Language Tree Online

2020 SSTESOL
Annual State
Virtual
Conference

Sunshine State TESOL of Florida

Uncovering Skill Gaps of English Learners by Using a Standards-Based Assessment Approach

Presenters

David Noyes

- National-Board Certified Educator in English Language Development

- K-12 ELL Coach for Long Beach Unified School District (CA) with 28 years + experience

- Named Outstanding Educator of English Learners by the Los Angeles Department of Education

- Award-winning curriculum writer (Oceans Made Fun, Astronomy Made Fun,Integrated Language and Science)

Jennifer Cramer

- Co-Founder of Language Tree Online

- Over 17 years of experience in language education through video and online learning

- Introduced successful foreign language learning videos for kids: Spanish, French, German, Chinese, Japanese, Italian and American Sign (ASL)

- Launched Spanish Online Curriculum for dual immersion programs

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Desired Outcomes

- I can identify areas of need to support English Learners in the secondary schools.

- I can utilize a variety of teaching resources to address the diverse levels of language learners

- I can identify elements of formative and summative data that helps to inform instructional next steps.

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Question

What have been your successes and/or concerns around working with secondary English Learners?

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Background: Need for New Tools to Support Secondary English Learners

- Influx of Newcomer and Emerging level English learners

- Increasing number of Long-Term English Learners

- Limited resources for secondary students
  - Standards-Based
  - Foundational Literacy Skills

- Lack of useful summative/formative data

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American School Culture: Support for Newcomer/Emerging Students

School Day & School Rules

School Resources

Videos in English/Spanish

Class Participation

Quizzes

American Holidays and Traditions

Vocabulary Builder

Morning Break and Lunch

Downloadable Content

Extracurricular Activities

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Question

What types of formative and summative assessments for secondary English learners are available/utilized in your school or district?

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Development of Formative and Summative Assessments Using Standards-Based Entry and Exit Assessments
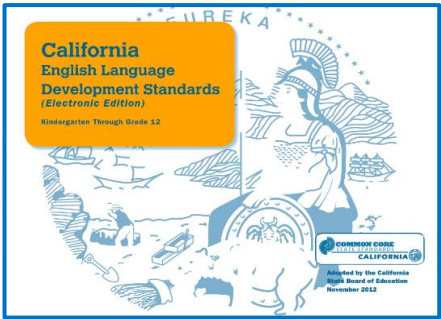
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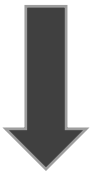# ELD Level 1 and Level 2 Standards-Based Entry and Exit Assessments

AREAS COVERED

1. Foundational Literacy Skills

2. Collaborative Listening and Speaking

3. Language Function and Construction

75 questions total (25 in each area)

2-3 questions per standard

1 standard per question

fidelity of results

pinpoint skill gap

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Development of standards-based resources that address three focus areas:

- Foundational Literacy Skills

- Communicative Skills

- Grammatical Skills

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ELD 1: Standards-Based Lesson Modules

ELD 1 Lesson Module — Foundational Literacy Skills

9 Lessons
9 Activities
9 Downloadable Lessons

- L1: Letter Identification
- L2: Upper and Lower Case Letters
- L3: Letter Sounds
- L4: First and Last Sounds
- L5: Blending and Segmenting
- L6: Medial Vowel Substitution
- L7: Rhyming
- L8: Syllables
- L9: Syntax

ELD 1 Lesson Module — Collaborative Listening & Speaking

12 Lessons
12 Activities
12 Downloadable Lessons

- L1: Exchanging Information and Ideas
- L2: Interacting with Written English
- L3: Opinions, Negotiating and Persuading
- L4: Adapting Language Choices
- L5: Listen Actively
- L6: Reading and Viewing Closely
- L7: Evaluating Language Choices
- L8: Analyzing Language Choices
- L9: Presenting
- L10: Writing
- L11: Justifying and Arguing
- L12: Using Specific Language

ELD 1 Lesson Module — Language Function & Construction

7 Lessons
7 Activities
7 Downloadable Lessons

- L1: Text Structure
- L2: Pronouns and Connecting Words
- L3: Using Verbs and Verb Phrases
- L4: Using nouns and Noun Phrases
- L5: Modifying to Add Details
- L6: Connecting Ideas
- L7: Condensing Ideas

