
Language, Disability, or Both? Classroom Strategies for Students who are ESE and ELL

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Agenda

- Introduction
- Clock Partners
- Language Acquisition
- English Language Learners
- Disabilities

Famous People with Disabilities

Who Am I?

I am a Mexican born actress who has starred in such movies as *How to Be a Latin Lover*, *Grown Ups*, *Frida*, *From and Dusk till Dawn*...just to name a few.

Salma Hayek



“I have an accent, am dyslexic, short, and chubby. You name it, I have it, but I am here.’

Language

“air we breathe and the water in
which we swim”

(Hill & Flynn, 2006, p.1)

1 in 4 U.S. school children will be
an English Language Learner in
the next 20 years.

Clock Partners

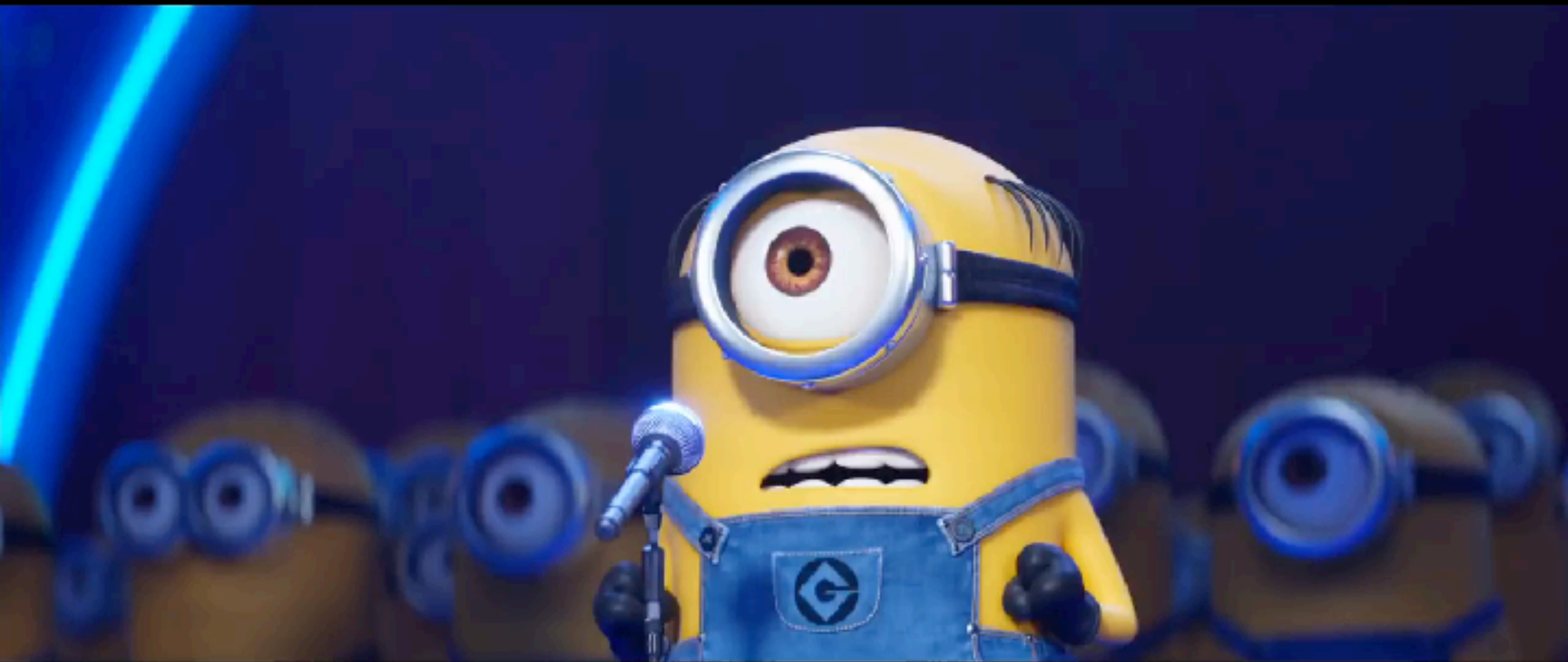
- Find a Partner for
- 2:00
- 4:00
- 6:00
- 8:00



Find your 2:00 Partner



Create Lyrics for this Song.



