

Who Are our English Language Learners?

TESOL (Teachers of English to Speakers of Other Languages), the global professional association of English language educators, has outlined five levels of language acquisition that students pass through on their journey to full English language proficiency. Each level of language acquisition can be characterized in observable ways. The chart below summarizes key characteristics of students at each TESOL language proficiency level. Terminology referring to language acquisition levels differs from state to state.

Characteristics of English Language learners	
TESOL Language Proficiency Level	Characteristics Students will ...
TESOL Level 1 Starting Up	communicate nonverbally in response to simple commands, statements or questions
	understand little spoken English; primarily observe during instruction
	begin to repeat language used by others, individual words or simple phrases
	display limited English reading comprehension
	rely heavily on pictures and other non-linguistic representations for comprehension
TESOL Level 2 Beginning	use basic words, phrases and expressions
	memorize simple phrases and sentences
	rely on some nonverbal communication
	understand phrases and short sentences; begin to follow instructions and class discussions
	begin to comprehend reading with support
TESOL Level 3 Developing	occasionally join in conversations and class discussions on familiar topics
	produce longer phrases and complete sentences with some grammatical errors
	display increasing comprehension
	rely on high-frequency words and known patterns
TESOL Level 4 Expanding	sometimes use academic language
	engage in conversations and class discussions
	use more complex sentences and phrases with fewer grammatical errors
	begin use multiple strategies to communicate and comprehend
	compose original writing
TESOL Level 5 Bridging Over	frequently use academic language
	produce language comparable to a native speaker (with a few grammatical errors)
	actively participate in all areas of literacy—speaking, listening, reading, and writing
	use multiple strategies to communicate and comprehend

How Do We Get to Know our Students as Readers?

Developmental Reading Behaviors Over Time

In *Matching Books to Readers: Using Leveled Books in Guided Reading K-3*, Irene C. Fountas and Gay Su Pinnell describe observable behaviors students display as they take on literacy. The grades at which students display these behaviors vary, depending on many factors. Similar to the progression through English language proficiency levels, students move through each stage of developmental reading.

Developmental Reading Behaviors	
Literacy Stage	Characteristics Students can be observed to ...
Emergent Grades K	use mostly information from pictures
	attend to and use some features of print
	know some words and how print is used
	respond to text with their own experiences
Early Grade 1	rely less on pictures
	display increased control of early reading strategies
	know several frequently used words
	read familiar text with fluency
	exhibit some strategic reading behaviors, monitoring, cross-checking, self-correction
Early Fluent Grades 1 – 2	show full control of early strategies
	use multiple sources to gain meaning
	draw from a large core of frequently used words
	rely little on pictures
	read much longer, more complex texts with comprehension
Fluent Grades 3 – 6	use all sources of information flexibly
	read with phrasing and fluency
	read multiple genres with comprehension
	read significantly longer, more complex texts
Advanced Fluent Grades 6 – 9	acquire important tools for learning through reading
	continue in the process of developing higher level strategies
	sustain reading

What Technologies Help us Meet the Needs of our Students?

Students' language and literacy skills expressed in print are closely connected to their digital literacy skills. Students need support in all domains: listening, speaking, reading, writing and language. So, instruction that routinely integrates opportunity for students to build these skills in the context of online environments, not only provides additional support, but also motivates and engages—the first key to success with our digital natives.

Digital Tool	Classroom Application	Used with...	Web Resources	
Audio Recording	To make recordings of students reading aloud To listen to an audio book	<ul style="list-style-type: none"> computer microphone and record function smartphone recorder app online recorder podcast 	Use to record audio: Soundcloud http://soundcloud.com/ Chirbit http://www.chirbit.com/ AudioPal http://www.audiopal.com/ Audacity http://audacity.sourceforge.net/ Voice Candy http://www.potionfactory.com/voicecandy/	Use to listen to audio books: AudioBooksForFree http://www.audiobooksforfree.com/ Raz-Kids http://www.raz-kids.com/ LibriVox http://librivox.org/ Storyline Online http://www.storylineonline.net/ Storynory http://storynory.com/
Slideshow & Presentation	To create visual presentations To present research in a timed and sequential layout	<ul style="list-style-type: none"> computer presentation programs interactive whiteboard online slideshow maker 	Use to share slideshows: Slideshare http://www.slideshare.net authorSTREAM http://www.authorstream.com/	Use to create slideshows: Prezi http://prezi.com/ Slidrocket http://www.slidrocket.com/ Photo Peach http://www.photopeach.com/
Video	To record a performance such as a class skit To edit and share students' videos To watch educational videos	<ul style="list-style-type: none"> digital camera camcorder web cam smartphone video camera computer/online video editing software 	Use to record video: CamStudio http://camstudio.org/ Stupeflix http://studio.stupeflix.com/en/	Use to edit/share videos: Animoto http://animoto.com/features TeacherTube http://teachertube.com/ SchoolTube http://www.schooltube.com/ Pixorial http://www.pixorial.com/ Vimeo http://vimeo.com/
Multimedia	To create audio and video presentations To create digital storyboards using animation	<ul style="list-style-type: none"> online animation websites projector interactive whiteboard online blog/wiki scanner 	Use to create digital storyboards: Pixton For Schools http://www.pixton.com/uk/schools/overview Capzles http://www.capzles.com/ Glogster EDU http://edu.glogster.com/	Use for collaborative projects: VoiceThread http://voicethread.com/
Graphic Organizer	To create visual representations of data	<ul style="list-style-type: none"> spreadsheets line, bar, circle graphs webs, tables, diagrams 	Use to create graphic organizers: readwritethink http://www.readwritethink.org/classroom-resources/student-interactives Apache Open Office http://www.openoffice.org/ Google Docs http://docs.google.com	
Blog	To share and publish writing and research projects	<ul style="list-style-type: none"> online blogs 	Use to share projects: edublogs http://edublogs.org/ Weebly for Education http://education.weebly.com/ Wikispaces http://www.wikispaces.com/ Google in Education http://www.google.com/edu/ Kidblogs http://kidblog.org/home/	Use to publish student work: Student Treasures http://www.studenttreasures.com/ Storybird http://www.storybird.com/ Lintor Publishing http://www.lintorpublishing.com/default.php Story Jumper http://www.storyjumper.com/ Student Publishing http://www.studentpublishing.com/

