Making Connections for English Language Learners (ELLs) 
A Guide for Educators

Provided by the School District of Indian River County
Curriculum and Instruction Department
ESOL Program Personnel

[June 2019; Information subject to change]
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School District of Indian River County
ESOL Program Information

“The primary goal of the ESOL program is to develop as effectively and efficiently as possible, each child's English language proficiency and academic potential. It should also provide positive reinforcement of the self-image and esteem of participating students, promote cross-cultural understanding, and provide equal educational opportunities.”

Please review the District ELL Plan and other information on the School District of Indian River County (SDIRC) website under the Departments tab - ESOL department. The SDIRC Student Progression Plan (SPP) describes the progression of ALL students through the grade levels. Information regarding the progression of English Language Learners (ELLs) is included. Review the SPP on the SDIRC website under the Students and Families tab.

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<td><strong>District ESOL Program Contacts</strong></td>
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<td>Marcela Ochacher</td>
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|                  |                      |                        |
| **School-based ESOL Resource Teachers** |                      |                        |
| Veronica Marceleño | ESOL Resource Teacher | (772)564-6034          |
|                   | Fellsmere Elementary |                        |
| Susan Rouleau     | ESOL Resource Teacher | (772)564-4279          |
|                   | Sebastian River High School |                        |
| Carmine Remy      | ESOL Resource Teacher | (772)564-5674          |
|                   | Vero Beach High School |                        |
ESOL Program
Overview

“Language is the road map of a culture. It tells you where its people come from and where they are going.”
-Rita Mae Brown
**School District of Indian River County**  
**ELL Student and State Codes Definitions**

**English Language Learner (ELL) – a student who:**

a. was not born in the United States (U.S.) and whose native language is other than English; or

b. was born in the U.S. but who comes from a home in which a language other than English is most relied upon for communication; or

c. is an American Indian or Alaskan Native and comes from a home in which a language other than English has had a significant impact on his or her level of English Language Proficiency;

and who as a result of the above, has sufficient difficulty speaking, reading, writing, or understanding the English language to deny him or her the opportunity to learn successfully in classrooms in which the language of instruction is English.

**State codes used in FOCUS to identify ELL students:**

**LY** - The student is an ELL and is enrolled in classes specifically designed for ELLs.

**LF** – The student is being followed up for a two-year period after having exited from the ESOL program.

**LA** – Exited the ESOL Program between 2-4 years [NEW Code in the 19/20 SY]

**LZ** – Exited ESOL Program more than 4 years ago

**TT** - Based upon the parent/guardian’s affirmative responses on the home language survey (HLS) on the district’s enrollment form indicating another language is spoken in the home or by the student, the student will be assessed for English language proficiency within 20 school days of enrollment.

**TZ** – Not eligible for ESOL programming based upon eligibility assessment results. The student scored in the proficient or above range.

**ZZ** - Not applicable. (Students who responded in the negative to all three required Home Language Survey (HLS) questions, that is, Non-ELLS, or who answered yes to one or more questions on the HLS but after assessment were not eligible for ESOL services).
THE FLORIDA CONSENT DECREE: A SUMMARY

In August, 1990, a judge of the United States District Court, Southern District of Florida, signed a Consent Decree giving the court power to enforce an agreement between the Florida State Board of Education and a coalition of eight groups represented by Multicultural Education, Training, and Advocacy, Inc. (META) and Florida legal services attorneys regarding the identification and provision of services to students to whose native language is other than English. The plaintiff organizations involved in the case represent a broad spectrum of the civil rights/educational community.

They are:
- League of United Latin American Citizens (LULAC)
- ASPIRA of Florida
- The Farmworkers’ Association of Central Florida
- Florida State Conference of NAACP Branches
- Haitian Refugee Center
- Spanish American League Against Discrimination (SALAD)
- American Hispanic Educators’ Association of Dade (AHEAD)
- Haitian Educators’ Association

The Consent Decree settlement terms focus on the following six issues:

I. Identification and Assessment
II. Equal Access to Appropriate Programming
III. Equal Access to Appropriate Categorical and Other Programming for English Language Learner (ELL) students
IV. Personnel
V. Monitoring
VI. Outcome Measures

Highlighted Statutory Basis for the Education of ELLs
The following information highlights selected relevant federal guidance and Supreme Court decisions regarding the education of ELLs.

U.S. Supreme Court ruling (1974) that upheld the 1970 OCR Memorandum’s interpretation of Title VI requirements. The Court stated that: “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.” 414 U.S. 563 (1974).

**Every Student Succeeds Act (ESSA)**
Congress passed the Every Student Succeeds Act (ESSA) and then it was signed into law on December 10, 2015, amending the No Child Left Behind Act of 2001 and the Elementary and Secondary Education Act. ESSA increases state authority on standards, assessments and interventions, and adds specific restrictions to the United States Secretary of Education involvement in state decisions. Florida’s ESSA plan was approved on September 26, 2018.
What should Florida teachers know about their English Language Learners (ELLs)?

**English Proficiency Level**
1. How comfortable is the student with the English Language?
2. Is English completely new to the student?

**Participation in English Language Instruction Programs**
1. Does the student receive any language instruction support outside of classes?
2. Is the student learning English solely through content area classes?

**Formal Education Background**
1. What was the student’s prior education?
2. Has the student had any interrupted education?
3. What is the date that the student first entered a US school?

**Cultural Background**
1. Are there any cultural factors affecting the way a student interacts in class?
2. Are there any cultural factors affecting the way a student acts around teachers or other students?

**Possible Disabilities**
1. Does the student have any disabilities that might affect academic or classroom performance?

*Note:* The Florida Consent Decree requires that all teachers provide comprehensible instruction to their ELLs so that ELLs receive the same grade-level curriculum and are held to the same high expectations as all students.

When a friend and I went to England, she was offered a car with a stick shift, which she adamantly refused. She did not know how to drive on the other side of the road (or how some would say the “wrong” side) and surely could not do so in a standard automobile without ever practicing.

Students that come to our country might begin much like my friend and not want the experience of learning the new language when confronted with all the other cultural changes. One very powerful consideration to assist a new student would be to place them in an environment where they feel safe, calm, and have low anxiety. Students who feel safe and respected at school are more likely to be engaged in learning and able to pursue their goals.

Are you adept with using a stick shift? When driving a stick, you begin in and tend to move quickly out of first gear. That gear is reserved for special circumstances like going up a huge hill, getting out of a rut, or when you first start out in the car. The “entering” or beginner ELL’s perspective is like that hill. They may need to stay in first gear or may need to return to first gear when the going gets rough. Moving on to second gear may happen easily because the car is already in motion. Moving on to the second level may also seem like a quick transition from first gear. As the student acquires more language, more vocabulary, and begins to meaningfully interact in the different language domains (listening, speaking, reading and writing), the student is moving up through the gears or proficiency levels.

As we drive a standard vehicle, and as we acquire a new language, do we ever have to downshift? Of course! Language acquisition is fluid. Often, we describe a student’s proficiency level as a one-word descriptor (entering, emerging, developing, expanding, bridging and reaching) when in fact those words relate back to a moment in time when that student was assessed. Language is fluid and students can accelerate and may need to downshift as new academic concepts are introduced, developed, and supported. Ways teachers can support students’ language proficiency is through differentiation. Lesson differentiation is planning multiple access points while considering the content standards and students’ language levels, individualized or small group instruction, meaningful lessons, incorporating supports that can be used during assessments, incorporating ALL four language domains, and encouraging collaboration.

Our goal as a driver is to arrive at our destination safely, similarly our goal as teachers of ELLs is to move them along the language acquisition levels on the road to language and academic proficiency while providing the instructional and emotional supports needed along the way. USE CAUTION: If you shift too quickly, if you try to go from first to fifth gear too fast, your car can stall; similarly, our ELL students can disengage if the language and content comes at them too fast and unsupported. ELL students can become successful drivers; navigating the complex demands of our Florida Standards, ELD Standards, and the English language.