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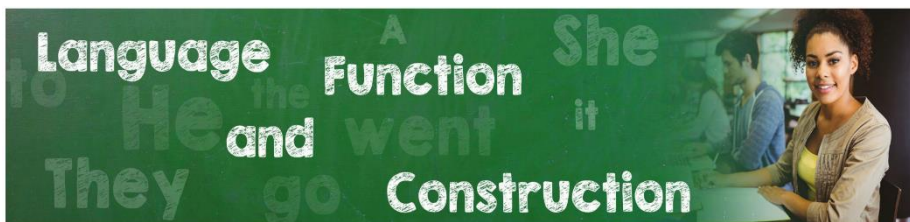# ELD Level 2: Standards-Based Lesson Modules

Foundational Literacy Skills

13 Lessons
13 Activities
+Downloadables

L1: Standard Phoneme Deletion
L2: Phoneme Awareness-Phoneme Substitution
L3: Phonemic Awareness-Phoneme Addition
L4: Phoneme Manipulation
L5: Phonics-Long & Short Vowels
L6: Phonemic Awareness-Schwa Sound /uh/
L7: Phonics-Identifying Diphthongs
L8: Phonics-R Controlled Words
L9: Frontal Phonemes-Spelling Patterns for /j/ /s/
L10 Prefixes-Vocabulary
L11 Phonics-Suffixes
L12 Adding a Suffix to Words with Final e
L13 Spelling-Double Consonant Words

Collaborative Listening and Speaking

12 Lessons
12 Activities
+Downloadables

L1: Exchanging Information and Ideas
L2: Interacting via Written English
L3: Supporting Opinions and Persuading Others
L4: Adapting Language Choices
L5: Listen Actively
L6: Reading and Viewing Closely
L7: Evaluating Language Choices
L8: Analyzing Language Choices
L9: Presenting
L10: Writing
L11: Justifying and Arguing
L12: Selecting Language Resources

Language Function and Construction

7 Lessons
7 Activities
+Downloadables

L1: Understanding Text Structure
L2: Understanding Cohesion
L3: Using Verbs and Verb Phrases
L4: Using nouns and Noun Phrases
L5: Modifying to Add Details
L6: Connecting Ideas
L7: Condensing Ideas

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Foundational Literacy Skills: Raising the Rigor with Level 2

ELD Level 1

L1: Letter Identification
L2: Upper and Lower Case Letters
L3: Letter Sounds
L4: First and Last Sounds
L5: Blending and Segmenting
L6: Medial Vowel Substitution
L7: Rhyming
L8: Syllables
L9: Syntax

ELD Level 2

L1: Standard Phoneme Deletion
L2: Phoneme Awareness-Phoneme Substitution
L3: Phonemic Awareness-Phoneme Addition
L4: Phoneme Manipulation
L5: Phonics-Long & Short Vowels
L6: Phonemic Awareness-Schwa Sound /uh/
L7: Phonics-Identifying Diphthongs
L8: Phonics-R Controlled Words
L9: Frontal Phonemes-Spelling Patterns for /j/ /s/
L10 Prefixes-Vocabulary
L11 Phonics-Suffixes
L12 Adding a Suffix to Words with Final e
L13 Spelling-Double Consonant Words

Advanced Foundational Literacy Skills

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ELD Level 1 Lesson Example: Collaborative Listening and Speaking

Learn: **Adapting Language Choices**

Greetings

It's good to see you.

-1:40

Greetings

Family, Friends, Students	Teacher, Workers and other Adults
Hey there	Good morning
What's up?	Good afternoon
How's it going?	Good evening
What's happening?	Hello, it is nice to meet you.
Hi	Pleased to meet you.
It's good to see you.	How do you do?
How are things?	

🔊 Look at the picture and choose the phrase with the appropriate language.

Select one:
- ○ What's up?
- ○ How do you do?