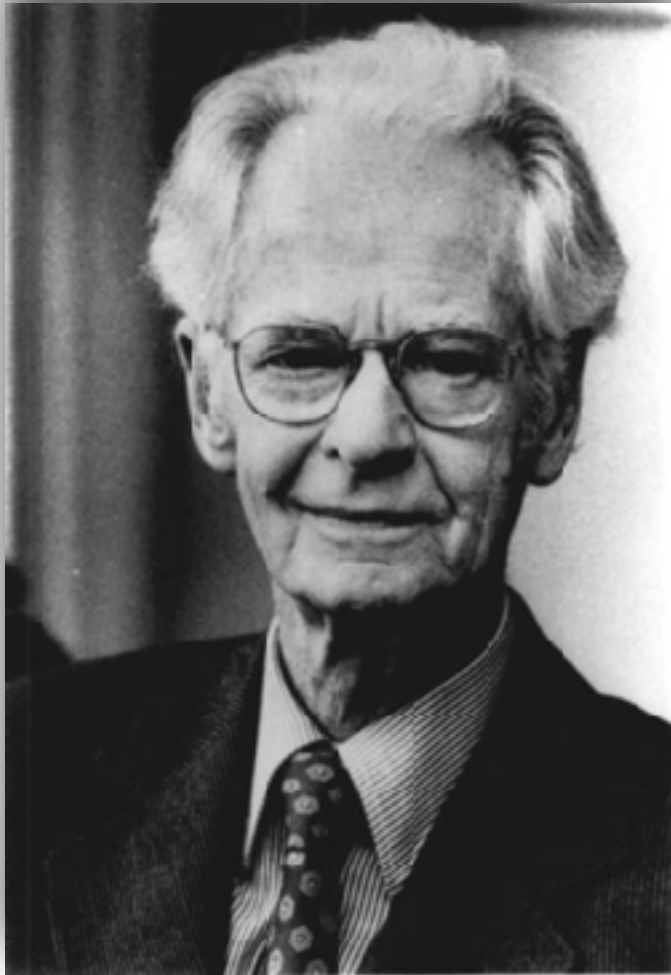
How is language acquired in individuals?

Theories of Language Acquisition



- **Noam Chomsky**
 - children are born with an inherited ability to learn any human language (wired).

Theories of Language Acquisition



- **BF Skinner**
 - children learn language based on behaviorist reinforcement principles by associating words with meanings.

STAGES OF FIRST LANGUAGE DEVELOPMENT

Age	Accomplishment	Examples
0-2 months	Crying (express hunger and discomfort)	
2-4 months	Cooing (express satisfaction or pleasure)	aaa, ooo
4-9 months	Babbling, gurgling, changing to echolalic babbling	gagaga, mamamama
9-18 months	One-word utterances; refer to people and objects in baby's life	juice; mama
18 months— 2 ½ years	Two-word utterances; the beginning of syntax, expanding to three-word utterances; allows for more communicative functions (commenting, negating, requesting, & questioning)	more juice juice fall down Daddy go?
2 ½ years —4 years	Telegraphic Stage (S-V-O): Expanded syntax and vocabulary; omit key grammatical markers and function words	I eated bread

Language Delays

- Receptive Language
- Use of Gestures
- Age of Diagnosis
- Progress in Language Development



<http://www.asha.org/public/speech/disorders/LateBlooming/>

Language Disorders

- Difficulties **pronouncing sounds**, or articulation disorders, and stuttering are examples of speech disorders.
- When a person has trouble understanding others (**receptive language**), or sharing thoughts, ideas, and feelings completely (**expressive language**), then he or she has a language disorder.