**Reflection questions:** Do students have balanced opportunities for language practice? Does the instruction engage students in all language domains? How could the sequence of activities better support access to content and language development?
“Language shapes the way we think and determines what we can think about.”

-Benjamin Lee Whorf
“Helping multilingual learners – and their educators – reach their potential.”

The WIDA Consortium is currently made up of 39 U.S. states (including Florida) and territories dedicated to the research, design and implementation of a high-quality, culturally and linguistically appropriate system to support English language Learners in K-12 contexts. This comprehensive system, based on research and educator feedback, is built on standards, assessments, and professional learning.

Please visit https://wida.wisc.edu/ for more information.

Mission
WIDA advances academic language development and academic achievement for children and youth who are culturally and linguistically diverse students through high quality standards, assessments, research, and professional learning for educators.

Vision
To be the most trusted resource and valued resource in supporting the education of multilingual learners.

Values
• **Innovation**: Drawing upon research and practice to create the best resources for children, youth, and educators.
• **Service**: Exceeding expectations with trusted and knowledgeable support of our clients and stakeholders.
• **Can Do Philosophy**: Recognizing and building upon the assets, contributions, and potential of culturally and linguistically diverse children and youth.
• **Collaboration**: Facilitating interaction among educators, state and local educational agencies, researchers, policy-makers, and experts worldwide.
• **Social Justice**: Challenging linguistic discrimination, cultural biases, and racism in education.
Look at all we CAN DO!

Creating learning environments for language learners based on what they can do!

The Can Do Descriptors highlight what English language learners can do at various stages of language development and what teachers can do to engage ELLs in learning throughout all academic contexts.

The WIDA Can Do Descriptors, Key Uses Edition, K-12 offer a focus on what language learners can do to participate meaningfully in teaching and learning in academic contexts. This edition is organized around four overarching communicative purposes, called Key Uses: Recount, Explain, Argue, and Discuss.

- Descriptors for language proficiency level 6, Reaching
- Representation of the four domains of language: listening, speaking, reading, and writing
- Examples of listening and speaking communicative skills in the Key Use of Discuss to highlight the importance of oral language development for language learners
- Descriptors for the grade and grade-level bands K, 1, 2–3, 4–5, 6–8, and 9–12
- Connections to the academic expectations outlined in College and Career-readiness standards

Please visit WIDA’s Download Library to print your own copy of WIDA’s Key Uses, Can Do Descriptors for FREE!  https://wida.wisc.edu/teach/can-do

Visit WIDA’s downloadable library for additional information, resources, and webinars:

https://wida.wisc.edu/resources
“A different language is a different vision of life.”
-Federico Fellini
Florida English Language Development (ELD) Standards

The English Language Development (ELD) Standards represent the social, instructional, and academic language that students need to engage with peers, educators, and the curriculum in schools. The ultimate goal of the ELD standards is for English language learners to become fully proficient in both social and academic English.

All General Education and Access course descriptions in CPALMS include Florida’s ELD Standards. Please see information regarding the ELD Standards in the special notes section of each course description. Teachers of ELLs are required to provide listening, speaking, reading, and writing instruction that allows ELLs to communicate information, ideas and concepts for academic success in the content areas.

Florida's ELD Standards for Kindergarten through Grade 12 encompass:

- Social and Instructional language
- the language of Language Arts
- the language of Mathematics
- the language of Science
- the language of Social Studies

The five ELD Standards are organized into four language domains:

- Listening
- Speaking
- Reading
- Writing
The English Language Development Standards

<table>
<thead>
<tr>
<th>Standard Number</th>
<th>Standard</th>
<th>Abbreviation</th>
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<tbody>
<tr>
<td>EL.K12.SI.1</td>
<td>English language learners communicate for social and instructional purposes within the school setting</td>
<td>Social and Instructional Language</td>
</tr>
<tr>
<td>EL.K12.LA.1</td>
<td>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts</td>
<td>The Language of Language Arts</td>
</tr>
<tr>
<td>EL.K12.MA.1</td>
<td>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics</td>
<td>The Language of Mathematics</td>
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<tr>
<td>EL.K12.SC.1</td>
<td>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science</td>
<td>The Language of Science</td>
</tr>
<tr>
<td>EL.K12.SS.1</td>
<td>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies</td>
<td>The Language of Social Studies</td>
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The ELD standards are represented in a series of scaffolded steps of language development across 6 levels of English language proficiency. ACCESS for ELLs Paper is the statewide assessment for English language proficiency that is administered annually to all ELLs in Florida. Students are being assessed in all 4 domains: Listening, Speaking, Reading and Writing. Scores are represented in proficiency levels for each domain.
ACCESS for ELLs Individual Student Report

Once testing has been completed for ACCESS for ELLs Paper, the data is compiled by DRC into several reports. One of the reports is the Individual Student Report, which is designed for students, parents/guardians, teachers, and school teams and provides student’s proficiency levels in each domain and the overall score. These proficiency levels help inform curriculum instruction and planning as they yield a profile of the student’s English language proficiency. The individual components of the assessment may serve as the starting point for differentiating instruction and assessments for each student.

The lower portion of the Individual Student Report describes what the students may be expected to be able to produce at each proficiency level by domain (Description of English language proficiency levels).

In summary, ACCESS for ELLs:

- Annual measure of English language proficiency progress
- Exit criteria
- Starting place for understanding the academic language programming and instructional needs for ELLs
- Should always be used along with other sources of data when making decisions.
Go to a student’s Test History tab on FOCUS SIS. Select the Assessment you want to view, click the gray triangle to reveal the student’s scores.
“Bilingualism must not be seen as a disability. It is a gift.”
-Saúl Ramirez, Henderson MS, El Paso
Florida’s English Language Development (ELD) Standards

Five English Language Development (ELD) Standards

The English Language Development (ELD) Standards represent the social, instructional, and academic language that students need to engage with peers, educators, and the curriculum in schools. All General Education and Access course descriptions in CPALMS include ELD Standards. Please see information regarding the ELD Standards in the special notes section. Teachers of ELLs are required to provide listening, speaking, reading, and writing instruction that allow ELLs to communicate information, ideas and concepts for academic success in the content areas.

<table>
<thead>
<tr>
<th>Standard Explained</th>
<th>Abbreviation</th>
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<tbody>
<tr>
<td>ELD Standard 1 English language learners communicate for Social and Instructional purposes within the school setting.</td>
<td>Social and Instructional language</td>
</tr>
<tr>
<td>ELD Standard 2 English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</td>
<td>The language of Language Arts</td>
</tr>
<tr>
<td>ELD Standard 3 English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.</td>
<td>The language of Mathematics</td>
</tr>
<tr>
<td>ELD Standard 4 English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.</td>
<td>The language of Science</td>
</tr>
<tr>
<td>ELD Standard 5 English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.</td>
<td>The language of Social Studies</td>
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</tr>
<tr>
<td>Social and Instructional language</td>
<td>The performance definitions and descriptors document for this standard is embedded immediately after each standard noted above</td>
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Best Practices for Unit and Lesson Planning with ELLs in Mind

ELA/Reading teachers are encouraged to use these documents during collaborative planning as they also linked to the curriculum maps.

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<th>Unit Lesson Planning Tools:</th>
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<td>List of ESOL Instructional Strategies</td>
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<td>Unit Assessments</td>
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Developing Lesson Plans to Include ELLs

In content-area courses, English language learners (ELLs) have a double challenge: they must learn language and content at the same time. ELLs may struggle in content-area courses such as literature, science, math, and social studies because they haven't acquired the literacy, language skills, or background knowledge necessary to master that new content knowledge.

One way to address that challenge is through effective lesson planning. Depending on their different stages of English proficiency and literacy, ELLs will benefit from the skills that a well-designed lesson can address.