The Reading-Thinking Cycle

“METACOGNITION, which is needed to use comprehension strategies well, can begin during direct teacher explanations and modeling of strategies, but develops most completely when students practice using comprehension strategies as they read.” -Michael Pressley

Strategic Reading Behaviors	
Metacognitive Strategies	
Ask Questions	Make Inferences
Determine Text Importance	Summarize and Synthesize
Fix-Up Monitoring	Visualize
Make Connections	
Text Dependent Comprehension Strategies	
Analyze Character	Identify Sequence of Events
Analyze Story Elements	Interpret Figurative Language
Analyze Text Structure and Organization	Make Inferences
Compare and Contrast	Make Judgments
Draw Conclusions	Make Predictions
Evaluate Author’s Purpose	Summarize Information
Distinguish and Evaluate Fact and Opinion	Use Graphic Features to Interpret Information
Identify Cause and Effect	Use Text Features to Locate Information
Identify Main Idea and Supporting Details	

Digital Tools by Language Domain	
Listening-Speaking	
Animoto helps teachers and students create videos with pre-created backgrounds, music library, text addition, among other features.	http://animoto.com/features
Audacity is easy to use for recording and editing student voices (audio only).	http://audacity.sourceforge.net/
Awesome Stories has prescreened, safe educational videos and lesson plans.	http://www.awesomestories.com/videos
CamStudio is an easy to use software program for recording student voices with screen capture functionality.	http://camstudio.org/
<p>Close Captioning Numerous studies show that captioned television improves reading and listening comprehension, vocabulary, word recognition and overall motivation to read among students who are learning English as a second language.</p> <p>NBC and ABC have close captioning. Mouse over an ABC video and you'll get a drop down for "CC English" to select.</p>	<p>http://www.ncicap.org/classroom.asp</p> <p>www.nbcnews.com</p> <p>http://abcnews.go.com/Video</p>
Teacher Tube and School Tube have educational videos on topics across the curriculum.	<p>http://teachertube.com/</p> <p>http://www.schooltube.com/</p>
Zamzar is free online file conversion for downloading YouTube videos to a computer.	www.zamzar.com/
Reading	
Webklipper and Bounce encourage students to demonstrate their grasp of reading strategies by highlighting passages or writing in the, using features like sticky note, visual marker, and drawing tool.	<p>http://webklipper.com/</p> <p>http://www.bounceapp.com/</p>
For English language learners, sites like English Central and USA Learns (high school or adult learners) are popular and provide key language supports.	http://www.englishcentral.com
For students who struggle, Starfall (foundational skills), GCF Learn Free (audio-supported reading passages with comprehension questions), BBC Bitesize (includes foundational skills and grammar), and Reading Bear (excellent graphics support foundational skills).	<p>http://www.starfall.com/</p> <p>http://www.gcflearnfree.org/</p> <p>http://www.bbc.co.uk/bitesize/ks1/</p> <p>http://www.readingbear.org/</p>
For reading strategy practice, Into The Book is a great site for K-4 students.	http://reading.ecb.org/
For older students, News360 has a share feature; students read what they like and share favorite passages or texts with classmates—and sample what their classmates are reading. Builds a reading community.	http://news360.com/

Writing	
<u>Collaborize Classroom</u> for students to write authentically within their community.	http://www.collaborizeclassroom.com/
<u>Dragon</u> and <u>Vlingo</u> for fast and accurate voice to text technology.	http://nuance.software.net http://www.vlingo.com/
<u>Padlet</u> allows students to express their thoughts on a common topic easily. It works like an online sheet of paper for any content (e.g. images, videos, documents, text) anywhere on the page, together with anyone, from any device.	http://padlet.com/
<u>Stixy</u> lets users create their own notes and stick them to a clipboard and also share them with others. You can also share documents, photos and to-do-lists.	http://www.stixy.com/
Vocabulary	
Flashcards are incredible, versatile learning tools, especially effective for vocabulary practice. <u>FauxFlash</u> is a great online application that takes the hassle out of flash cards and lets you easily get right to studying. <u>FunnelBrain</u> lets students form study teams, play games, take quizzes, and create flashcards.	https://www.fauxflash.com/ http://www.funnelbrain.com/
For beginning students, <u>Activities for ESL</u> Students: study English vocabulary with quizzes, tests, crossword puzzles, exercises and other activities.	http://a4esl.org/
<p>Recommended Site for Digital Tools across Domains and Content Areas: <i>Educational Technology and Mobile Learning</i>: http://www.educatorstechnology.com</p> <p>Benchmark Education Company's <i>Benchmark Universe</i> <i>*We invite you to visit the Benchmark Education Company booth to sign up for a free, trial account. There is no obligation for continuing once your trial is finished. During the trial, you'll be able to use all the resources you saw in our session with your students!</i></p>	

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