

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**



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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 Limited 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.

Lau v. Nichols (1974)

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. Over the next year, the United States Department of Education will provide guidance through a negotiated rulemaking process and other means. States will be making decisions and exercising flexibility accordingly.

**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.”

The School District of Indian River County 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 Parent/Students tab.

<https://www.indianriverschools.org/parents-students>

District ESOL Program Contacts		
Karen Malits—Director, Federal Programs	772-564-3038	
Jennifer Lanam—ESOL Resource Teacher	772-564-5901	
Désirée Reyes —ESOL Resource Teacher	772-564-5165	
Marcela Ochacher—ESOL Resource Teacher	772-564-5674	
School Based Resources		
Carmine Remy—ESOL Resource Teacher	772-564-5674	VBHS
Susan Rouleau —ESOL Resource Teacher	772-564-4279	SRHS
Veronica Marcelleño—ESOL Resource Teacher	772-564-6034	Fellsmere Elementary



SCHOOL DISTRICT OF INDIAN RIVER COUNTY
ESOL PROGRAM INFORMATION

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.

Adapted from Ellen Forte, Ph.D and Molly Faulkner-Bond, The Administrator's Guide to Federal Programs for English Learners, Thompson Publishing Group, Inc., Washington, DC, 2010, p216.

ESOL Training Requirements for Teachers

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.nesinc.com

Training Timeline for ESOL Certification: 120 inservice 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.



ESOL Training Requirements for Teachers



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 Administrator or Guidance Counselor

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 inservice points) within three years of their date of hire in the position.

Where are ESOL courses offered?

SDIRC Professional Development

Courses offered through the district will be posted in the SDIRC Workshop Registration System:
www.indianriverschools.org/pd

For more information, contact Professional Development at (772) 564-3032.

Schultz Center

www.schultzcenter.org

Indian River State College

<https://esweb.irsc.edu/Mariner/registration/coursesearch.jsp>

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.

SCHOOL DISTRICT OF INDIAN RIVER COUNTY

ESOL PROGRAM CODES AND DEFINITIONS



ELL: English Language Learner	<p>A student who:</p> <ul style="list-style-type: none"> Was not born in the US A and whose native language is other than English; or Was born in the USA but comes from a home in which a language other than English is most relied upon for communication ; or 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/her level of English proficiency; and <p>Who as a result of the above, has sufficient difficulty speaking, reading, writing or understanding the English language to deny him/her the opportunity to learn successfully in classrooms in which the language of instruction is English.</p>
LY:	The student is classified as limited English proficient and is enrolled in a program or receiving services that are specifically designed to meet the instructional needs of ELL students, regardless of instructional model/approach.
LF:	The student is being monitored for a two-year period after having exited the ESOL Program.
LZ:	The student is one for whom a two-year monitoring period has been completed after the student has exited the ESOL program. This code remains for the rest of their school career.
TT:	Based upon the parent/guardian's affirmative responses on the Home Language Survey on the district's student enrollment form indicating another language than English 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 based upon eligibility assessment results. Student scored in the proficient range.
ZZ:	Not Applicable; negative responses to the Home Language Survey questions, non-ELLs.



SCHOOL DISTRICT OF INDIAN RIVER COUNTY

ESOL STRATEGY LIST

REFERENCE DURING LESSON PLANNING TO ENSURE COMPREHENSIBLE INSTRUCTION

ESOL Strategies for ELL students K-12

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 setting
- ☐ 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 many ELLs do not have access to computers)
- ☐ C10-Maintain content
- ☐ C11-Refrain from using 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
- ☐ R5- Limit vocabulary & spelling list to 12 word or less and build up
- ☐ R6- Use visuals, demonstrations, manipulative, and gestures to increase student comprehension
- ☐ R7- Encourage use of bilingual dictionaries
- ☐ R8- Help students to guess word meanings for clarification by using context clues cognates, and knowledge from home language.
- ☐ R9- Model comprehension strategies with students
- ☐ R10- Divide reading passages into chunks for questions, predictions, and summaries

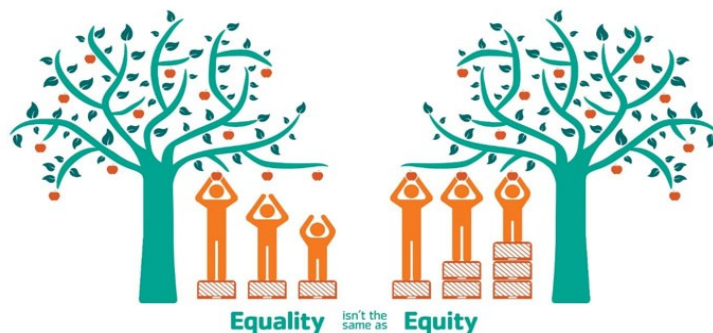
Writing

- ☐ 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 places 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 asked to allow for different levels of comprehension and participation