Effective Lessons Include:
- Building background knowledge
- Explicit instruction and modeling
- Guided Practice
- Peer Practice
- Assessment of Content Learned
ESOL Considerations – ELA

Elementary School  ➤  K – 5th  ➤  Wonders – McGraw Hill (ELA)

Each daily lesson has specific activities or suggested small group differentiated instruction for students not only for various reading levels, but for English Language Learners as well. Within the ELL differentiated instruction tab, there are suggested expectations for ELLs based on their English Language Proficiency levels (Beginning, Intermediate, Advanced/High). These expectations change with each daily lesson.
ESOL Considerations – ELA

Secondary Grades 6th-8th Florida Collections – Houghton Mifflin (Core Lang.Arts/Reading)

Secondary Grades 9th-10th Florida Collections – Houghton Mifflin (Core Lang.Arts/Reading)

Collections provides targeted approaches to help meet the needs of ELLs by suggesting scaffolding activities throughout each collection/unit. In both the textbook and online teacher platform, Collections provide support/strategies for teaching ELL students. Teachers can view the specific support/strategy in the "Collections Planning Resources" section located at the beginning of every Collection under "Student Instructional Support" see "Scaffolding for ELL Students". *The actual support/strategy is located within the Collections text.

TEACH

CLOSE READ

Background Have students read the background information. Explain that after World War II the United Nations partitioned Palestine to create the state of Israel as a homeland for the Jews. Neighboring Arab nations did not agree with the partitioning, and quickly invaded the area. Fighting commenced. Some Palestinians living in the new state fled; others were forced out. At the same time, Jews from around the world immigrated to Israel. Fighting continues.

AS YOU VIEW Direct students to the As You View notes. Remind students to write down any questions they generate as they watch the trailer.

Analyze Order: Structure and Juxtaposition (1-29 SECONDS)

Explain that a trailer shows what the full-length film is about. A director gets the point of the film across using structure, or arrangement of film clips, on-screen text, and audio. Another important element that communicates the director’s message is juxtaposition, or the placement of elements near each other.

CITE TEXT EVIDENCE Have students view the first 29 seconds of the trailer again and identify elements that set the time and place. Clips of a peaceful urban setting are followed by footage of bombing in Israel and Palestine.

Determine Purpose and Point of View (1-10 MINUTES)

Explain that the overall purpose of a trailer is to persuade viewers to watch the full-length film. Point out that a film director’s arrangement of shots and use of media features reflect a specific purpose or point of view.

ASK STUDENTS: View the first 1-10 minutes of the trailer again and identify the director’s purpose. (Possible answer: The purpose is to show that people from both sides of the Israeli/Palestinian conflict can help one another understand the issues and emotions of the conflict.)

COLLABORATIVE DISCUSSION Have students pair up, discuss their impressions, and share with the class.

ASK STUDENTS: to share any questions they generated in the course of viewing and discussing the trailer.

SCAFFOLDING FOR ELL STUDENTS

Determine Purpose and Point of View Pair English learners with proficient English speakers in order to view the trailer multiple times. Then ask partners to discuss any details and elements the English learner finds confusing. Next, explain that the information presented in a trailer is related to the director’s reason for making the full-length film. Directors make films to explain, entertain, inform, or persuade. Have partners discuss the director’s reason for making the documentary film and the message expressed in the trailer.

Scaffolding for ELL Students

Determine Purpose and Point of View Pair English learners with proficient English speakers in order to view the trailer multiple times. Then ask partners to discuss any details and elements the English learner finds confusing. Next, explain that the information presented in a trailer is related to the director’s reason for making the full-length film. Directors make films to explain, entertain, inform, or persuade.
SCAFFOLDING FOR ELL STUDENTS

**Analyze Language** Help students to clarify the meanings of words important to this text by putting them in categories, such as "Fabric Words," "Fire Words," and "Safety Words." To demonstrate, display lines 45–50 and highlight in yellow words related to fire.

**Ask Students** how these words are alike. Suggest that they use their eBook annotation tools to highlight each category of words in a different color.

---

Cutters flung buckets of water at the *smoking* spot, without effect. *Flames* shot up, *igniting* the line of hanging paper patterns. “They began to fall on the layers of thin goods underneath them,” recalled cutter Max Rothen. “Every time another piece dropped, light scraps of *burning* fabric began to

---

**Student Instructional Support**

**Scaffolding for ELL Students:**
- Analyze Language
- Determine Meaning

**When Students Struggle:** Restate Main Ideas

**Scaffolding for ELL Students:** Characters' Thoughts
**When Students Struggle:**
- Track Causes and Effects
- Obstacles in Plot

**To Challenge Students:** Discuss the Role of Women

**Scaffolding for ELL Students:** Analyze Language
**When Students Struggle:** Track Elements of Personal Essays

**Scaffolding for ELL Students:** Language Support

**Scaffolding for ELL Students:** Analyze Language
- Punctuation and Print Clues
**When Students Struggle:** Determine Meaning; Style

**Scaffolding for ELL Students:** Analyze Language
**When Students Struggle:** Characterization
**To Challenge Students:** Character's Point of View
ESOL Considerations – Math

Elementary School  ▶  K – 5th  ▶  Go Math – Houghton Mifflin Harcourt

At the beginning of each chapter there is a section in the TE called Developing Math Language. This section has an ELL Vocabulary Activity, which offers suggestion of how to teach the vocabulary in order for ELLs to have a better understanding.

In addition to the beginning of the Vocabulary Activities, prior to each lesson within each chapter there is a section for Differentiated Instruction Activities. Under that section there is section called ELL Language Support. It provides teachers with a specific strategy to be used with ELLs.
ESOL Considerations – MATH

Secondary Grades ▶ 6th-8th ▶ Big Ideas Math Course – Big Ideas for Learning
Secondary Grades ▶ 9th-10th ▶ Big Ideas Pre-Algebra – Big Ideas for Learning

Big Ideas has English Language Learner strategies listed on the TE throughout majority of the lessons.

Algebra 1 – Pearson
Geometry – Pearson

Pearson’s Algebra I and Geometry offers ESOL strategies prior to each lesson imbedded in the Lesson Resources section of the TE. On the back of the student’s textbook there is Visual Glossary in both English and Spanish. In addition, Pearson offers additional resources such as graphic organizers with suggested lessons designed specifically for English Language Learner support on the digital version of the textbook.
“I would like to say that it is not easy being a newcomer, it is not easy to leave a life and start again, adapt to changes, learn a language . . . but it is not impossible, with tenacity, commitment and effort everything can be; hope and determination keep us on our feet and drive us to achieve what we set out to do.”

-Wendy Rodriguez Maldonado
Classroom Practices
- C1- Plan cooperative activities to include students who can translate
- C2- Set clear expectations, procedures, and goals
- C3- Connect lessons with students’ own culture or experiences
- C4- Check frequently for understanding
- C5- Avoid overly correcting errors of pronunciation, grammar, and vocabulary
- C6- Use preferential seating
- C7- Reinforce effort and provide recognition
- C8- Use cooperative learning strategies
- C9- Assign reasonable homework & practice (student should be able to work independently with little or no family support; be aware some ELLs do not have access to computers or internet)
- C10-Maintain content while reducing language demand
- C11- Refrain from using double sided copies when students are required to refer to more than one page to complete answers

Listening/Speaking
- LS1- Speak at a slightly slower pace
- LS2- Use repetition
- LS3- Clarify and rephrase instructions frequently
- LS4- Recap important ideas
- LS5- Ask students to summarize passages read aloud
- LS6- Control the vocabulary used
- LS7- Use simpler verb tenses such as present, simple past or simple future
- LS8- Accept words and phrases initially and build towards the use of longer sentences
- LS9- Use variety of technology, media, drama, gestures/pictures

Reading
- R1- Analyze text to anticipate comprehension problems
- R2- Activate prior knowledge students have about a topic
- R3- Provide opportunities for pre-reading activities such as brainstorming
- R4- Identify and teach essential vocabulary as needed
- R5- Limit vocabulary & spelling list as needed
- R6- Use visuals, demonstrations, manipulatives, and gestures to increase student comprehension
- R7- Encourage use of bilingual dictionaries and/or glossaries
- R8- Help students to determine word meanings by using context clues cognates, cognates, and knowledge from home language.
- R9- Model comprehension strategies with students
- R10- Divide reading passages into chunks for questions, predictions, and summaries

