

October 25, 2017

# ESL Parent Meeting

# Agenda

- Third Grade Reading Law
- ESL Program Information—What to Expect
- Parent/Teacher Conferences at West Maple
- Report Cards and ESL Progress Reports
- Opportunities to get involved at West Maple, eNews, ESL Website
- Things you can do at home to help your child with English
- Time to connect with other ESL parents/  
Questions

# Third Grade Reading Law

- Our students are making good progress
- We know it takes years to read at grade level in second language
- We know having another language/s is an asset



# What the law says we must do:

- IRIP: Individualized Reading Improvement Plan
- We must complete an IRIP for each student in grades K-3 who is reading below grade level on Fountas and Pinnell and/or NWEA
- We must present these plans to you in a meeting with the classroom teacher
  - We will set up a meeting before conferences, but
  - You may choose to receive the IRIP at conferences

# IRIP: Individualized Reading Improvement Plan

- The IRIP will show you:
  - What your child can do in reading in English
  - How your child is being supported by ESL staff
  - How your child is being supported by their classroom teacher
- Recommendations for home:
  - Reading and discussing books in native language
  - Building oral language in English through activities your children love
  - Reading in English

# What the law says:

- All kindergarteners and first-graders in 2017-2018 are expected to be proficient on the English language arts section of the state test (currently M-STEP) when they are in 3<sup>rd</sup> grade
- Students who have been in U.S. schools for less than 3 years when they take M-STEP are exempt from any consequences
- Students who have been in U.S. schools for fewer than 3 years can ask for an exemption
  - We will help you with this if necessary.

# No worries—we are here to help



# Why ESL Centers?



## Goals

- To develop English language proficiency by providing instruction for up to 120 minutes daily;
- To provide orientation and basic survival skills for American culture and schools;
- To build oral language, which is vital in order to read;
- To provide appropriate instruction at the appropriate level;
- To enhance ELs' self-esteem.



# ESL Centers

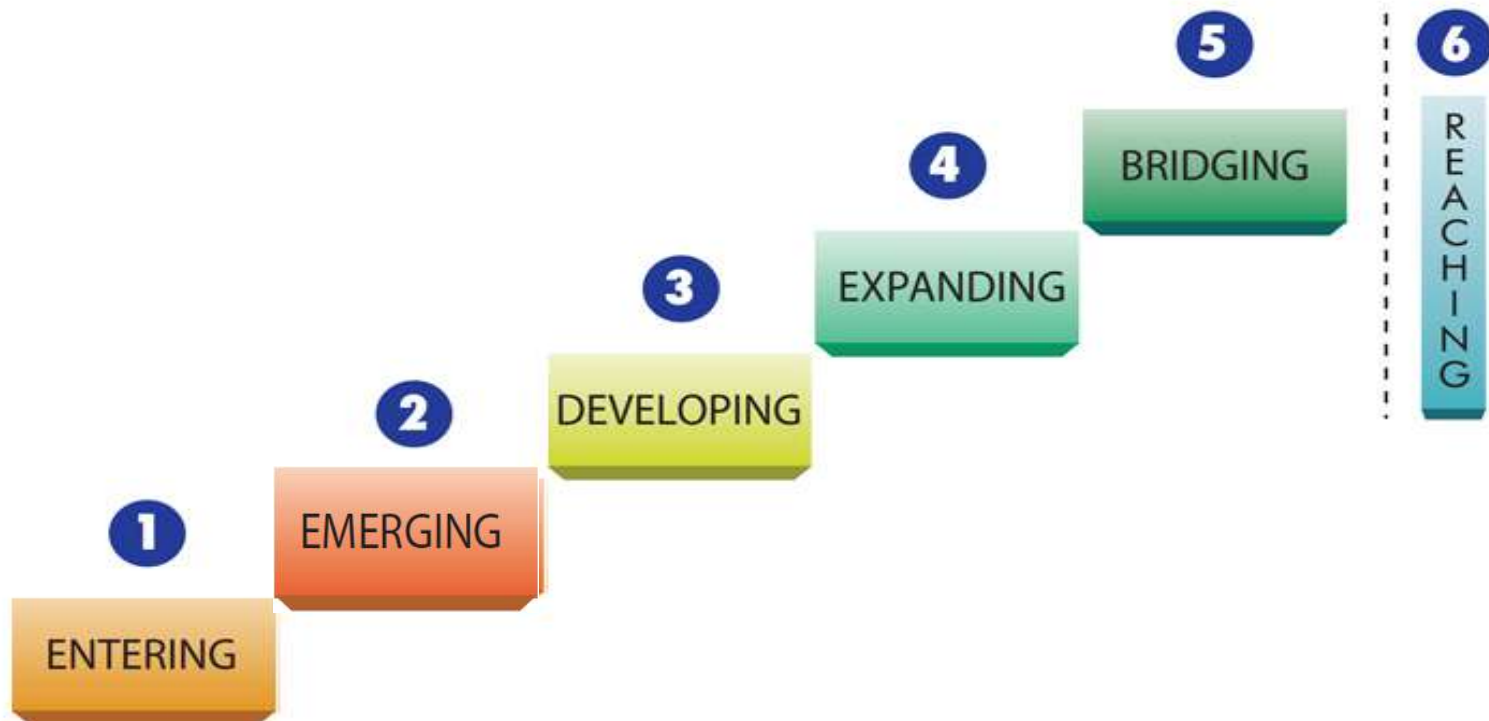
Four blocks of instruction:

- Oral language
- Word work
- Guided Reading
- Writing



(Listening and vocabulary included in all four areas)

# Levels of English Language Proficiency



# WIDA Can Do Statements

- Show what English Learners (ELs) CAN do at their current English Level.
- Show the natural progression through which your child will move as he/she becomes more proficient.
- Usually children will move to higher levels in speaking/listening quicker than in reading/writing.
- The best thing you can do to support your child's progression from one level to the next is to **read good-fit books** with them.

## Can Do Descriptors: Grade Level Cluster PreK-K

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	<ul style="list-style-type: none"> <li>Match oral language to classroom and everyday objects</li> <li>Point to stated pictures in context</li> <li>Respond non-verbally to oral commands or statements (e.g., through physical movement)</li> <li>Find familiar people and places named orally</li> </ul>	<ul style="list-style-type: none"> <li>Sort pictures or objects according to oral instructions</li> <li>Match pictures, objects or movements to oral descriptions</li> <li>Follow one-step oral directions (e.g., "stand up"; "sit down")</li> <li>Identify simple patterns described orally</li> <li>Respond with gestures to songs, chants, or stories modeled by teachers</li> </ul>	<ul style="list-style-type: none"> <li>Follow two-step oral directions, one step at a time</li> <li>Draw pictures in response to oral instructions</li> <li>Respond non-verbally to confirm or deny facts (e.g., thumbs up, thumbs down)</li> <li>Act out songs and stories using gestures</li> </ul>	<ul style="list-style-type: none"> <li>Find pictures that match oral descriptions</li> <li>Follow oral directions and compare with visual or nonverbal models (e.g., "Draw a circle under the line.")</li> <li>Distinguish between what happens first and next in oral activities or readings</li> <li>Role play in response to stories read aloud</li> </ul>	<ul style="list-style-type: none"> <li>Order pictures of events according to sequential language</li> <li>Arrange objects or pictures according to descriptive oral discourse</li> <li>Identify pictures/realia associated with grade-level academic concepts from oral descriptions</li> <li>Make patterns from real objects or pictures based on detailed oral descriptions</li> </ul>	
SPEAKING	<ul style="list-style-type: none"> <li>Identify people or objects in illustrated short stories</li> <li>Repeat words, simple phrases</li> <li>Answer yes/no questions about personal information</li> <li>Name classroom and everyday objects</li> </ul>	<ul style="list-style-type: none"> <li>Restate some facts from illustrated short stories</li> <li>Describe pictures, classroom objects or familiar people using simple phrases</li> <li>Answer questions with one or two words (e.g., "Where is Sonia?")</li> <li>Complete phrases in rhymes, songs, and chants</li> </ul>	<ul style="list-style-type: none"> <li>Retell short narrative stories through pictures</li> <li>Repeat sentences from rhymes and patterned stories</li> <li>Make predictions (e.g. "What will happen next?")</li> <li>Answer explicit questions from stories read aloud (e.g., who, what, or where)</li> </ul>	<ul style="list-style-type: none"> <li>Retell narrative stories through pictures with emerging detail</li> <li>Sing repetitive songs and chants independently</li> <li>Compare attributes of real objects (e.g., size, shape, color)</li> <li>Indicate spatial relations of real-life objects using phrases or short sentences</li> </ul>	<ul style="list-style-type: none"> <li>Tell original stories with emerging detail</li> <li>Explain situations (e.g., involving feelings)</li> <li>Offer personal opinions</li> <li>Express likes, dislikes, or preferences with reasons</li> </ul>	

