VOLUSIA COUNTY SCHOOLS

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Volusia County Schools Vision Statement:
Through the individual commitment of all, our students will graduate with the knowledge, skills, and values necessary to be successful contributors to our democratic society.
# Table of Contents

<table>
<thead>
<tr>
<th>Introduction</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Learners and the No Child Left Behind Act</td>
<td>2</td>
</tr>
<tr>
<td>Implications of NCLB for the Classroom Teacher</td>
<td>2</td>
</tr>
<tr>
<td>META Consent Decree Overview</td>
<td>3-4</td>
</tr>
<tr>
<td>English Language Learners: Commonly Used Terms and Definitions</td>
<td>5</td>
</tr>
<tr>
<td>Overview of Second Language Acquisition</td>
<td>6</td>
</tr>
<tr>
<td>Krashen’s Affective Filter Hypothesis</td>
<td>6</td>
</tr>
<tr>
<td>Language Acquisition Theories</td>
<td>7</td>
</tr>
<tr>
<td>BICS and CALP</td>
<td>7</td>
</tr>
<tr>
<td>Cummins: Social and Academic English</td>
<td>8</td>
</tr>
<tr>
<td>Continuum of Language Acquisition</td>
<td>9</td>
</tr>
<tr>
<td>General Principles for Teaching ELL Students</td>
<td>10</td>
</tr>
<tr>
<td>Suggestions Which Facilitate Second Language Acquisition</td>
<td>11</td>
</tr>
<tr>
<td>Examples of Instructional Strategies Linked to Appropriate Language Acquisition Stages</td>
<td>12</td>
</tr>
<tr>
<td>Differentiating Instruction for ELL Proficiency Levels</td>
<td>13</td>
</tr>
<tr>
<td>Ten Things the Mainstream Teacher Can Do Today To Improve Instruction for ELL Students</td>
<td>14</td>
</tr>
<tr>
<td>Guidelines for Ensuring Comprehensible ELL Instruction</td>
<td>15-16</td>
</tr>
<tr>
<td>English Language Learner Strategies</td>
<td>17-18</td>
</tr>
<tr>
<td>General Strategies for Instruction of ELL Students</td>
<td>19</td>
</tr>
<tr>
<td>Marzano’s High Yield Strategies for English Language Learners</td>
<td>20-21</td>
</tr>
<tr>
<td>Guidelines for Adapting Materials for ELL Students</td>
<td>22</td>
</tr>
<tr>
<td>Assessment Guidelines for ELL Students</td>
<td>22</td>
</tr>
<tr>
<td>Assessment Modifications for ELL Students</td>
<td>23</td>
</tr>
<tr>
<td>Considerations in Teaching Reading to ELLs</td>
<td>24</td>
</tr>
<tr>
<td>Recommended Strategies for Teaching Reading to ELL Students</td>
<td>25-26</td>
</tr>
<tr>
<td>Recommended Strategies for Teaching Writing to ELL Students</td>
<td>27</td>
</tr>
<tr>
<td>Strategies for Teaching the Content Areas to English Language Learners</td>
<td>28-30</td>
</tr>
<tr>
<td>Math Strategies To Use With ELL Students</td>
<td>31</td>
</tr>
<tr>
<td>Science Strategies To Use With ELL Students</td>
<td>32</td>
</tr>
<tr>
<td>Social Studies Strategies To Use With ELL Students</td>
<td>33</td>
</tr>
<tr>
<td>Grade Level Retention of English Language Learners</td>
<td>34</td>
</tr>
<tr>
<td>Grading and English Language Learners</td>
<td>34</td>
</tr>
<tr>
<td>SST-PST Problem Solving Guidelines for English Language Learners</td>
<td>35-40</td>
</tr>
<tr>
<td>What Administrators Look For in Language Arts Instruction of English Language Learners</td>
<td>41</td>
</tr>
<tr>
<td>What Administrators Look For in Content Area Instruction of English Language Learners</td>
<td>42</td>
</tr>
<tr>
<td>Paraprofessionals</td>
<td>43</td>
</tr>
<tr>
<td>General Classroom Phrases In Spanish</td>
<td>44-45</td>
</tr>
<tr>
<td>Bilingual Note Home</td>
<td>46</td>
</tr>
<tr>
<td>Bilingual Weekly Progress Report</td>
<td>47</td>
</tr>
<tr>
<td>Bilingual Daily Behavior Report</td>
<td>48</td>
</tr>
<tr>
<td>Frequently Asked Questions About ESOL</td>
<td>49-51</td>
</tr>
<tr>
<td>Resource Websites</td>
<td>52-53</td>
</tr>
<tr>
<td>Sources</td>
<td>54</td>
</tr>
</tbody>
</table>
INTRODUCTION

General education teachers throughout the nation face new challenges as dramatically changing demographics have created classrooms that are more diverse than ever. Added to this are federal and state mandates, additional accountability measures and limited district and school resources to support the needs encountered by schools. Over 9.3 percent of the total public school student enrollment are English language learners (Kindler, 2003). Since the 1989–1990 school year, the ELL population has increased approximately 101%. This is a trend that researchers predict will continue for at least the next two decades (Thomas & Collier, 2003). Both English language learners and teachers face a double challenge in today’s classroom: the acquisition of English and academic language learning for grade level performance of the ELL students. ELL students must carry out two different processes simultaneously: learning English and learning content. In order to support the linguistic and academic success of ELLs, we have got to make instruction comprehensible through the implementation of research-based practices that have been demonstrated to be successful for English language learners.

This guide has been designed to assist general education teachers with the teaching challenges they face in the classroom with ELL students. The goal of this handbook is to ensure that teachers are provided with a basic understanding of the language acquisition process, strategies, theories, and educational practices to facilitate both language acquisition and the academic success of their ELLs. Ensuring that our ELL students acquire academic language is critical to assure that they will master the skills necessary to close the achievement gap and to perform at acceptable levels on the Florida Comprehensive Achievement Test (FCAT).

It is our expectation that you will find useful information in this guide to assist you in your everyday work with English language learners. If you would like additional information added, please contact Sylvia Garcia, ELL Curriculum Specialist at 60027.
ENGLISH LANGUAGE LEARNERS AND THE NO CHILD LEFT BEHIND ACT

The federal legislation for Title III (Language Instruction for Limited English Proficient and Immigrant Students) of the No Child Left Behind Act (U.S. Department of Education, 2001) are federal policies designed to meet the needs of diverse learners in the U.S. public school system.

- All ELL students must be tested at least once a year using an English proficiency test. In Florida, that test is the CELLA (Comprehensive English Language Learning Assessment).
- ELL students who have been in U.S. schools for three consecutive years must be tested in reading/language arts using a test written in English, although students who meet certain criteria may receive a waiver for up to two more years.
- ELL students must meet specific annual targets of Adequate Yearly Progress (AYP). Local Education Agencies (LEAs) and State Education Agencies (SEAs) will be held accountable for ensuring that ELL students meet these targets.
- SEAs must submit an education plan to the U.S. Department of Education containing a list of requirements for serving ELL students. The plan must be approved to receive Title III funding.
- LEAs must then submit a similar education plan to the SEAs. This plan must be approved to receive funding.

IMPLICATIONS OF NO CHILD LEFT BEHIND FOR THE CLASSROOM TEACHER

Due to the passage of NCLB, ELL students are now held accountable for the same standards as their native English-speaking peers. Kathleen Leos of the Office of English Language Acquisition (OELA) states that these new guidelines ensure that all students, not just native English-speaking students, are "part of each state’s accountability system and their academic progress is followed over time. States must now develop standards for English Language Proficiency and link these standards to the Academic Content Standards set by the state" (personal communication, January 27, 2003).

These changes have significant implications for general education teachers. As Leos acknowledges, "The role of every teacher in every classroom in the nation has never been more important than today. The teacher, who is the key component within the standards reform model, must link core academic instruction to the content standards set by the state. In classrooms with language diverse populations, teachers must also ensure that the curriculum and teaching strategies reflect an alignment with English Language Proficiency Standards."

It is exactly this context that makes it essential for schools to ensure that general education teachers gain a better understanding of the theories, principles, and strategies that have proven successful in educating ELL students.
META Consent Decree Overview

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 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 Limited English Proficient (LEP) students
IV. Personnel
V. Monitoring
VI. Outcome measures

Section II. Equal access to appropriate programming

Each ELL student is entitled to equal access to appropriate instructional programs according to his/her level of English proficiency, academic achievement and special needs. Any such instructional program is to address each child’s English language proficiency and academic potential. It should also provide positive reinforcement of the self-image and esteem of each participating pupil, promote cross-cultural understanding, and provide equal educational opportunities.

Equal access to appropriate programming includes both access to Language Arts instruction through the use of ESOL strategies, and instruction in the basic subject matter areas of mathematics, science, social studies, and computer literacy. This instruction must be both understandable to the ELL student, given his/her level of English language proficiency, and equal and comparable in amount, scope, sequence and quality to that provided to English proficient students.

Basic ESOL instruction - Basic ESOL includes instruction in speaking, listening, reading, and writing English in an instructional program appropriate to the proficiency level and academic potential of the students.

ESOL instruction and home language instructional strategies in basic subject areas- Districts are required to provide appropriate home language instruction (Curriculum content in the home language/bilingual curriculum content) or ESOL content instruction (Curriculum content in English using ESOL strategies), or a combination of the two, in science, social studies, mathematics, and computer literacy.
Section III, Equal access to appropriate categorical and other programs for LEP students

English language learners are entitled to equal access to any other appropriate programs, such as early childhood, vocational, and adult education as well as to dropout prevention and other supportive services, whether provided, funded or endowed by federal laws, state laws or through local funding. Furthermore, acceptance into accelerated academic programs and courses, such as Dual Enrollment, AP, Honors, etc., cannot be based on English acquisition and must be made available to ELLs. Likewise those students who have special needs (such as compensatory, remedial, or exceptionality) and who are at greater risk for under-achievement and/or dropping out, and in need of additional services need to be provided with services that are equal and comparable to those provided to English-proficient students. ELLs must receive those services on a timely basis, delivered as appropriate to their level of English proficiency. In addition, eligible English language learners should have access to extended day programs regardless of the funding sources of these programs.