Writing
- W1- Teacher modeled writing/teacher modeled responses/Print-utilize board and overheads
- W2- Give students opportunities to use diagrams, charts, and graphic organizers
- W3- Allow students to print, not use cursive. Teachers model use of cursive then give opportunity to make a choice
- W4- Have students keep a personal vocabulary book or glossary that also includes home language translations
- W5- Incorporate use of word walls
- W6- Ask students to retell/restate orally and in writing, allowing response to reflect language level
- W7- Use variety: journals, process, guided, modeled, shared, language experience

Assessment
- A1- Establish consistent classroom routines during assessments
- A2- List steps for completing assignments
- A3- Simplify test directions and provide examples/model sample answer for test items
- A4- Allow extra time for completion
- A5- Provide alternate assessments such as oral test, use rubrics, portfolios, individual group projects
- A6- Maintain “rigor” while simplifying language demand
- A7- Reduce choices on multiple choice test from 4 to 2
- A8- For fill-in-the-blank sentences; limit the number of blanks per sentence to 1 or 2
- A9- Minimize the use of negatives in test questions
- A10- Avoid too many TRUE/FALSE statements
- A11- Limit items to be placed in chronological order
- A12- Give open-book test: allow use of notes or outlines
- A13- Provide necessary vocabulary in word lists or word banks
- A14- Limit extended response questions; allow response to reflect student’s language level
- A15- Vary the form of questions to allow for different levels of proficiency and participation

Other
The GO TO Strategies Matrix: Scaffolding Options for Teachers of English Language Learners, K-12

<table>
<thead>
<tr>
<th>Level 1 Entering</th>
<th>Level 2 Emerging</th>
<th>Level 3 Developing</th>
<th>Level 4 Expanding</th>
<th>Level 5 Bridging</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>Speaking</td>
<td>Reading</td>
<td>Writing</td>
<td></td>
</tr>
<tr>
<td><em>Use physical gestures to accompany oral directives.</em></td>
<td><em>Provide Graphic Organizers or notes to scaffold oral retelling.</em></td>
<td><em>Teach note taking on a Graphic Organizer.</em></td>
<td><em>Provide Rubrics and exemplars to scaffold writing assignments.</em></td>
<td><em>Outline lectures on the SmartBoard.</em></td>
</tr>
<tr>
<td>*Modify <em>Teacher Talk.</em></td>
<td><em>Use Clock Buddies.</em></td>
<td><em>Use K-W-L charts before reading.</em></td>
<td><em>Provide Learning Logs for summaries of learning.</em></td>
<td>*Use <em>Video Observation Guides.</em></td>
</tr>
<tr>
<td><em>Label visuals and objects with target vocabulary.</em></td>
<td><em>Use Numbered Heads Together.</em></td>
<td><em>Use the Language Experience Approach.</em></td>
<td><em>Use Text to Graphics and Back Again.</em></td>
<td><em>Confirm students’ prior knowledge of content topics.</em></td>
</tr>
<tr>
<td><em>Introduce Cognates to aid comprehension.</em></td>
<td>*Use <em>Think-Pair-Share.</em></td>
<td><em>Provide a list of important concepts on a graphic organizer.</em></td>
<td><em>Teach Signal Words (comparison, chronology, cause-effect, and listing) for academic writing.</em></td>
<td><em>Extend content vocabulary with multiple examples and non-examples.</em></td>
</tr>
<tr>
<td><em>Ask for Signal Responses to check comprehension.</em></td>
<td><em>Develop Key Sentence Frames for pair interactions.</em></td>
<td><em>Use Teach the Text Backwards.</em></td>
<td>*Provide *Close paragraphs with a <em>Word Bank.</em></td>
<td></td>
</tr>
<tr>
<td><em>Provide wall charts with illustrated academic vocabulary.</em></td>
<td></td>
<td><em>Use 4 to 1 for main ideas from text.</em></td>
<td></td>
<td><em>Structure debates requiring various points of view with graphic organizers and/or outlines.</em></td>
</tr>
<tr>
<td><em>Ask simple WH (who, what, when, where), yes-no or either-or questions.</em></td>
<td></td>
<td>*Use <em>Guided Reading.</em></td>
<td></td>
<td><em>Require the use of academic language.</em></td>
</tr>
<tr>
<td>*Elicit <em>Choral Responses.</em></td>
<td></td>
<td></td>
<td></td>
<td><em>Require oral reporting for summarizing group work.</em></td>
</tr>
<tr>
<td><em>Encourage participation in group chants, poems, and songs.</em></td>
<td></td>
<td></td>
<td></td>
<td><em>Include oral presentations in the content classroom.</em></td>
</tr>
</tbody>
</table>

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ESOL Strategies for Teaching Content
Adapted from: Facilitating Instructions for English Language Learner
By: Jodi Reiss, Florida International University, Prentice Hall

Strategies to Support the Content of Instruction

✓ Select priority topics
  • Analyze your units of instruction
    • Select ones that recur at various grade levels
    • Select core concepts that form the basis for learning more complex information and ideas

✓ Select topics of interest
  • Find topics that motivate
  • Find topics that relate to personal or prior experiences
    • Learning about your students’ backgrounds will aid in making learning meaningful

✓ Select practical topics
  • Select topics that are easier to make comprehensible

✓ Select challenging topics
  • Adapt, do not diminish
  • Maintain rigor and cognitive complexity
  • Encourage ELL students to become experts in a narrower section of content than all of unit
    • Think: Depth VS. Breadth

Strategies to Support the Language of Oral Instructions

✓ Monitor the pace of your speech
  • Slow down, pause, repeat
  • Enunciate, highlight important words by raising or lowering your voice

✓ Simplify Your Speech
  • Avoid contractions
  • Use fewer pronouns
  • Consistent terminology allows ELLs to process concepts more easily

✓ Teach meanings of words used in new ways
  • Teach multiple meaning words in context of subject
  • Explain idioms and figurative speech and limit their use
  • Simplify your sentence structure

✓ Enhance your words
  • Use gestures
  • Use visuals and graphics
  • Use repetition and paraphrase

✓ Check for understanding frequently
✓ Give clear directions and model them
Strategies to Support the Language of Written Instruction

✓ Text and Textbooks
  • Teach and use built-in text features (titles, headings, summaries, glossaries, etc.)
  • Preselect and pre-teach vocabulary (draw attention to cognates, create personal dictionaries)
  • Highlight important concepts (outlines, T charts)
  • Group ELLs strategically to discuss text
    • Prepare questions in advance about key concepts
  • Audiotape the text
    • Comprehension and retention rises when readers see and hear information simultaneously
  • Use learning logs (structured response journals)
✓ Modifying Whole Class Assignments to lessen the language demand
  • Offer a word bank
  • Assign fewer questions
  • Evaluate for content only
✓ Offer models and outlines
✓ Developing Alternative Assignments
  • Diagrams, maps and charts
  • Sequenced pictures
  • Graphic organizers
  • Hands-on activities

Strategies to Support the Techniques of Instruction

✓ Activate or Provide and Develop Background Knowledge
  • Use brainstorming
  • Use “think-pair-share” or similar techniques
  • Use K-W-L or similar activity
✓ Personalize your lesson
  • Make daily connections to previous lessons/topics/experiences
✓ Increase teacher-student interactions
  • Monitor your interaction patterns
  • Encourage participation
✓ Increase student-student interactions
  • Assign more small-group work
  • Encourage Peer-tutoring
✓ Enhance Teaching Techniques
  • Write your words
  • Illustrate your words
  • Demonstrate your words
  • Be dramatic
Strategies to Support the Techniques of Instruction

✓ Teach Learning Strategies
  • Meta-cognitive strategies help organize students’ thinking about learning including planning, monitoring and evaluating
  • Cognitive strategies help students manipulate and practice material, so it is learned. These include summarizing, classifying, extending, listing and note taking.
  • Social Strategies are social interactions including group work, questioning, lowering anxiety and self-rewarding for success
  • Allow students to practice, repeat, monitor, and use these strategies
✓ Other Suggestions
  • Allow extra time
  • Be creative with homework and assignments