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ELD Level 2 Lesson Example: Collaborative Listening and Speaking

More Content Area (Sciences, Math, Social Studies) Integration

Statements	Responses
🔊 Global warming increases photosynthesis so the case can be made that global warming is good for the planet.	⇕
🔊 During photosynthesis, plants take in carbon dioxide and water, disassemble the molecules and convert them into sugar and oxygen. The water molecules are split into hydrogen and oxygen, and the hydrogen joins the carbon dioxide to create sugars.	⇕
🔊 Climate change has raised temperatures and overall rainfall around the world. This is affecting how plants use photosynthesis.	⇕
🔊 Most plants use photosynthesis to make food in order to generate energy to survive. A plant's leaves contain chlorophyll which is a green chemical inside a plant that allows plants to use the sun's energy to make food.	⇕

Response A: 🔊 Let me make sure I understand your point on why global warming is good for the earth. Could you tell me what you said again?

Response B: 🔊 I'm not sure that I understand your position on how climate change is affecting how plants use photosynthesis.

Response C: 🔊 So, what I hear you saying is that most plants use photosynthesis as a way to survive.

Response D: 🔊 I want to make sure I understand what you said about how plants use photosynthesis.

🔊 **Connect the appropriate clarifying responses to the statements from the presentation.**

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Question

How do you provide focused/scaffolded instruction for students who need additional support?

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ELD 1 Lesson Module — Collaborative Listening & Speaking

Lesson 6: Reading/Viewing Closely

Input/Model

Collaborative Practice

Guided/Paired/Independent Practice

Lesson 6: Reading/Viewing Closely (Compare/Contrast)

These activities help explain ideas, phenomena, processes and text relationships (compare/contrast).

Review Compare and Contrast
Remind students that when we compare something, we are looking for the things that are similar or the same. When we contrast something, we are looking for the things that are different or not the same.

Compare: Show Picture Card #1 (dog/cat) and T-Chart #1
- Model the think aloud/speaking process of comparing a dog and a cat. Use a complete sentence.
  Ex: Both the dog and the cat are/have (animals/tails).
- Add information to the T-Chart-Compare/Similar.
- Next, ask students use to use the Student T-chart to orally rehearse making a complete sentence.
  Ex: Both the dog and the cat have tails.

Contrast: Show Picture Card #1 (dog/cat) and T-Chart #1
- Model the think aloud/speaking process of contrasting a dog and a cat. Use a complete sentence.
  Ex: The dog has a short tail, but the cat has a long tail.
- Add information to the T-Chart-Differences (long tail/short tail, bigger/smaller) etc.
- Next, ask students to use the T-chart to orally rehearse a making a complete sentence.
  Ex: The dog is bigger, but the cat is smaller.

Task #1 Listening, Speaking, Reading (Use Picture Card #2 (apple/chips), T-Chart #2, and Word Cards):
- **Say:** "Now let's look at another picture and discuss the things that are similar and different."
- Divide students into pairs and ask them to discuss similarities and differences in Picture Card #2.
- Ask students to cut out the word cards and take turns placing them on the T-Chart.
- When finished, ask students to orally rehearse talking about the chart.
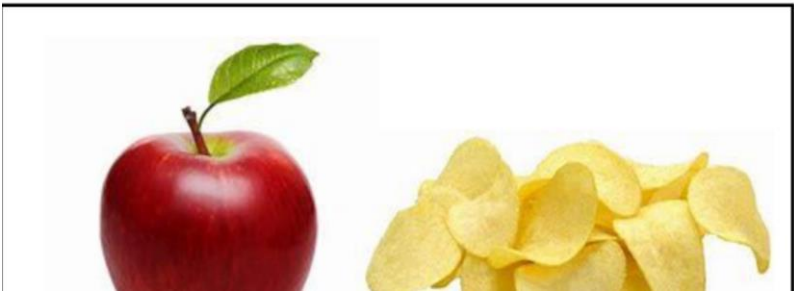 Ex: Both the apple and the chips are foods. The apple is a fruit, but chips are a snack.

Task #2: Listening, Speaking, Reading, Writing: Practice Sheet for Task #2
- Read the passage aloud with students and ask them to listen for information about similarities and differences between clothing items.

Picture Card #2

1. Both a car and a bus are _____.
2. A bus can _____ but a car _____
3. A bus and a car both have _____.
4. A car is _____ but a bus is _____.
5. _____
_____
_____

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Foundational Literacy Skills

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Lesson 8: Phonics – Identifying R-Controlled Vowels

Review and practice the concept of r-controlled vowels.

Warm Up
Review the spelling for the r-controlled/er/, /ar/ and /or/ sounds.

