

# PLANNING LANGUAGE DEVELOPMENT FOR LONG- TERM ELLS

---

Karen Lewis  
Professional Development Specialist for ELLs  
Katy ISD

Presented at Region IV ESL/Bilingual Conference  
September 22, 2016

# Danny's Story



- Born in Houston area
- Participated in Bilingual Education in Elementary
- Same ESL English teacher for grades 6-8 (minimal training)
- General Academic content classes
- AH in TELPAS Listening, Speaking, A on TELPAS Reading, I in Writing
- Reached F/FES in 7<sup>th</sup> grade
- Never met standard on Reading STAAR
- After School Program, Reading Elective, Summer School
- Computer program for reading intervention during study hall

# Definitions

“Attended school in the US for **six** or more years yet are still classified as ELLs” (Seidlitz, Base & Lara, 2014)

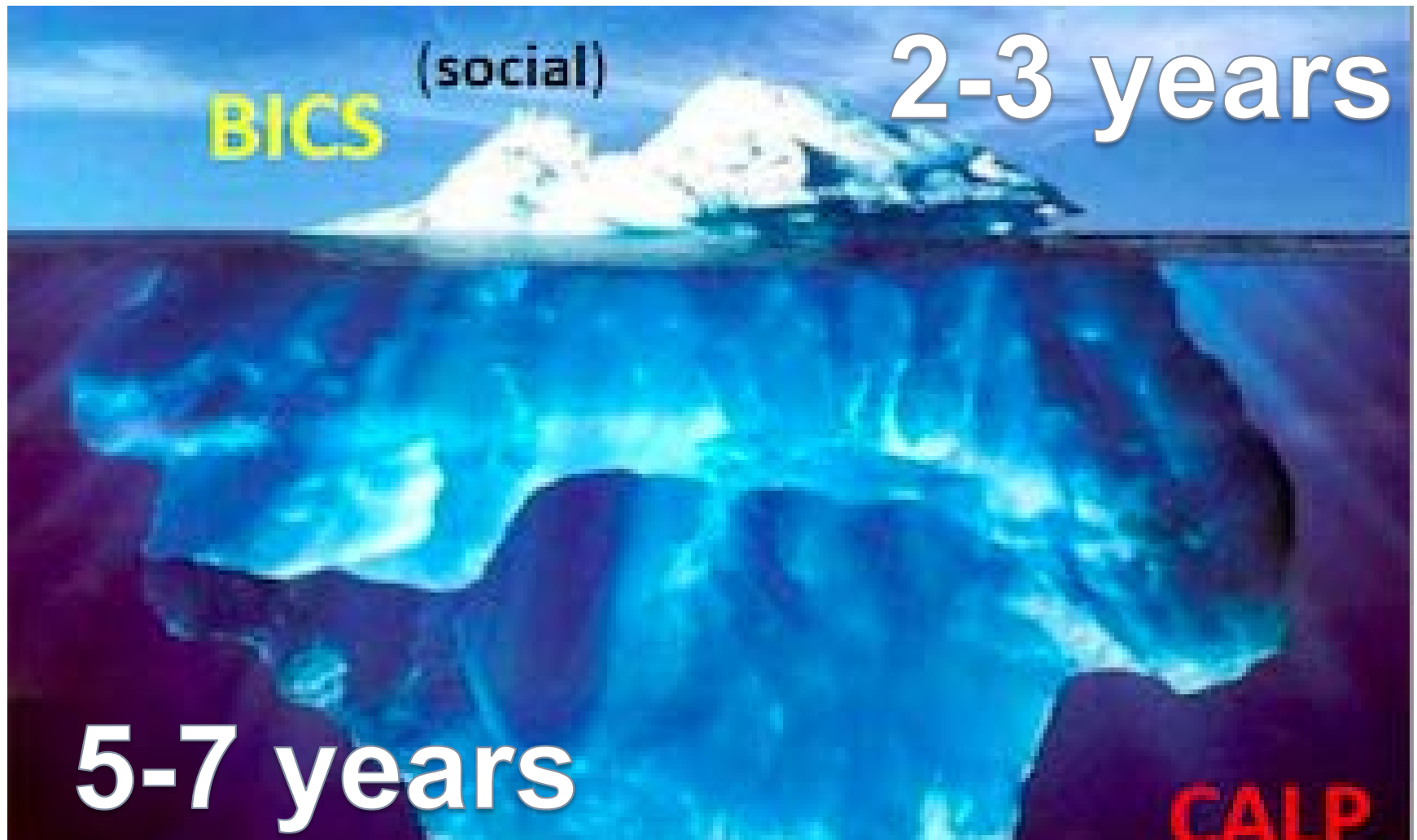
“ Attended U.S. school for **seven** years or more” (Menken & Kleyn 2009)

“**Six** or more years” (NEA, 2012)

“‘Being stuck’ – academic struggles and lack of progress towards English proficiency– is the key to defining Long-Term ELLs, not the number of years it takes them to become English proficient.”