5 Stages of Second Language Acquisition

Adapted from Krashen & Terrell (1983)

<i>Stage</i>	<i>Characteristics</i>	<i>Verbs/Questions</i>
<i>Preproduction Silent Period</i>	<i>1-500 Words 0-6 Months May produce a few words Relies on Gestures</i>	<i>Point, Act Out, Label, Match, Show, Yes/No, Nodding</i>
<i>Early Production</i>	<i>1000 Words Additional 6 Months One Word Response Short Phrases</i>	<i>Recall, Draw, Either/Or, Underline, List, Copy</i>
<i>Speech Emergence</i>	<i>3,000 Words Additional 1 Year Long sentences, Short paragraphs Grammatical errors</i>	<i>Who, What, Where, When, Charts, Dialogue, Predict, Retelling, Explain</i>
<i>Intermediate Fluency</i>	<i>6,000 Words Additional 1 Year Complex Writing Speaks at Length</i>	<i>Why, Ask for Clarification, Paraphrase, Compare/Contrast, Analyze, Interpret</i>
<i>Advanced Fluency</i>	<i>Content Academic, Vocabulary 7-10 Years, Near Native Fluency, Grade-Level Expectations</i>	<i>Opinion Questions Synthesize</i>



Bathroom Briefs

EAL strategies on-the-go, as you go

Episode # 9

Teacher Actions: Input

Realia Images Gestures

Pace Instruction Model tasks

Total physical response (TPR)

Practice daily routines

Viewing videos about the topic in my home language (HL)

Reading about topics in my HL

Working 1-on-1 w/ the EL

Provide wait time

Google Translate vocab & phrases into HL

Same language grouping

The goal is to cultivate understanding to facilitate engagement.

Hi! I'm a
Beginning
English Learner



Students' Actions: Output

Draw images label objects

Point to objects sort objects

Repeat steps if previously modeled

Perform adjectives, adverbs, & concrete verbs

Answer "either or" type questions

Answer "yes/no" questions

Match images to vocabulary words

Google Translate from HL to English

Sort vocabulary repeat vocabulary

Identify select details such as who, what, where, how, when

Produce a list of pre-taught words

Follow one-step oral instructions



Bathroom Briefs

EAL strategies on-the-go, as you go

Episode # 10

Krashen, S. D. (1981). Second language acquisition and second language learning. Oxford: Pergamon Press.

Teacher Actions: Input

- Provide examples of work in progress or finished work
- Post functional phrases on walls
- Create explicit learning outcomes (in EL-friendly language)
- Work with a group of same home language ELs (English learners)
- Offer prepared summaries
- Teach concepts by comparing & contrasting
- Give modified texts

At this phase of language development, educators can use English texts that are at ELs' reading levels and speak using social language to establish comprehensible input.

Hi! I'm a
Developing
English Learner



Students' Actions: Output

- Fill in tables Annotate images
- Make graphs & charts
- Create a list, video, or outlines
- Categories ideas using highlighting
- Complete sentence frames
- Collaborate in home-language groups; provide answers in English
- Produce short sentences in English (Quick Writes)
- Incorporate content vocabulary in writing and in speech
- Complete cloze passages w/ vocab in the word bank. If there are 20 blanks, offer 25 words in the word bank.
- At this phase of language development, ELs are able to communicate using social language and simple sentences with some content specific vocabulary.

Bathroom Briefs

EAL strategies on-the-go, as you go

Krashen, S. D. (1981). Second language acquisition and second language learning. Oxford: Pergamon Press.

Episode # 11

Teacher Actions: Input

- Provide guided practice instead of delivery of instructions
- Make key language explicit by providing opportunities for rehearsal & application
- Examine case studies
- Offer analogies
- Analyze mentor texts for content and language features
- Read & view English resources in home-language groups

At this phase of language development, educators are guiding ELs' interactions with the texts and through steps in a process.

Hi! I'm an
Expanding
English Learner



Students' Actions: Output

- Construct visuals w/some text (ie: infographic, Powerpoint)
- Compose a paragraph w/ various details & using content vocab
- Use academic & content-specific vocab in speech & in text
- Organize & deliver presentations
- Work in mix-language pairs
- Create in mixed-language groups
- Rank ideas on a scale & explain
- Complete complex sentence frames using content-specific vocabulary
- Explain & evaluate ideas
- Describe cause & effect relationships
- Defend opinions
- Create a concept map
- Complete sentence frames that require explanation



Bathroom Briefs

EAL strategies on-the-go, as you go

Episode # 12

Krashen, S. D. (1981). Second language acquisition and second language learning. Oxford: Pergamon Press.

