

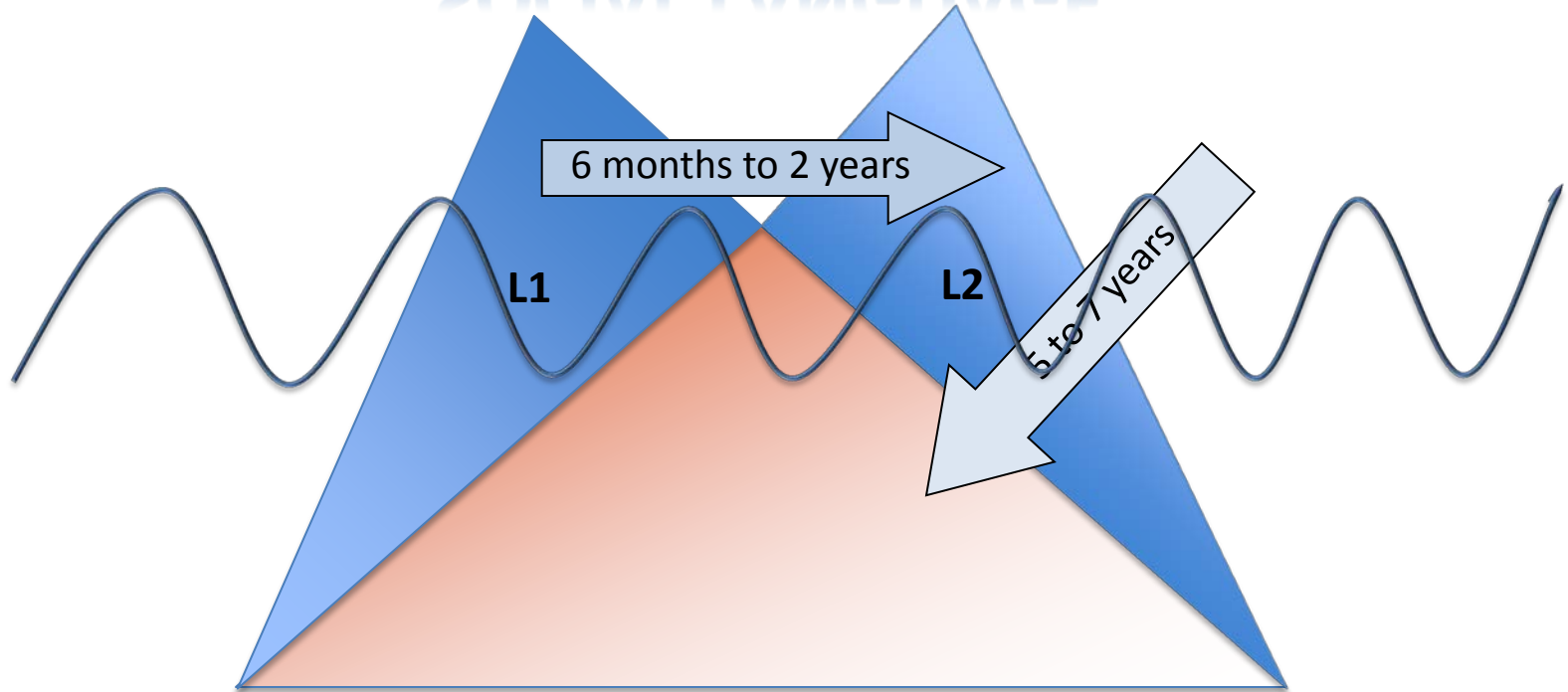
**WEBINAR:**  
**Foundations & Instructional**  
**Considerations for Students in TPI &**  
**TBE Programs**

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The Illinois Resource Center  
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# BIG IDEA