## Can Do Descriptors: Grade Level Cluster 1-2

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
READING	<ul style="list-style-type: none"> <li>Identify symbols, icons, and environmental print</li> <li>Connect print to visuals</li> <li>Match real-life familiar objects to labels</li> <li>Follow directions using diagrams or pictures</li> </ul>	<ul style="list-style-type: none"> <li>Search for pictures associated with word patterns</li> <li>Identify and interpret pre-taught labeled diagrams</li> <li>Match voice to print by pointing to icons, letters, or illustrated words</li> <li>Sort words into word families</li> </ul>	<ul style="list-style-type: none"> <li>Make text-to-self connections with prompting</li> <li>Select titles to match a series of pictures</li> <li>Sort illustrated content words into categories</li> <li>Match phrases and sentences to pictures</li> </ul>	<ul style="list-style-type: none"> <li>Put words in order to form sentences</li> <li>Identify basic elements of fictional stories (e.g., title, setting, characters)</li> <li>Follow sentence-level directions</li> <li>Distinguish between general and specific language (e.g., flower v. rose) in context</li> </ul>	<ul style="list-style-type: none"> <li>Begin using features of non-fiction text to aid comprehension</li> <li>Use learning strategies (e.g., context clues)</li> <li>Identify main ideas</li> <li>Match figurative language to illustrations (e.g., “as big as a house”)</li> </ul>
WRITING	<ul style="list-style-type: none"> <li>Copy written language</li> <li>Use first language (L1, when L1 is a medium of instruction) to help form words in English</li> <li>Communicate through drawings</li> <li>Label familiar objects or pictures</li> </ul>	<ul style="list-style-type: none"> <li>Provide information using graphic organizers</li> <li>Generate lists of words/phrases from banks or walls</li> <li>Complete modeled sentence starters (e.g., “I like ____.”)</li> <li>Describe people, places, or objects from illustrated examples and models</li> </ul>	<ul style="list-style-type: none"> <li>Engage in prewriting strategies (e.g., use of graphic organizers)</li> <li>Form simple sentences using word/phrase banks</li> <li>Participate in interactive journal writing</li> <li>Give content-based information using visuals or graphics</li> </ul>	<ul style="list-style-type: none"> <li>Produce original sentences</li> <li>Create messages for social purposes (e.g., get well cards)</li> <li>Compose journal entries about personal experiences</li> <li>Use classroom resources (e.g., picture dictionaries) to compose sentences</li> </ul>	<ul style="list-style-type: none"> <li>Create a related series of sentences in response to prompts</li> <li>Produce content-related sentences</li> <li>Compose stories</li> <li>Explain processes or procedures using connected sentences</li> </ul>

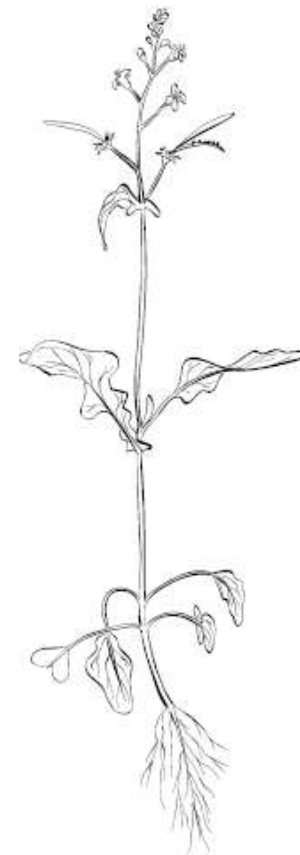
## Can Do Descriptors: Grade Level Cluster 3-5