ELL students should be provided overall equal access requirements, such as a prohibition of denial of service because of a student's level of English proficiency, and a student's right to access whether the program is offered before, during, or after the regular school day. Section III also includes special requirements with respect to ten categoricals and other programs/services for LEP students: Compensatory education, Exceptional student education, Dropout prevention, Student services, Pre-kindergarten programs, Equal access for immigrant students, Chapter 1, Pre-first grade classes, Home-school communications, Discipline. **(No national origin minority or limited English proficient student will be subjected to any disciplinary action because of his/her use of a language other than English.)**

Section V, Monitoring

The Florida Department of Education conducts a review of school district’s ESOL and Title III of No Child Left Behind Act programs. The monitoring system is based on a comprehensive system of data analysis which results in “triggers” which indicate the “risk” level of the districts’ programs. Focused monitoring system includes a three-tiered level of reviews: on-site monitoring for school districts with the highest number of risk factors; focused desktop review for those districts with fewer risk factors and self-evaluation for those districts the least risk factors.

**Students may not be pulled out of mathematics, science, social studies, or computer literacy to receive ESOL instruction.**
**ELL- English Language Learners (Current Term)**
Students who are beginning to learn English as a new language or have already gained some proficiency in English.

**ESOL- English for (or "of") Speakers of Other Languages**
"...learners who are identified as still in the process of acquiring English as a second language; they may not speak English at all or, at least, do not speak, understand, and write English with the same facility as their classmates because they did not grow up speaking English."
A program of techniques, methodology and special curriculum designed to teach ELL students English language skills, including listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. ESL instruction is in English with very little or no use of native language.

**L.E.P. Limited English Proficient (Former Term)**
Students who are beginning to learn English as a new language or have already gained some proficiency in English.

**ESOL or ELL Pullout**
ESOL/ELL Pullout is used generally in elementary school settings. Students spend part of the day in a mainstream classroom and are "pulled out" for a portion of the day to receive instruction in English as a second language (ELL)

**ESOL or ELL Class Period**
ELL Class Period is generally used in middle schools and high schools where students receive ELL instruction during a regular class period and also receive course credit for the class. Students may be grouped for instruction according to their English language proficiency level.

**Migrant**
The Migrant Education Program provides help with education and other needs for children aged 3 - 21 who move frequently because they or their parents (or guardians) work in agriculture, fishing or forestry. The goal of the program is to help children and young people overcome problems that result from repeated moves, so the children can be successful in school, graduate from high school and go on to college or employment after graduation. Not all ELL students are migrant.
OVERVIEW OF SECOND LANGUAGE ACQUISITION

An understanding of the basics of second language acquisition can improve the ability of mainstream teachers to serve ELL students in their classrooms (Fillmore & Snow, 2002; Hamayan, 1990). It also directly influences their ability to provide appropriate content-area instruction. It is especially important in those schools or districts where limited resources result in little or no instructional support in a student’s native language. In these "sink-or-swim" situations, a committed mainstream teacher with a clear understanding of language acquisition can make all the difference.

In order to better understand how to assist ELLs succeed academically in an English environment, it is important to understand the language acquisition process. While acquiring a language, students learn through trial and error. Research indicates that students learn language because during this trial and error period, they figure out how to communicate with others properly by self-correcting previous mistakes until they get it right. During this developmental stage is when students will make more mistakes as they continue to experiment with the acquisition of the new language. As students acquire more language, the new language rules are mastered.

Teachers must also be aware that students that have more developed language skills in their native language tend to acquire English more easily that those who native language skills are less developed.

Krashen’s Affective Filter Hypothesis

This concept found wide acceptance with both researchers and ELL instructors (Krashen, 1981; Krashen & Terrell, 1983). This theory suggests that an individual’s emotions can directly interfere or assist in the learning of a new language. According to Krashen, learning a new language is distinctive from learning other subjects because it involves practicing in public. Speaking in public in a new language can cause anxiety, embarrassment, and/or anger. These negative emotions can create a kind of filter that blocks the learner’s ability to process new or difficult words. Classrooms that have a non-threatening environment, and are affirming of a child’s native language and cultural heritage can have a direct positive effect on the student’s ability to learn by increasing motivation and encouraging risk taking.
BICS is Social Language.

Research has documented that it takes at least two years to achieve proficiency in social language, also known as Basic Interpersonal Communication Skills (BICS). According to Cummins (1989), social language takes place in a “here-and–now” context. It has many non-verbal clues to add meaning and it provides opportunities for interacting with others. Social language also typically deals with fairly uncomplicated topics that are familiar to speakers. In school it is sometimes referred to as playground language. Basic Interpersonal Communication Skills are inadequate to attain the higher-level skills of problem solving, inferring, analyzing, synthesizing, and predicting –skills required for academic success in the content area. It is usually acquired within 1-2 years. For low socio-economic students, it could take as long as 2-5 years.

CALP is Academic Language.

Academic language, CALP (Cognitive Academic Language Proficiency) is more difficult and takes longer to learn than social language, usually from 5 to 7 years. It is less interactive and may provide little context clues to assist comprehension. Academic language has very specific purposes, including imparting new information, describing abstract ideas, and developing students’ conceptual understanding. These purposes are cognitively demanding, thus increasing the comprehension difficulties students’ experience. It is necessary to pre-teach academic vocabulary in context so that students understand what is being taught and what is expected of them. Comprehensible instruction will not occur unless the teacher provides the contextual support the ELL needs to make relevant connections with the concept presented by the teacher. The teacher must be aware of the English proficiency level the students are at to guide them in making relevant connections while acquiring academic language proficiency. This is the type of language proficiency needed to be successful in school and on the FCAT and other standardized assessments. This type of language proficiency will not be picked up by the student without formal, structured, comprehensible instruction.
Cummins: Social and Academic English

We should not assume that non-native speakers who have attained a high degree of fluency and accuracy in everyday spoken English (BICS) have the corresponding academic language proficiency. This may help us to avoid labeling children who exhibit this disparity as having special educational needs when all they need is more time. Even the non-native English speakers in your classes, who have exited from the ESOL program, are still, in most cases, in the process of catching up with their native speaking peers.

Since the ELLs in your classroom probably have different levels of language proficiency, your challenges will be unique with each student. An important first step is identifying the stages of English language development in your students. Most ELLs are at the beginning or intermediate levels of English proficiency. The following stages in English language development may help you recognize your ELLs' level of English proficiency:

- ELLs at the *beginning stage (NES-low LES)* demonstrate comprehension of simplified language, speak a few English words, answer simple questions, and use common social greetings and repetitive phrases. They make regular mistakes.
- ELLs at the *intermediate stage (mid to high LES)* speak using standard grammar and pronunciation, but some rules are still missing. Their level of comprehension is higher and they can ask or answer some instructional questions. They can actively participate in conversations, retell stories, and use expanded vocabulary and paraphrasing.
- ELLs at the *advanced stage (FES)* use consistent standard English vocabulary, grammar, idioms, and oral/written strategies similar to those of English-speaking peers. They have good pronunciation and intonation. Advanced ELLs initiate social conversations. They use idiomatic expressions and appropriate ways of speaking according to their audience.

It is also very important that students be encouraged to continue their native language development. When parents ask about the best ways they can help their child at home, you can reply that the child should have the opportunity to read extensively in his/her own language. You could suggest that parents make some time every evening to discuss with their child, *in their native language*, what he/she has done in school that day. Suggest to parents that they ask their child to talk about the science experiment he/she did, question him/her about his/her understanding of social studies information, or have him/her explain how he/she has solved a math problem etc.

As Cummins (1991) states: "Conceptual knowledge developed in one language helps to make input in the other language comprehensible." If a child already understands the concepts of "justice" or "honesty" in his/her own language, all he/she has to do is acquire the vocabulary for these terms in English. He/She has a far more difficult task, however, if he/she has to acquire both the label and the concept in his/her second language.
Continuum of Language Acquisition

One concept supported by most current theorists is that of a continuum of learning—predictable and sequential stages of language development, in which the learner progresses from no knowledge of the new language to a competency level similar to that of a native speaker. This theory resulted in the identification of several distinct stages of second language development. These stages are generally identified as:

**Stage I: The Silent/Receptive or Preproduction Stage:** This stage can last from 10 hours to six months. Students often have up to 500 "receptive" words (words they can understand, but may not be comfortable using) and can understand new words that are made comprehensible to them. This stage often involves a "silent period" during which students may not speak, but can respond using a variety of methods such as pointing; performing an act; gesturing or nodding; and responding with a simple "yes" or "no." Teachers should not force students to speak until they are ready to do so.

**Stage II: The Early Production Stage:** This stage can last an additional six months after the initial stage. By this time, students have usually developed close to 1,000 words they are able to understand and use. Students can usually speak in small phrases and can demonstrate understanding of new material by giving short answers to simple yes/no, either/or, or who/what/where questions.

**Stage III: The Speech Emergence Stage:** This stage can last as long as another year. Students have typically developed approximately 3,000 words and can use short phrases and simple sentences to communicate. Students start to use dialogue and are able to ask simple questions, such as "Can I go to the restroom?" and are also able to answer simple questions. Students may produce longer sentences, but often with grammatical errors that can interfere with their communication.

**Stage IV: The Intermediate Language Proficiency Stage:** This stage may take up to another year after the speech emergence stage. Students have usually developed approximately 6,000 words and are starting to make complex statements, state opinions, ask for clarification, share their thoughts, and speak at greater length.

**Stage V: The Advanced Language Proficiency Stage:** Reaching this stage in a second language can typically take from five to seven years. By this stage, students have mastered some specialized content-area vocabulary and are able participate fully in grade-level classroom activities with occasional extra support as needed. Students are able to speak English using grammar and vocabulary comparable to that of same-age native speakers.

Teachers who understand that students are going through a predictable and sequential series of developmental stages are better able to predict and accept a student’s current stage, while modifying their instruction to encourage progression to the next stage.
General Principles for Teaching ELL Students

Various language acquisition theories have stressed four key principles that can be directly applied to the general education classroom. Although these principles are important for all students, they are of significant importance to English language learners (Jameson, 1998). They are as follows:

**Increase Comprehensibility:** Based on Krashen’s theory of comprehensible input, this principle involves the ways in which teachers can make content more understandable to their students. With non to limited English language learners, these include providing many nonverbal clues such as pictures, objects, demonstrations, gestures, and intonation cues. As their proficiency develops, other strategies to implement include building from language that is already understood, using graphic organizers, hands-on learning opportunities, and cooperative or peer tutoring techniques.

