger, taller than, smartest)
 - Contractions
 - Adverbs with -ly , very, enough, too, always, never, sometimes
 - Plurals (regular and irregular), possessives, and possessive pronouns
 - Modals (could, would, should, may, might)
 - Regular –ed and irregular past tense verbs

Looking at writing through ELD lens: I do

- Another way of looking at student writing: ELL Lens
- As a group, we will be looking at student writing to identify key language forms as strength or deficit skills
- Orange highlighter (levels 1 and 2), Yellow (level 3), blue (level 4) and green (level 5)
- Highlight if it is a level “strength”, circle in corresponding color if it is a level “deficit”
- Question: What level is their strength and what is/are areas of deficit?

Let's put it into practice.... I do

- What should I highlight (level "strength" what student wrote correctly) and what should I circle (level "deficit" where student struggled)?
- i come from Micronesia.
- She ask someone for favor.
- They built docks for the boats.
- Lots of peopel go to college.
- There was alot of man and woman at the airport.
- That was the fastest pitch that I had ever seen.

Let's practice....we do

- What should I highlight (level "strength") and what should I circle (level "deficit")?
- **i** **come from Micronesia.**
- **She** **ask** someone **for** **a favor.**
- **They built docks** for **the boats.**
- Lots of **people** go to college.
- There was **a lot** of **man** and **woman** at the airport.
- That **was** the **fastest** **pitch** **I'd** ever seen.

Your turn.... You do

- At your table, choose 1-2 students, identify key language forms as strength or deficit skills
- Orange highlighter (levels 1 and 2), Yellow (level 3), blue (level 4) and green (level 5)
- Highlight if it is a level “strength”, circle in corresponding color if it is a level “deficit”
- Question: What were students levels of strengths and their areas of deficit?
- Was a level more prominent in each sample?

Data based decision making...

- What was your student's areas of strength (most common color used to highlight)
- What is the student's deficit areas (areas you circled most often)
- Based on data in front of you, what level is the student? (1-5)
- Question: How would you teach +1 to this student?
- Other "ah-ha!" moments?
- Share

Today's goals

- Closing activity (Something new I learned today was _____. Something I plan to do differently from now on is _____. I would like to know more about _____.)

Post-Evaluation

- Please take 5-10 minutes to fill out the evaluation

Closing story

- The Guru

Thank you to everyone!

- Mission Statement-

We will provide all students, regardless of racial, socioeconomic, or linguistic backgrounds, the activities and follow up necessary to help them become proficient in receptive (reading and listening) as well as expressive (written and spoken) English communication.

I can. I will. I must.