/er/shirt	/ar/star	/or/corn
er ir ur or	ar	or

Now, review the concept of r-controlled vowels. With r-controlled vowels, the letter r after the vowel changes the vowel sound.

Model:
- Teacher: "The word is **shirt**. Listen for the /er/ sound in the word **shirt**. Say the word shirt." (Optional: Show a picture of the example word.)
- Student: "**shirt**".
- Teacher: "Remember, the /er/ sound can be spelled with **er**, **ir**, **ur** or **or**."

Repeat the above sequence with the words **star** and **corn**.

Task #1: Student Activity: Identifying and Writing R-Controlled Vowel Words

In this online activity, students will practice identifying words with the targeted r-controlled sound (/er/, /ar/, /or/). You may want to go over the instructions to ensure that students understand the task.
- Ask students to listen for the targeted r-controlled sound by clicking on the audio button next to each of the three pictures

Collaborative Listening and Speaking

Review the Concept of Idea Generation

Remind students that when they work with others to generate ideas, they can improve their writing skills. Explain that generating ideas means to think about or "brainstorm" what they know about a specific topic. A helpful tool is a graphic organizer, which can help organize these ideas around a topic.

Warm Up Exercise
- Ask students to provide examples of graphic organizers that they might use to generate and organize ideas
- Practice generating ideas in a graphic organizer. Start with the topic **Our School** and add **teachers** to the organizer (Figure A)
- Ask students to provide additional ideas that can be placed in the organizer
- After the students generate a list of ideas, ask them to organize the information into sub-topics (Figure B)
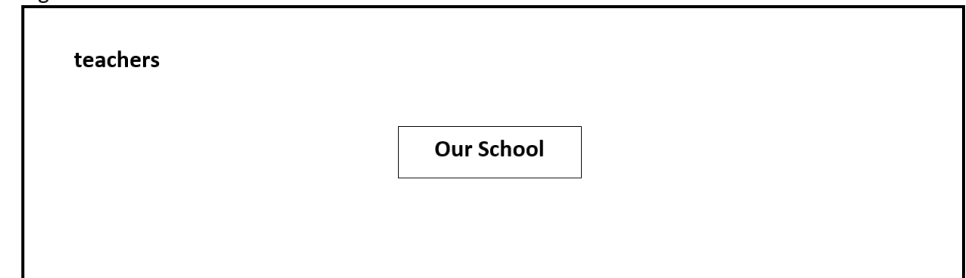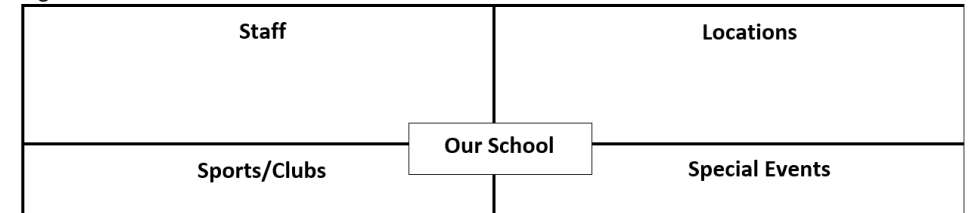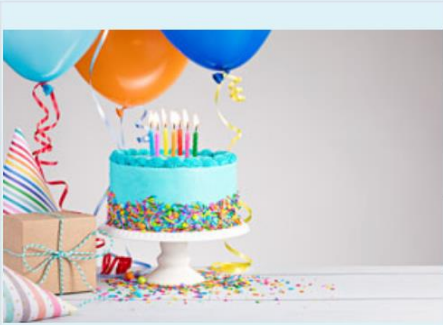
Figure A.

Figure B.

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Foundational Literacy Skills

🎧	has an 🔊 sound
💡	is another word for **the day you were born**
¹2₃	has **8** letters
ªb𝒸	begins with the letter **b**

The word is [____].

Sentence: [____]

I'm thinking of a word that ...

🎧	has an 🔊 sound
💡	is a word for **something women put on to smell good**
¹2₃	has **7** letters
ªb𝒸	begins with the letter **p**

Collaborative Listening and Speaking

Task #2: Clear and Precise Writing

Instructions: Look at each picture. Type descriptive words to describe each picture.

[____]

teeth

[____]

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