**Increase Interaction:** Based on Swain’s emphasis on comprehensible output, several strategies have come into being that increase students’ opportunities to use their language skills in direct communication and for the purpose of "negotiating meaning" in real-life situations. These include cooperative learning, project-based learning, and one-to-one teacher/student interactions.

**Increase Thinking/Study Skills:** Based on Cummins’s theories of academic language and cognitively demanding communication, these strategies propose ways to develop more advanced, higher order thinking skills as a student’s competency increases. Chamot and O’Malley (1994) developed the Cognitive Academic Language Learning Approach (CALLA) to bridge the gap between Cummins’s theories and actual classroom strategies. This method incorporates asking students higher order thinking questions (e.g., what would happen if…?), modeling by thinking aloud, explicitly teaching and reinforcing study skills and test-taking skills, and holding high expectations for all students.

**Use a student’s native language to increase comprehensibility:** Based on various theories, including Krashen and Cummins, this principle is based on a wealth of current research that has shown the benefit of including a student’s native language into their everyday instruction (Berman, Minicucci, McLaughlin, Nelson, & Woodworth, 1995; Lucas and Katz, 1994; Pease-Alvarez, Garcia & Espinosa, 1991; Thomas & Collier 1997). In a study of school effectiveness for language minority students conducted by Thomas and Collier, they found that first-language support "explains the most variance in student achievement and is the most powerful influence on [ELL] students’ long term academic success" (p. 64).
Suggestions Which Facilitate Second Language Acquisition

Stimulate active listening and provide a means of eliciting some response (non-verbal for beginners) which indicates that students have understood the communication.

Don’t stress speaking activities for beginning English Language Learners until they feel comfortable expressing their thoughts orally.

Expect errors in students’ speech and consider them as indicators of progress in the language acquisition process. Model correct grammar patterns but don’t overtly correct a student’s errors. Respond to the intended meanings students are attempting to communicate.

Encourage students to ask for clarification when they don’t understand. Reduce students’ anxiety while they negotiate meaning through oral communication.

Use vocabulary and concepts which are comprehensible to your students. Use synonyms, gestures, facial expressions, intonation or any other extra-linguistic cues to clarify your message.

Encourage academic interaction as well as social interaction with English proficient peers. Organize classroom activities or games which include opportunities for students to work in pairs or in small groups.

Read aloud to young children using books with large colorful illustrations and repetitive story structures. Folktales, songs, and rhymes are good choices. Reinforce concepts and vocabulary through illustrations and discussion. Encourage students to chant along with oral reading as they become more familiar with the language.
Examples of Instructional Strategies
Linked to Appropriate Language Acquisition Stages

The following chart is adapted from the Oregon Department of Education publication *The English Language Learners’ Program Guide* (n.d.). Each of the five stages of second language acquisition is linked to appropriate and specific instructional strategies.

<table>
<thead>
<tr>
<th>Silent/ Receptive Stage I</th>
<th>Early Production Stage II</th>
<th>Speech Emergence Stage III</th>
<th>Intermediate/ Advanced Proficiency Stages IV &amp; V</th>
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<tbody>
<tr>
<td>Use of visual aids and gestures</td>
<td>Engage students in charades and linguistic guessing games</td>
<td>Conduct group discussions</td>
<td>Sponsor student panel discussions on the thematic topics*</td>
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<td>Slow speech emphasizing key words</td>
<td>Do role-playing activities</td>
<td>Use skits for dramatic interaction</td>
<td>Have students identify a social issue and defend their position*</td>
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<tr>
<td>Do not force oral production</td>
<td>Present open-ended sentences</td>
<td>Have student fill out forms and applications*</td>
<td>Promote critical analysis and evaluation of pertinent issues</td>
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<td>Use pictures and manipulative to help illustrate concepts</td>
<td>Conduct student interviews with the guidelines written out</td>
<td>Have students write descriptions of visuals and props</td>
<td>Encourage critical interpretation of stories, legends, and poetry*</td>
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<td>Use multimedia language role models</td>
<td>Use charts, tables, graphs, and other conceptual visuals</td>
<td>Use music, TV, and radio with class activities</td>
<td>Have students design questions, directions, and activities for others to follow</td>
</tr>
<tr>
<td>Use interactive dialogue journals</td>
<td>Use newspaper ads and other mainstream materials to encourage language interaction*</td>
<td>Show filmstrips and videos with cooperative groups scripting the visuals</td>
<td>Encourage appropriate story telling</td>
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<td>Encourage choral readings</td>
<td>Encourage partner and trio readings</td>
<td>Encourage solo readings with interactive comprehension checks*</td>
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<td>Use Total Physical Response (TPR) techniques</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

*It is important to structure activities that are both age- and linguistically appropriate*
## Differentiating Instruction for ELL Proficiency Levels

<table>
<thead>
<tr>
<th>English Proficiency Level</th>
<th>What Students Can Do</th>
<th>Appropriate Instructional Strategies and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Non-English Speaking (NES)</strong>&lt;br&gt;Has no or minimal English proficiency</td>
<td>Point&lt;br&gt;Draw&lt;br&gt;Match&lt;br&gt;Select&lt;br&gt;Circle&lt;br&gt;State&lt;br&gt;Choose&lt;br&gt;Act Out&lt;br&gt;Label&lt;br&gt;Name&lt;br&gt;List</td>
<td>• Total Physical Response (TPR)&lt;br&gt;• Non-verbal role play&lt;br&gt;• Rhymes, chants, songs&lt;br&gt;• Pre-recorded stories&lt;br&gt;• Reading aloud&lt;br&gt;• Choral/echo reading&lt;br&gt;• Language Experience Approach&lt;br&gt;• Hands-on projects&lt;br&gt;• Author’s Chair&lt;br&gt;• Flannel board stories&lt;br&gt;• Environmental labels&lt;br&gt;• Word banks&lt;br&gt;• Think-Pair-Share</td>
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<td><strong>Limited English Speaking (LES)</strong>&lt;br&gt;Has functional oral skills in English. Is developing reading and writing skills.</td>
<td>Recall&lt;br&gt;Retell&lt;br&gt;Define&lt;br&gt;Compare&lt;br&gt;Contrast&lt;br&gt;Summarize&lt;br&gt;Restate</td>
<td>• Role playing (verbal)&lt;br&gt;• Reading, reciting poetry, writing&lt;br&gt;• Group discussions&lt;br&gt;• Retelling stories&lt;br&gt;• Process writing, quick writes, dialogue&lt;br&gt;• Journals&lt;br&gt;• Graphic organizers&lt;br&gt;• Summarizing&lt;br&gt;• Compare and contrast stories and authors</td>
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<tr>
<td><strong>Fluent English Speaking (FES)</strong>&lt;br&gt;Has proficient oral skills and functional reading and writing skills. Needs help to comprehend, interpret and articulate academic language.</td>
<td>Analyze&lt;br&gt;Create&lt;br&gt;Defend&lt;br&gt; Debate&lt;br&gt; Evaluate&lt;br&gt; Justify&lt;br&gt; Support&lt;br&gt; Explain</td>
<td>• Age appropriate reading and writing&lt;br&gt;• Analyzing charts, graphs, and stories&lt;br&gt;• Predicting outcomes&lt;br&gt;• Supporting and defending&lt;br&gt;• Positions/opinions&lt;br&gt;• Evaluating and judging processes</td>
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Ten Things the Mainstream Teacher Can Do Today

To Improve Instruction for ELL Students

1. Enunciate clearly, but do not raise your voice. Add gestures, point directly to objects, or draw pictures when appropriate.

2. Write clearly, legibly, and in print—many ELL students have difficulty reading cursive.

3. Develop and maintain routines. Use clear and consistent signals for classroom instructions.

4. Repeat information and review frequently. If a student does not understand, try rephrasing or paraphrasing in shorter sentences and simpler syntax. Check often for understanding, but do not ask "Do you understand?" Instead, have students demonstrate their learning in order to show comprehension.

5. Try to avoid idioms and slang words.

6. Present new information in the context of known information.

7. Announce the lesson’s objectives and activities, and list instructions step-by-step.

8. Present information in a variety of ways.

9. Provide frequent summations of the salient points of a lesson, and always emphasize key vocabulary words.

10. Recognize student success overtly and frequently. But, also be aware that in some cultures overt, individual praise is considered inappropriate and can therefore be embarrassing or confusing to the student.

These tips were adapted from the Help! They Don’t Speak English Starter Kit for Primary Teachers (1998) (developed by the Region IV and Region XIV Comprehensive Centers, the Center for Applied Linguistics, and ESCORT, a national resource center dedicated to improving the educational opportunities for migrant children) and from Integrating Language and Content Instruction: Strategies and Techniques (1991) by Deborah Short of the Center for Applied Linguistics.
Guidelines for Ensuring Comprehensible ELL Instruction

Instruction should be aligned to Sunshine State Standards and the District Curriculum.

Language objectives(s) and intended outcomes should be clearly stated.

Supplementary materials and meaningful activities should be used as needed.

Data on ELL students’ language proficiency and achievement levels should be used for differentiated instruction.

Key terms and concepts specifically linked to students’ background experiences should be used.

New vocabulary, key terms, and important concepts should be emphasized to focus students’ attention.

Teacher’s speech should be aligned with English Proficiency level of the students (speaking with more non-verbal cues for students with lower proficiency levels, not “talking down to” students with higher proficiency levels).

Engage students through questioning techniques to ensure comprehension.

Teacher should model, demonstrate, “thinking aloud”.

Learning strategies (meta-cognitive, cognitive, affective) should be taught.

Allow sufficient wait time for students to give a complete response.

Give feedback to student responses.

Use of activities that show evidence of highly-contextualized and challenging instruction with use of support structures or scaffolding such as visual aids or presenting content in “manageable chunks”
Use Cumming’s Quadrants in lesson planning.

Students are provided frequent opportunities to use the English language in class discussions and interactions with other students.