(NEA, 2012)

# BICS and CALP



# What do we know?

- “Most ELLs are U.S.-born children of immigrants. While newcomers enter the nation’s schools at all grade levels, the vast majority of ELLs currently in middle and high schools have been enrolled in U.S. schools since kindergarten”
- Estimates between  $\frac{1}{4}$  and  $\frac{1}{2}$  of all ELLs who enter U.S. schools in primary grades become Long Term ELLs
- Increased number of ELLs in mainstream classes

# LTEL Stigma

“In spite of their numbers, long-term English language learners mainly go unnoticed in schools or, worse yet, are misunderstood and perceived as failures.”

–Menken & Kleyn, 2009



Why do long-term ELLs go unnoticed?  
Why would they be perceived as failures?

A close-up photograph of a woman with short, wavy brown hair and round, reddish-brown glasses. She has a skeptical or disbelieving expression on her face, with a slightly furrowed brow and a small frown. She is wearing a blue cable-knit sweater over a green top. The background is a plain, light-colored wall.

He doesn't need accommodations.

He speaks English!

He shouldn't even be in the ESL program!

# All Content Teachers

1. Treat Long-Term ELLs with a sense of urgency.
2. Identify students and their levels.
3. Use the PLDs to set linguistic goals and plan accommodations.
4. Develop academic language through language objectives in all content areas.
5. Incorporate academic conversions in content areas.



# The Urgency Conflict

“It is important for content-area teachers to be skilled in delivering sheltered instruction to ELLs because they spend most of their school day in content-area classes.”

(Seidlitz, Base, Lara & Smith, 2016)



“Secondary school educators often do not know they have Long Term English Language Learners in their classes. Nothing about these classes...addresses the language development or access needs of LTELs”  
(NEA, 2012)

Danny's PLDs



# All in the Same Boat



# All in the Same Boat



- Meet with content teachers/teams to discuss PLD data and student history
- Reinforce legal requirements of PLDs, ELPS, Linguistic Accommodations
- Share LTEL data with administrators and seek administrative support
- Emphasize TELPAS/STAAR connection

# PLDS, Goals and Accommodations- Writing



## Goal

**Advanced:** know enough English to be able to develop or demonstrate elements of grade-appropriate writing in English, although **second language acquisition support is particularly needed when topics are abstract, academically challenging, or unfamiliar.**

**Advanced High:** know enough English to be able to develop or demonstrate, **with minimal second language acquisition support**, elements of grade-appropriate writing in English

How will the sentence stems for a student at the Advanced level in writing differ from stems for a Beginning student?

### Accommodations:

- Provide linguistic supports that include teacher modeling and student interaction when expecting abstract/technical writing
- Provide complex sentence stems for scaffolded writing assignments

# PLD Analysis and Discussion

- grasp of basic verbs, tenses, grammar features, and sentence patterns; partial grasp of more complex verbs, tenses, grammar features, and sentence patterns
- emerging grade-appropriate vocabulary; academic writing has a more academic tone
- use of a variety of common cohesive devices, although some redundancy may occur
- narrations, explanations, and descriptions developed in some detail with emerging clarity; quality or quantity declines when abstract ideas are expressed, academic demands are high, or low-frequency vocabulary is required
- occasional second language acquisition errors
- communications are usually understood by individuals not accustomed to the writing of ELLs

# PLD Analysis and Discussion

- grasp of basic verbs, tenses, grammar features, and sentence patterns; **partial grasp of more complex verbs, tenses, grammar features, and sentence patterns**
- emerging grade-appropriate vocabulary; academic writing has a more academic tone
- **use of a variety of common cohesive devices, although some redundancy may occur**
- narrations, explanations, and descriptions developed in some detail with emerging clarity; **quality or quantity declines when abstract ideas are expressed, academic demands are high, or low-frequency vocabulary is required**
- occasional second language acquisition errors
- communications are usually understood by individuals not accustomed to the writing of ELLs

# Academic Language Structures + ELPS

## All teachers are writing teachers:

- *ELPS (5)(e) employ **increasingly complex grammatical structures** in content area writing commensurate with grade-level expectations, such as:*
  - *Using correct verbs, tenses, and pronouns/antecedents*
  - *Using possessive case (apostrophe s) correctly; and*
  - *Using negatives and contractions correctly;*
- *(F) write using a **variety** of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired; and*
- *(G) narrate, describe, and explain with increasing specificity and detail **to fulfill content area writing needs** as more English is acquired*



# Academic Language Structures + ELPS

What language is required to sound like a...