Strategies to Support the Techniques of Assessment

✓ Language demand considerations
  • Essay questions – require high levels of English writing skills
  • Multiple-choice questions – require high levels of English reading skills
✓ Modifying Test Techniques
  • Modify the format; suggested formats for ELLs
    • Use completion questions instead of multiple choice
      *Example: The __________ was important because...
    • Cloze technique
      *Fill in the blank with word/phrase bank
  • Essay; allowing the use visuals and graphics in place of words that may not be available
  • Accommodate
    • Allow the use of a bilingual dictionary/glossary
    • Flexible timing
    • Shorten the test by selecting concepts of primary importance
    • Consider an individual oral assessment
  • Use Portfolio Assessment
  • Evaluate learning logs
## Essential Actions for Academic Language Success

<table>
<thead>
<tr>
<th>ACTION</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong> Capitalize on the resources and experiences that ELLs bring to school to build and enrich their academic language.</td>
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</tr>
<tr>
<td><strong>2</strong> Analyze the academic language demands involved in grade-level teaching and learning.</td>
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</tr>
<tr>
<td><strong>3</strong> Plan differentiated language instruction around the conceptual knowledge and language development of ELLs.</td>
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<tr>
<td><strong>4</strong> Connect language and content to make learning relevant and meaningful for ELLs.</td>
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<tr>
<td><strong>5</strong> Focus on the developmental nature of language learning within grade-level curriculum.</td>
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<tr>
<td><strong>6</strong> Reference content standards and language development standards in planning for language learning.</td>
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<tr>
<td><strong>7</strong> Design language teaching and learning with attention to the sociocultural context.</td>
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<tr>
<td><strong>8</strong> Provide opportunities for all ELLs to engage in higher-order thinking.</td>
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<td><strong>9</strong> Create language-rich classroom environments with ample time for language practice and use.</td>
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<td><strong>10</strong> Identify the language needed for functional use in teaching and learning.</td>
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<td><strong>11</strong> Plan for language teaching and learning around discipline-specific topics.</td>
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<tr>
<td><strong>12</strong> Use instructional supports to help scaffold language learning.</td>
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<tr>
<td><strong>13</strong> Integrate language domains to provide rich, authentic instruction.</td>
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<tr>
<td><strong>14</strong> Coordinate and collaborate in planning for language and content teaching and learning.</td>
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</tr>
<tr>
<td><strong>15</strong> Share responsibility so that all teachers are language teachers and support one another within communities of practice.</td>
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<tr>
<td>Discourse Complexity</td>
<td>Sentence Dimension</td>
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<tr>
<td><strong>Level 1: Entering</strong></td>
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<td><strong>Level 2: Emerging</strong></td>
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<td>2</td>
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<td><strong>Level 3: Developing</strong></td>
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<td>3</td>
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<tr>
<td><strong>Level 4: Expanding</strong></td>
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<td>4</td>
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<tr>
<td><strong>Level 5: Bridging</strong></td>
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<td>5</td>
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<tr>
<td><strong>Level 6: Reaching</strong></td>
<td><strong>Language that meets all criteria through Level 5, Bridging</strong></td>
</tr>
<tr>
<td>6</td>
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</tr>
<tr>
<td><strong>Within sociocultural contexts for language use...</strong></td>
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</tr>
</tbody>
</table>
Within sociocultural contexts for processing language...

<table>
<thead>
<tr>
<th>Discourse Dimension</th>
<th>Sentence Dimension</th>
<th>Word/Phrase Dimension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linguistic Complexity</td>
<td>Language Forms and Conventions</td>
<td>Vocabulary Usage</td>
</tr>
</tbody>
</table>

**Level 6 - Reaching** Language that meets all criteria through Level 5, Bridging

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will process...

<table>
<thead>
<tr>
<th>Level 5 Bridging</th>
<th>Level 4 Expanding</th>
<th>Level 3 Developing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rich descriptive discourse with complex sentences</td>
<td>Connected discourse with a variety of sentences</td>
<td>Discourse with a series of extended sentences</td>
</tr>
<tr>
<td>Cohesive and organized related ideas</td>
<td>Expanded related ideas</td>
<td>Related ideas</td>
</tr>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 2 Emerging</th>
<th>Level 1 Entering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple related simple sentences</td>
<td>Single statements or questions</td>
</tr>
<tr>
<td>An idea with details</td>
<td>An idea within words, phrases, or chunks of language</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 6 Reaching</th>
<th>Level 5 Bridging</th>
<th>Level 4 Expanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compound, complex grammatical constructions (e.g., multiple phrases and clauses)</td>
<td>Technical and abstract content-area language</td>
<td>Words and expressions with shades of meaning across content areas</td>
</tr>
<tr>
<td>A broad range of sentence patterns characteristic of particular content areas</td>
<td>Specific and some technical content-area language</td>
<td>Words or expressions with multiple meanings across content areas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Specific content language, including expressions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Words and expressions with common collocations and idioms across content areas</td>
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<tbody>
<tr>
<td>Compound grammatical constructions</td>
<td>Simple grammatical constructions (e.g., commands, WH-questions, declaratives)</td>
</tr>
<tr>
<td>Repetitive phrasal and sentence patterns across content areas</td>
<td>Common social and instructional forms and patterns</td>
</tr>
<tr>
<td></td>
<td>General social and instructional words and expressions</td>
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<tr>
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</tr>
</tbody>
</table>
Sensory, Graphic and Interactive Supports for ELLS from WIDA

Examples of Sensory, Graphic and Interactive Support

<table>
<thead>
<tr>
<th>Sensory Support</th>
<th>Graphic Supports</th>
<th>Interactive Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Real-life objects (realia)</td>
<td>• Charts</td>
<td>• In pairs or partners</td>
</tr>
<tr>
<td>• Manipulatives</td>
<td>• Graphic Organizers</td>
<td>• In triads or small groups</td>
</tr>
<tr>
<td>• Pictures &amp; Photographs</td>
<td>• Tables</td>
<td>• In a whole group</td>
</tr>
<tr>
<td>• Illustrations, diagrams &amp; Drawings</td>
<td>• Graphs</td>
<td>• Using cooperative group structures</td>
</tr>
<tr>
<td>• Magazines &amp; Newspapers</td>
<td>• Timelines</td>
<td>• With the Internet (Web sites) or software programs</td>
</tr>
<tr>
<td>• Physical activities</td>
<td>• Number Lines</td>
<td>• In the native language (L1)</td>
</tr>
<tr>
<td>• Videos &amp; Films</td>
<td></td>
<td>• With Mentors</td>
</tr>
<tr>
<td>• Broadcasts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Models &amp; Figures</td>
<td></td>
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</tr>
</tbody>
</table>

Sensory Supports

Some sensory supports are applicable across all ELD standards, as exemplified in the figure above. Others are specific to the language of a content area. The figure below expands the notion of the use of sensory support by giving specific examples for ELD standards 2 through 5. The use of these sensory supports in activities, tasks, and projects help promote the development of students’ academic language proficiency.