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
READING	<ul style="list-style-type: none"> <li>Match icons or diagrams with words/concepts</li> <li>Identify cognates from first language, as applicable</li> <li>Make sound/symbol/word relations</li> <li>Match illustrated words/phrases in differing contexts (e.g., on the board, in a book)</li> </ul>	<ul style="list-style-type: none"> <li>Identify facts and explicit messages from illustrated text</li> <li>Find changes to root words in context</li> <li>Identify elements of story grammar (e.g., characters, setting)</li> <li>Follow visually supported written directions (e.g., "Draw a star in the sky.")</li> </ul>	<ul style="list-style-type: none"> <li>Interpret information or data from charts and graphs</li> <li>Identify main ideas and some details</li> <li>Sequence events in stories or content-based processes</li> <li>Use context clues and illustrations to determine meaning of words/phrases</li> </ul>	<ul style="list-style-type: none"> <li>Classify features of various genres of text (e.g., "and they lived happily ever after"—fairy tales)</li> <li>Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram)</li> <li>Find details that support main ideas</li> <li>Differentiate between fact and opinion in narrative and expository text</li> </ul>	<ul style="list-style-type: none"> <li>Summarize information from multiple related sources</li> <li>Answer analytical questions about grade-level text</li> <li>Identify, explain, and give examples of figures of speech</li> <li>Draw conclusions from explicit and implicit text at or near grade level</li> </ul>	
WRITING	<ul style="list-style-type: none"> <li>Label objects, pictures, or diagrams from word/phrase banks</li> <li>Communicate ideas by drawing</li> <li>Copy words, phrases, and short sentences</li> <li>Answer oral questions with single words</li> </ul>	<ul style="list-style-type: none"> <li>Make lists from labels or with peers</li> <li>Complete/produce sentences from word/phrase banks or walls</li> <li>Fill in graphic organizers, charts, and tables</li> <li>Make comparisons using real-life or visually-supported materials</li> </ul>	<ul style="list-style-type: none"> <li>Produce simple expository or narrative text</li> <li>String related sentences together</li> <li>Compare/contrast content-based information</li> <li>Describe events, people, processes, procedures</li> </ul>	<ul style="list-style-type: none"> <li>Take notes using graphic organizers</li> <li>Summarize content-based information</li> <li>Author multiple forms of writing (e.g., expository, narrative, persuasive) from models</li> <li>Explain strategies or use of information in solving problems</li> </ul>	<ul style="list-style-type: none"> <li>Produce extended responses of original text approaching grade level</li> <li>Apply content-based information to new contexts</li> <li>Connect or integrate personal experiences with literature/content</li> <li>Create grade-level stories or reports</li> </ul>	

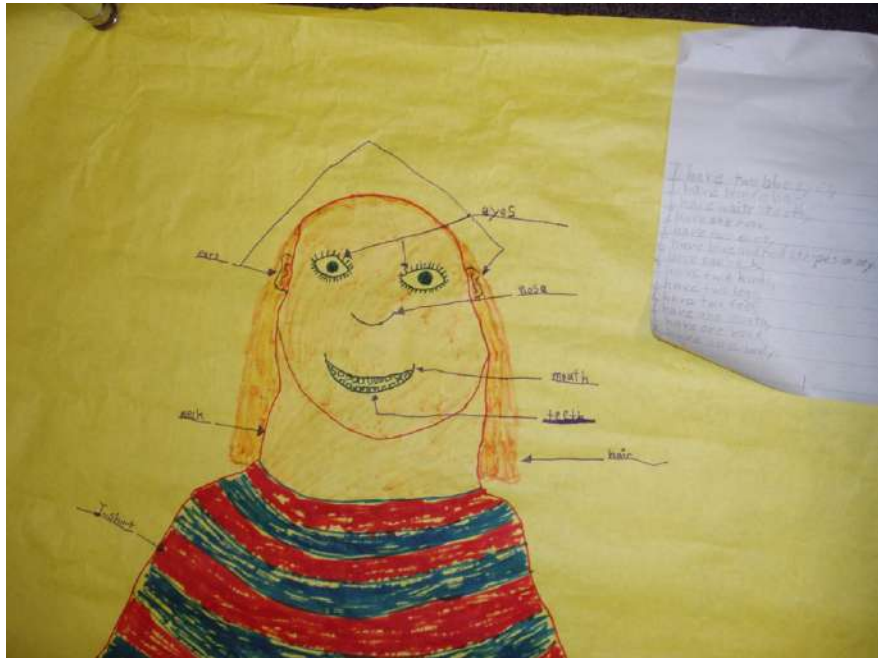
# Entering Student

- He CAN draw a picture of each plant structure and its function.
- He CAN label a familiar diagram used in class.



