# Teaching English Learners

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Terms

**Equity in Education:** The principle of altering current practices and perspectives to teach for social transformation and to promote equitable learning outcomes for all social groups. Equity is the approach. Equality is the goal.

**Diversity:** Refers to race, language, culture, abilities, learning needs, socio-economic status, class, sexual orientation and gender.

**Access:** To have the opportunity or right to experience or make use of something.

**Core Curriculum:** Language arts, math, science and social studies.

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**Systems for Equity**

Planning Lessons Protocol

Clarify learning outcomes as they relate to student needs
- Which students, in terms of gender, culture, race, language, immigration status and class, can relate to the learning goals? How are the learning goals related to standards?
- What do you want students to learn from these tasks?
- How might you ensure that the purpose of the task is clear to all students?
- How does this lesson fit in with your overall goals for the year?

Determine evidence of success/student achievement
- What do you hope students will accomplish in this lesson?
- In what ways will students' knowledge be assessed?
- What historical information can students examine in order to deepen their understanding of the key concepts in this lesson?
- What missing or incorrect information might students uncover in this lesson?

Draw connections to students’ prior knowledge and experiences
- How might you tap into the prior knowledge, experiences, and interests of students along lines of gender, race, class, and language?
- What examples and illustrations can connect the key concepts of this lesson to students’ lives?
- Which students, in terms of gender, culture, race language, immigration status and class, can relate to the material and learning activities?

Explore teaching strategies, sequence, closure, extension
- How will you present and demonstrate the skills and concepts?
- What words or images might ensure that skills, concepts and factual information are logically presented?
- What strategies will ensure that directions are logical, heard, and understood?
- How frequently do you give directions in both spoken and written form?
- What patterns of participation, if any, have you noticed among individuals and groups of students? What do you want?
- How might you incorporate opportunities for student talk during the lesson? What strategies
encourage whole class discussion or create opportunities for many voices to be heard? What opportunities do students who speak English as a second language or as a second dialect have to practice their answers in pairs before speaking in a big group?

- Which questions allow students to think creatively and critically and which are limited to the correct answer?
- What will make this lesson challenging to all students?
- Where might students have difficulties?
- What misconceptions might students have about the content you’re teaching?

Observation Focus
- What are you interested in or curious about in regards to your teaching and your students’ learning?
- What data might I collect?
- Is there anything in particular you want me to observe as related to equity?

The 5 Principles of Equity

Culturally responsive educators who are committed to ensuring equity for all students:

1. Continually examine how our own life experiences, perspectives, and behaviors regarding culture, language, racial identity, and equity impact our work in teaching and learning.

2. Implement a relevant and challenging curriculum which:
   ~ draws upon and affirms the cultural knowledge, life experiences, and interests and competencies of each student and
   ~ expands students’ knowledge of diverse cultural perspectives within their communities and societies as a whole.

3. Design and implement equitable opportunities that maximize student learning through full participation, interaction, and empowerment.

4. Explicitly teach in a meaningful context the academic and communication skills, strategies and conventions that are required for success in advanced learning and the larger society.

5. Understand, value and build upon the dynamic cultures, knowledge, languages, experiences, and critical issues of families and other members of the school’s community.

Towards Equity: A Guide for Teaching and Learning In a Multicultural Society. McGinty and Mendoza-Reis
NECTEC ITQ The 5 Principles of Equity, Copyright 2004 © CSU, Chico Research Foundation

Conditions for Equity

1. Student Participation
2. Teacher Attention
3. Teacher Tone and Expectations
4. Directions

Protocol adapted from the work of A. Costa and R. Garmston adapted from Enid Lee’s “Checking My Systems or Equity” Professional development for California Mentors: Mentoring for Equality Copyright © 2007 The Regents of the University of California.
Characteristics of Students with Language Needs

- Immigrant English Learners with successful schooling in their primary language
- Bilingual students schooled in the United States
- Who are our students with academic language needs?
- Immigrant English Learners with inadequate schooling in their primary language
- Other learners of Academic English

* Standard English Learners (SEL)

*See page 5
What Do All Language Learners Need?

- Bridging from Prior Knowledge
  - Respect for home & culture
- Models, Visuals, Graphic Organizers
- DAILY vocabulary instruction
- Explicit forms of academic English
- Guided interactions
- Meaningful content, Thematic
- Assessment that INFORMS instruction
- Models, Visuals, Graphic Organizers
- DAILY vocabulary instruction
- Explicit forms of academic English
- Guided interactions
- Meaningful content, Thematic
- Assessment that INFORMS instruction
Who are *Standard English Learners*?

**Standard English Learners** are students who:

- Speak a *dialect of English* that has its own complete internal language structure and grammatical system. Their dialect is based on a combination of their indigenous language and English.

- Come from *groups that have historically been unsuccessful in school*, in particular, African-Americans, Hawaiian/Pacific Islanders, second and third generation Mexican-Americans (and other Latino-Americans) and Native-Americans.

- Are seen as having *academic deficits*, rather than differences.

- Experience a *significant achievement gap* in terms of dropout rates, college attendance, test scores and special education placements.