...scientist  
...historian  
...literary critic

# Linguistic Supports: Science

PLD	Linguistic Support
use of a variety of common cohesive devices, although some redundancy may occur	<b>Science transition words:</b> <ul style="list-style-type: none"><li>• In conclusion,</li><li>• As a result; resulting in</li><li>• If _____ then _____</li><li>• As part of this experiment,</li><li>• Given that _____,</li></ul>

Gleaned from academic texts, teacher language, and expectations for students.

# Writing Features: PLD Analysis

## Advanced

**grasp** of basic verbs, tenses, grammar features, and sentence patterns;  
**partial grasp** of more complex verbs, tenses, grammar features, and sentence patterns

## Advanced High

nearly comparable to writing of native English-speaking peers in **clarity and precision** with regard to English vocabulary and language structures, with **occasional exceptions** when writing about **academically complex ideas, abstract ideas, or topics requiring low-frequency vocabulary**

PLD	Linguistic Support
<p>partial grasp of more complex verbs, tenses, grammar features, and sentence patterns</p>	<ul style="list-style-type: none"> <li>• <b>Modeling of Lab Report in passive voice:</b> “Heat was applied in order to...”</li> <li>• <b>Sentence stems:</b> <ul style="list-style-type: none"> <li>• “We hypothesized that _____ if _____ because _____.”</li> <li>• “The results indicate that _____.”</li> </ul> </li> </ul>
Language Objective	Activity
<p>Students will describe the steps of an experiment using the passive voice in the past tense.</p> <p>Students will share conclusions about an experiment using the sentence stem “The results indicate that_____.”</p>	<ul style="list-style-type: none"> <li>• Using a graphic organizer to prewrite</li> <li>• Writing a lab report</li> <li>• Think-Write-Pair-Share</li> <li>• Numbered Heads Together</li> </ul>

# All Content Teachers

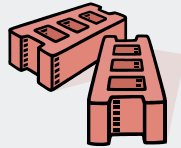
1. Treat Long-Term ELLs with a sense of urgency.
2. Identify students and their levels.
3. Use the PLDs to set linguistic goals and plan accommodations.
4. Develop academic language through language objectives in all content areas.
5. Incorporate academic conversations in content areas.

# Academic Language

## The Making of the Modern Era

Brick

Dictator  
Immigration  
Civil rights  
Consumer  
Producer  
Human resources  
  
Technology  
Free Enterprise



Mortar

Impact  
Benefits  
Influence  
Affected \_\_\_\_ by  
Promote  
Evolve  
Enable  
Resulted in  
Led to