Specific Examples of Sensory Supports

<table>
<thead>
<tr>
<th>Supports related to the language of Language Arts</th>
<th>Supports related to the language of Mathematics</th>
<th>Supports related to the language of Science</th>
<th>Supports related to the language of Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Illustrated word/phrase walls</td>
<td>• Blocks/Cubes</td>
<td>• Scientific instruments</td>
<td>• Maps</td>
</tr>
<tr>
<td>• Felt or magnetic figures or story elements</td>
<td>• Clocks, sundials and other timekeepers</td>
<td>• Measurement tools</td>
<td>• Globes</td>
</tr>
<tr>
<td>• Sequence blocks</td>
<td>• Number Lines</td>
<td>• Physical models</td>
<td>• Atlases</td>
</tr>
<tr>
<td>• Environmental print</td>
<td>• Models of geometric figures</td>
<td>• Natural materials</td>
<td>• Compasses</td>
</tr>
<tr>
<td>• Posters or displays</td>
<td>• Calculators</td>
<td>• Actual substances, organisms or objects of investigation</td>
<td>• Timelines</td>
</tr>
<tr>
<td>• Bulletin boards</td>
<td>• Protractors</td>
<td>• Poster/Illustrations of processes or cycles</td>
<td>• Multicultural artifacts</td>
</tr>
<tr>
<td>• Photographs</td>
<td>• Rulers, yard/meter sticks</td>
<td></td>
<td>• Arial &amp; satellite photographs</td>
</tr>
<tr>
<td>• Cartoons</td>
<td>• Geoboards</td>
<td></td>
<td>• Video clips</td>
</tr>
<tr>
<td>• Audio Books</td>
<td>• Counters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Songs/Chants</td>
<td>• Compasses</td>
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<td>• Calendars</td>
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</tr>
<tr>
<td></td>
<td>• Calendars</td>
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</tr>
</tbody>
</table>

Page | 33
Differentiation for English Language Learners (ELLs) from WIDA

“Differentiating Language While Maintaining Higher Order Thinking Opportunities”

**Focus Student**
- language skills, proficiency level (ACCESS, CAN DO Descriptors, formative observations, interests, etc.)
- Is student information shared in a way that emphasizes assets?
- Performance Definitions (receptive/productive language)

**Learning Task**
- content topic
- cognitive function (mental processes involved in learning)
- language demands of the task (features of academic language)
- language function (the purpose for which written or oral language is being used)

**Differentiating Language**

- **SUPPORT**
  - Interactive Support: How are students grouped and for what purpose?
  - Graphic Support: How is the language of graphic organizers made explicit?
  - Sensory Support: How is the support used to promote students’ academic language?

- **DOMAIN** – reading, listening, speaking, writing
  - Does the instruction engage students in all domains?
  - What are students doing in each domain?
  - What percentage of time is spent in each domain?

- **SEQUENCE**
  - How could the sequence of instructional activities support access to content and language?
  - What pre-writing/pre-reading/etc. activities would benefit ELLs?

- **LANGUAGE EXPECTATION**
  - How are students interacting with topic-related language?
  - How is the lesson building on what students CAN DO with language?
  - What type of feedback do students receive on their language development?

For any approach to differentiating language for students:
- How can I maintain the same cognitive function across all levels of language proficiency?
- How can I maintain rigor and cultivate students’ academic language at all levels of language proficiency?
Differentiation for English Language Learners (ELLs) from WIDA
Differentiating for Language

**CONTENT DIFFERENTIATION**: To differentiate content is to modify the presentation of the content, process, product and/or learning environment, based on readiness levels, interests, and learning portraits to provide success and challenge for all students.

**LANGUAGE DIFFERENTIATION**: To differentiate language is to make grade-level content-area instruction comprehensible and challenging to all of the students in their classes. Educators scaffold their instruction and include linguistic supports with specific attention to the diverse language and learning needs of their ELLs.

**SUPPORT**: Use of instructional strategies or tools used to assist students in accessing content necessary for classroom understanding or communication and to help construct meaning from language.

**SCAFFOLD**: An educator’s intentional act of building upon students’ already acquired skills and knowledge to teach new skills.

**Instructional Strategies to Connect Language to Content**
- Go from the everyday, familiar, and concrete to the subject specific, unfamiliar and abstract
- Link students’ real-world experiences to school experiences
- Sequence teaching and learning activities to move towards the specialized language of written texts, rather than starting with the written texts
- Structure classroom discourse and interaction so that it bridges to written texts

**Increasing Interaction to Build Fluency with Target Language**
- Model the language and the interaction
- Have students process information individually
- Have students process information in pairs
- Have students process information in small groups
- Compare/Contrast information to source (reading)
- Apply information to a new task (writing)

**Effective processing of information depends on ...** *(Building Background Knowledge (2004) Marzano)*
- The number of times information is processed
- The detail that is added
- The associations that are made with other information

**Gradual Release Instructional Model**
- Focus Lesson: “I do it”
- Guided Instruction: “We do it”
- Collaborative: “You do it together”
- Independent: “You do it alone”
Student Portrait Activity

Educators can create language learner portraits to give them a starting point for planning and a place to organize student information. A student portrait is a written document prepared by a teacher or group of teachers that focuses on a language learner’s strengths and learning preferences with specific information relevant to English language development.

Strategies for Gathering Student Information

- Informal interactions
- Classroom observations
- Formative language assessments
- Student interviews or surveys
- Parent-teacher meetings
- Discussions with colleagues
- Sample Organizational Categories:
  - Background Information
  - Areas of Strength
  - Areas in Need of Additional Support
  - Language Supports

Asset-based Language Sentence Starters for Student Portraits:

- He/She enjoys…
- She/He can…
- He/She is able to…
- She/He is enthusiastic about…
- He/She is capable of…
- She/He is eager to…
- He/She is passionate about…
- She/He is interested in…
- He/She is striving to…
- She/He is aspiring to…
- He/She is determined to…
Sample Student Portrait

__________ needs time to prepare his answers to oral questions in class and prefers time to practice with models or writing and graphic organizers.

__________ has one sister in high school. She is able to help ____________ with homework and studying. His parents support his education by attending school activities when they are not working.

__________ has made great gains in math this year, improving his grade from a “C” last year to an “A” this year.

__________ prefers to read comics and graphic novels.

__________ is able to read more complex texts when he works with a partner to engage in pre-reading activities.

__________ enjoys playing soccer and listening to music. He is learning to play the guitar.

__________ is a _____ grade student who immigrated from ________ with his family when he/she was in ________.
# Sample Student Portrait Template

## Demographic and Background Information

<table>
<thead>
<tr>
<th>Field</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Name</td>
<td></td>
</tr>
<tr>
<td>DOB</td>
<td></td>
</tr>
<tr>
<td>Student Grade</td>
<td></td>
</tr>
<tr>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>ELL Contact</td>
<td></td>
</tr>
<tr>
<td>Birth Country</td>
<td></td>
</tr>
<tr>
<td>Home Language</td>
<td></td>
</tr>
<tr>
<td>Background</td>
<td></td>
</tr>
<tr>
<td>Prior Schooling</td>
<td></td>
</tr>
<tr>
<td>Interests (Social / Academic / Athletic)</td>
<td></td>
</tr>
</tbody>
</table>

## Speaking, Writing, Listening, Reading

<table>
<thead>
<tr>
<th>Skill</th>
<th>This student CAN DO</th>
<th>This student CAN DO WITH SUPPORT</th>
<th>LEARNER ASSETS</th>
<th>STUDENT WORK SAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Speaking</td>
<td>Writing</td>
<td>Listening</td>
<td>Assessment Scores</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>FSA:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ELA:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Math:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Science:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ACCESS 2.0:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Listening:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Speaking:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Reading:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Writing:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Overall:</td>
</tr>
</tbody>
</table>

**Insert Student Picture or Artwork HERE**
Frequently Asked Questions
& Other Guidance

“Knowledge of languages is the doorway to wisdom.”
-Roger Bacon
Frequently Asked Questions Regarding English Language Learners (ELLs)

Q: Can ELLs be told that they cannot speak their home language at school or on the school bus or can ELLs be disciplined for using a language other than English?

A: No, national origin minority or limited English proficient student will be subjected to any disciplinary action because of his/her use of language other than English according to the META Consent Decree. English language learners may not be told that they cannot speak in their home language. Rule 6A-6.0908 specifies the prohibition of disciplinary action based on usage of a language other than English.

Q: Do teachers have to wait a certain length of time before requesting assistance from the Multi-Tiered Systems of Support (MTSS) team for an ELL student?

A: Teachers may refer any ELL student to MTSS at any time. An ELL student cannot be denied access to any tiered intervention/service/ program. However, careful consideration needs to be taken not to refer a student to MTSS solely based on lack of English language proficiency.