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, 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.
- The [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 SDIRC's Student Progression Plan for further detailed information regarding grading policies.
- 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, 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 on report cards:
 - Elementary (K-5) teachers shall indicate that the student is in the ESOL program (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 along with the English version is best practice.
- If further guidance is necessary regarding the grading of ELLs, please consult with your school's administrator.



FREQUENTLY ASKED QUESTIONS ABOUT ACCOMMODATIONS FOR ENGLISH LANGUAGE LEARNERS (ELLS)

Adapted from FSA and FCAT 2.0/NGSSS Assessment Accommodations Frequently Asked Questions (FAQ)
Updated 08/2017

***NOTE: subject to change based on FDOE Guidance

Can ELLs utilize testing accommodations throughout the school year?

Yes. Teachers are responsible for providing appropriate strategies and accommodations for ELLs during instructional time and assessments.

Are ELLs eligible to receive accommodations?

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.

Are ELLs eligible for paper-based accommodations? 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 or reside at a Department of Corrections facility.

Can an ELL be exempt from the FSA ELA assessment? 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 will no longer have flexibility to exempt first-year ELLs from ELA testing.

How much additional time should an ELL receive on an assessment? 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)

~CONTINUED

May test items be read aloud to ELLs?

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.

	FSA	FCAT 2.0/NGSSS
	Allowable Assistance in Heritage Language?	
Directions	Yes	Yes
Writing Passages	No	n/a
Writing Prompt	Yes	n/a
Reading Passages	No	No
Reading Items	Yes	No
Reading Answer Choices	Yes	No
Mathematics Items	Yes	Yes
Mathematics Answer Choices	Yes	Yes
Science Items	n/a	Yes
Science Answer Choices	n/a	Yes
EOC Items	Yes	Yes
EOC Answer Choices	Yes	Yes

Is there a list of approved translation dictionaries?

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.

Can electronic translation dictionaries be used?

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.



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. To deny an ELL student access to any tiered intervention/service/ program is a violation of the META Consent Decree. However, careful consideration needs to be taken not to refer a student to MTSS solely on the basis of lack of English language proficiency as that would also be in violation of the META Consent Decree.

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 have issues beyond language acquisition. 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" or "Mr." or "Lady", the translation of which in the student's home language is the respectful way in which to address the teacher or adults.

Withdrawal or anger towards being touched on the head, which is considered sacred in particular cultures.

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. According to Lau v. Nichols (Supreme Court 1974), there is not a threshold of English competency that a student must reach before being given access to curricular and extra curricular offerings for which a student is qualified, regardless of English proficiency. To deny an ELL student access to those types of courses or the gifted program would be in violation of the META Consent Decree and Lau v. Nichols.



What Does WIDA Stand For?

In 2002 an EAG grant provided initial funding for the organization that would become WIDA. Three states were involved in the grant: Wisconsin (WI), Delaware (D), and Arkansas (A), so the acronym WIDA was chosen for the name. At the last minute, however, Arkansas dropped out, and World-class Instructional Design and Assessment was created to fit the acronym. As WIDA grew, however, the original name no longer adequately described its mission. Recently WIDA decided to stop using the acronym definition. Now WIDA just means WIDA, but as to what it stands for, see the Mission, Vision, and Values listed below.

Mission

WIDA advances academic language development and academic achievement for linguistically diverse students through high quality standards, assessments, research, and professional development for educators.

Vision

To be the most trusted resource in the education of Prekindergarten through Grade 12 language learners.

Values

- **WIDA's Can Do Philosophy:** believing in the assets, contributions, and potential of linguistically diverse students
- **Collaboration:** facilitating interaction among educators, state and local educational agencies, researchers, policy-makers, and experts worldwide
- **Innovation:** drawing from research and practice to find the best solutions for students and educators
- **Service:** exceeding expectations with friendly and knowledgeable support of our customers and stakeholders

Please visit <https://www.wida.us/index.aspx> for more information.