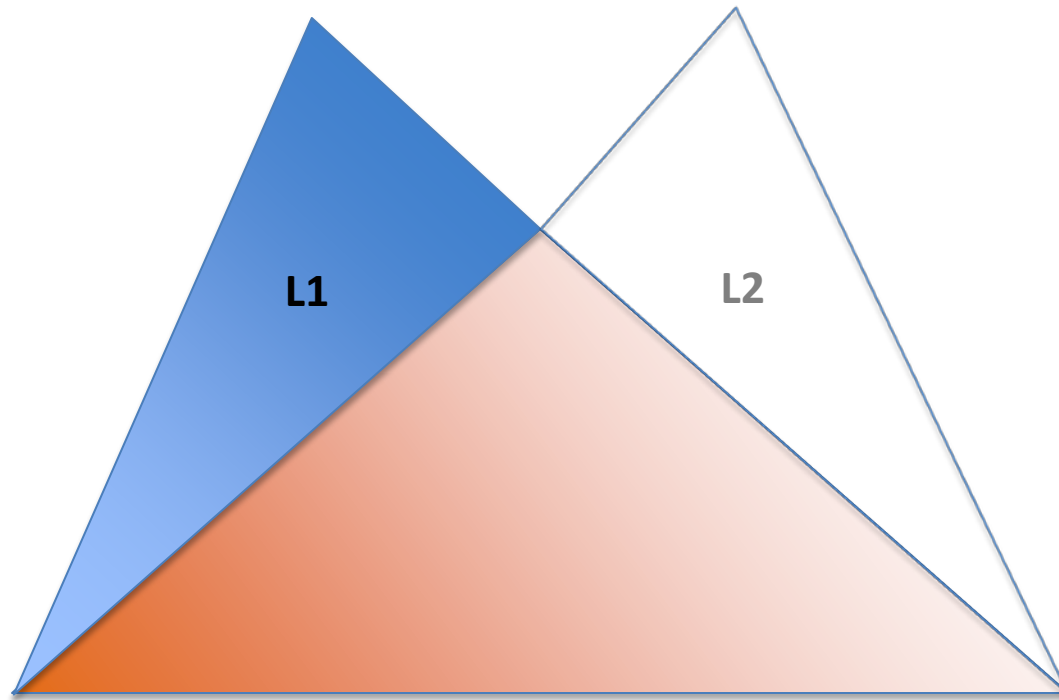
Understanding the distinctions between social and academic language proficiencies, especially as they relate to language minority participants in TPI & TBE programs, will allow teachers to focus instruction to the linguistic strengths and weaknesses of their students.