# Academic Vocabulary in Assessment

## Social Studies STAAR Sentence Stems

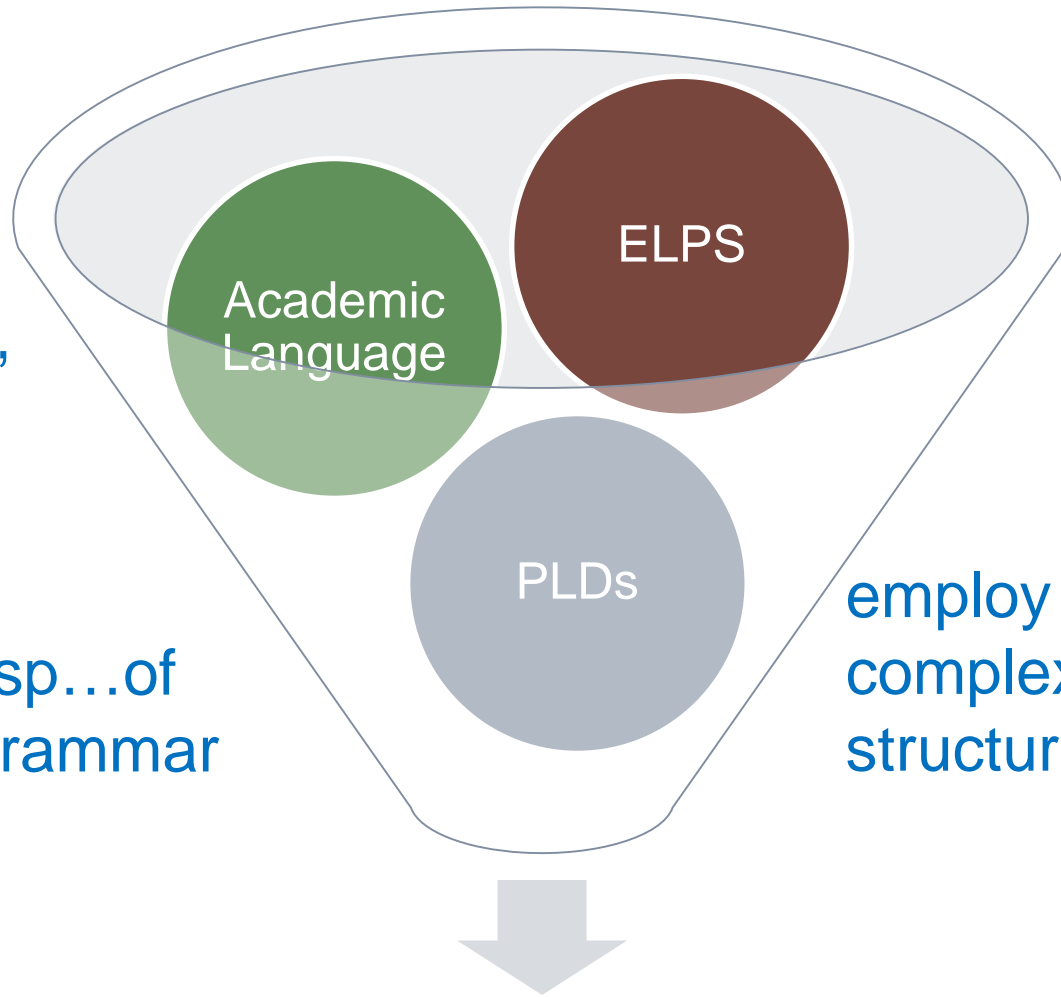
\_\_\_\_\_ affected \_\_\_\_\_ by  
As a result of \_\_\_\_\_, \_\_\_\_\_.  
According to the excerpt, \_\_\_\_\_  
The excerpt/data reflects \_\_\_\_\_  
The \_\_\_\_\_ excerpted above  
\_\_\_\_\_ was intended to \_\_\_\_\_  
\_\_\_\_\_ led to \_\_\_\_\_  
\_\_\_\_\_ promoted \_\_\_\_\_

### Phrases

- Which of the following:
  - Best summarizes
  - Best supports
  - Best completes

Content teachers model use of academic language structures commonly found in each subject.

“influenced”



partial grasp...of  
complex grammar  
structures

employ increasingly  
complex grammatical  
structures

Language Objectives



# Academic Language: Numbered Heads Together

Language Objective: Students discuss and share factors that influence the development of a nation's culture.

Number off 1-4.

In your group, determine an answer to the following question:

**What influences the development of a nation's culture?**

Stand when your entire group can complete this sentence frame:

\_\_\_\_\_ **influences the development of a nation's culture.**



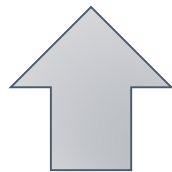
# Academic Language: Numbered Heads Together

In your group, determine an answer to the following question:

**What influences the development of a nation's culture? How?**

Stand when your entire group can complete this sentence frame:

\_\_\_\_\_ influences the development of a nation's  
**culture by \_\_\_\_\_(ing)\_\_\_\_\_.**



- Provide linguistic supports that include **teacher modeling** and student interaction when expecting abstract/technical writing
- Provide **complex sentence stems** for scaffolded writing assignments

# Academic Language Warm-Up: Think-Write-Pair-Share

Language Objective: Students will use “if\_\_\_\_\_then\_\_\_\_\_” sentences to describe the effects of force.

Question	Sentence Stem
What would do you if you had super speed?	If I had super speed, then I would _____.
What will happen if no force is applied to an object at rest?	If no force is applied to an object at rest, then the object <b>will</b> _____.
What will happen if friction is applied to an object in motion?	If _____, then _____.
What will happen if the same amount of force is applied to two objects with different masses?	If _____, then _____.



*Sentence frame remains  
posted for the rest of the year.*



Lupita Manana-Chapter 1

1. Why was Lupita nervous about going to the hotel?

*Cause she's not supposed to go*

2. Why did Lupita visit the hotel?

*See her mom*

3. Who is Saldavor? |

*Her brother*

4. Who is Dorotea Ortega?

*His girlfriend*

5. Why doesn't Captain Ortega like Salvador? *Does bad stuff*

Lupita Manana Chapter 10

Answers that are not in complete sentences will NOT receive full credit.