Students are provided positive reinforcement for their efforts to communicate in second language.

Teacher validates the students’ languages and cultures.

Students are provided opportunities to clarify and apply key concepts in their primary language and/or by various means of communication (drawings, graphs, etc.).

Students are provided opportunities to apply language skills in authentic reading, writing, listening and speaking.

Guided practice is utilized with close monitoring by the teacher during the initial stages.

Culminating review of lesson/unit includes key concepts/content previously introduced.

The students’ level of English language proficiency is taken into account when selecting assessment activities.

Adapted from Florida Department of Education -Office of Multicultural Student Language Education
## English Language Learner Strategies

<table>
<thead>
<tr>
<th>Strategies</th>
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<td><strong>Date</strong></td>
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<td><strong>Instruction:</strong></td>
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<td>Seat student close to front of the room and/or teacher</td>
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<td>Allow the student ample/additional time to complete the assignment</td>
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<td>Provide alternative instruction (different activities, projects)</td>
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<td>Speak clearly and simplify vocabulary and grammatical structures to match student's language proficiency</td>
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<td>Provide background/prior knowledge</td>
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<td>Identify and teach essential vocabulary before lesson/unit</td>
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<tr>
<td>Present new information in small sequential steps</td>
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<td>Write instructions on board so student can refer to them</td>
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<td>Utilize a variety of visual materials which support multi-sensory approach</td>
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<tr>
<td>Teach through modeling</td>
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<td>Utilize outlines, charts, and graphic organizers/thinking maps during class presentations</td>
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<td>Use oral techniques such as cueing, modeling, elicitation, and chunking</td>
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<tr>
<td>Use Total Physical Response</td>
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<td>Provide frequent repetition and review</td>
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<td>Assign work in groups with native speakers of English</td>
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<td>Assign peer tutor/buddy</td>
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<td>Use hands-on activities</td>
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<td><strong>Materials Adaptation</strong></td>
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<td>Reduce non-essential details</td>
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<td>Present concrete ideas first</td>
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<td>Use visual representations: maps, charts, timelines, thinking maps</td>
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<td>Provide outlines/cloze passages/word banks</td>
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<td>Provide materials in home language whenever possible for NES</td>
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<td>Use manipulatives</td>
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<td>Have students use bilingual dictionary</td>
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<td>Have students create and use vocabulary notebook</td>
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<td>Strategies</td>
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<td>Utilize learning centers as alternative instruction to provide reinforcement</td>
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<td>Use role play</td>
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<td><strong>Study/Thinking Skills</strong></td>
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<td>Teach study skills</td>
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<tr>
<td>Teach how to use the text features: table of contents, index, glossary, headings, subtitles, bold face print, etc.</td>
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<td><strong>Assessment Modifications</strong></td>
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<td>Modified number of questions. Allow students to answer fewer questions as long as they acquire the key concepts</td>
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<td>Provide word bank</td>
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<td>Modify test format: matching, cloze, multiple choice, labeling &amp; fill-ins</td>
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<td>Dictionary allowed</td>
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<td>Reduction of non-essential text</td>
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<td>Open-note, open-book</td>
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<td>Flexible setting</td>
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<td>Extended time</td>
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<td>Native language support: bilingual aide, native language assessment, translation</td>
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<td>Alternate assessments such as oral tests, rubrics, portfolios, interviews, individual/group projects.</td>
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General Strategies for Instruction of English Language

1. Seat the student close to the front of the room and/or near the teacher.
2. Speak clearly and simplify the vocabulary. Simplify grammatical structures and paraphrase.
3. Have students use bilingual dictionaries.
4. Utilize audiovisual materials which support a multi-sensory approach.
5. Teach through modeling rather than giving directions.
6. Monitor student frequently to make sure student comprehends.
7. Establish a daily routine in the classroom and prepare the students for any changes.
8. Write instructions on the board so that the ELL student can refer to them.
9. Allow ELL students ample/additional time to complete assignments.
10. Provide/build background knowledge and the cultural framework for the learner.
11. Provide alternative instruction when necessary. (Different activities, projects, and evaluation that is comparable)
12. Limit correction of student errors of pronunciation, structure, and/or vocabulary.
13. Identify and teach essential vocabulary. Integrate vocabulary expansion activities such as labeling, identifying and classifying information.
14. Present new information to students in small sequential steps, allowing the student to concentrate on one thing at a time.
15. Provide frequent review and repetition of material.
16. Use manipulative materials and hands-on activities.
17. Use a variety of visuals in lesson presentation. Utilize outlines, charts, graphic organizers during class presentation.
18. Use questioning techniques and student activities appropriate to the developmental language stage of the ELL student.
19. Utilize oral techniques, such as cueing, modeling, elicitation, and chunking.
20. Utilize Total Physical Response (TPR). Students respond physically to show comprehension before being required to give an oral or written response.
21. Assign “buddies” and peer tutors to the ELL student.
22. Use word banks and word walls.
23. Use cooperative learning and interaction techniques.
24. Utilize learning centers as additional alternative instruction to provide reinforcement of material presented.
25. Teach study skills and how to use a textbook. Guide students through the process of textbook reading by asking questions, providing purpose statements, and conducting discussions.
26. Give students skeletal outlines before the lesson/unit and fill in as the material is presented.
Marzano’s High Yield Strategies for English Language Learners

Identifying Similarities and Differences 45% Gain
- Mind Mapping
- Venn Diagrams
- T-charts
- Compare and Contrast Organizers
- Cause and Effect Organizers
- Word Sorts

Reinforce Effort and Provide Recognition 29% Gain
- Praise efforts to use English
- Hold high expectations
- Value home languages and cultures
- Honor individual learning styles
- Use authentic assessment
- Respect silent period
- Create stress-free climate

Homework and Practice 28% Gain
- Lesson opening with review and preview
- Metacognition of strengths and weaknesses
- Reflective journals
- Sharing goals and objectives with parents

Cooperative Learning 27% Gain
- Group Projects
- Language Experience Approach
- Shared Reading and Writing
- Book Pass
- Dramatizations
Nonlinguistic Representations

Pictures and Realia
- Manipulatives
- Concept Maps
- Student Drawings
- Mnemonic Clues
- Visualization
- 5 Senses Organizer

Questions-Cues-Advanced Organizers
- Activate Background Knowledge
- Frontload Key Vocabulary
- Predicting, Inferencing, Concluding
- Reciprocal Teaching and Modeling
- Think Alouds and Guided Questions
- KWL, Anticipation Guides
Guidelines for Adapting Materials for ELL Students

1. Decide what students need to learn from the text.
2. Modify the lesson objectives according to the language levels of the ELL students.
3. Present concrete ideas first, then abstract.
4. Use visual representations, maps, charts, timelines, outlines, etc.
5. Reduce non-essential details.
6. Simplify vocabulary, but keep concepts and technical terms.
7. Check word choice and sentence order.
8. Use a minimum of synonyms in the body of the text.
9. Introduce new vocabulary with clear definitions and repeat those words as frequently as possible with the text passage.
10. Reduce the number of words in a sentence and the number of sentences in a paragraph.
11. Represent the information visually.
12. Use simpler verb tenses, such as the present, simple past, and simple future.
13. Use pronouns judiciously with obvious antecedents.
14. Minimize the use of negatives
15. Preserve the features of the text that convey meaning.
16. Utilize materials in the ELL student’s home language when necessary

Assessment Guidelines for ELL Students

1. Ask follow up questions during lesson.
2. Ensure that the grading policy does not adversely affect an ELL student based solely on language proficiency. (Required by law)
3. Provide student with bilingual dictionary. (Required by law)
4. Assess knowledge of content, not language proficiency in content classes.
5. Give ELL students additional time to complete test.
6. Allow ELL students to answer fewer questions or written problems as long as they acquire the key concepts.
7. Modify ELL student’s test by using word banks, fill-in-the-blanks, multiple choice formats.
8. Have ELL student surpass his/her own previous record rather than comparing his/her scores with other students.
9. Monitor ELL students’ progress continuously with a variety of assessments.
Assessment Modifications for ELL Students

Beginning English Proficiency Level (NES Students):
- Have student point to picture of correct answer
- Have student circle a correct answer (limit choices)
- Instruct student to draw a picture illustrating a concept
- Instruct student to match items
- Have student complete fill-in-the-blank exercises with the word list provided
- Reduce choices on multiple-choice tests
- Give open-book tests (provide page where answer can be found)
- Test student orally or in writing in home language (whenever feasible)

Low Intermediate English Proficiency Level (Low LES Students):
- Read test questions to students
- Provide word banks
- Instruct student to match items
- Have student complete fill-in-the-blank exercises with the word list provided
- Give open-book tests
- Instruct student to define/explain/summarize orally in English or in the home language
- Have student compare and contrast orally and in writing
- Use cloze procedure with outlines, charts, timelines, etc.
- Instruct student to write what he or she has learned in the native language
- Use portfolio assessment

High Intermediate English Proficiency Level (High LES and FES Students):
- Have student complete fill-in-the-blank exercises
- Have student retell/restate orally and in writing
- Instruct student to define/explain/summarize orally or in writing
- Use cloze procedures with outlines, charts, timelines, etc.
- Have student analyze and explain data orally and in writing
- Use portfolio assessments
Considerations in Teaching Reading to ELLs

- Greater cognitive demands are made on ELL students who must develop reading skills simultaneously with oral language skills.
- No assumptions can be made about the background of students. Not only may ELL students be of different language backgrounds, but they may have completely different educational backgrounds as well.
- Instructional approaches need to be adapted to meet students’ varied instructional needs.
- Elaboration on or activation of prior knowledge about a topic involves identification and understanding of students’ cultural background and experiences.
- Use of reading strategies with ELL students is especially important. Reading strategies can provide ELL students with valuable tools to make use of prior knowledge, monitor their own learning, and assist their comprehension.
- ELL students literate in their native language many not automatically transfer strategies to English. Literate and pre-literate students need strategy instruction and an interactive approach to reading.
Recommended Strategies for Teaching Reading to ELL Students

Identify and teach essential vocabulary. Teach vocabulary in semantic groupings and word families.

Post key vocabulary words with clear definitions before, during, and after reading.

