WEBINAR:
Foundations & Instructional Considerations for Students in TPI & TBE Programs

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BIG IDEA

Understanding the distinctions between social and academic language proficiencies, especially as they relate to language minority participants in TPI & TBE programs, will allow teachers to focus instruction to the linguistic strengths and weaknesses of their students.
An ELL with formal education in the L1 (literacy) and no social proficiency in L2
An ELL with little to no formal education in the L1 (literacy absent or weak) and no social proficiency in L2.
An ELL with social proficiency in both L1 and L2 but little to no formal development of academic proficiency (weak literacy) in either either language.
An ELL with stunted development in social language in both L1 and L2 and with little to no academic language development
Academic Language Proficiency is

• Associated with language acquisition that, in large part, is tied to schooling
• Representative of social and academic contexts
• Driven by the language of content-based curriculum and instruction
• Grounded in a blending of language proficiency and academic content standards
Academic Language Proficiency: A Blend of Social Language Proficiency and Academic Achievement
Imagine you are a first grader. What are some language patterns (expressed as math sentences) that you need to understand in order to solve this problem?

For example a teacher may say, “Count the boxes.”
Did you think of any other math sentences?

S  •  How many altogether?
     •  How many in all?
     •  How much is 3 and 2?
     •  What is the sum of....?
     •  What is 2 plus 3?
     •  Add the two numbers.

A  •  Three squares and two more are....
     •  Three plus two equals....

S = Social  A = Academic
Think about the word ‘table’, a piece of furniture

Now, how might you use this word in the context of

- English language arts?
- Mathematics?
- Science?
- Social Studies?
Language proficiency is related to but distinct from academic achievement.

Language proficiency revolves around the language within the context of the core curriculum areas.

Academic achievement reflects the knowledge and skills associated with the content of the core curriculum areas.
Range of Contextual Support and Degree of Cognitive Involvement in Communicative Activities

Cognitively undemanding

TPR
Demonstrations, illustrations
Following directions
Art, music, physical education
Face-to-face conversation
Simple games

A

Cognitively demanding

Telephone conversation
Note on a refrigerator
Written directions (without diagrams or examples)

B

Context embedded (less language dependent)

Mathematics computations
Science experiments, social studies projects (map activities, etc.)

D

Context reduced (more language dependent)

Subject content explanation (Without diagrams or examples)
Mathematics word problems. (Without illustrations)
Explanations of new abstract concepts

WIDA Standards & Instruction
Performance Definitions for the levels of English language proficiency

At the given level of English language proficiency, English language learners will process, understand, produce, or use:

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
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</table>
| 6 Reaching | - specialized or technical language reflective of the content area at grade level  
- a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level  
- oral or written communication in English comparable to proficient English peers |
| 5 Bridging | - the technical language of the content areas;  
- a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports;  
- oral or written language approaching comparability to that of English proficient peers when presented with grade level material |
| 4 Expanding | - specific and some technical language of the content areas;  
- a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs;  
- oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support |
| 3 Developing | - general and some specific language of the content areas;  
- expanded sentences in oral interaction or written paragraphs;  
- oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning when presented with oral or written, narrative or expository descriptions with occasional visual and graphic support |
| 2 Beginning | - general language related to the content areas;  
- phrases or short sentences;  
- oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with visual and graphic support |
| 1 Entering | - pictorial or graphic representation of the language of the content areas;  
- words, phrases, or chunks of language when presented with one-step commands, directions, WH-questions, or statements with visual and graphic support |
There are Five English Language Proficiency Standards

**Standard 1:** English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting.

**Standard 2:** English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.

**Standard 3:** MATHEMATICS.

**Standard 4:** SCIENCE

**Standard 5:** SOCIAL STUDIES
There are Four Language Domains

**Listening** - process, understand, interpret, and evaluate spoken language in a variety of situations

**Speaking** - engage in oral communication in a variety of situations for a variety of purposes and audiences

**Reading** - process, interpret, and evaluate written language, symbols, and text with understanding and fluency

**Writing** - engage in written communication in a variety of forms for a variety of purposes and audiences
There are Five Levels of English Language Proficiency

1. ENTERING
2. BEGINNING
3. DEVELOPING
4. EXPANDING
5. BRIDGING
6. REACHING

IL Exit Threshold
- 4.8 Composite
- 4.2 Lit Composite
Adapted by J. Hilliard from M. Gottlieb, WIDA 2010
The Model Performance Indicators are:

- Exemplars of what English language learners can do
- Sample behaviors representative of the five English language proficiency levels
- Developmental and additive; that is, they scaffold from lower to higher levels of language proficiency
## English Language Proficiency Standard:
### Domain:

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
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</thead>
<tbody>
<tr>
<td>Entering</td>
<td>Beginning</td>
<td>Developing</td>
<td>Expanding</td>
<td>Bridging</td>
</tr>
</tbody>
</table>

- **K-2**: Model Performance Indicator (MPI)
- **3-5**: A strand of MPIs
- **6-8**
- **9-12**
The Model Performance Indicators Consist of Two Elements:

- The **language function** describes how students use language - the intent of the communication
- The **content stem** specifies the context or topic that is addressed - a curricular kernel
Describe scientific events or discoveries based on illustrations.
An Example of a Strand of Model Performance Indicators for Standard 2, English Language Arts, Writing:
Grade Level Cluster 9-12

**Level 1** - copy facts pertaining to current events or issues

**Level 2** - express opinions or reactions to current events or issues

**Level 3** - produce editorial comments on current events or issues

**Level 4** - rewrite stories on current events or issues in different time frames

**Level 5** - rewrite stories on current events or issues from different perspectives or points of view
An Example of a Strand of Model Performance Indicators with Modified Content Stems, Writing:
Grade Level Cluster 9-12

Level 1- copy facts pertaining to ________________________

Level 2- express opinions or reactions to ______

Level 3- produce editorial comments on _______based on personal experiences

Level 4- rewrite stories on _______in different time frames

Level 5- rewrite stories on _______from different perspectives or points of view
## PreK-K Example Topics and Genres: Content Related to WIDA’s English Language Proficiency Standards

These examples, representative of state academic content standards, provide context for the English language development described in the strands of Model Performance Indicators.

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<tbody>
<tr>
<td><strong>Example Topics</strong></td>
<td><strong>Example Genres &amp; Topics</strong></td>
<td><strong>Example Topics</strong></td>
<td><strong>Example Topics</strong></td>
<td><strong>Example Topics</strong></td>
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<tr>
<td>• Classrooms</td>
<td>• Chants &amp; songs</td>
<td>• Attributes</td>
<td>• Air</td>
<td>• Change from past to present</td>
</tr>
<tr>
<td>• Colors</td>
<td>• Concepts about print</td>
<td>• Equivalency</td>
<td>• Animals</td>
<td>• Classroom/School</td>
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<tr>
<td>• Feelings</td>
<td>• Environmental print</td>
<td>• Geometric shapes</td>
<td>• Body parts</td>
<td>• Clothing</td>
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<tr>
<td>• Games</td>
<td>• Fairy tales</td>
<td>• Measurement of time</td>
<td>• Change in self &amp; environment</td>
<td>• Community workers</td>
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<tr>
<td>• Hygiene &amp; safety</td>
<td>• Forms of print</td>
<td>• Non-standard measurement tools</td>
<td>• Colors</td>
<td>• Families</td>
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<tr>
<td>• Music &amp; movement</td>
<td>• Make-believe</td>
<td>• Number sense</td>
<td>• Forces in nature</td>
<td>• Food</td>
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<tr>
<td>• Recreational objects &amp; activities</td>
<td>• Nursery rhymes</td>
<td>• Numbers &amp; operations</td>
<td>• Living and non-living things</td>
<td>• Friends</td>
</tr>
<tr>
<td>• Routines</td>
<td>• Picture books</td>
<td>• Patterns</td>
<td>• Night/Day</td>
<td>• Historical stories &amp; legends</td>
</tr>
<tr>
<td>• School</td>
<td>• Rhyme</td>
<td>• Quantity</td>
<td>• Rocks</td>
<td>• Homes in a community/Habitats</td>
</tr>
<tr>
<td>• Self &amp; family</td>
<td>• Same &amp; different</td>
<td>• Size</td>
<td>• Safety practices</td>
<td>• Location of objects &amp; places</td>
</tr>
<tr>
<td>• Social behavior</td>
<td>• Sounds &amp; symbols (Phonemic awareness)</td>
<td>• Spatial relations</td>
<td>• Scientific process</td>
<td>• Neighborhood</td>
</tr>
<tr>
<td>• Spatial relations</td>
<td>• Story elements</td>
<td>• Temperature</td>
<td>• Seasons</td>
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<td></td>
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<td>• Weight</td>
<td>• Senses</td>
<td>• Shelter</td>
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<td></td>
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<td></td>
<td>• Water</td>
<td>• Symbols &amp; holidays</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Weather</td>
<td>• Transportation</td>
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