

NURSES WORKING WITH ELS AND THEIR FAMILIES

**ENGLISH AS A NEW LANGUAGE DEPARTMENT
PETERSBURG CITY PUBLIC SCHOOLS**



PCPS MISSION

**PCPS MISSION IS TO DEVELOP 21ST CENTURY CITIZENS ABLE TO EFFECTIVELY
COLLABORATE, COMMUNICATE, AND INNOVATE.**

TRAINING OVERVIEW

- **LEGAL PROVISIONS**
- **GETTING TO KNOW YOUR ENGLISH LEARNERS**
- **PROVIDING SUPPORTS FOR ENGLISH LEARNERS**
- **CREATING A CULTURALLY RESPONSIVE ENVIRONMENT**
- **TRANSLATING AND INTERPRETING COMMUNICATIONS**

OBJECTIVES

CONTENT OBJECTIVE:

- **THE PARTICIPANTS WILL BE ABLE TO DEMONSTRATE KNOWLEDGE ON HOW TO WORK WITH ENGLISH LEARNERS AND THEIR LEP FAMILIES.**

LANGUAGE OBJECTIVE:

- **THE PARTICIPANTS WILL BE ABLE TO ORALLY SHARE WITH THE GROUP TWO STRATEGIES THEY HAVE LEARNED TODAY.**

LEGAL PROVISIONS

"THERE IS NO EQUALITY OF TREATMENT MERELY BY PROVIDING STUDENTS WITH THE SAME FACILITIES, TEXTBOOKS, TEACHERS, AND CURRICULUM; FOR STUDENTS WHO DO NOT UNDERSTAND ENGLISH ARE EFFECTIVELY FORECLOSED FROM ANY MEANINGFUL EDUCATION."

LAU V. NICHOLS, 1974

**“FAIRNESS DOES NOT MEAN EVERYONE GETS THE SAME.
FAIRNESS MEANS EVERYONE GETS WHAT THEY NEED.”**

— RICK RIORDAN, THE RED PYRAMID

SECOND LANGUAGE ACQUISITION

Stage of Language Acquisition	General Behaviors of LEP Students
Silent/Receptive Stage <ul style="list-style-type: none">• 10 hours to 6 months• 500 receptive words	<ul style="list-style-type: none">• point to objects, act, nod, or use gestures• say yes or no• speak hesitantly
Early Production Stage <ul style="list-style-type: none">• 6 months to 1 year• 1000 receptive/active words	<ul style="list-style-type: none">• produce one- or two-word phrases• use short repetitive language• focus on key words and context clues
Speech Emergence Stage <ul style="list-style-type: none">• 1-2 years• 3000 active words	<ul style="list-style-type: none">• engage in basic dialogue• respond using simple sentences
Intermediate Fluency Stage <ul style="list-style-type: none">• 2-3 years• 6000 active words	<ul style="list-style-type: none">• use complex sentences• state opinions and original thoughts• ask questions
Advanced Fluency Stage <ul style="list-style-type: none">• 5-7 years (Krashen, 1982)• 7-10 years (Collier, 1995)• content-area vocabulary	<ul style="list-style-type: none">• converse fluently• understand grade-level classroom activities• argue and defend academic points• read grade-level textbooks• write organized and fluent essays

WHO IS AN ENGLISH LEARNER?

STUDENTS THAT ARE LEARNING ENGLISH AS A NEW LANGUAGE!

ENGLISH PROFICIENCY LEVELS

- **LEVEL 1 - ENTERING**
- **LEVEL 2 - BEGINNING**
- **LEVEL 3 - DEVELOPING**
- **LEVEL 4 - EXPANDING**
- **LEVEL 4.4 - BRIDGING**
- **LEVEL 6 – REACHING (FLEP)**