**SOCIAL LANGUAGE**



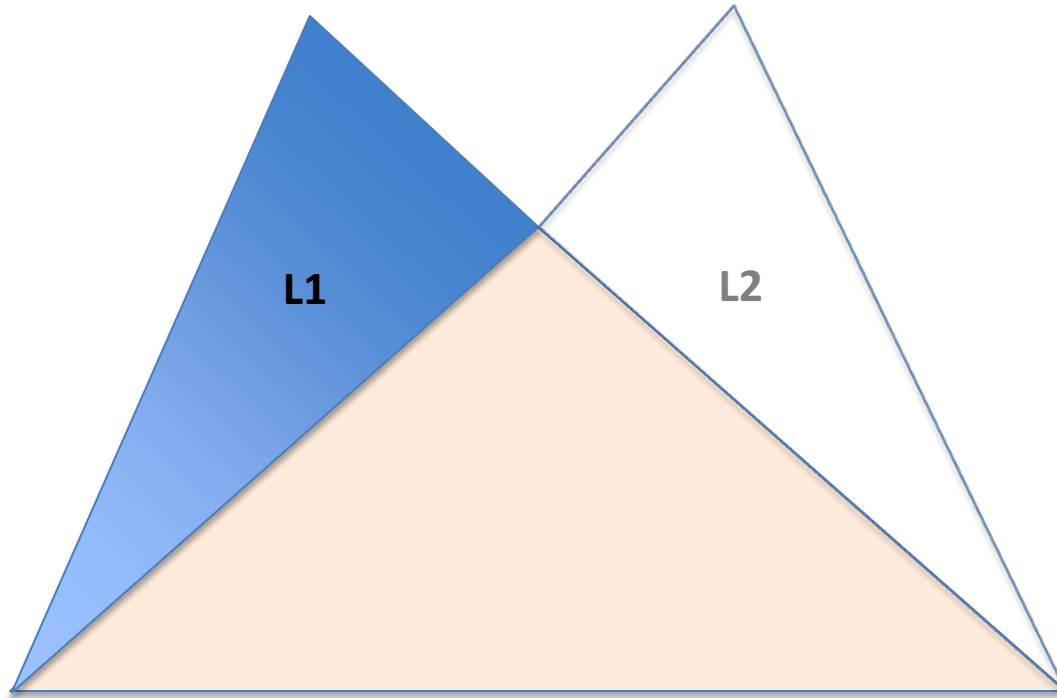
**ACADEMIC LANGUAGE**

# CRISTINA



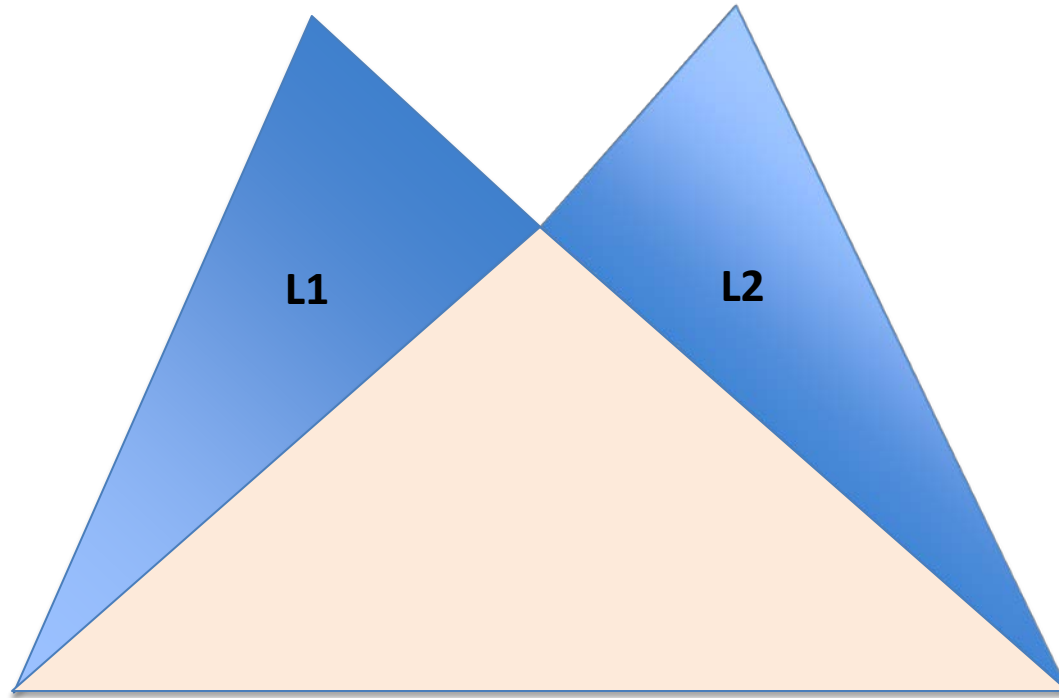
An ELL with formal education in the L1 (literacy) and no social proficiency in L2

# MARIA



An ELL with little to no formal education in the L1 (literacy absent or weak) and no social proficiency in L2

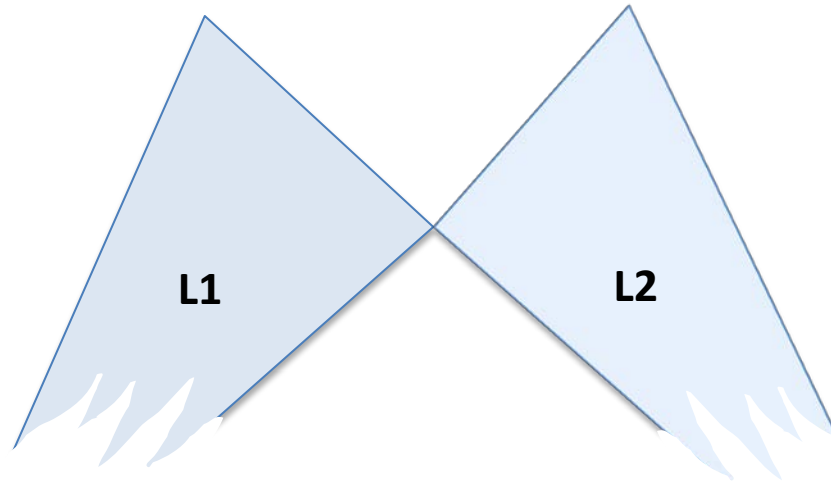
# PABLO



PROTRACTED ENGLISH LANGUAGE LEARNER

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.