Teachers' Actions: Input

Use collaborative presentation structures such as jigsaw

Design stations to deliver content

Conduct interviews

Provide various resources connected to a single topic

Utilize a combination of multimedia & print texts

Offer graphs, charts, tables

Analyze infographics

Listen to podcasts

Watch videos with English subtitles

At this phase of language development, educators can prompt ELs to use previously taught strategies to access on-grade level texts & resources.

Hi! I'm a
Bridging
English Learner



Students' Actions: Output

Serve on a panel Create models

Work independently Teach others

Debate a topic Design a product

Create a process Conduct research

Compose a series of connected paragraphs

Use mostly English w/ assistance from home language

Hypothesize & make justifications

Infer & provide evidence

Connect the topic to another context

Organize an exhibition or event

Use content-specific language & vocabulary in speech & writing

Produce various forms of extended texts in an academic register

Provide a service Conduct surveys

Find your 4:00 Partner



**What is the difference
between a language issue
and a disability?**

Some possible clues...

- Have they had the opportunity?
- Still struggling?
- Giving directions?
- Trouble reading English?



Have we...?

- Provided high quality core instruction?
- Identified a need not met in high quality core instruction?
 - supplemental intervention (RTI/MTSS)
- Looked at a child study team/problem solving team?



So it's not...

- Limited English proficiency
- Need for native language development
- Cultural differences
- Lack of opportunity to learn new language



Anything Else?

- How long?
- Both
- Multiple Settings
- DAP
- Strategies



Language vs Disability

- Building Connections
- Level of Language and Literacy Development
- Prior schooling or prior knowledge
- Think to Learn
- Properly identify students with disabilities

ELL and Disability

- Eligible for BOTH special education and English as a Second Language (ESOL).
- Services under any one (or more) of the 14 federally recognized categories.
- Assessed in both their native language and English to ensure that any difficulties with learning are evident in both languages.

Find your 6:00 Partner



Let's Practice...

ELL vs ESE Activity

What Can We Do?

- Educate ourselves
- Request support and training
- Review and revisit assessment
- Seek out collaboration
- Update and improve evaluation process



Strategies for ESE and ELL

- Know who your students are...
- Set high expectations
- Use high quality instruction
- Use Technology
- Keep Routines

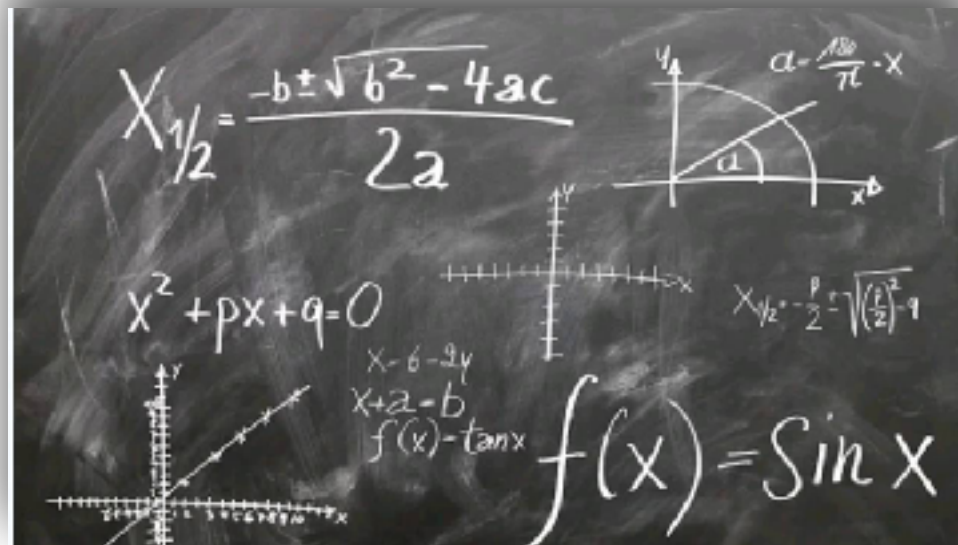


When We Are Speaking

- Slow down your speech and use shorter sentences
- Use as many mediums as possible to convey information
- Use think-alouds and think-pair-shares when asking questions.
- Use metaphors and imagery for cues.