1. Who is Fidencio?

---

---

2. How is Fidencio different from Hermilio?

---

---

3. What does Lupita find to be difficult about working in the fields?

---

---

4. Why doesn't Lupita want to include all the details about her trip in the letter to her mother?

---

---

Please use the sentence stem provided to answer each question in a complete sentence.

## Lupita Manana Chapter 10

---

---

~~Answers that are not in complete sentences will NOT receive full credit.~~

1. Who is Fidencio? (Fidencio is...)

---

---

2. How is Fidencio different from Hermilio?

(Fidencio differs from Hermilio in that Fidencio \_\_\_\_ while Hermilio \_\_\_\_.)

---

---

3. What does Lupita find to be difficult about working in the fields?

(One thing Lupita finds difficult about working in the fields is...)

---

---

4. Why doesn't Lupita want to include all the details about her trip in the letter to her mother?

(Lupita does not want to include all the details about her trip in the letter to her mother because...)

---

---

*ELPS (5)(F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired;*  
*(4)(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs;*

# The Question Gap

Teacher Questions	STAAR Questions
<ul style="list-style-type: none"><li>• Who is Fidencio?</li><li>• Who is Salvador?</li><li>• How is Fidencio different from Hermilio?</li><li>• Why did Lupita visit the hotel?</li><li>• What does Lupita find to be difficult about working in the fields?</li><li>• Why doesn't Lupita want to include all the details about her trip in the letter to her mother.</li></ul>	

# The Question Gap

Teacher Questions	STAAR Questions
<ul style="list-style-type: none"><li>• Who is Fidencio?</li><li>• Who is Salvador?</li><li>• How is Fidencio different from Hermilio?</li><li>• Why did Lupita visit the hotel?</li><li>• What does Lupita find to be difficult about working in the fields?</li><li>• Why doesn't Lupita want to include all the details about her trip in the letter to her mother.</li></ul>	<ul style="list-style-type: none"><li>• The <b>author's</b> use of the <b>first-person point of view</b> in this story <b>enables</b> the reader to —</li><li>• <b>Which sentence</b> from the story shows that the <b>narrator takes advantage</b> of her situation at the store?</li><li>• <b>Based on</b> Uncle Roy's advice to the <b>narrator</b>, the <b>reader</b> can <b>infer</b> that Uncle Roy —</li></ul>



# ELPS with Fidelity

- Listening: (2) (I) demonstrate listening comprehension of increasingly complex spoken English by following directions, **retelling or summarizing spoken messages**, responding to questions and requests, **collaborating with peers**, and taking notes commensurate with content and grade-level needs.
- Speaking: (3)(G) **express opinions, ideas, and feelings** ranging from communicating single words and short phrases to participating in extended discussions **on a variety of social and grade-appropriate academic topics**;

Language Objective: Students will exchange opinions in an Accountable Talk conversation about Lupita's situation using Talk Moves.

## Repeat and Paraphrase



"He said/she said that..."  
"What you're saying is..."  
"I heard him/her say..."  
"In other words..."  
"I think he/she/you mean(s)..."  
"I think I know what (student name) is saying."  
She/he is saying that..."

## Add On



"I also think..."  
"I want to add to what (student name) said about..."  
"I think another reason is..."  
"Adding on, I think..."  
"I have an example that goes with that..."  
"I want to add that..."

## Agree or Disagree



"I agree because..."  
"I disagree because..."  
"Then again, I think that..."  
"However..."  
"On the other hand..."  
"Yes (restate), but ..."

## Change Your Thinking



"I wonder..."  
"I want to revise my thinking..."  
"I have a new idea that..."  
"Now I think..."  
"I used to think \_\_\_ but now I think..."  
"I'm starting to think..."

# ELPS with Fidelity

Language Objective: Students will write a paragraph to describe Lupita's thoughts and feelings about her current situation using the stems:

- Based on \_\_\_\_\_
- When \_\_\_\_\_, it reveals that \_\_\_\_\_.
- Because \_\_\_\_\_, the reader can tell \_\_\_\_\_.

Reading: (4)(J) demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs;

Writing: (5)(F) (F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired;

- Provide linguistic supports that include **teacher modeling** and student interaction when expecting abstract/technical writing
- Provide **complex sentence stems** for scaffolded writing assignments



# Urgency Fidelity Understanding

- Olsen, Laurie “Meeting the Unique Needs of Long-Term English Language Learners.” National Education Association. 2014.
- Menken, Kate & Kleyen, Tatyana. “The Difficult Road for Long-Term English Learners.” Educational Leadership. ASCD. 2009.