# Julia



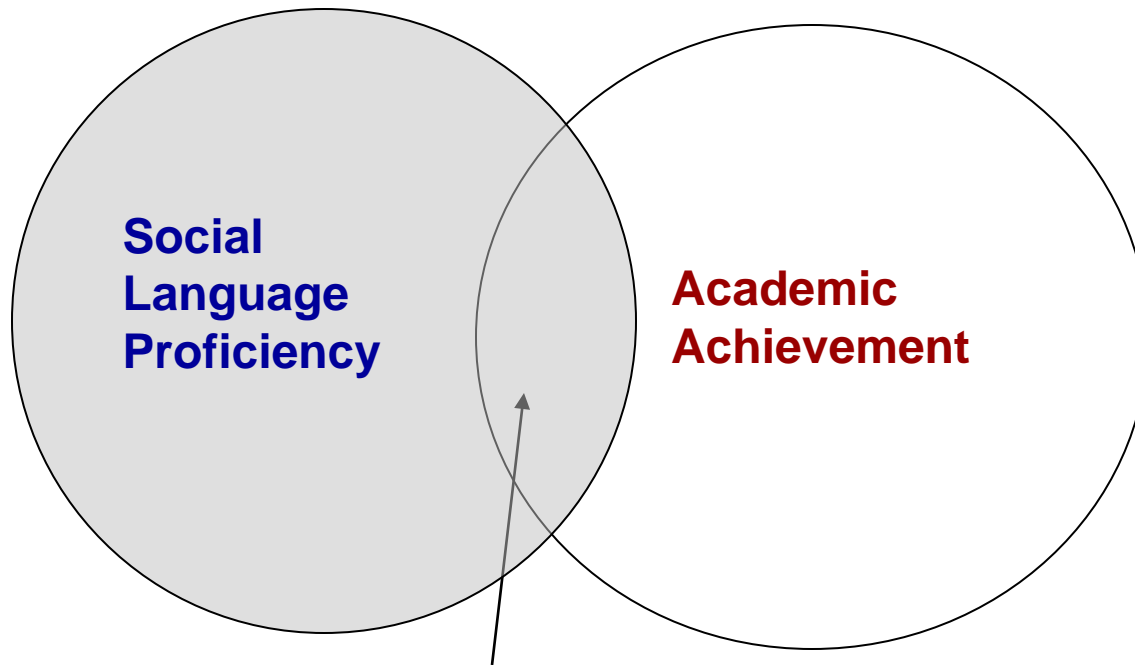
An ELL with stunted development in social language  
in both L1 and L2 and with little to no academic  
language development

# 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

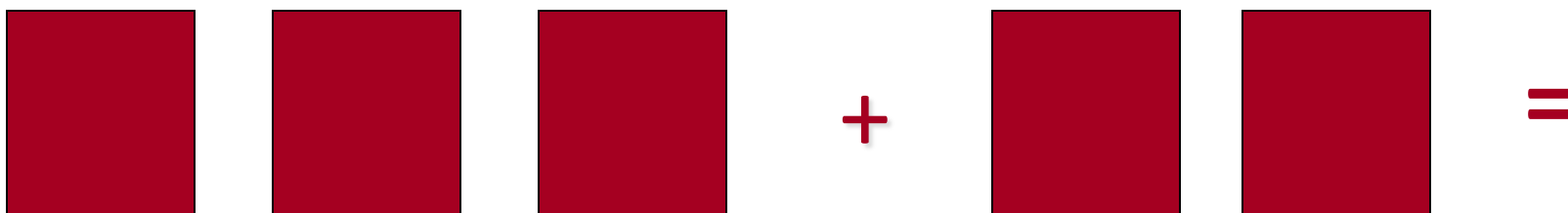


# Academic Language Proficiency: A Blend of Social Language Proficiency and Academic Achievement



**Academic Language Proficiency**

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

# Academic Language Proficiency...

## Multiple Meanings in English

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?