Encourage students to use bilingual dictionaries when necessary.

Reduce required reading material. Eliminate non-essential text.

Help students determine word meanings by using context clues, cognates, and knowledge transferred from the native language.

Present reading passages with highly contextualized language through visuals, realia, and demonstrations.

Divide reading passages into chunks for predictions, questions, and summaries.

Present reading passages using the three stages: BEFORE, DURING, and AFTER.

Give students opportunities to use diagrams, charts, and graphic organizers.

Ask students to retell/restate orally and in writing.

Provide opportunities for students to listen to taped reading passages.
Utilize students’ linguistic resources by pairing students with the same native language, but different levels of proficiency.

List new/difficult words in categories

Check comprehension through:

- story strip
- reading log
- close exercises
- story summary
- dialogue journal
- drama/role play
- writing headlines
- graphic organizers
- story maps
- character maps
- webs
- oral retelling
- experiments
- character diaries
Teacher-modeled writing and teacher-modeled responses.

Give students opportunities to use diagrams, charts, and graphic organizers, such as: Thinking Maps, concept mapping, flow charts, KWLH, language ladders, venn diagrams, and word webbing.

Have students keep a personal vocabulary book or glossary that could also include home language translations or pictures.

Incorporate the use of word walls in your classroom.

Ask students to retell or restate orally or by drawing, as well as in writing.

Use variety of writing: journals (dialogue, response, daily, anticipatory), outlining/webbing, process writing, guided writing, modeled writing, shared writing, poetry, narrative, expository, persuasive, comic strips, and language experience.

Use computer-assisted instruction, such as grammar and spelling support in word processing whenever possible.

Encourage use of bilingual dictionaries.
Strategies for Teaching the Content Areas to English Language Learners

Teachers who teach content areas to English Language Learners must ensure that these students made academic progress while they are in the process of learning English. ELL students have to meet the same goals and objectives as students who are native English speakers. To support teachers of all subject areas in choosing effective strategies when working with ELL students in their classes, the following suggestions are provided. It is important to note that these strategies should be introduced, extended and expanded throughout all levels according to the students’ academic and linguistic abilities.

**In general, it is recommended that when working with all ELL students, teachers should:**

- increase their knowledge of second language acquisition and development as it relates to teaching students the academic language of the content area they are teaching
- adapt content, teaching techniques, and assessment to students’ needs and levels of learning
- encourage students to ask questions to clarify their understanding
- involve parents and community members to build understanding through cultural exchanges
- obtain background information about students’ language and culture to ensure better understanding of students
- speak clearly and at a normal pace with normal stress and intonation
When working with ELL students at the beginning level, teachers should:

- start by linking lesson topics to students’ prior knowledge; introduce topics through building background, concept, vocabulary, and relevance of application
- provide opportunities for students to learn and respond to the usual classroom directions, for example, “raise your hand” or “put your name in the upper-right-hand corner, and extend those opportunities to commands dealing with content area concepts (Total Physical Response-TPR)
- use repetition and question and answer drills and consistency to monitor comprehension of instructions and gestures (Development of language through content specific drills)
- use visual aids and manipulatives; label classroom items; include auditory activities such as listening devices, listening techniques; kinesthetic (use of body movement); and tactile (use of touch); match words with pictures, items, colors, and symbols that contribute to better comprehension of content lesson(s) (Multisensory Activities)
- use cooperative learning groups where independent students and/or students at more advanced levels of language proficiency can assist beginning students
- provide opportunities for students to hear and practice the content language of content area through the context of hands on and cooperative experiences through small group instruction and interaction (Cooperative Teaching and Learning)
- make importance of topic evident, prioritize topics/concepts, categorize words, concept and ideas, which provide “hooks” for learning
- assign a learning buddy or mentor

When working with ELL students at the intermediate level, teachers should:

- include all strategies outlined for beginning level students
- encourage students to ask questions to clarify their understanding
- use concrete materials, hands-on activities, visuals, and realia to provide multiple access and variety of multisensory approaches to learning
• show students how to use multiple graphic organizers to identify prior knowledge; prepare study guides; restructure knowledge (Concept Development)
• use vocabulary previews; expansion of content-related vocabulary
• provide books, articles, and other resources on content topics and teach students how to use them
• show students how to ask and answer higher-level questions about content through the process of thinking, comparing, elaboration, predicting, synthesizing and evaluation content topics (Questioning Techniques)
• teach and have students use technical vocabulary appropriate to the content of subject matter and have students use technical vocabulary appropriate to the content of subject matter through the use of subject related reading materials
• provide explicit instruction on how to use and/or develop diaries; math/science journals, projects, or picture collages

When working with students at the advanced level, teachers should:

• include all strategies outlined for beginning and intermediate level students
• provide opportunities to learn through hands-on experimental activities
• provide clear examples of finished products when making assignments
• check student comprehension by asking students to explain what they have heard or read and where they have seen words, phrases, or situations especially when dealing with mathematics and science
Math Strategies to use with ELL Students

- Use translation glossary for math terminology.
- Explain directions clearly and repeat key terms and/or words to look for.
- List steps for completing assignments.
- Relate math problems and vocabulary to prior knowledge and background.
- Teach concrete first, then abstract.
- Apply problems to real-life situations.
- Use manipulatives to introduce, develop, and practice concepts.
- Use drawings for word problems.
- Encourage students to think aloud when solving word problems.
- Have students give oral explanations of their thinking.
- Provide extra clues through the use of visuals, diagrams, captions, and labels when explaining information.
- Use cooperative learning and peer tutoring.
- Use multi-sensory experiences.
Science Strategies to use with ELL Students

- Have bilingual dictionary or science glossary available to students.
- Explain directions clearly and repeat key terms and/or words to look for.
- List steps for completing assignments.
- Relate science concepts and vocabulary to prior knowledge and background.
- Teach new vocabulary contextually.
- Relate science experiments and vocabulary to prior knowledge and background.
- Relate science experiments to real-life situations.
- Use manipulatives to introduce, develop, and practice concepts.
- Use drawings for word problems.
- Encourage students to think aloud when solving problems.
- Have students give oral explanations of their thinking.
- Provide extra clues through the use of visuals, diagrams, captions, and labels when explaining information.
- Use cooperative learning and peer tutoring.
- Use multi-sensory experiences.
- Use variety of technology, media, books on tape or CD, video, DVDs with subtitles, drawings, photos, pictures, and streamed audio to support spoken instruction.
Social Studies Strategies
to use with ELL Students

- Have bilingual dictionary or social studies glossary available to students.
- Explain directions clearly and repeat key terms and/or words to look for.
- List steps for completing assignments.
- Relate social studies concepts and vocabulary to prior knowledge, background, and cultural/ethnic traditions.
- Teach new vocabulary contextually.
- Use realia and visuals to introduce, develop, and practice concepts.
- Ask students to summarize passages that have been read aloud.
- Have students give oral explanations of their thinking.
- Use visual representations such as diagrams, captions, maps, charts, timelines, outlines, and concept maps and webs when explaining information.
- Use cooperative learning and peer tutoring.
- Use multi-sensory experiences.
- Use variety of technology, media, books on tape or CD, video, DVDs with subtitles, drawings, photos, pictures, and streamed audio to support spoken instruction.
Grade Level Retention of English Language Learners

English language learners are required to master grade level benchmarks. However, it is important to note that the requirement is to measure a student’s ability to read and write, regardless of whether that ability is shown in English or the student’s native language. In other words, a student may be retained if he/she is unable to read at the appropriate grade and developmental level, BUT NOT SIMPLY BECAUSE THE STUDENT IS UNABLE TO READ IN ENGLISH.

English language learners who have participated in an ESOL program for less than two years and do not meet district expectations on the state assessments may be exempted from retention for good cause and as a result of decision made by the school’s ELL/LEP Committee.

Grading and English Language Learners

Decisions about grading practices for ELLs should reflect the LEP Committee’s recommendations and decisions regarding accommodations needed for that student to be academically successful within the general curriculum. According to the Consent Decree, ELLs must be provided comprehensible instruction, equal in amount, scope, sequence, and quality to that provided to native speakers of English and aligned with the SSS benchmarks and grade level expectations, course descriptions, and district curriculum frameworks. By differentiating instruction and assessment procedures to meet the needs of the ELL student, grades can be calculated so that they reflect what the student has had an opportunity to learn.

Classroom assessment of ELL students should be a mixture of modified traditional measures and alternative assessments (such as performance assessments and portfolios). The focus should be on documenting individual student growth over time, rather than on comparing ELL students with native-English-speaking peers. Such assessments emphasize measurement of what ELL students know and can produce over time as their English proficiency improves. The teacher of an ELL student should consider the student's language proficiency, cultural background, educational background, grade level, and developmental level.
PST

PROBLEM SOLVING GUIDELINES
FOR
ENGLISH LANGUAGE LEARNERS

KIDS COME IN ALL LANGUAGES

WRITTEN BY:
MARK HAMILTON, SCHOOL PSYCHOLOGIST
CAROLYN TRONCOSO, SCHOOL PSYCHOLOGIST

INPUT FROM:
MARY ALICE MYERS, COORDINATOR OF SCHOOL PSYCHOLOGICAL SERVICES
SYLVIA GARCIA, ELL CURRICULUM SPECIALIST
CARMEN MENENDEZ, ELL COMPLIANCE AND DATA SPECIALIST
Focus of the Student Success Team (SST) or Problem Solving Team (PST)

The primary focus of the Problem Solving Team (PST) is the development and evaluation of effective interventions, strategies, and alternatives for students who are demonstrating academic and/or behavioral problems. The Team provides support to teachers and staff members to ensure learning success most effectively through:

1) examining ALL factors that may be impacting academic success for students: **Instruction, Curriculum, Environment and Learner centered variables** -(ICEL) and
2) using the **problem-solving process** that involves the following four steps: **Problem identification** (What is the problem?); **Analyzing the problem** (Why is it occurring?); **Intervention design and implementation** (What do we do about it?) and **Response to intervention and progress monitoring** (Is the plan working?) -(PAIR)

The **problem-solving process** should be utilized throughout the school year to appropriately address concerns related to students’ performance. Within this process, teams should also consider unique factors associated with students who are culturally and linguistically diverse. This process compliments Professional Learning Communities (PSTs) who ask what it is that we expect students to learn, how we know when they have learned it, and how we respond when students don’t learn or already know what we expect them to learn. Like PLCs, PSTs are committed to continually developing solutions for students to be successful.