Draw lines from the words to the parts of the plant.

bud  
flower  
leaf  
root  
seed  
seedpod  
stem





# Developing Student

- She CAN write simple sentences about plant structures and their function using a word/phrase bank to assist with content vocabulary.
- She CAN use a visual as a support in her explanation about plant structures and functions.

## WORD BANK

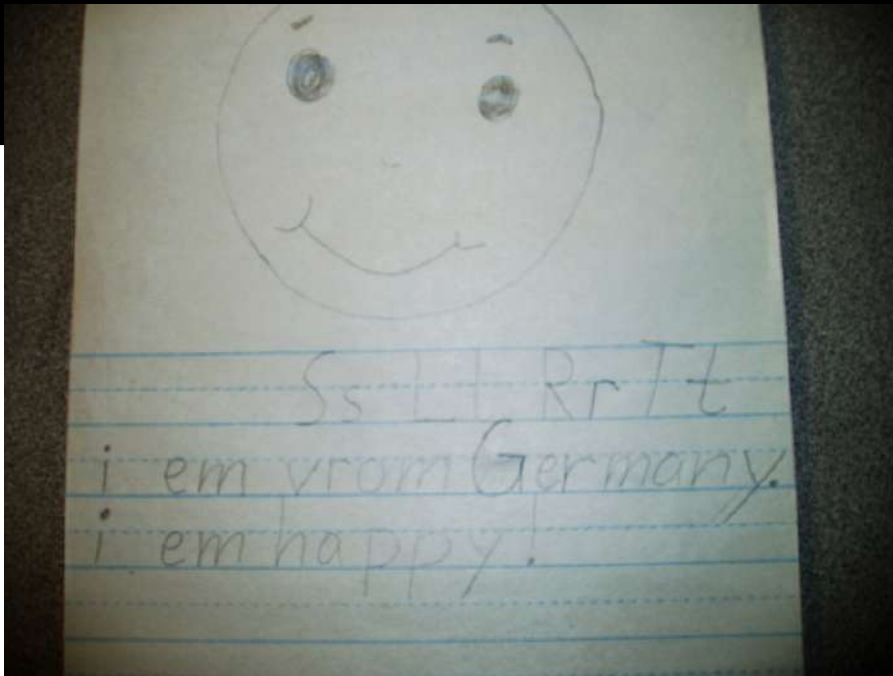
Stem  
Flower  
Root  
Seed  
Leaf  
Seedpod