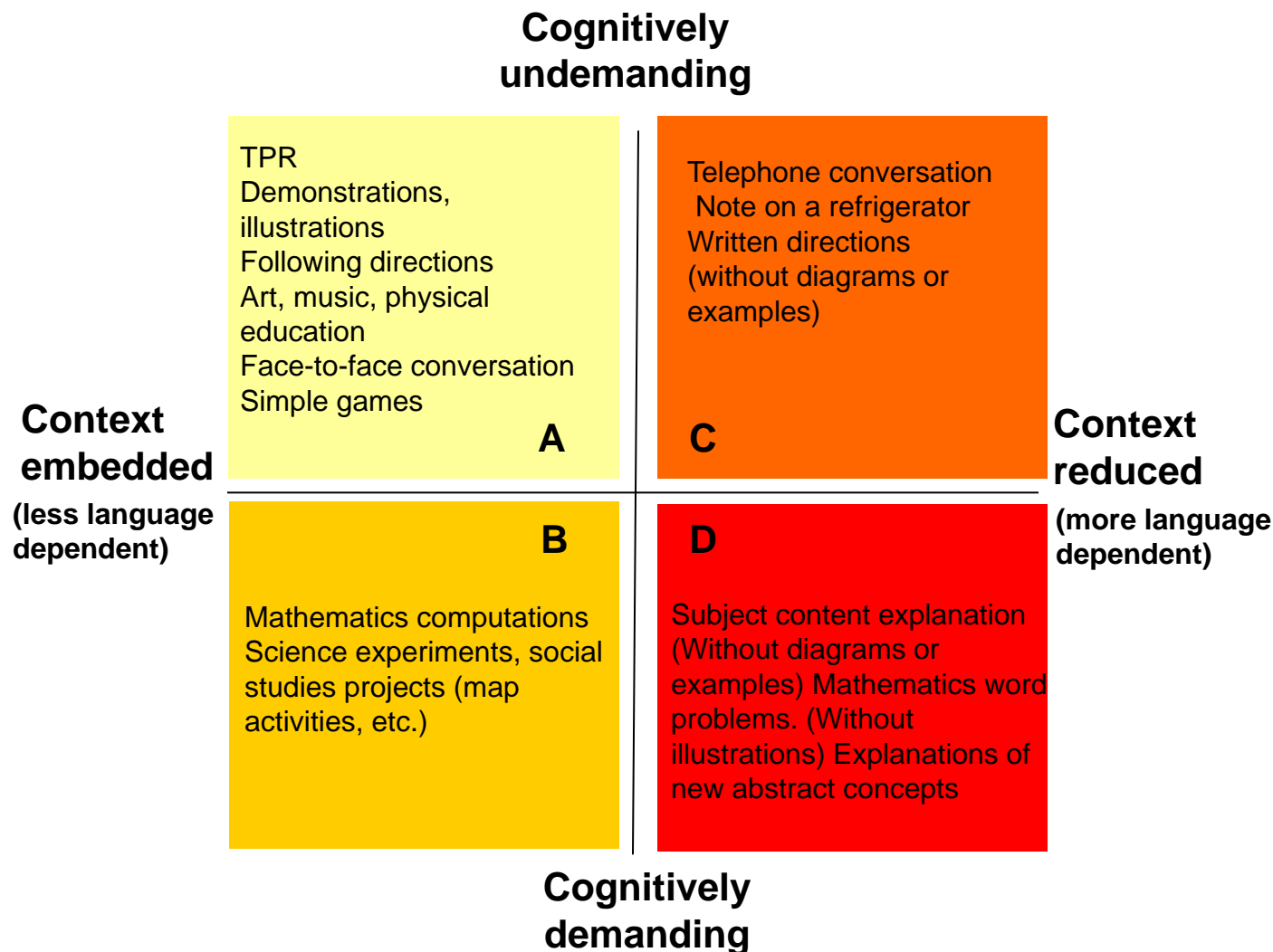
Table of Contents  
Times Table  
Periodic Table  
Water Table

## 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



Adapted from J. Cummins, "The Role of Primary Language Development in Promoting Educational Success for Language Minority Students." *Schooling and Language Minority Students: A Theoretical Framework*. Los Angeles: California State University.

# 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:

6 Reaching	<ul style="list-style-type: none"><li>specialized or technical language reflective of the content area at grade level</li><li>a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level</li><li>oral or written communication in English comparable to proficient English peers</li></ul>
5 Bridging	<ul style="list-style-type: none"><li>the technical language of the content areas;</li><li>a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports;</li><li>oral or written language approaching comparability to that of English proficient peers when presented with grade level material</li></ul>
4 Expanding	<ul style="list-style-type: none"><li>specific and some technical language of the content areas;</li><li>a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs;</li><li>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</li></ul>
3 Developing	<ul style="list-style-type: none"><li>general and some specific language of the content areas;</li><li>expanded sentences in oral interaction or written paragraphs;</li><li>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</li></ul>
2 Beginning	<ul style="list-style-type: none"><li>general language related to the content areas;</li><li>phrases or short sentences;</li><li>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</li></ul>
1 Entering	<ul style="list-style-type: none"><li>pictorial or graphic representation of the language of the content areas;</li><li>words, phrases, or chunks of language when presented with one-step commands, directions, WH-questions, or statements with visual and graphic support</li></ul>