**Communication Differences vs. Communication Disorders**

For English Language Learners (ELLs) also experiencing academic difficulties, it is imperative to distinguish between communication **differences** and communication **disorders**. If the student is truly **language disordered**, problems in communication should be evident in both the first or native language and in English. Language **differences** reflected in different sentence structure, sound production, and pragmatics are traits typical of second language learners. Language **disordered** students exhibit a disability in learning any language, including their native or first language (McKibbin, 1995).

**Understanding Language Acquisition**

When a student is experiencing academic difficulties and is suspected of being language disordered, the team should consider, within the SST problem-solving process, the time it takes for an ELL to acquire English proficiency. Cummins (1984) categorized two types of language proficiencies that help us to understand the difference between basic conversational skills and the type of language proficiency truly needed to be successful in the second language: basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP). **The attainment of BICS alone is not enough to be able to do school work.** It’s a necessary starting point in second-language acquisition. **It is vitally important for ELLs to develop CALP in English to be successful in school.** CALP is used in text books, content classes, and on tests.

The following shows what BICS and CALP include:

**Basic Interpersonal Communication Skills (BICS)**
- **Insufficient to facilitate academic success**
- Ability to communicate basic needs and wants
- Ability to carry on basic interpersonal conversations
- Usually takes 1-3 years to develop
Cognitive Academic Language Proficiency (CALP)
- Required for academic success
- Language used for content classes, tests, etc.
- Ability to communicate thoughts and ideas with clarity and efficiency
- Ability to carry on advanced interpersonal conversations
- Typically takes at least 5 to 7 years to develop, possibly longer

Measuring BICS and CALP
BICS is typically measured by the Idea Oral Language Proficiency Test in Volusia County Schools, resulting in the Non-English Speaking (NES), Limited English Speaking (LES), or Fluent English Speaking (FES) categories.

CALP is usually measured by using the CTBS Reading and Language Subtests (for grades 4-12) in Volusia County Schools. Students must score 51% or above for exit from the ESOL program. CALP can also be measured by specific test clusters on the Woodcock-Johnson, Third Edition, or other formal language tests, such as those used by Speech and Language clinicians, that measure receptive and expressive language proficiencies. Even tests of vocabulary, like the Peabody Picture Vocabulary Test, Third Edition, look at an important part of CALP.

The “Waiting Game” with ESOL Students
It takes 4 to 7 years for ELLs who are on grade level in their first language (L1) to acquire a level of English to make it to the 50th Normal Curve Equivalent (NCE) in achievement. This “mean percentile” can be roughly interpreted as the 'NPR (national percentile rank) of the "average" student.' However, it is NOT necessary to wait this full length of time to recommend additional intensive interventions, for we can compare the trajectory of an ELL student’s performance in question with that of his or her same grade-level ELL peers. Keep in mind that effective analysis of data in problem solving helps the SST to differentiate what the primary factor(s) may be that impact an ELL’s learning.

Understanding Language Proficiency Helps Understanding of ELL’s Response to Intervention (RTI)
The implications of BICS and CALP on RTI can be seen in the following tables. BICS is developed up from Preproduction through Emergent Speech, sufficient for Readiness & Basic Skills Academic Instruction. CALP develops from a Beginning Fluent level and continues to an Advanced Fluent level. Some CALP fluency is required for going beyond the Basic Skills Training.

<table>
<thead>
<tr>
<th>Language Acquisition</th>
<th>↓</th>
<th>Cognitive Development</th>
<th>↓</th>
<th>Academic Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preproduction</td>
<td>BICS ↓</td>
<td>Knowledge</td>
<td>BICS ↓</td>
<td>Readiness Training</td>
</tr>
<tr>
<td>Early Production</td>
<td></td>
<td>Comprehension</td>
<td></td>
<td>Basic Skills Training</td>
</tr>
<tr>
<td>Emergent Speech</td>
<td></td>
<td>Application</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beginning Fluent</td>
<td>CALP ↓</td>
<td>Analysis</td>
<td>CALP ↓</td>
<td>Conceptual Development</td>
</tr>
<tr>
<td>Intermediate Fluent</td>
<td></td>
<td>Synthesis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Fluent</td>
<td></td>
<td>Evaluation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Oral Language tests such as the Oral Expression and Listening Comprehension tests on the Woodcock-Johnson, Tests of Achievement, Third Edition (WJ-III, ACH) or Composites on the Bilingual Verbal Abilities Test (BVAT) give specific CALP levels 1 to 5 described below that help us to understand the on grade-level English Language Demands of Instruction for our students. Effective interventions take the language proficiency level of a student into account.

<table>
<thead>
<tr>
<th>CALP</th>
<th>LEVEL</th>
<th>Subjects will find the English-Language Demands of Instruction at age or grade level</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Advanced</td>
<td>Very Easy</td>
</tr>
<tr>
<td>4-5</td>
<td>(4.5) Fluent to Advance</td>
<td>Easy</td>
</tr>
<tr>
<td>4</td>
<td>Fluent</td>
<td>Manageable</td>
</tr>
<tr>
<td>3-4</td>
<td>(3.5) Limited to Fluent</td>
<td>Difficult</td>
</tr>
<tr>
<td>3</td>
<td>Limited</td>
<td>Very Difficult</td>
</tr>
<tr>
<td>2-3</td>
<td>(2.5) Very Limited to Limited</td>
<td>Very Difficult to Extremely Difficult</td>
</tr>
<tr>
<td>2</td>
<td>Very Limited</td>
<td>Extremely Difficult</td>
</tr>
<tr>
<td>1-2</td>
<td>(1.5) Negligible to Very Limited</td>
<td>Extremely Difficult to Impossible</td>
</tr>
<tr>
<td>1</td>
<td>Negligible</td>
<td>Impossible</td>
</tr>
</tbody>
</table>

**Student/Family Language Questionnaire**

Accurate information regarding the student’s language acquisition in both English and his/her home or native language is important. Information provided by the parent in the Student/Family Language Questionnaire is vital to ensuring the most appropriate interventions, recommendations, and decisions for the student. The ESOL contact, another staff member, a family member speaking the parents’ home language, or even district personnel may assist the parent with its completion. This document is available in English and Spanish. A copy of the completed questionnaire is typically reviewed by the speech/language clinician. The original completed questionnaire should remain in the student’s SST folder for review as needed by other team members.

**Asking the Right Questions**

For ELLs we must consider whether their learning difficulties are due to a mere language difference or to a language disorder or other type of learning problem. To avoid missing cultural factors with significant relevance, it is important for the problem solving team to establish rapport and build trust with the family of the student under study, to identify accurately the presenting problem, and to learn the family system-structure, roles, beliefs, practices, etc. Beyond the questions that we ask about our regular education, native, monolingual students, additional questions are necessary for understanding our culturally and linguistically diverse students.

→ *It is important that we explore whether the student’s difficulty in acquiring English proficiency can be attributed to his or her insufficient development in his or her first language. The following questions aid in this understanding. Note that they can be answered to a large degree from the data collected from the Student/Family Language Questionnaire (VCS2004-125: VCS2004-125sp)*

**Basic Communication Issues:**

1. Does the student have difficulty producing certain sounds when speaking in his/her home language in comparison to peers from his/her cultural background?

2. *Does the student appear to have difficulty expressing himself/herself in his/her home language (e.g., Spanish)?*

3. Does the student often give inappropriate responses in his/her home language?
4. Is the student slow to respond to questions even if additional help is given in his/her home language (other than English)?

5. To what extent does the student initiate verbal interaction with peers?

6. Does the student use gestures and nonverbal communication on a regular basis (rather than speech) to communicate?

Effects on Learning/Academic and Language Issues:

7. Does the student show difficulty learning even if additional help is provided in the home language?

8. Can the student’s difficulty in acquiring English proficiency be attributed to his or her insufficient development in his or her first language?

9. Can the student’s academic difficulty or failure in an English-only academic setting be attributed to his or her not having attained Cognitive Academic Language Proficiency (CALP)* in English?

10. Was the student given ample instructional time in his or her first language to (1) develop Cognitive Academic Language Proficiency (CALP)* in this language and (2) demonstrate ability somewhat within the average range of academic performance?

11. What specific ESOL interventions have been attempted, for how long and with what response? (See suggested ELL/ESOL strategies handout in the Implementation section of the manual)

12. How does the student’s reading and math progress compare to average performances in his/her age group? What appears to make the difference?

ELL’s Background Issues

In addition, the team should explore any other background factors that might impact the student’s educational experiences, relative to his/her social, emotional & physical health. Such factors might include, but are not limited to:

- Exposure to stressful or traumatic life experiences
- recent immigration (fear of authority) or any migrant background
- adverse socioeconomic conditions
- medical issues
- inconsistent or no previous schooling (for example: coming from countries where education is not mandatory or available to all children)
- having special needs that come from environments with limited resources

Key Questions to ask when problem-solving for ELLs should look at their background history, early or preschool experiences, various schooling factors, current performance and language considerations. Examples of questions that should be explored for ELLs throughout the Problem-Solving process follow:

General Educational Background History:
Did the student begin formal schooling in the Untied States?
How many years did the child attend school in his or her native country?
What subjects were taught; what is a typical school day in their native country?
Did the student attend school regularly?
Preschool Experiences:
Who was/were the child’s primary caregiver(s)? What languages did each caregiver speak to the child? Did the student receive any preschool educational services? How long? What language?

Schooling Factors:
What does the student’s home language survey indicate? What strategies have been used to address the language needs of the student? How long were they implemented? What additional alternatives, strategies, and resources need to be utilized in order to assist the child to make progress?

Evaluating Student’s Performance:
At what grade level does the child read in English? At what grade level does the child read in their native language? Does the child appear to need additional instructional support than is required by his/her English language learner peers?

Language Considerations:
Is the child suspected of having language difficulties in both English and their native language? Has the child obtained a cognitive academic language proficiency (CALP) level in his or her first/native language and in English? Does the child’s performance improve when provided instructional assistance in his or her native language? How well does the child communicate in his or her first/native language and English across different settings (e.g. home, classroom, playground, neighborhood, community)? How does the child feel about acquiring English?