ENGLISH LANGUAGE DEVELOPMENT (ELD) STANDARDS

The 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 instructions that allows ELLs to communicate information, ideas and concepts for academic success in the content areas. *Math example:* <http://www.cpalms.org/uploads/docs/standards/eld/MA.pdf>

	Standard explained:	Abbreviation
English Language Development Standard 1	English language learners communicate for Social and Instructional purposes within the school setting.	Social and Instructional language
English Language Development Standard 2	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts .	The language of Language Arts
English Language Development Standard 3	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics .	The language of Mathematics
English Language Development Standard 4	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science .	The language of Science
English Language Development Standard 5	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies .	The language of Social Studies



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 offers a focus on what language learners **can do** to participate meaningfully in teaching and learning in academic contexts. This edition is organized around four over-arching 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

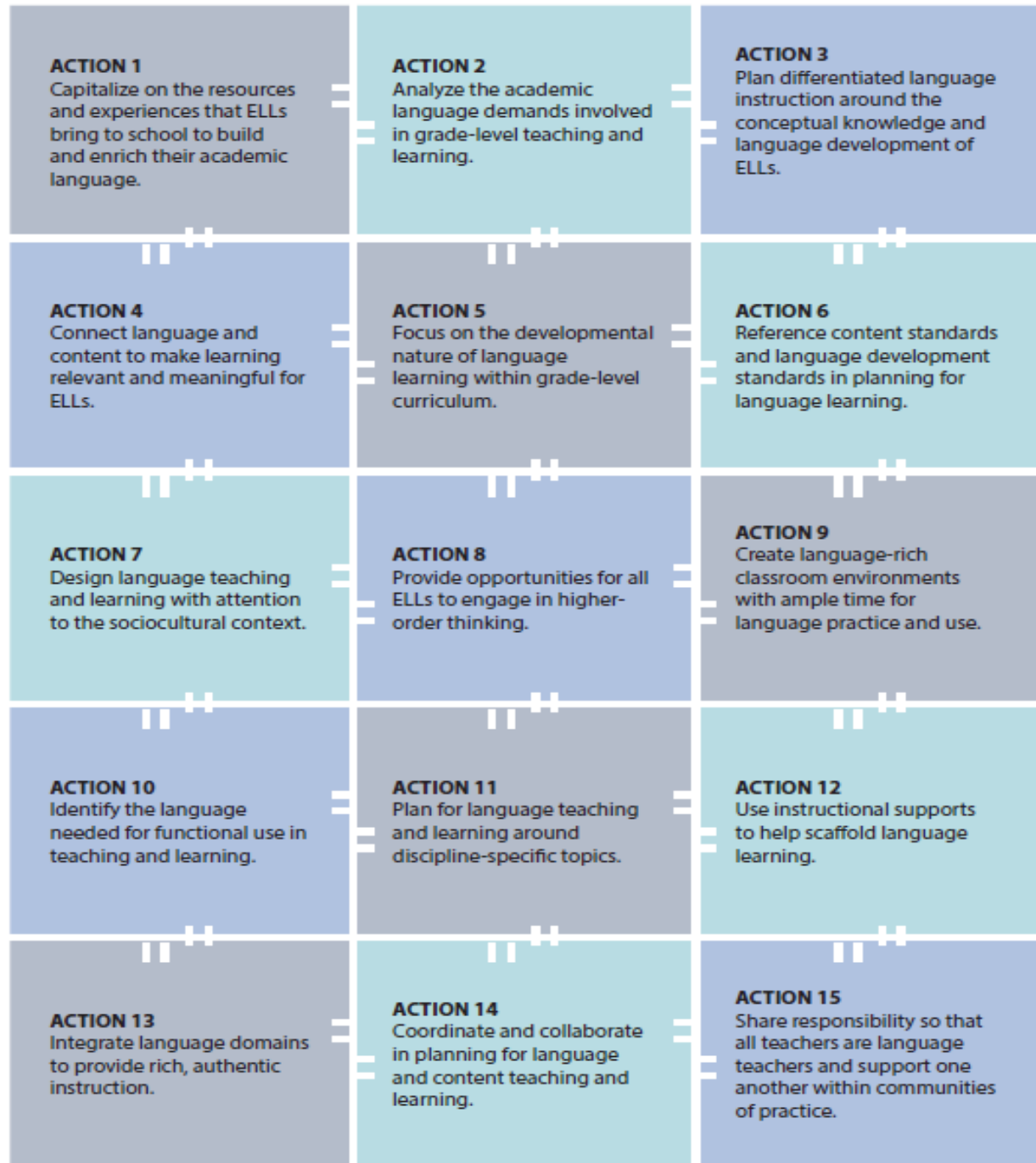
Please visit WIDA's Download Library to print your own copy of WIDA's Key Uses, **Can Do** Descriptors for **FREE!** <https://wida.wisc.edu/teach/can-do>

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

<https://wida.wisc.edu/resources>

ESSENTIAL ACTIONS FOR ACADEMIC LANGUAGE SUCCESS

Figure E: Essential Actions for Academic Language Success



WIDA Performance Definitions - Speaking and Writing Grades K-12

Within sociocultural contexts for language use...

