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<tr>
<th>Day</th>
<th>Module 1</th>
<th>Module 2</th>
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<th>Module 5</th>
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<td>Succeeding</td>
<td>I Learn Americas</td>
<td>Review/Reflection</td>
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<td>Barriers</td>
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<td>Knowing Your Students</td>
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<td>I Have... Who Has?</td>
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<td>Cross the Room</td>
<td>I Learn America</td>
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Preview of Day Two

• Academic & Language Barriers
• Academic Language
• Academic Vocabulary
• Lesson Planning
• Rigor and Core Content
• Keystone Overview
• Review and Reflection

We will bridge the achievement gap when we...

• Implement effective and authentic ESOL strategies aligned with student needs
• Tweak the delivery of instruction, but not the content to meet the standards
• Use various ESOL academic resources to engage student learning

Day One Review
Review Agreements

EXPECTATIONS

Online Parking Lot

Please visit the link below to post any questions, comments, or concerns throughout the day.

Fact # 1: The nation’s ELL population has increased by more than 10 percent over the past decade

Fact # 2: A recent correlational study of New York City teachers found that teachers who were effective at supporting ELLs’ academic achievement were also more likely to have participated in PD focused on ELL-specific instructional strategies.

Fact # 3: Five states with the largest share of LEP residents have adopted (and adapted) the CCSS: California, New York, Florida, Illinois and New Jersey serve 54.1% of the total LEP population

Fact # 4: Educators in these five states are charged with ensuring that implementation of the new standards and assessments attends to the challenges for students classified as ELLs

Research on Professional Development and ELLs

ELL FACTS
Ice Breaker: Jabberwocky by Lewis Carroll

- Read poem
- Underline unfamiliar words
- Look up unfamiliar words
- Discuss: Can not knowing words affect our interpretation of the text’s meaning?

What is a Language Barrier?

A Language Barrier is…

Language Barrier

<table>
<thead>
<tr>
<th>Definition</th>
<th>Sensory Example</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
What is an Academic Barrier?

An Academic Barrier is...

ACADEMIC BARRIER DEFINED

ACADEMIC EXCELLENCE

Academic Barrier

<table>
<thead>
<tr>
<th>Definition</th>
<th>Sensory Example</th>
</tr>
</thead>
</table>

DEFINITION/EXAMPLE CHART

“A language difference is not a learning disability.”

HOW THE ELL BRAIN LEARNS PAGE 168
“Teachers without training may mistake some characteristics of ELLs as indicators of a learning disability.”

ELL Characteristics

- Lower rate of learning
- Low-level competence in communication
- Problem behaviors
- Dyslexia
- Poor expressive language skills
- Limited proficiency in the literacy-related aspects of language
- Reading skill difficulties

Language Barriers vs. Academic Barriers

Directions:
- Scan QR Code
- Read scenario
- Discuss:
  - What barriers does this student face?
  - Linguistically and/or academically?
Scenario 1

Pierre is a fifth grade student. He was in a Broward school during kindergarten. Moved back to Haiti to complete Kg through 4th grade, and just returned at the beginning of this school year. His language classification is an A2. He scored a Level 1 on the Reading section of FCAT and a Level 2 on Math. Pierre struggles with phonemic awareness and demonstrates a deficit in content area vocabulary.

Scenario 2

Mariana moved from Honduras at the beginning of 7th grade. She is now in the 10th grade. You ask your students to copy an assignment from the board and notice that her writing is unintelligible. She is unable to read any text, in English or Spanish. At the end of the year, her language classification is still A1, and she scored a Level 1 on the Reading and Math sections of FCAT.

Case Study

Juan Pablo
Cecilia
Winlinda
Mohammed
What barriers does this student face?

Using your Can Do's, identify the student's English Language Proficiency performance level. Which instructional strategies from the ESOL Instructional Strategies Matrix would you use to bring this student to the next level? How?

Why is it important to know the difference between academic and language barriers when planning for my ELLs?

Thumbs Up, Thumbs Down
#1 Exposing ELLs to English and having them interact with native English speakers will result in learning English.

#2 Using the ELL’s L1 to explain the meaning of English words is an effective strategy.
#2 HOW THE ELL BRAIN LEARNS
BY DAVID SAUSA

Thumbs Up

#3 Teaching methods that are successful with native English speakers also will be successful with ELLs.

Thumbs Up, Thumbs Down

Thumbs Down

**Thumbs Up, Thumbs Down**

#4 Using visuals and other nonverbal tools in instruction helps ELLs avoid the language demands in school.

**Thumbs Down**

#4 How the ELL Brain Learns by David Sausa

**Thumbs Up, Thumbs Down**

#5 Assessments of ELLs’ native language proficiency provide an accurate picture of linguistic proficiency.
#5 HOW THE ELL BRAIN LEARNS BY DAVID SAUSA

Thumbs Down

- Young children lose more of their first language than older children after moving to a new environment.