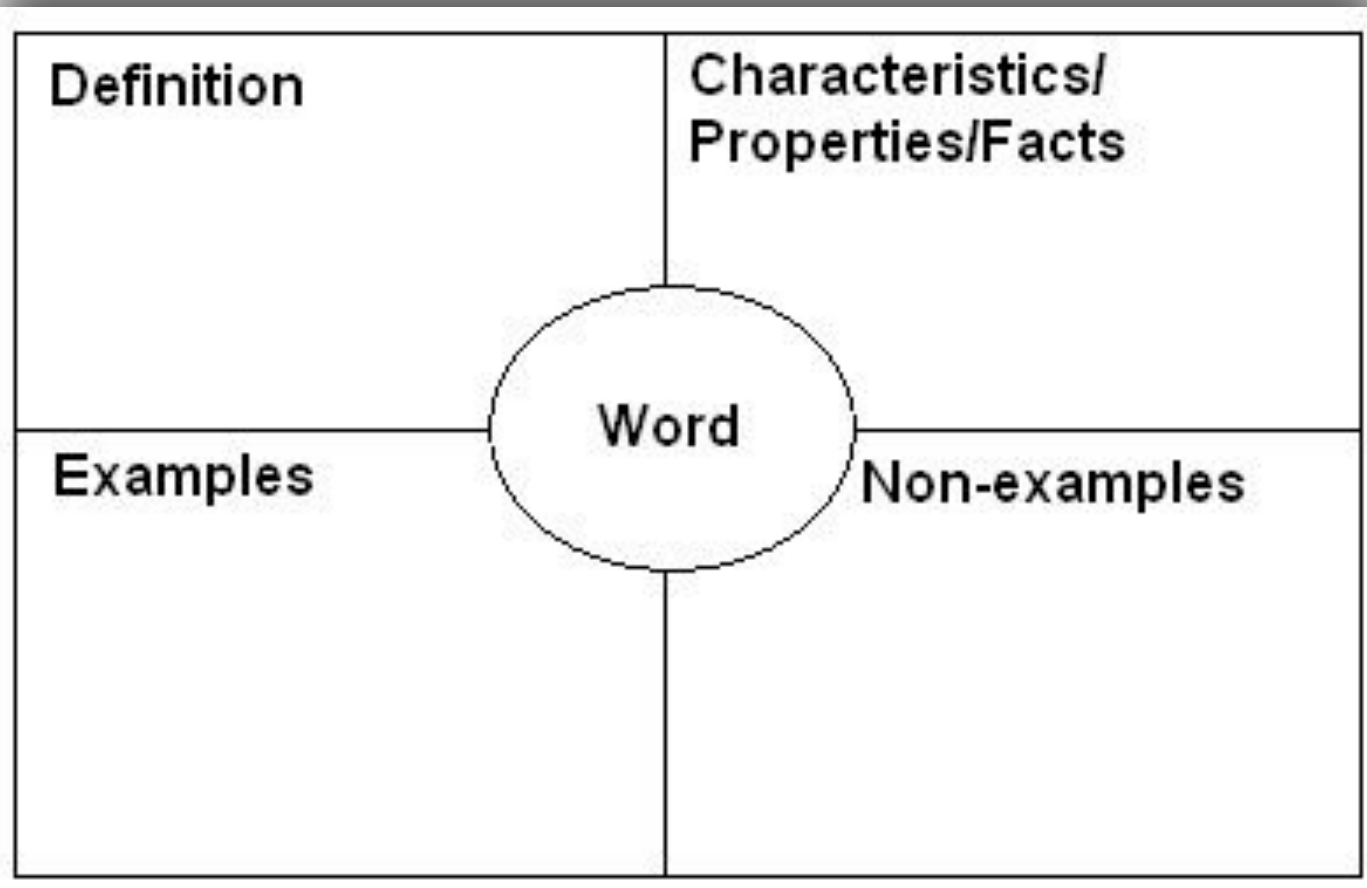
In the Classroom

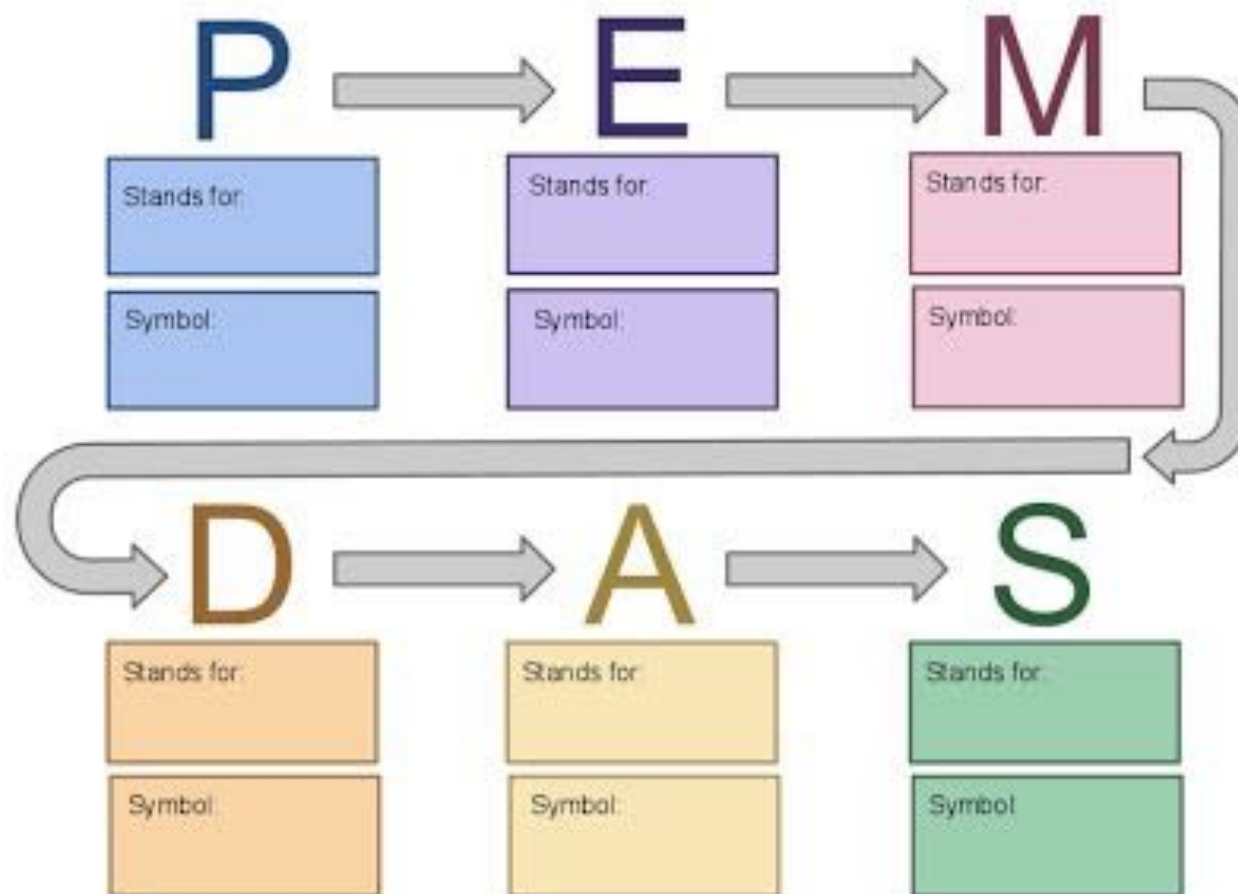
- Create print-rich environments
- Use visual displays
- Create word walls



What Else?

Graphic Organizers as Assessments





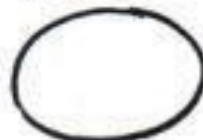
<p>Definition (In your own words)</p> <p>A simple, closed, plane figure made up of three or more line segments</p>	<p>Facts/Characteristics</p> <ul style="list-style-type: none"> • Closed • Simple (curve does not intersect itself) • Plane figure (2D)
<p>Examples</p> <ul style="list-style-type: none"> • Rectangle • Triangle • Pentagon • Trapezoid • Hexagon 	<p>Nonexamples</p> <ul style="list-style-type: none"> • Circle • Cone • Arrow (ray) • Cube • Letter A

Polygon

MAIN IDEA
Here's what I think...

PERSUASIVE:
Building an
argument...