For additional information
ESOL Teacher (if available at the student’s school)
Speech/Language Clinician at the student’s school
Sylvia Garcia ESOL K-12 Curriculum Specialist, ext. 60027
Carmen Menendez, ESOL Compliance and Data Specialist, ext. 20570
Mark Hamilton, Bilingual School Psychologist, ext. 42248
Carolyn Troncoso, Bilingual School Psychologist, ext. 34290

Edited 11/28/07
What Administrators Look For in **Language Arts**

Instruction of English Language Learners

- Alignment of instruction to SSS and District Curriculum Maps
- Explanation of language objective(s) and intended outcomes
- Use of supplementary materials at students’ language proficiency level
- Engagement of students in meaningful activities
- Documentation of comprehensible instruction through ESOL strategies and differentiated instruction
- Use of data on ELL students language proficiency and achievement levels
- Key terms and concepts introduced and emphasized to focus students’ attention on new vocabulary
- Teacher’s speech/vocabulary aligned to students’ English proficiency level
- Modeling
- Teaching of learning strategies
- Teacher asking questions to check comprehension, teacher paraphrasing
- Allowing sufficient wait time for student to give complete response
- Scaffolding instruction, chunking instruction
- Use of many visual aids
- Providing frequent opportunities for students to use the English language in class discussions and interactions with other students
- Opportunities for students to clarify key concepts in their primary language
- Opportunities for students to apply language skills in authentic listening, speaking, reading, and writing
- Use of guided practice
- Beginning and ending reviews including key concepts and content previously introduced
- Assessment activities appropriate for the students’ level of English language proficiency
- Validation of students’ language and culture

* Adapted from Florida Department of Education Bureau of Student Assistance Office of Multicultural Student Language Education*
What Administrators Look For in **Content Area**
Instruction of English Language Learners

- Alignment of instruction to SSS and District Curriculum Maps
- Explanation of content objective(s) and intended outcomes
- Use of supplementary materials at students’ language proficiency level
- Engagement of students in meaningful activities
- Documentation of comprehensible instruction through ESOL strategies and differentiated instruction
- Use of data on ELL students language proficiency and achievement levels
- Key terms and concepts introduced and emphasized to focus students’ attention on new vocabulary
- Teacher’s speech/vocabulary aligned to students’ English proficiency level
- Modeling
- Teaching of learning strategies
- Teacher asking questions to check comprehension, teacher paraphrasing
- Allowing sufficient wait time for student to give complete response
- Scaffolding instruction, chunking instruction
- Use of many visual aids
- Providing frequent opportunities for students to use the English language in class discussions and interactions with other students
- Opportunities for students to clarify key concepts in multiple modes of communication
- Opportunities for students to apply concepts learned and express understanding in multiple modes of communication
- Use of guided practice
- Beginning and ending reviews including key concepts and content previously introduced
- Assessment activities appropriate for the students’ level of English language proficiency
- Validation of students’ language and culture

Adapted from Florida Department of Education Bureau of Student Assistance Office of Multicultural Student Language Education
A school must have at least 15 ELL students who speak the same language to be eligible for a bilingual paraprofessional.

The paraprofessional MUST be available to work with ELL students in the basic subject areas (mathematics, science, social studies, and computer literacy) during school hours.

The paraprofessional may not remove students from the general education classroom to work with them.

The paraprofessional should not be pulled out when he/she is working with students to serve as a translator.

During after school hours, the paraprofessional may assist with home/school communication.

During after school hours, the paraprofessional may assist with programmatic assessment procedures.

During after school hours, the paraprofessional may perform other clerical and instructional support duties.

During after school hours (within their allotted work day), paraprofessionals may tutor ELL students.
<table>
<thead>
<tr>
<th><strong>English</strong></th>
<th><strong>Spanish</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome to school.</td>
<td>Bienvenido a la escuela</td>
</tr>
<tr>
<td>What is your name?</td>
<td>¿Cómo te llamas?</td>
</tr>
<tr>
<td>Raise your hand if you do not speak English.</td>
<td>Levanta la mano si no hablas ingles.</td>
</tr>
<tr>
<td>Please</td>
<td>Por favor</td>
</tr>
<tr>
<td>Sit down please.</td>
<td>Siéntese, por favor</td>
</tr>
<tr>
<td>Be quiet.</td>
<td>Silencio</td>
</tr>
<tr>
<td>Wait your turn.</td>
<td>Espera tu turno</td>
</tr>
<tr>
<td>Raise your hand.</td>
<td>Levanta la mano</td>
</tr>
<tr>
<td>Do you need to go to the bathroom?</td>
<td>¿Necesitas ir al baño?</td>
</tr>
<tr>
<td>You may go to the bathroom.</td>
<td>Puedes ir al baño.</td>
</tr>
<tr>
<td>Pay attention.</td>
<td>Pon atención.</td>
</tr>
<tr>
<td>Listen to me.</td>
<td>Escúchame</td>
</tr>
<tr>
<td>One moment please.</td>
<td>Un momento, por favor</td>
</tr>
<tr>
<td>Show me your pass for being tardy.</td>
<td>Enseñame tu pase por llegar tarde.</td>
</tr>
<tr>
<td>Do you have a note for being absent?</td>
<td>¿Tienes una nota por estar ausente?</td>
</tr>
<tr>
<td>Go to the board.</td>
<td>Vez a la pizarra</td>
</tr>
<tr>
<td>Do you have your homework?</td>
<td>¿Tienes la tarea?</td>
</tr>
<tr>
<td>Show me your work.</td>
<td>Muéstrame tu trabajo.</td>
</tr>
<tr>
<td>Work with your partner.</td>
<td>Trabaja con tu compañero.</td>
</tr>
<tr>
<td>Can I help you?</td>
<td>¿Puedo ayudarte?</td>
</tr>
<tr>
<td>Raise your hand if you need help.</td>
<td>Levanta la mano se necesitas ayuda.</td>
</tr>
<tr>
<td>Open your book.</td>
<td>Abre tu libro.</td>
</tr>
<tr>
<td>Put your book away.</td>
<td>Guarda tu libro</td>
</tr>
<tr>
<td>Take out pencil and paper.</td>
<td>Saca lapis y papel.</td>
</tr>
<tr>
<td>Use crayons.</td>
<td>Usa crayolas.</td>
</tr>
<tr>
<td>Use a pencil.</td>
<td>Usa un lapiz.</td>
</tr>
<tr>
<td>Use a pen.</td>
<td>Usa una pluma. Usa un boligrafo.</td>
</tr>
<tr>
<td>Use markers.</td>
<td>Usa marcadores.</td>
</tr>
<tr>
<td>Turn to page ___.</td>
<td>Ve a la página ___.</td>
</tr>
<tr>
<td>Do you understand the assignment?</td>
<td>¿Entiendes el trabajo asignado?</td>
</tr>
<tr>
<td>Work on your assignment.</td>
<td>Haz tu trabajo.</td>
</tr>
<tr>
<td>Have you finished the assignment?</td>
<td>¿Terminastes el trabajo?</td>
</tr>
<tr>
<td>Watch me demonstrate.</td>
<td>Mira como se hace.</td>
</tr>
<tr>
<td>Do you know the answer?</td>
<td>¿Sabes la respuesta?</td>
</tr>
<tr>
<td>Very Good!</td>
<td>¡Muy Bien!</td>
</tr>
<tr>
<td>Excellent!</td>
<td>¡Excelente!</td>
</tr>
<tr>
<td>Good Job!</td>
<td>¡Buen trabajo!</td>
</tr>
<tr>
<td>English</td>
<td>Spanish</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>You can do it!</td>
<td>¡Tú puedes hacerlo!</td>
</tr>
<tr>
<td>You did it!</td>
<td>¡Lo lograstes!</td>
</tr>
<tr>
<td>Much better!</td>
<td>¡Haz mejorado mucho!</td>
</tr>
<tr>
<td>Don’t run.</td>
<td>No corras.</td>
</tr>
<tr>
<td>Walk</td>
<td>Camina.</td>
</tr>
<tr>
<td>Hurry up.</td>
<td>Apúrate.</td>
</tr>
<tr>
<td>Where are you going?</td>
<td>¿Adonde vas?</td>
</tr>
<tr>
<td>Do you have a hall pass?</td>
<td>¿Tienes un pase?</td>
</tr>
<tr>
<td>Who is your teacher?</td>
<td>¿Quién es tu maestro/a?</td>
</tr>
<tr>
<td>Get in line.</td>
<td>Parate en la fila.</td>
</tr>
<tr>
<td>Do not push.</td>
<td>No empujes.</td>
</tr>
<tr>
<td>Do not talk.</td>
<td>No hables.</td>
</tr>
<tr>
<td>Sit down.</td>
<td>Siéntate.</td>
</tr>
<tr>
<td>Wait to be excused.</td>
<td>Espera hasta que te digan que te puedas ir.</td>
</tr>
</tbody>
</table>

**Comments in Spanish for Progress Reports, Report Cards, & Notes Home**

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accepts responsibility</td>
<td>Acepta responsabilidad</td>
</tr>
<tr>
<td>Cooperates with teacher and classmates.</td>
<td>Coopera con su maestro/a y compañeros.</td>
</tr>
<tr>
<td>Turns in assignments on time</td>
<td>Entrega su trabajo a tiempo</td>
</tr>
<tr>
<td>Shows respect to others.</td>
<td>Demuestra respeto a los démas.</td>
</tr>
<tr>
<td>Participates in class discussions.</td>
<td>Participa en la clase.</td>
</tr>
<tr>
<td>Uses time wisely</td>
<td>Usa su tiempo constructivamente.</td>
</tr>
<tr>
<td>Seldom brings books and materials to class</td>
<td>Rara vez trae libros y materiales a la clase.</td>
</tr>
<tr>
<td>Does not accept responsibility</td>
<td>No acepta responsabilidades</td>
</tr>
<tr>
<td>Does not cooperate with the teacher and classmates</td>
<td>No coopera con su maestro/a y compañeros.</td>
</tr>
</tbody>
</table>
Note to Parents/Nota a los padres

Student/Estudiante: ___________________________ Date/Fecha: ______________

Dear Parents/Estimados Padres:

The following is designed to inform you that your child is having difficulty in the following areas:
La presente es para informarles que su hijo/a está mostrando dificultades en las siguientes áreas:

_______ Does not pay attention.
No presta atención.

_______ Does not complete homework.
No completa su tarea.

_______ Talks too much in class.
Habla demasiado en clase.

_______ Does not complete classwork.
No completa su trabajo en clase.

_______ Does not pay attention. No presta atención.

_______ Does not get along with classmates.
No se lleva bien con sus compañeros.

_______ Does not bring materials to class.
No trae materiales a la clase.

_______ Does not bring books to class.
No trae sus libros a clase.

_______ Has difficulty following school rules. No sigue las reglas escolares.

_______ Other ________________________________
Otro ________________________________

Please look over the areas that have been checked off and discuss them with your child. Then sign at the bottom of the line provided and return the note to his/her teacher as soon as possible.