CAN-DO DESCRIPTORS

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reading
LISTENING	<ul style="list-style-type: none"> Point to stated pictures, words, phrases Follow one-step oral directions Match oral statements to objects, figures or illustrations 	<ul style="list-style-type: none"> Sort pictures, objects according to oral instructions Follow two-step oral directions Match information from oral descriptions to objects, illustrations 	<ul style="list-style-type: none"> Locate, select, order information from oral descriptions Follow multi-step oral directions Categorize or sequence oral information using pictures, objects 	<ul style="list-style-type: none"> Compare/contrast functions, relationships from oral information Analyze and apply oral information Identify cause and effect from oral discourse 	<ul style="list-style-type: none"> Draw conclusions from oral information Construct models based on oral discourse Make connections from oral discourse 	
SPEAKING	<ul style="list-style-type: none"> Name objects, people, pictures Answer WH- (who, what, when, where, which) questions 	<ul style="list-style-type: none"> Ask WH- questions Describe pictures, events, objects, people Restate facts 	<ul style="list-style-type: none"> Formulate hypotheses, make predictions Describe processes, procedures Retell stories or events 	<ul style="list-style-type: none"> Discuss stories, issues, concepts Give speeches, oral reports Offer creative solutions to issues, problems 	<ul style="list-style-type: none"> Engage in debates Explain phenomena, give examples and justify responses Express and defend points of view 	
READING	<ul style="list-style-type: none"> Match icons and symbols to words, phrases or environmental print Identify concepts about print and text features 	<ul style="list-style-type: none"> Locate and classify information Identify facts and explicit messages Select language patterns associated with facts 	<ul style="list-style-type: none"> Sequence pictures, events, processes Identify main ideas Use context clues to determine meaning of words 	<ul style="list-style-type: none"> Interpret information or data Find details that support main ideas Identify word families, figures of speech 	<ul style="list-style-type: none"> Conduct research to glean information from multiple sources Draw conclusions from explicit and implicit text 	
WRITING	<ul style="list-style-type: none"> Label objects, pictures, diagrams Draw in response to a prompt Produce icons, symbols, words, phrases to convey messages 	<ul style="list-style-type: none"> Make lists Produce drawings, phrases, short sentences, notes Give information requested from oral or written directions 	<ul style="list-style-type: none"> Produce bare-bones expository or narrative texts Compare/contrast information Describe events, people, processes, procedures 	<ul style="list-style-type: none"> Summarize information from graphics or notes Edit and revise writing Create original ideas or detailed responses 	<ul style="list-style-type: none"> Apply information to new contexts React to multiple genres and discourses Author multiple forms/ genres of writing 	

USE OF L1 SUPPORT

- **SMILE!**
- **LABEL ITEMS IN YOUR OFFICE**
- **USE COMMON PHRASES IN L1**
- **CALL THE INTERPRETER OR COORDINATOR**
- **QUIZLET WORDS IN SPANISH FOR NURSE**
[HTTPS://QUIZLET.COM/134830093/FLASHCARDS](https://quizlet.com/134830093/flashcards)
- [HTTPS://QUIZLET.COM/154366606/FLASHCARDS](https://quizlet.com/154366606/flashcards)

PROVIDING SUPPORTS FOR ENGLISH LEARNERS

- **PROVIDE A WELCOMING ENVIRONMENT FOR ENGLISH LEARNERS**
- **UNDERSTAND AND USE THE ENL DEPARTMENT'S TRANSLATION AND INTERPRETATION PROCEDURES**
 - **CHANGE UNDER ESSA – MUST COMMUNICATE IN A LANGUAGE THE PARENT UNDERSTANDS**
 - **LANGUAGE LINE – COMING SOON!**
- **CONTACT THE ENL INTERPRETER OR COORDINATOR**
 - **TO COMMUNICATE WITH THE STUDENT**
 - **TO COMMUNICATE WITH THE PARENTS**

EXIT TICKET

SHARE WITH THE GROUP TWO STRATEGIES YOU LEARNED TODAY



ENL SUPPORTS

- **ENL WELCOME CENTER: SBO AND BLANDFORD**
 - **804-862-7056**
- **ENL TEACHERS: MRS. MARQUEZ AND MRS. MELENDEZ**
- **ENL PARAPROFESSIONAL: MS. AVENDAÑO**
- **ENL INTERPRETER: MS. ANGELA FLORES – 804-490-2331**
- **ENL COORDINATOR: MRS. JANNETTE DUHART – 804-712-3064**