## PHRASE BANK

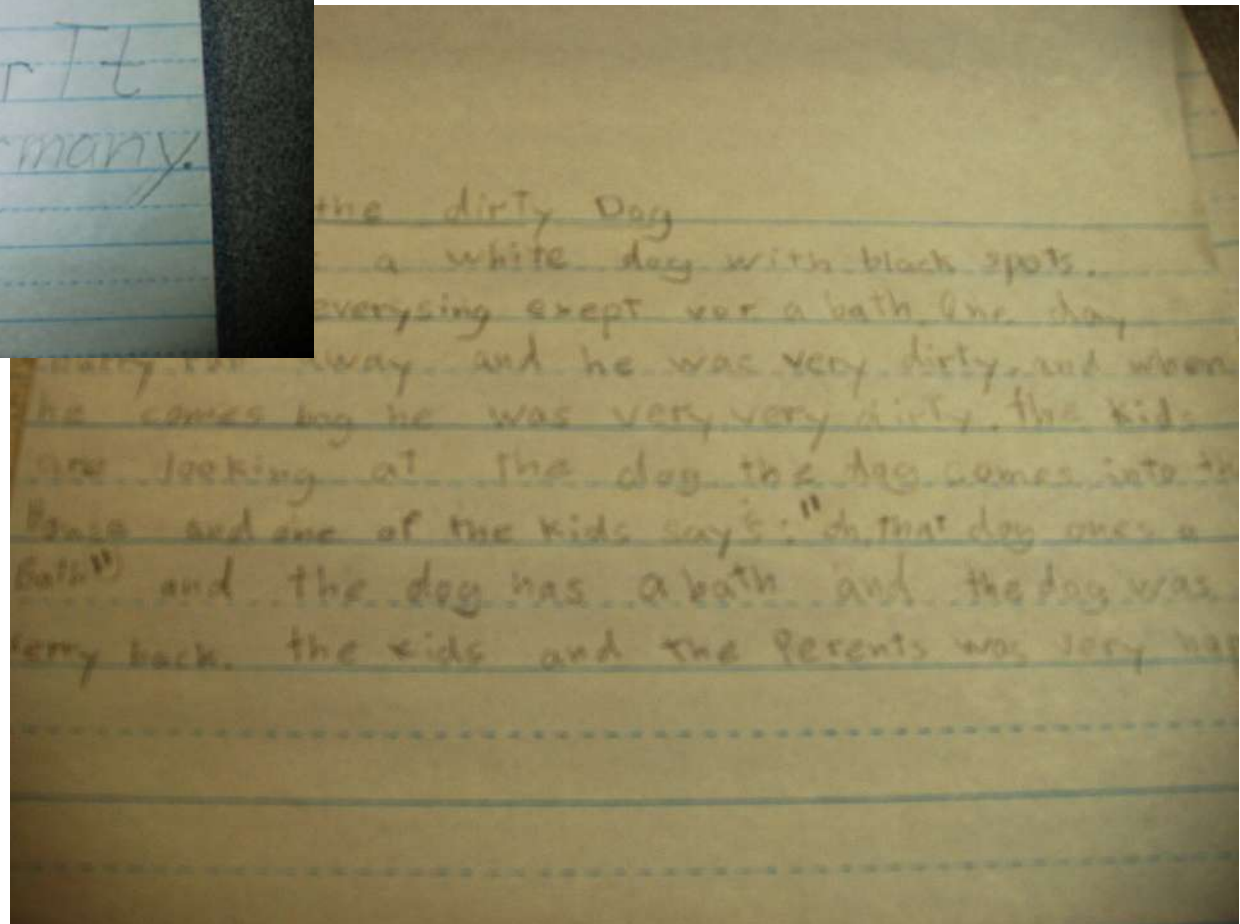
Produces fruit/seeds  
Grows into new plants  
Captures sunlight to make food  
Transports nutrients and water  
Protects seeds when they travel

# Expanding/Bridging Student

- He CAN explain the structures and functions of flowering plants by writing about his classroom plant or by describing the life cycle of a plant.
- He CAN do this by producing original sentences.



student's writing  
samples



Top: September

Bottom: January

# ESL Progress Reports

- ESL Progress Report for all Entering and Emerging students (levels 1-2)—students who receive services up to 120 minutes/day
- Benchmarks in four domains: listening, speaking, reading, and writing
- Report cards and progress reports will go home right before conferences.

# Birmingham Public Schools Academic Quality Descriptors for Standards

Students will not receive letter grades on their report cards. They will receive quality descriptors.

<b>BELOW</b>	<b>WORKING TOWARDS</b>
<ul style="list-style-type: none"><li>-Not yet meeting grade level expectations</li><li>-Seldom meets quality work requirements</li><li>-Needs more support to develop understanding and skills</li><li>-Requires extended time, instruction, and practice</li></ul>	<ul style="list-style-type: none"><li>-Meets some grade level expectations</li><li>- Meets some quality work requirements</li><li>-Demonstrates some understanding and skills</li><li>-Requires extra time, instruction, and practice</li></ul>
<b>MEETING MOST</b>	<b>MASTERING</b>
<ul style="list-style-type: none"><li>-Meets most grade level expectations</li><li>-Meets most quality work requirements</li><li>-Demonstrates most understanding and skills</li><li>-Occasionally requires extra time, instruction, and practice</li></ul>	<ul style="list-style-type: none"><li>-Meets grade level expectations</li><li>-Meets all quality work requirements</li><li>-Demonstrates understanding and all skills</li><li>-Applies learning to other subject areas</li></ul>