If a child is not progressing or being successful in attaining the academic content and the teacher is providing ESOL instructional strategies, accommodations and/or modifications, the child may need additional or more intensive supports for language acquisition and academics. The MTSS team can help determine if the child needs further interventions and what interventions would be appropriate to use.

Note: MTSS referrals are NOT based upon a student’s Date Entered US School (DEUSS) date.

Q: What are some examples of student conduct that may be influenced by cultural values?

A: Failure or refusal of student to make eye contact, which is not permissible in certain cultures.

Student smiles or laughs when reprimanded, which reflects embarrassment or humiliation in particular cultures.

Student, although requested to call the teacher or other adult by his/her name, calls that person “Teacher," "Mr." or "Lady"

Q: Does an ELL student need a certain level of language proficiency to be scheduled for special course offerings like honors, advanced placement, or gifted programs?

A: No. There is not a threshold of English competency that a student must reach before being given access to curricular and extracurricular offerings for which a student is qualified, regardless of English proficiency. ELLs must have equitable access to all services and programs.
Frequently Asked Questions Regarding English Language Learners (ELLs)

Adapted from FSA and FCAT 2.0/NGSS Assessment Accommodations Frequently Asked Questions (FAQ); Updated 08/2017 **Subject to change based on FDOE Guidelines

Q: Can ELLs utilize testing accommodations throughout the school year?
   A: Yes. Teachers are responsible for providing appropriate strategies and accommodations for ELLs during instructional time and assessments.

Q: Are ELLs eligible to receive accommodations?
   A: Yes. Students who are identified as ELLs should receive the following accommodations on FSA and FCAT 2.0/NGSSS assessments:
   • Flexible Setting - ELLs may be tested in a separate room with the English for Speakers of Other Languages (ESOL) or heritage language teacher acting as test administrator. Parents/guardians must be informed of this option for students not of legal age and shall be given the opportunity to select the preferred method of test administration.
   • Flexible Scheduling/Additional Time – ELLs may take a test session during several brief periods within one school day and may be provided additional time. Each test session must be completed within one school day.
   • Assistance in Heritage Language - For specified portions of tests, ELLs may be provided limited assistance by an ESOL or heritage language teacher using the student’s heritage language.
   • Approved Dictionary/Glossary - ELLs must use an approved English-to-heritage language translation dictionary and/or glossary. The dictionary must provide word-to-word translations only and may not contain definitions or other information. Electronic translation dictionaries that provide word-to-word translations only without access to the Internet may be used.

Q: Are ELLs eligible for paper-based accommodations?
   A: No. In order to receive paper-based accommodations, an ELL must also have an IEP or Section 504 plan that identifies the need for paper-based accommodations.

Q: Can an ELL be exempt from the FSA ELA assessment?
   A: Florida’s Every Student Succeeds Act (ESSA) state plan indicates that ALL ELLs will be tested on the FSA ELA in each year they are enrolled in the tested grade levels. Districts no longer have flexibility to exempt first-year ELLs from FSA ELA testing.

Q: How much additional time should an ELL receive on an assessment?
   A: An ELL may be provided additional time up to the end of the school day for a test session. Each test session must be completed within one school day.
Accommodations for Classroom and Assessment Settings for English Language Learners (ELLs)

Q: May test items be read aloud to ELLs?
A: No. During portions of tests that may be read aloud to students with disabilities, the ESOL or heritage language teacher may provide limited assistance to an ELL using the student’s heritage language. This should not be interpreted as permission to read aloud or provide oral presentation of test content in English or in the student’s heritage language. Assistance in the student’s heritage language is limited to answering specific questions about words or phrases that are confusing the student because of limited English proficiency. Questions must not be answered in a way that would assist the student or lead the student to infer correct/incorrect responses.

<table>
<thead>
<tr>
<th></th>
<th>FSA</th>
<th>FCAT 2.0/NGSSS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allowable Assistance in Heritage Language?</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Directions</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Writing Passages</td>
<td>No</td>
<td>n/a</td>
</tr>
<tr>
<td>Writing Prompt</td>
<td>Yes</td>
<td>n/a</td>
</tr>
<tr>
<td>Reading Passages</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Reading Items</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Reading Answer Choices</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Mathematics Items</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Mathematics Answer Choices</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Science Items</td>
<td>n/a</td>
<td>Yes</td>
</tr>
<tr>
<td>Science Answer Choices</td>
<td>n/a</td>
<td>Yes</td>
</tr>
<tr>
<td>EOC Items</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>EOC Answer Choices</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Q: Is there a list of approved translation dictionaries?
A: No. School/district personnel are responsible for ensuring that ELLs have access to English-to-heritage language and/or heritage language-to-English translation dictionaries, such as those made available to ELLs in an instructional setting. Approved dictionaries must provide word-to-word translation only and must not provide definitions in the heritage language or in English.

Q: Can electronic translation dictionaries be used?
A: Yes. Electronic translation dictionaries that may be used during testing must meet the same requirements for approved translation dictionaries (i.e., must provide word-to-word translation only and must not provide definitions or other information) without accessing the Internet.

Note: Information above is subject to change. Refer to the State Assessment guidelines which are located in the Testing Administrator Manual and the district/school testing administrator.
Technical Assistance for Grading English Language Learners (ELLs)

Essential Understandings

• All students are general education students first.
• ELLs are a heterogeneous group of students, diverse in ethnic and language backgrounds, socio-economic status, education levels, and levels of English language proficiency. When determining best instructional practices along with fair and accurate grading, teachers must ensure key considerations are made about content standards, English Language Development (ELD) Standards, individual student English language proficiency levels and student background characteristics.
• ELLs’ home languages, cultural backgrounds, and prior knowledge are assets. Teachers should utilize these assets to bridge prior knowledge to new knowledge and make content meaningful and comprehensible.
• Grades should reflect a student’s progression towards mastery of the Florida Standards and should be based upon the use of appropriate classroom instructional supports, strategies, and accommodations and modifications that develop the student’s level of English language proficiency.
• Our role as educators of ELLs is to provide comprehensible instruction, equal in amount, scope, sequence, and quality to that provided to native speakers of English (META Consent Decree). When teaching content standards and purposefully differentiating the language demand to meet the student’s instructional and language levels, we are providing access to standards-based instruction.
• Our WIDA Can Do descriptors highlight what language learners can do at various stages of language development as they engage in learning in academic contexts.

Guidelines for Grading ELLs

• Please refer to the SDIRC’s Student Progression Plan for further detailed information regarding grading policies including No Grade (NG) options.
• With appropriate instructional support, strategies, accommodations and modifications, grades for ELL students should be reflective of the student’s academic progress.
• Grades shall not penalize ELLs for their developing language skills. ELL students should not be assigned failing grades strictly due to limited English language proficiency. With instructional supports, strategies, and accommodations and modifications, students should be experiencing some measurable success in grade level content. Explicit attention focusing on recognizing and rewarding incremental improvements in performance is key.
• For ESOL (LY) students only:
  • Elementary (K-5) teachers shall indicate that the student is in ESOL (English for Speakers of Other Languages).
  • Secondary (6-12) teachers shall indicate comment code 09; Grades are based on curriculum modifications/accommodations as per PMP/IEP/LEP (Limited English Proficient). If an LY student is meeting grade level expectations without modifications/accommodations, there is no need to select this option.
• If an appropriate heritage language report card version is available in FOCUS for the ELL student/parent, provide this version to parents. Providing a copy of a heritage language report card version to a parent/guardian, if available in FOCUS, along with the English version is best practice.
Training Requirements for Teachers of ELL Students

Overview

Since the mandated League of United Latin American Citizens (LULAC) Consent Decree in 1990, all certified personnel, including guidance counselors and school-based administrators, must complete training in English for Speakers of Other Languages (ESOL) according to one of four categories outlined below. For further guidance regarding teacher certification requirements, please contact Certification Analyst, Laurie Janssen-Silvia @ (772) 564-3116.