# 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

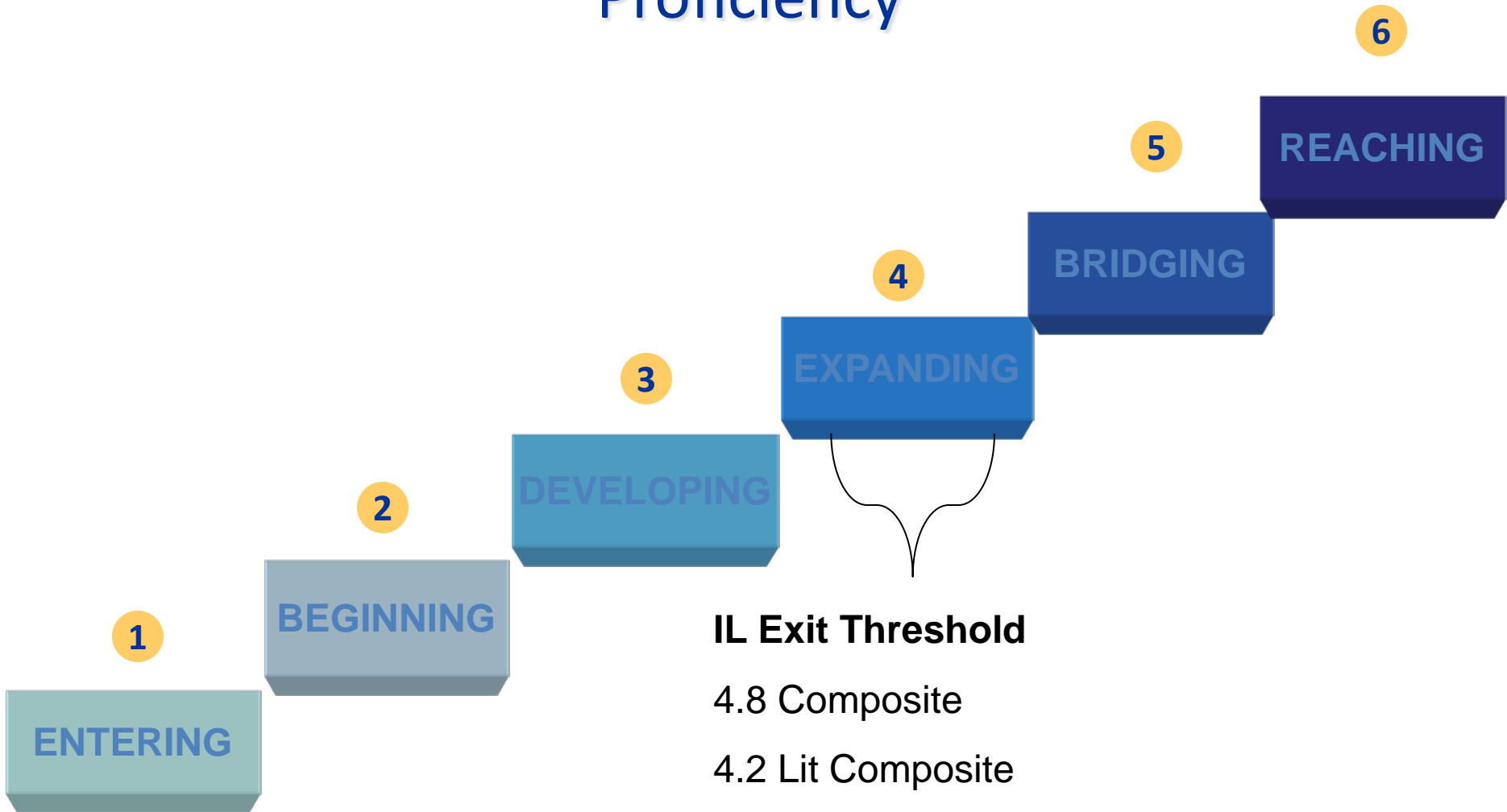
**Listening-** process, understand, interpret, and evaluate spoken language in a variety of situations