# Parent-Teacher Conferences

## November 20<sup>th</sup> and 21<sup>st</sup>


- Monday, November 20<sup>th</sup> and Tuesday, November 21<sup>st</sup>, from 1 – 4 p.m. and 5 – 8 p.m.
- You will receive notification via email to sign up on Sign-Up Genius at 4 p.m. today
- You may sign up to see classroom teacher and ESL teachers (or any other teacher)
- 5<sup>th</sup> grade meets in cafeteria, and you wait in line for each teacher and each subject area
- Unified Arts teachers (PE, Music, Art, Spanish) meet by the cafeteria or in their room.
- For ESL, two families sign up for each 30-minute time slot
- Classroom teachers usually have 10 or 20-minute time slots

# How to get involved at West Maple

Bb West Maple Elementary / x How to take a screen: x

www.birmingham.k12.mi.us/westmaple

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 **WEST MAPLE ELEMENTARY**  
*Inspiring all learners to positively impact their world.*

Contact Us Enrollment School Calendar Menus Transportation

Home Our School Teachers Programs & Activities Media Center **PTA**



# Sign-up for the eNews

Scroll to the bottom of the Birmingham homepage.



## State of the District

Join us for a  
**State of the District Report**  
Birmingham Public Schools  
Tuesday, Nov. 15  
7:00 p.m.  
BPS Education and Administration Building  
31301 Evergreen Road, Beverly Hills

*All are welcome!*

## Kids Club

Registration is now open for Kids Club, a before and after school program available at all elementary schools. Click here for information about [Kids Club 2016-17](#).



# West Maple ESL Website

- <https://www.birmingham.k12.mi.us/domain/1310>
  - Program Description
  - Parent Meeting Dates
  - Digital resources
  - Links to Family Resources, Including Adult English Classes

# What can I do with my child at home? (Levels 1-2)

- Oral language development greatly affects literacy development
- Enroll students in fun activities that they enjoy: dance, sports, art, drama, and so much more
- Even play dates with English speakers means that your child is acquiring English
- Books that are “too easy” also help with English acquisition
- Know that acquiring a second language takes time

# What can I do with my child at home? (Levels 1-2)

- Visit the board book section of the library
  - Flip books are fun for guessing games
  - Your child can act out vocabulary that they learn from picture and board books
- Read the take home books from ESL. When you send them back, we will send more.
- Listen to your child read books on Kids A-Z.
- Play Games! (Colors, numbers, days of the week, feelings, opposites, adjectives, prepositions, shapes, action verbs, words from books you are reading at home
  - I-Spy: <http://www.wikihow.com/Play-the-I-Spy-Game>
  - Charades: <http://fun.familyeducation.com/activity/37075.html>
  - Hang man (sleep man): <http://www.wikihow.com/Play-Hangman>
  - Go Fish: <http://www.dltk-kids.com/games/go-fish.htm>
  - Pictionary: <http://www.group-games.com/ice-breakers/homemade-pictionary-game.html>

# What can I do with my child at home? (Levels 3-5)

- Keep in mind that strong reading skills and vocabulary in a first language transfer to strong reading skills and vocabulary in a second language.
  - Encourage your child to continue reading in his/her native language.
  - Ask your child to teach you about what they learned in any of their subjects. They should teach you in their strongest language!
- Read with and to your child. Children are never too old for picture books.
- Don't stress about the homework! If you are doing more of the homework than your child is doing, stop doing it and write a short note about the difficulty to your child's teacher.

# ESL Homework

- Book folders
  - Return as often as you would like
- Word Sorts
  - May go home for practice throughout the year

# Questions?

- Email us
  - Becky Gilbert at [rgilbert@Birmingham.k12.mi.us](mailto:rgilbert@Birmingham.k12.mi.us)
  - Kalyn Wulatin at [kwulatin@Birmingham.k12.mi.us](mailto:kwulatin@Birmingham.k12.mi.us)