Evidence
to back up
my reasons
↓



Here are my
REASONS:

1. _____

2. _____

3. _____

Counter
arguments ↓

You could
argue that..

But here's the
WEAKNESS..

PRD
When you

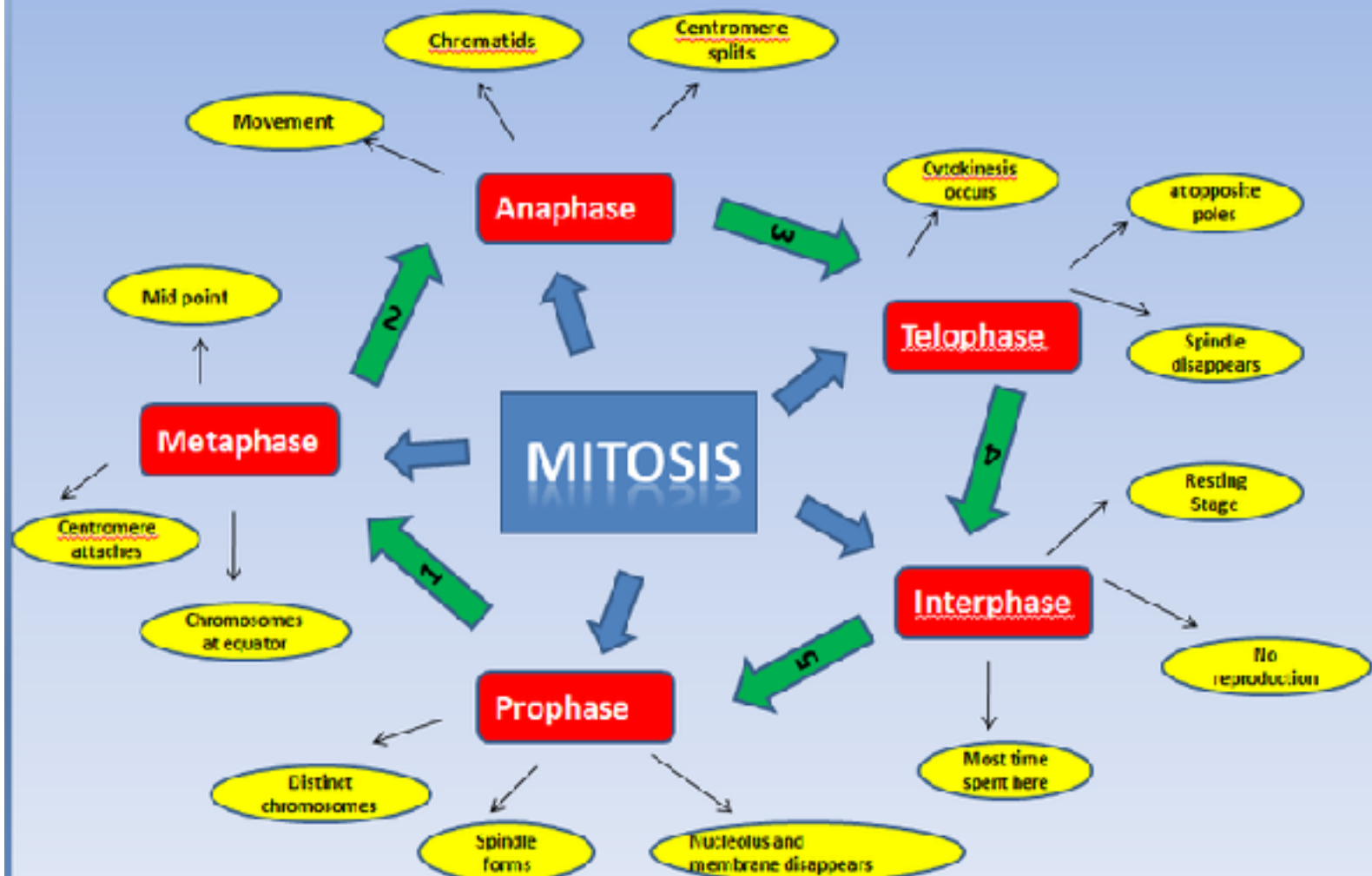
weigh all the evidence,
you conclude that...