Category 1 Teachers

✓ **Who Is Included:** This category includes teachers who are responsible for the primary language arts or English, developmental language arts, intensive reading, or reading instruction of English Language Learner (ELL) students.

✓ **Requirements:** These teachers must complete one of the following options:

- **OPTION 1 - ESOL ENDORSEMENT**
  Complete the five (5) ESOL Endorsement classes and add the endorsement to certification. Endorsement courses are:
  - Applied Linguistics
  - Cross Cultural Communication
  - ESOL Curriculum
  - Methods of Teaching ESOL
  - Testing and Evaluation of ESOL

  *Training Timeline for ESOL Endorsement:* Three semester hours (60 in-service points) by the end of the second year after the teacher first becomes responsible for the language arts/reading instruction of an ELL student and at least three semester hours (60 in-service points) each subsequent year until all coursework is complete and the endorsement has been added to the certificate.

- **OPTION 2 - ESOL K-12 CERTIFICATION**
  Take any two (2) of the ESOL Endorsement classes, AND pass the ESOL K-12 Subject Area Exam (SAE)
  - Register at [www.fl.inesinc.com](http://www.fl.inesinc.com)

  *Training Timeline for ESOL Endorsement:* 120 in-service points (two courses) of ESOL training within three years of passing the subject area exam and adding ESOL coverage to the certificate. Completing the courses in advance helps to prepare for the subject area exam. Either one course or a passing score on the ESOL K-12 subject area exam must be complete by the end of the second year after the teacher first becomes responsible for the language arts/reading instruction of an ELL student.
Category 2 Teachers

✓ **Who Is Included:** This category includes teachers who are responsible for the mathematics, science, social studies, and computer literacy instruction of ELL students.

✓ **Requirements:** These teachers must complete three semester hours (60 in-service points) of ESOL training.

✓ **Training Timeline:** Experienced teachers must complete the training requirement within one year of being responsible for the instruction of an ELL student. Beginning teachers must complete the training requirement within two years of becoming responsible for the instruction of an ELL student.

Category 3 Teachers

✓ **Who Is Included:** This applies to elective teachers: a teacher who is not in Category 1, 2, or 4 (i.e. Art, Music, Physical Education, Media Specialists, Speech-Language Pathologists, Occupational Therapists, Foreign Language teachers, etc.).

✓ **Requirements:** 18 ESOL in-service points OR one of the endorsement classes listed above.

✓ **Training Timeline:** Experienced teachers must complete the training requirement within one year of being responsible for the instruction of an ELL student. Beginning teachers must complete the training requirement within two years of becoming responsible for the instruction of an ELL student.

Category 4 Teachers

✓ **Requirements:** 60 ESOL in-service points OR one of the endorsement classes listed above.

✓ **Training Timeline:** School administrators and guidance counselors must complete 3 semester hours (60 in-service points) within three years of their date of hire in the position.

What ESOL courses are offered?

- SDRIC Professional Development
  Courses offered through the district will be posted in the SDIRC Workshop Registration System. For more information, contact Professional Development at (772) 564-3032.

- Schultz Center
  www.schultzcenter.org

- Indian River State College
  www.irsc.edu

- North East Florida Educational Consortium (NEFEC)
  www.nefec.org/events

- Beacon Educator
  www.beaconeducator.com

- Hillsborough Consortium for Technology and Education
  www.cteched.com

***Please note: If a course you are considering does not have the same title as those listed by FLDOE as endorsement classes, they must be reviewed by Professional Development to ensure alignment with one of the five (5) endorsement courses.
Highlighted Supplemental PDs and Resources

SALA Online Learning Series is a new professional development program that provides just-in-time training and support to teachers of English Language Learners (ELLs) when implementing evidence based academic programs to assist ELL academic achievement and English language acquisition. The series is comprised of self-paced modules that cover such topics as introduction to Florida’s English for Speakers of Other Languages (ESOL) programs, background knowledge of legislative decisions, the implementation of English Language Development (ELD) standards, and more. All modules are accessible via the SALA Online Learning Series Portal. [http://www.fldoe.org/academics/eng-language-learners/esol-elearning.stml](http://www.fldoe.org/academics/eng-language-learners/esol-elearning.stml)

**Tutorial courses for teaching English Language Learners**

iCPALMS is designed to become a one-stop-shop for teacher resources and applications. Users simply choose preferred apps and input personal settings, and the system processes this information to deliver individualized, relevant updates and information directly to the user. Participants will need to sign-in to their iCPALMS account or create a new account. [https://www.cpalms.org/Public/search/ProfessionalDevelopment](https://www.cpalms.org/Public/search/ProfessionalDevelopment)

**Colorín Colorado** offers free webcasts featuring experts in the English language learner (ELL) field. These webcasts were created with the generous support of the American Federation of Teachers and are available online to view at your convenience. [http://www.colorincolorado.org/videos/webcasts](http://www.colorincolorado.org/videos/webcasts)
Let’s dive in and explore the different ways educators can support their ELLs every day.  
https://www.teachingchannel.org/ells

Newcomers at Grade Level and Beyond is Carol Salva’s blog which offers everything from videos, articles, book studies, PD offerings plus more!  
http://salvac.edublogs.org/videos/

Every Monday night on Twitter, teachers who work with English-language learners connect with one another to engage in hour-long discussions and debates that unfold in 140-character tweets. At 9 p.m. Eastern time, #ELLCHAT, co-hosted by two education consultants who specialize in working with ELL teachers, kicks off with the topic du jour.
SDIRC ESOL Department

ESE and English Language Learners (ELLS) -
Best Practice Suggestions for IEPs

All ELLs are required to have equitable access to all services and programs in which they meet eligibility criteria, including ESE programming.

✓ The IEP indicates if the student is classified as an English learner.

✓ The IEP includes information about the student’s current level of English language proficiency in listening, speaking, reading, and writing (ACCESS, LAS, or alternative assessment scores/levels). This information is located in FOCUS under the student’s Assessment / Test History tab.

✓ The IEP indicates if the student requires alternate assessments.

✓ The IEP includes linguistically appropriate goals and objectives that reflect assessed English language development needs.

✓ The IEP includes a description of who will be responsible for implementation of the linguistically appropriate goals and ELD services, in what setting they will be provided, and the duration and frequency of the services.
SDIRC ESOL Department

ESE and English Language Learners (ELLS) - Best Practice Suggestions for IEPs

Below is a general list to consider, but other strategies may be used as needed and as appropriate to meet the individual student’s learning needs. The IEP team should provide any other linguistically appropriate strategies that will support achievement.

✓ Build on Background Knowledge
  • Link concepts to student’s background experiences
  • Link past learning with new concepts
  • Front load/ Pre-teach lesson key vocabulary
  • Focus on learning academic language during instruction

✓ Comprehensible Input
  • Align use of vocabulary in speaking to student’s English proficiency level
  • Use of modeling, visuals, hands-on activities, demonstrations, gestures, body
  • Use advanced organizers
  • Provide hands-on materials learning opportunities / manipulatives

✓ ELD Strategies:
  • Use scaffolding techniques
  • Use linguistic frames for oral responses or cloze fill in the blank structures
  • Use questioning strategies that promote higher order thinking skills
  • Provide activities involving all four language domains (listening, speaking, reading, and writing
  • Provide opportunities for repeated practice

✓ Interaction:
  • Provide frequent opportunities for student interaction
  • Allow appropriate wait time for responses
  • Group student with like peers to support language/content objectives
  • Provide opportunities for student to clarify key concepts in L1 (preview/review, L1 instructional support, etc.)

✓ Lesson Delivery:
  • Engage student through use of multi-modalities – especially visuals and gestures
  • Adjust pacing of lesson to student’s needs

✓ Review / Assessment:
  • Review key vocabulary/linguistic structures
  • Check frequently for understanding
  • Provide student honest, consistent feedback
For further information regarding English Language Learners, please review the District English Language Learner Plan as well as the District’s Student Progression Plan. Both documents are available on the District’s website www.indianriverschools.org