Por favor revise y hable con su hijo/a sobre las áreas marcadas. Después firme y devuelva la nota a su maestro/o mas pronto posible.

Comments/Commentarios:
________________________________________________________________
________________________________________________________________
________________________________________________________________

Parent Signature
Firma del padre/la madre: ___________________________________________
### Weekly Progress Report/Reporte de la semana

Name/Nombre: ______________________     Date/Fecha:_______________

<table>
<thead>
<tr>
<th>Study/Work Habits/ Habitos de estudios</th>
</tr>
</thead>
<tbody>
<tr>
<td>Works independently and completes all work./ Trabaja independientemente y completa los deberes.</td>
</tr>
<tr>
<td>Needs some assistance but completes work./ Necesita poco apoyo pero completa los deberes.</td>
</tr>
<tr>
<td>Needs much assistance and takes too long to complete work./ Necesita mucha ayuda y toma much tiempo con los deberes.</td>
</tr>
<tr>
<td>Gets distracted easily and does not complete work./ Se distrae fácilmente y no completa los deberes.</td>
</tr>
<tr>
<td>Puts forth much effort and does work neatly./ Pone mucho esfuerzo y trabaja cuidadosamente.</td>
</tr>
<tr>
<td>Does not put forth effort and does work carelessly./ Se distrae fácilmente y no completa los deberes.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Behavior/Comportamiento</th>
<th>Reading/Lectura</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent/ Excelente</td>
<td>Excellent/ Excelente</td>
</tr>
<tr>
<td>Very Good/ Muy Bien</td>
<td>Very Good/ Muy Bien</td>
</tr>
<tr>
<td>Good/ Bien</td>
<td>Good/ Bien</td>
</tr>
<tr>
<td>Needs improvement/Necesita mejorar</td>
<td>Needs improvement/Necesita mejorar</td>
</tr>
</tbody>
</table>

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<th>Writing/Composición</th>
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</thead>
<tbody>
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</tr>
<tr>
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<td>Needs improvement/Necesita mejorar</td>
</tr>
</tbody>
</table>

Parent Signature
Firma del padre/la madre: ____________________________
**Daily Behavior Report**  
**Reporte de Comportamiento Diario**

Name/Nombre: __________________________________________

Week of/Semana: ________________________

<table>
<thead>
<tr>
<th>Date/Fecha:</th>
<th>Teacher Comments/Commentarios de la maestro/del maestro:</th>
<th>Behavior/Comportamiento</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td></td>
<td></td>
<td>Good Bien</td>
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<td>Necesita Mejorar</td>
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</tr>
</tbody>
</table>

Parent Signature  
Firma del padre/la madre: __________________________________________
Frequently Asked Questions About ESOL

Q: Can ELLs be told that they cannot speak their home language in 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 ELLs have to wait to be in the ESOL Program for 3 years before going to SST?

A: *English language learners may be referred to SST at any time.* The “good cause” less than two years timeline is applicable to retentions not to SST. To deny an ELL student access to SST during that time period would be in violation of the META Consent Decree. However, careful consideration needs to be taken not to refer a student to SST solely on the basis of lack of English language proficiency as that would also be in violation of the META Consent Decree. As soon as you have concerns, talk to the ESOL teacher or the ESOL Contact, who know what questions to ask and what factors to consider for English Language Learners who may have exceptional needs. Refer to the “SST-PST Problem Solving Guidelines for English Language Learners” in this manual. If a child is not progressing or being successful in attaining the academic content, and the teacher is providing ESOL modifications, the child may have issues not related to language acquisition. The team will help determine if the child needs further interventions.

When looking at retentions for ELL students, consideration must be given to whether the student can demonstrate the appropriate grade and developmental academic ability in his/her home language. If so, that student should not be retained.

Q: Can ESOL teachers work with non-ELL students?

A: No, they may only work with ELL students at ALL times.

Q: Can ESOL Paraprofessionals work with ELL students during Reading?

A: No, they may only work with ELL students during math, science, social studies, and computer literacy.
Frequently Asked Questions About ESOL Continued

Q: **Can ESOL paraprofessionals take ELLs outside of the classroom to work with them?**
   
   A: No, they may only work with them in the classroom under the supervision of the teacher.

Q: **Is the paraprofessional translating for the student enough to meet comprehensible instruction?**
   
   A: No, there must be evidence that the classroom teacher is providing comprehensible instruction through the use of ESOL strategies.

Q: **Can an ELL student’s behavior be influenced by cultural values?**
   
   A: Yes. Student conduct may be influenced by cultural values which are not satisfactorily understood by school personnel. This behavior may be mistaken for insubordination, insolence or disrespect.

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." of "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: **What type of dictionaries are allowed to be used during FCAT?**
   
   A: Bilingual dictionaries (word-to-word, no definitions) with the heritage language and English are appropriate. You may not use picture dictionaries, monolingual dictionaries, or computerized dictionaries. We do not recommend a specific vendor.

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 would be in violation of the META Consent Decree and Lau v. Nichols.
Frequently Asked Questions About ESOL Continued

Q: What ESOL courses for middle and high school ELL students may be repeated?
A: Developmental Language Arts through ESOL (Think of this course as you would of Intensive Reading.)

Q: What is the LEP Committee?
A: The LEP Committee is a school-based committee that deals with all matters pertaining to LEP students. The ESOL Teacher or ESOL Contact should be the Chairperson. Teachers, parents, guidance counselor, and an administrator or administrative designee should also take part.

Q: Does/Do the classroom/content teacher/s need to attend the LEP Committee meetings?
A: Yes, teachers, an administrator or designee with invited parent/s and other school personnel as needed (counselor, social worker, etc.) should attend LEP Committee meetings.

Q: What do the ESOL codes mean?
A: Y-current ELL student

P-pending the Reading and Writing test

F-former ELL student within the 2 year monitoring period

W-former ELL student no longer within the 2 year monitoring period

Q: Must an ELL student remain in the ESOL Program for three years?
A: No. An ELL student may exit at any time as long as they meet the exit assessment criteria.

Q: When students exit the ESOL Program, when do they have to be monitored?
A: They must be monitored and the data entered:

- 1st report card after exit
- 2nd report card after exit
- 4th report card after exit
- End of the 2nd year after exit

See page 7 of the Identification, Assessment and Placement of LEP Students Handbook on the ESOL Website.
Resource Websites

http://etc.usf.edu/flstandards/la/index.html - Includes language proficiency standards by language proficiency level

http://gilead.trump.net.au/eslspan.htm
Memory aids for spelling some sounds in English which Spanish-speaking students often find difficult or confusing. Plan to spend some time searching for key information.

http://www.everythings esl.net/
Everything ESL is a collection of K-12 lesson plans, geared to TESOL ESL standards, teaching tips, resource links, and discussions for teachers of ESL students.

http://www.ncela.gwu.edu/practice/itc/elementary.html
literacy and language development, writing skills, content area skills, lesson plans, graphic organizers

http://eduplace.com/graphicorganizer/spanish/
graphic organizers in Spanish – have English equivalent

multilingual math glossary
multilingual science glossary high school
multilingual science glossary middle school

http://www.everythings esl.net/inservices/body_language.php

http://www.escort.org/products/secondaryhelpkit.html

http://www.tki.org.nz/r/esol/esolonline/index_e.php

http://www.colorincolorado.org/educator- Variety of information for teacher

http://english.phonicsland.com/
Resource Websites Continued

http://www.studydog.com/sdproducts.asp
http://www.bbc.co.uk/schools/wordsandpictures/index.shtml
http://www.janbrett.com/phonograms/phonogram_fc_main.htm
http://www.janbrett.com/phonograms/phonogram_fc_main.htm
http://www.enchantedlearning.com/label/simple.shtml
http://www.theschoolbell.com/Links/Dolch/Directions/flashcards.html
http://www.theschoolbell.com/Links/Dolch/Directions/phrases.html
http://www.theschoolbell.com/Links/Dolch/Directions/word_searches.html
http://www.dolch-words.com/dolch-phrases/dolch-phrase-list.html
Sources

Strategies and Resources for Mainstream Teachers of English Language Learners: Bracken Reed, Education Resource Specialist, Comprehensive Center & Jennifer Railsback, Education Resource Specialist, Planning & Service Coordination-Northwest Regional Educational Laboratory, May 2003


Empowering ESOL Teachers: An Overview prepared by the Florida Atlantic University Title VII Multifunctional Resource Center under Contract No. T292010005 with the US Department of Education.


Second Language Acquisition and Second Language Learning: Stephen D. Krashen, University of Southern California

HTTP://WWW.SDKRASHEN.COM/SL_ACQUISITION_AND_LEARNING/INDEX.HTM

Help! They Don’t Speak English Starter Kit for Primary Teachers (1998) www.escort.org

https://www.scps.k12.fl.us/esol/_doc/consentdecreesummary.pdf

WWW.TKI.ORG.NZ/R/ESOL

WWW.COLORINCOLORADO.ORG

BUSY TEACHER’S CAFÉ

FLORIDA DEPARTMENT OF EDUCATION

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ORANGE COUNTY PUBLIC SCHOOLS

MIAMI-DADE COUNTY PUBLIC SCHOOLS

PALM BEACH COUNTY PUBLIC SCHOOLS