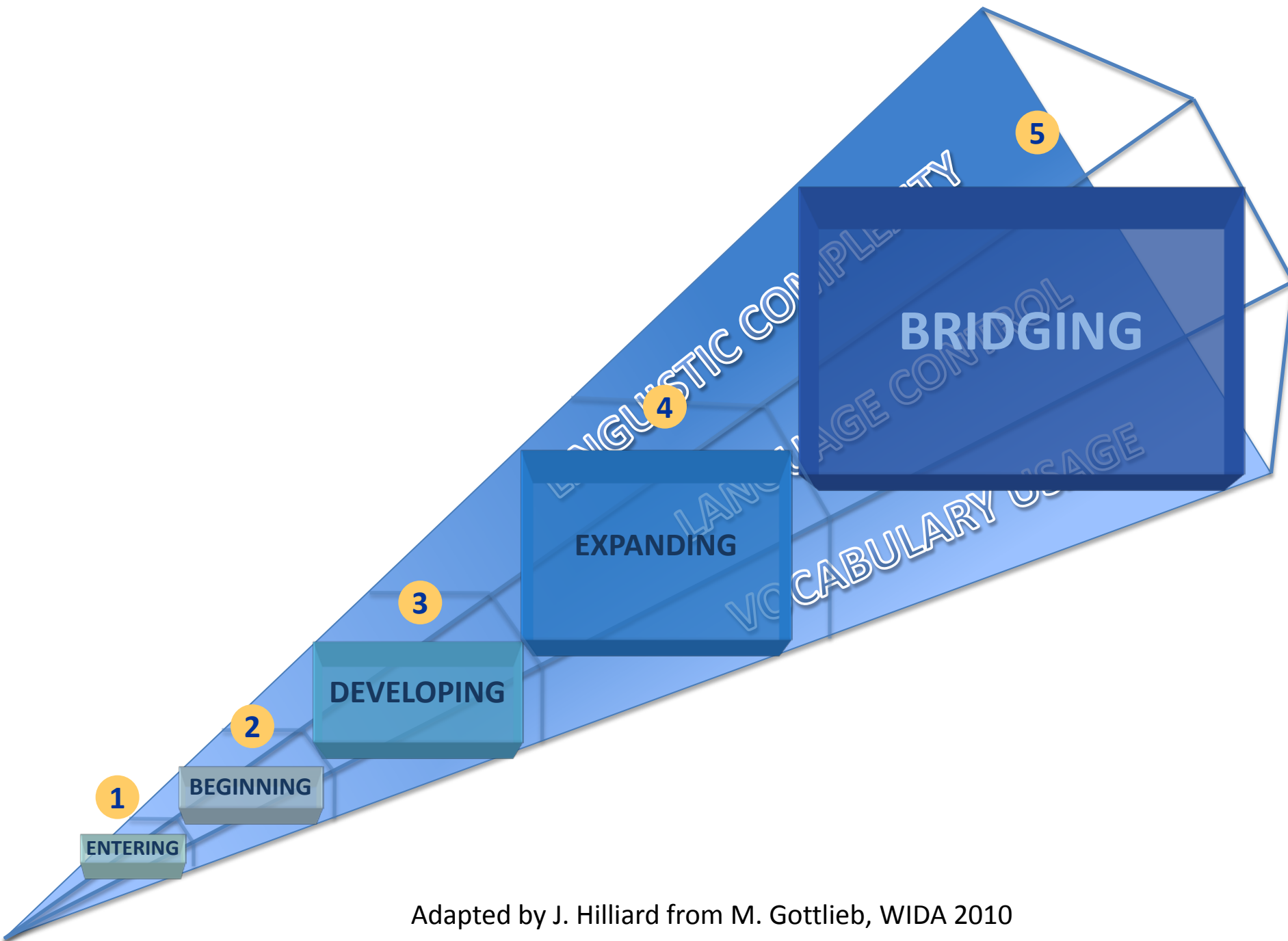
**Speaking-** engage in oral communication in a variety of situations for a variety of purposes and audiences

**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







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:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<b>K-2</b>					
<b>3-5</b>	 <i>A strand of MPIs</i>				
<b>6-8</b>					
<b>9-12</b>					

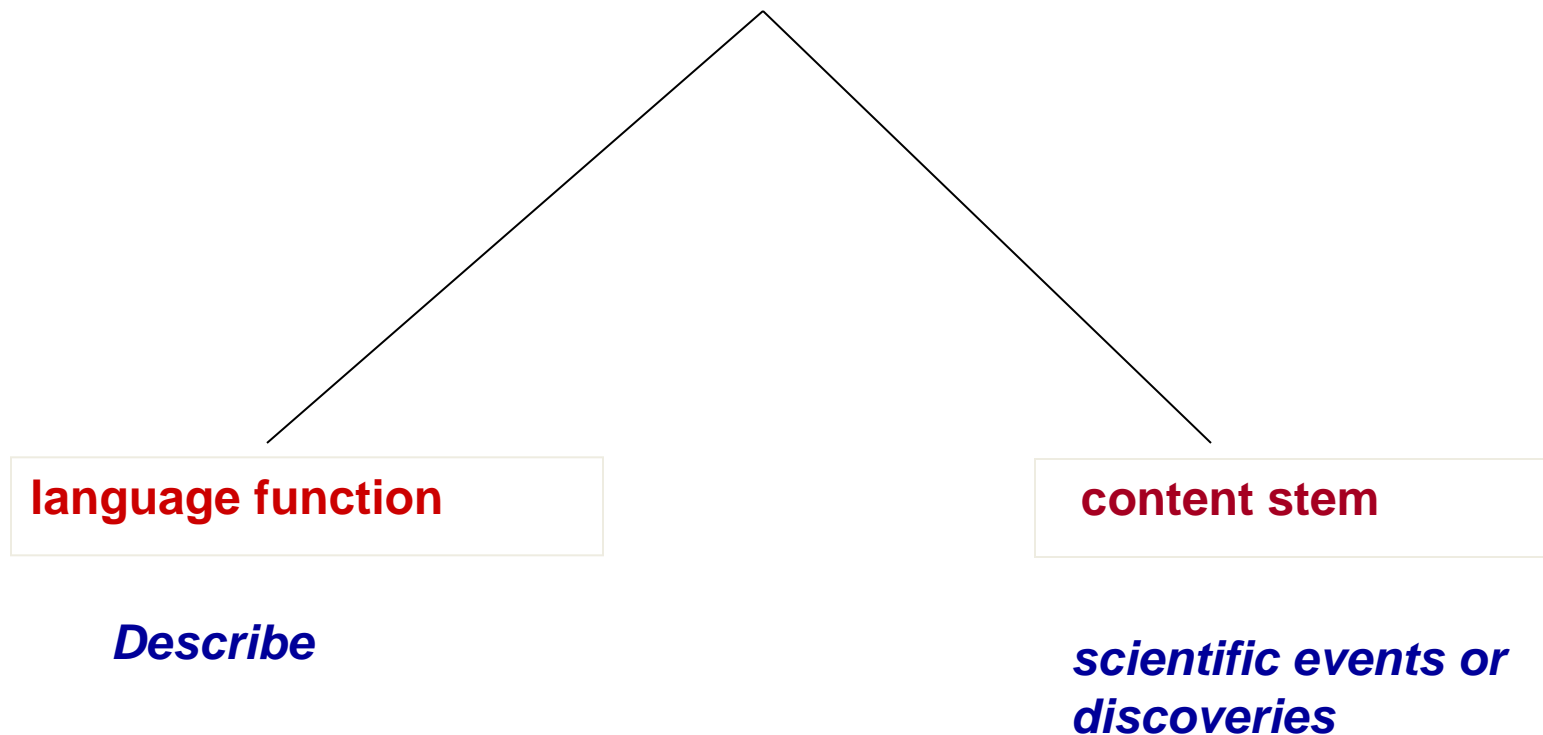
# The Model Performance Indicators Consist of Two Elements:

- 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

# Model Performance Indicator

(Standard 4, Speaking, 6-8, Level 2)

*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.

Standard 1: Social and Instructional language	Standard 2: The language of Language Arts	Standard 3: The language of Mathematics	Standard 4: The language of Science	Standard 5: The language of Social Studies
<b>Example Topics</b> <ul style="list-style-type: none"> <li>• Classrooms</li> <li>• Colors</li> <li>• Feelings</li> <li>• Games</li> <li>• Hygiene &amp; safety</li> <li>• Music &amp; movement</li> <li>• Recreational objects &amp; activities</li> <li>• Routines</li> <li>• School</li> <li>• Self &amp; family</li> <li>• Social behavior</li> <li>• Spatial relations</li> </ul>	<b>Example Genres &amp; Topics</b> <ul style="list-style-type: none"> <li>• Chants &amp; songs</li> <li>• Concepts about print</li> <li>• Environmental print</li> <li>• Fairy tales</li> <li>• Forms of print</li> <li>• Make-believe</li> <li>• Nursery rhymes</li> <li>• Picture books</li> <li>• Rhyme</li> <li>• Same &amp; different</li> <li>• Sounds &amp; symbols (Phonemic awareness)</li> <li>• Story elements</li> </ul>	<b>Example Topics</b> <ul style="list-style-type: none"> <li>• Attributes</li> <li>• Equivalency</li> <li>• Geometric shapes</li> <li>• Measurement of time</li> <li>• Non-standard measurement tools</li> <li>• Number sense</li> <li>• Numbers &amp; operations</li> <li>• Patterns</li> <li>• Quantity</li> <li>• Size</li> <li>• Spatial relations</li> <li>• Temperature</li> <li>• Weight</li> </ul>	<b>Example Topics</b> <ul style="list-style-type: none"> <li>• Air</li> <li>• Animals</li> <li>• Body parts</li> <li>• Change in self &amp; environment</li> <li>• Colors</li> <li>• Forces in nature</li> <li>• Living and non-living things</li> <li>• Night/Day</li> <li>• Rocks</li> <li>• Safety practices</li> <li>• Scientific process</li> <li>• Seasons</li> <li>• Senses</li> <li>• Water</li> <li>• Weather</li> </ul>	<b>Example Topics</b> <ul style="list-style-type: none"> <li>• Change from past to present</li> <li>• Classroom/School</li> <li>• Clothing</li> <li>• Community workers</li> <li>• Families</li> <li>• Food</li> <li>• Friends</li> <li>• Historical stories &amp; legends</li> <li>• Homes in a community/ Habitats</li> <li>• Location of objects &amp; places</li> <li>• Neighborhood</li> <li>• Seasons</li> <li>• Shelter</li> <li>• Symbols &amp; holidays</li> <li>• Transportation</li> </ul>