Discourse Dimension		Sentence Dimension		Word/Phrase Dimension	
Linguistic Complexity		Language Forms and Conventions		Vocabulary Usage	
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 produce...					
Level 5 Bridging	<ul style="list-style-type: none">Multiple, complex sentencesOrganized, cohesive, and coherent expression of ideas	<ul style="list-style-type: none">A variety of grammatical structures matched to purposeA broad range of sentence patterns characteristic of particular content areas	<ul style="list-style-type: none">Technical and abstract content-area language, including content-specific collocationsWords and expressions with precise meaning across content areas		
Level 4 Expanding	<ul style="list-style-type: none">Short, expanded, and some complex sentencesOrganized expression of ideas with emerging cohesion	<ul style="list-style-type: none">A variety of grammatical structuresSentence patterns characteristic of particular content areas	<ul style="list-style-type: none">Specific and some technical content-area languageWords and expressions with expressive meaning through use of collocations and idioms across content areas		
Level 3 Developing	<ul style="list-style-type: none">Short and some expanded sentences with emerging complexityExpanded expression of one idea or emerging expression of multiple related ideas	<ul style="list-style-type: none">Repetitive grammatical structures with occasional variationSentence patterns across content areas	<ul style="list-style-type: none">Specific content language, including cognates and expressionsWords or expressions with multiple meanings used across content areas		
Level 2 Emerging	<ul style="list-style-type: none">Phrases or short sentencesEmerging expression of ideas	<ul style="list-style-type: none">Formulaic grammatical structuresRepetitive phrasal and sentence patterns across content areas	<ul style="list-style-type: none">General content words and expressionsSocial and instructional words and expressions across content areas		
Level 1 Entering	<ul style="list-style-type: none">Words, phrases, or chunks of languageSingle words used to represent ideas	<ul style="list-style-type: none">Phrase-level grammatical structuresPhrasal patterns associated with common social and instructional situations	<ul style="list-style-type: none">General content-related wordsEveryday social, instructional and some content-related words		

WIDA Performance Definitions - Listening and Reading Grades K-12

Within sociocultural contexts for processing language...

Discourse Dimension		Sentence Dimension	Word/Phrase Dimension
Linguistic Complexity		Language Forms and Conventions	Vocabulary Usage
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...			
Level 5 Bridging	<ul style="list-style-type: none"> Rich descriptive discourse with complex sentences Cohesive and organized related ideas 	<ul style="list-style-type: none"> Compound, complex grammatical constructions (e.g., multiple phrases and clauses) A broad range of sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Technical and abstract content-area language Words and expressions with shades of meaning across content areas
Level 4 Expanding	<ul style="list-style-type: none"> Connected discourse with a variety of sentences Expanded related ideas 	<ul style="list-style-type: none"> A variety of complex grammatical constructions Sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Specific and some technical content-area language Words or expressions with multiple meanings across content areas
Level 3 Developing	<ul style="list-style-type: none"> Discourse with a series of extended sentences Related ideas 	<ul style="list-style-type: none"> Compound and some complex (e.g., noun phrase, verb phrase, prepositional phrase) grammatical constructions Sentence patterns across content areas 	<ul style="list-style-type: none"> Specific content language, including expressions Words and expressions with common collocations and idioms across content areas
Level 2 Emerging	<ul style="list-style-type: none"> Multiple related simple sentences An idea with details 	<ul style="list-style-type: none"> Compound grammatical constructions Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> General content words and expressions, including cognates Social and instructional words and expressions across content areas
Level 1 Entering	<ul style="list-style-type: none"> Single statements or questions An idea within words, phrases, or chunks of language 	<ul style="list-style-type: none"> Simple grammatical constructions (e.g., commands, Wh- questions, declaratives) Common social and instructional forms and patterns 	<ul style="list-style-type: none"> General content-related words Everyday social and instructional words and expressions