CON

STRONG
FINISH →

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Mitosis and the Stages of Cell Division



Influential People of the Harlem Renaissance Graphic Organizer

DIRECTIONS:

1. Find the WHO, WHAT, WHEN, WHERE, and WHY of the Harlem Renaissance
2. Find FIVE authors from the Harlem Renaissance period and complete the graphic organizer below.
3. Have your teacher print out this document so that you can complete it.

PICTURE OF AUTHOR #1	NAME OF ARTIST, LIFE SPAN AND BIRTH PLACE	TYPE OF WORK AND COMMON THEMES	MOST FAMOUS WORK(S)	Websites (should use AT LEAST THREE websites to find your information for EACH Person!)

Polynomials

Polynomials are finite sums of terms where the exponents on the variables are not negative numbers and the terms are separated by + and -

Monomial (one term)	Binomial (two terms)	Trinomial (three terms)
$5x$	$5x - 1$	$10x^2 - 7x + 5$
$3x^2yz^6$	$10x + y$	$2ab^3 - 6ab^2 - 8ab$
$10xy$	$10x^2 - 5x^3$	$5y^2 - 6y + 3$
$5y^3$	$5x^3 + 2y^2$	$3 + 4x + x$
Non-examples		
$2x - 3$	$3x - 4x$ (two terms can be combined)	$4z^2 + 3z + 6z$ (two terms can be combined)
$4z + 2z$		

Guided Notes

Trade, Transportation, Exploration, and Settlement USI. 2c

- The location of the U.S. with its _____, Pacific, and Gulf coasts, has provided access to other parts of the _____.
- The _____ Ocean served as the highway for _____, early _____, and later immigrants.
- The _____ River was the gateway to the west.
- Inland port cities grew in the _____ along the _____.
- The _____ and _____ Rivers were used to transport farm and industrial products. They were links to U.S. Ports and other parts of the world.
- The Columbia River was explored by _____ and _____.
- The Colorado River was explored by the _____.
- The Rio Grande River forms the _____ with _____.
- The Pacific Ocean was and early _____ destination.
- The _____ provided the _____ and _____ with exploration routes to _____ and others parts of world.
- The _____ River connects the Atlantic Ocean to the Great Lakes as well as forming the northeastern border with _____.

Meiosis

Meiosis: the making of _____ cells

• Two main types of cells:

- _____ cells (also known as _____)

Big Picture: What types of cells does meiosis make? _____ and _____

How many chromosomes do human sperm and egg cells have? _____

When egg and sperm combine, the result is _____ chromosomes.

Meiotic Division

Meiosis I

A. Interphase: DNA replicates

B. Prophase I

- a. Homologous chromosomes pair
- b. _____ starts to pull
- c. _____ fibers begin to form
- d. nuclear membrane breaks down



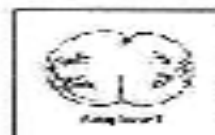
C. Metaphase I

- a. Sister chromatids begin to attach to fibers
- b. Homologous chromosomes move to _____ plate



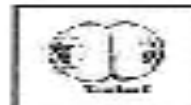
D. Anaphase I

- a. _____ chromosomes separate and move to opposite poles



E. Telophase I

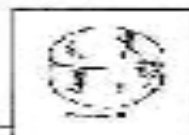
- a. _____ membrane pinches cell in two
- b. nuclear membrane does _____ reform
- c. How do you know this is an animal cell that is undergoing meiosis?



Meiosis II

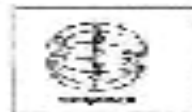
F. Prophase II

- a. DNA does NOT duplicate
- b. _____ double and move to opposite poles
- c. Where are the homologous chromosomes?



G. Metaphase II

- a. Spindle fibers pull sister chromatids to _____ plate



How Do We Assess?

- Rubrics
- Oral Presentations or Performances
- Non-Verbal Assessments
- Written Assessments
- Portfolios



Find your 8:00 Partner



**Now that we know, what about
accommodations for
ELL who are ESE?**

Accommodations

- English language reference materials
- Oral response in English
- Written translation
- Extra Time
- Small Group



Anything Else?

When in Doubt...



Questions?

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Stay up to Date

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