Thumbs up, Thumbs Down

Thumbs Up

- Young children lose more of their first language than older children after moving to a new environment.
#7 The more time ELLs spend in receiving English instruction, the faster they will learn it.

#8 Students who have strong literacy skills in their native languages will learn English faster.
#8 Past learning (L1) always influences the acquisition of new learning (L2).
#10 teachers should use concrete images when presenting an abstract concept.

Thumbs Up

Stages of Second Language Acquisition
### STAGES OF SECOND LANGUAGE ACQUISITION

<table>
<thead>
<tr>
<th>Stage</th>
<th>Characteristics</th>
<th>Approximate Time Frame</th>
<th>Teacher Prompts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preproduction</td>
<td>The student has minimal comprehension;</td>
<td>0–6 months</td>
<td>Show me, circle the …</td>
</tr>
<tr>
<td></td>
<td>• Has minimal comprehension;</td>
<td></td>
<td>Other …</td>
</tr>
<tr>
<td></td>
<td>• Does not verbalize.</td>
<td></td>
<td>Other …</td>
</tr>
<tr>
<td></td>
<td>• Nods “Yes” and “No.”</td>
<td></td>
<td>Other …</td>
</tr>
<tr>
<td></td>
<td>• Draws and points.</td>
<td></td>
<td>Other …</td>
</tr>
<tr>
<td>Early Production</td>
<td>The student</td>
<td>6 months–1 year</td>
<td>Phrase questions, either/or questions, Who …, How …</td>
</tr>
<tr>
<td></td>
<td>Has limited comprehension;</td>
<td></td>
<td>Who …, What …, How many …</td>
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<tr>
<td></td>
<td>Produces one- or two-word responses.</td>
<td></td>
<td>Who …</td>
</tr>
<tr>
<td></td>
<td>Uses key words and familiar phrases.</td>
<td></td>
<td>Who …</td>
</tr>
<tr>
<td></td>
<td>Uses present-tense verbs.</td>
<td></td>
<td>Where is …</td>
</tr>
<tr>
<td>Speech Emergence</td>
<td>The student has good comprehension;</td>
<td>1–3 years</td>
<td>Why …, How …, Explain …</td>
</tr>
<tr>
<td></td>
<td>Can produce simple sentences.</td>
<td></td>
<td>Questions requiring phrase or short-sentence answers</td>
</tr>
<tr>
<td></td>
<td>Makes grammar and pronunciation errors.</td>
<td></td>
<td>Questions requiring phrase or short-sentence answers</td>
</tr>
<tr>
<td></td>
<td>Frequently misunderstands jokes.</td>
<td></td>
<td>Questions requiring phrase or short-sentence answers</td>
</tr>
<tr>
<td>Intermediate Fluency</td>
<td>The student has excellent comprehension;</td>
<td>3–5 years</td>
<td>What would happen if …, Why do you think …, Explain answering more than a sentence response</td>
</tr>
<tr>
<td></td>
<td>Produces few grammatical errors.</td>
<td></td>
<td>What would happen if …, Why do you think …, Explain answering more than a sentence response</td>
</tr>
<tr>
<td></td>
<td>Sometimes produces longer phrases or sentences.</td>
<td></td>
<td>What would happen if …, Why do you think …, Explain answering more than a sentence response</td>
</tr>
<tr>
<td>Advanced Fluency</td>
<td>The student has a near-native level of speech.</td>
<td>5–7 years</td>
<td>Decide if …, Retell …</td>
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<tr>
<td></td>
<td></td>
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<td>Decide if …, Retell …</td>
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</tbody>
</table>

**STAGES OF SECOND LANGUAGE ACQUISITION**

**HTTP://WWW.ASCD.ORG/**

---

**How to…Make Toast**

![Toast Image]

---

**Academic Language**

The ability to use spoken English with such complexity that one’s academic performance is not impaired

**Academic Language is acquired by: building Academic Vocabulary**

**ACADEMIC LANGUAGE**
Academic Vocabulary

Choosing Words

Avoided

Why?

Verbs are where the action is
- Teach avoid, avoided, avoids
- Likely to see it again in grade-level text
- Likely to see it on assessments
- We are going to start calling these useful words “Tier 2 words”

Why not ukulele?
- Rarely seen in print
- Rarely used in stories or conversation or content-area information
How I determine that a word is Tier 2

<table>
<thead>
<tr>
<th>Word</th>
<th>Is this a generally useful word?</th>
<th>Does the word relate to other words and ideas that students know or have been learning?</th>
<th>Is the word useful in helping students understand text?</th>
<th>If you answer &quot;yes&quot; to all three questions, it is a Tier 2 word. If not, it is probably a Tier 3 word.</th>
</tr>
</thead>
</table>

Building Academic Vocabulary: Word Sort

Step 1: Discuss the words and meanings  
Step 2: Cut out strips  
Step 3: Sort words according to (spelling pattern or content concept)

Making Content Comprehensible for English Language Learners: The SIOP Model by Jana Echevarria et. al. Pages 54-55

Building Academic Vocabulary: Summary Frames

If the main idea of the paragraph is problem/solution, use the frame: "_____ wanted _____ but _____ so _____.