SENSORY, GRAPHIC AND INTERACTIVE SUPPORTS FOR ELLS FROM WIDA

Figure 3G: Examples of Sensory, Graphic and Interactive Supports

Sensory Supports	Graphic Supports	Interactive Supports
<ul style="list-style-type: none"> • Real-life objects (realia) • Manipulatives • Pictures & photographs • Illustrations, diagrams & drawings • Magazines & newspapers • Physical activities • Videos & Films • Broadcasts • Models & figures 	<ul style="list-style-type: none"> • Charts • Graphic organizers • Tables • Graphs • Timelines • Number lines 	<ul style="list-style-type: none"> • In pairs or partners • In triads or small groups • In a whole group • Using cooperative group structures • With the Internet (Web sites) or software programs • In the native language (L1) • With mentors

Sensory Supports

Some sensory supports are applicable across all ELP standards, as exemplified in Figure 3G. Others are specific to the language of a content area. Figure 3H expands the notion of the use of sensory support by giving specific examples for ELP standards 2 through 5. The use of these sensory supports in activities, tasks and projects helps promote the development of students' academic language proficiency.

Figure 3H: Specific Examples of Sensory Supports

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

Adopted from Gottlieb, M. (2006). *Assessing English language learners: Bridges from language proficiency to academic achievement*. Thousand Oaks, CA: Corwin Press.

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 (*WIDA Focus on Differentiation Part 1*)

SCAFFOLD: an educator's intentional act of building upon students' already acquired skills and knowledge to teach new skills (*WIDA Focus on Differentiation Part 1*)

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

Fisher, D., & Frey, N. (2008) *Better learning through structured teaching: A framework for the gradual release of responsibility*. Alexandria, VA: Association for Supervision and Curriculum Development.

Teacher Responsibility

Focus Lesson: "I do it"

Guided Instruction: "We do it"

Collaborative: "You do it together"

Independent: "You do it alone"

Student Responsibility

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... S
- he/He is enthusiastic to...
- 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 Template

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

_____ is a ____ grade student who immigrated from _____ with his family when he/she was in _____ grade.

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

Insert Student Picture or Artwork

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

prefers to read comics and graphic novels.

_____ has made great gains in math this year improving his grade from a C last year to A.

_____ 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.

SAMPLE STUDENT PORTRAIT TEMPLATE

Demographics and Background Information

Student Name:

DOB:

Student Grade:

Teacher:

ELL Contact:

Birth Country:

Home Language:

Background:

Prior Schooling:

Interests (Social/Academic/Athletic):

Insert Student Photo or Art

	Speaking	Writing	Listening	Reading
This student CAN DO				
This student CAN DO WITH SUPPORT				
LEARNER ASSETS				Learning Style(s)
STUDENT WORK SAMPLES				Assessment Scores FSA - ELA: Math: Science: ACCESS 2.0 - Listening: Speaking: Reading: Writing: Overall:

Building Family Engagement

For Educators (adapted from www.colorincolorado.org)

If you would like some ideas on ways to reach out to the parents of your English language learners, take a look at these resources:

- [Reaching Out to Hispanic Students and Families](#) (also available [in Spanish](#))
- [How to Get Parents Involved: Bilingual Family Night](#)
- [Parent Outreach Articles](#) (also available in [Spanish](#))
- [Reaching Out to Hispanic Parents of English Language Learners](#) (Colorín Colorado-AFT Toolkit for Teachers)
- [Recommended parent guides](#)
- [Tips for Successful Parent-Teacher Conferences with Bilingual Families](#)



SCHOOL DISTRICT OF INDIAN RIVER COUNTY ESOL Department
ESE and ENGLISH LANGUAGE LEARNERS (ELLs) –
Best Practice Suggestions for IEPs



These are suggestions provided by SDIRC ESOL Program to help IEP teams problem solve for ELL students who have an IEP. The school IEP team are encouraged to utilize these suggestions to help ensure that all areas pertinent to an ESE/ELL student are considered.

Note: 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 2.0 or 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 on statewide academic or ELD assessments and, if so, what the alternate assessments utilized will administered and by who (Special Education teacher, ELL staff, etc.) beginning in grade K – 12.

- ♦ The IEP includes linguistically appropriate goals and objectives (if objectives are required) that reflect assessed English 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.





SCHOOL DISTRICT OF INDIAN RIVER COUNTY

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 may 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



District's website under the [ESOL Department](#).