If the main idea of the paragraph is cause/effect, use the frame: "_____ happens because _____.

HTTP://WWW.EDUTOPIA.ORG/BLOGS-STRATEGIES-TEACHING-ACADEMIC-LANGUAGE-TODD-FINLEY
Building Academic Vocabulary: Concept Definition Map

What is it?

Overthrow of government or social system

What is it like?

Can be violent
Often emotional
Usually political
May result in changed system of government

What are some examples?

American Revolution
Russian Revolution

Building Academic Vocabulary: Cloze Sentences

Example:

“During a ______, which can be violent or peaceful, a group of people tries to overthrow an existing government or social system.”

Building Academic Vocabulary: Self Assessment of Levels of Words

1. I’ve never heard or seen this word before
2. I’ve seen or heard this word before, but I don’t know what it means
3. I vaguely know the meaning of the word, as I can associate it with a concept or context.
4. I know the word well.
Vocabulary: Jabberwocky Activity

1) Re-read your stanza
2) Re-write your stanza so that it makes sense and fits within the context of the rest of the poem
3) Identify overall meaning of the poem
4) Create a visual representation for your stanza
5) Share out (stanza by stanza)

Reflection: How would this activity be meaningful for all students? ELLs?

I Learn America Video

What should I consider when planning for my DLA Class?
Components for Developing an Effective Lesson

- Preparation
- Building Background Knowledge
- Comprehensible Instruction
- Student Interaction
- Practice and Application
- Review and Assessment

Problem/Solution Reflection
Think about a component you have struggled with most in your instructional planning. Reflect on how and why you have struggled with this component. Then, write a paragraph to explain how you can improve your instructional planning by strengthening and implementing the this component. Refer to the information attained through our Gallery Walk.

Core Curriculum Materials
The ELL-specific non-negotiable criteria seek to identify materials that:

- Provide ELLs with the necessary rigor in language development
- Provide ELLs with full access to grade-level instructional content
- Integrate scaffolding for ELLs without compromising rigor or content
- Provide ELLs access to text that increases in complexity, with intentional connections between ESL and ELA instruction, all anchored in the WIDA and LAFS Standards
Tiered Questioning for ELLs

How can you help your ELLs feel more comfortable when interacting with text that is rigorous and complex while still facilitating second language acquisition?

Facilitating Rigor

Listening
Speaking
Reading
Writing

Guiding Student Interaction with Curriculum

Listening
- Be responsive and an accepting listener when students are talking.
- Allow students to express themselves without fear of censure by adults or fellow students.
- Provide wait time for students to respond to questions being asked.

Speaking
- Nurture an accepting, risk-free environment for students to feel comfortable practicing language.
- Encourage on-topic student-to-student discussions among class members.
- Provide opportunities for speaking, discussion, and expression of ideas, experiences and opinions across the whole curriculum. This will involve a range of experiences in which the size and type of audience, the situation and purpose will all vary.
Reading Complex Text

Reading
- Read to students daily using an expressive tone at a slow-to-normal speed.
- Encourage students to bring their ideas, background knowledge, and experiences into the text content.
- Pose follow-up questions to check for understanding comprehension using the DOK question stems.

DOK Question Stems

Writing with Sentence Frames

Writing
- Provide students with Sentence Frames
- Establish strategies to manage all forms of communication to ensure that all students have fair and equitable opportunities to develop their interpersonal speaking and listening skills.

Sentence Frames

Keystone

Middle School
- Levels A-C
  - 30 copies of A & B
  - All levels available online

High School
- Levels A-C
  - 30 copies of A & B
  - All levels available online
Listening/Speaking/Reading/Writing

Keystone Knowledge Check

- 4. I use Keystone as the core curriculum in my DLA class, am knowledgeable of its components and can train my peers to use it.
- 3. I use Keystone as the core curriculum in my DLA class and am knowledgeable of its components and resources.
- 2. I use Keystone, but only as a supplement.
- 1. I have heard of Keystone, but do not use it.

We will bridge the achievement gap when we...

- Implement ESOL strategies aligned with student needs
  - Tweak the delivery of instruction, but not content to meet the standards
  - Use various ESOL academic resources to engage student learning
Stop Light Reflection

- Something that I have seen today and would like to bring back to my classroom
- An interesting piece of information that I’ve discovered today
- A question that I still have about teaching DLA or Keystone

Fun Work!

Create your Keystone Online Access Accounts