*Adapted From: Professional Development for California Mentors: Mentoring for Language Learner Success, 2006.*
## Characteristics of Students with Language Needs

<table>
<thead>
<tr>
<th>Groups</th>
<th>Key Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Immigrant English Learners</strong></td>
<td><em>L</em>&lt;sub&gt;1&lt;/sub&gt; = First Language, or Native Language,  ***ELD = English Language Development</td>
</tr>
</tbody>
</table>
| Successful *L*<sub>1</sub> Schooling        | - Steady school attendance in native country, at grade level or beyond in their first language  
- *L*<sub>1</sub> spoken in the home  
- Often highly motivated, seeks out additional support and resources  
- Makes steady progress in ***ELD sequence towards fluency  
- High-level math skills; transfers academic concepts easily with language support  
- First language writing appears conventionally organized and detailed  
- Smallest percentage of students identified as EL  |
| Inadequate *L*<sub>1</sub>Schooling          | - Strong survival coping skills  
- May be employed, and/or caring for children to assist family  
- *L*<sub>1</sub> spoken in the home  
- Cannot demonstrate basic math skills  
- First language writing lacks punctuation, appears incomplete  
- Unable to demonstrate comprehension of *L*<sub>1</sub> text  
- Unable to make steady progress through ***ELD sequence or move successfully into mainstream classes  
- May appear unengaged  |
| U.S. Schooled Bilinguals                     | - Born in the U.S., or in attendance at U.S. schools since K  
- Mixture of *L*<sub>1</sub> and English spoken in the home  
- Often are fluent in oral English  
- May or may not have literacy in *L*<sub>1</sub>, or have attended bilingual classes  
- English reading and writing below grade level, older students may plateau at 4/5 grade level  
- Tendency to struggle with content classes and academically challenging text  
- Writing show similar language errors as ELs, may be incomplete in formal organization and vocabulary  
- In some schools, this group represents the largest number of students with language needs  |
| Standard English Learners (SEls)             | - U.S. Born.  Non-standard English dialect spoken in the home  
- Most widely identified SEls include:  
  - African Americans  
  - Mexican-Americans (second, third generation)  
  - Native American  
  - Hawaiian, Pacific Islanders  
- May demonstrate similar difficulties in accessing challenging academic text as ELs  
- Writing may demonstrate spelling and grammar patterns consistent to home language structure, rather then standard, academic English  
- Can benefit from similar language access strategies as ELs  |
| Other                                       | - All students who do not have support in the home for acquisition and practice of academic English  
- Often correlates to socio-economic status, opportunities for high education or access to academic text among family members  
- Can benefit from explicit instruction in academic English  |

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Initial Identification and Placement of English Language Learners

New enrollee enters your school (no documentation of primary and English language proficiency)

Parents must complete a Home Language Survey (HLS)

HLS indicates primary language other than English on the first 3 questions

District must assess using CELDT within 30 days of enrollment

District must assess Primary Language within 90 days of enrollment

Parents are notified of assessment and placement

If HLS indicates English only

Student can be placed in any appropriate program

If student is determined I-FEP or FEP (Initially Fluent English Proficient)

Student can be placed in any appropriate program

Identified as English Learner (EL)

- No English fluency
- Minimally fluent
- Reasonably fluent

Placement in appropriate district program

- Structured English Immersion
- English Mainstream
- Alternative Program

EL students MUST receive:

- Daily English Language Development (ELD) 30 – 45 minutes at their proficiency level
- Core curriculum instruction with appropriate support (possibly an intervention program for English Language Arts)
- Instruction from an appropriately credentialed teacher
For Students Designated As English Language Learner

What are the Program Placement Options for English Learners

- **Mainstream Program** (if student is designated Early Advanced and Advanced)
  - **Receives:**
    - ELD instruction
    - Additional/appropriate supports
    - Content Area support

- **Structured English Immersion Program** (if student is designated Beginning or Intermediate)
  - **Receives:**
    - English language through instruction in English
    - ELD instruction
    - Primary Language Support
    - Content Area with ELD

  - **Structured English Immersion Program** (Placement for up to 30 days and then proceeds to...)
    - Requires a parental waiver

  - **Parent Request Option**

- **Redesignation to FEP (Fluent English Proficient)**

- **Alternative Program**
  - Must have 20 or more students per grade level with signed waivers
  - ELD instruction AND Primary Language Instruction

  - **Continue in Structured English Immersion Program until designated Early Advanced**

  - **Redesignation to FEP (Fluent English Proficient)**
The California English Language Development Test (CELDT)

The CELDT has two purposes:
- To identify new students who are English Learners in kindergarten through grade twelve;
- To annually assess student progress in acquiring listening, speaking, reading, and writing skills in English.

Things you need to know:
- An initial CELDT is administered throughout the year as new students are enrolled.
- The CELDT is re-administered annually to assess progress and determine levels of proficiency until a student is reclassified as fluent English proficient (R-FEP).
- Administration of the annual CELDT is done from July 1 through October 31.
- All students take the grade-level test for the span that reflects their grade placement (kindergarten–grade two; grades three–five; grades six–eight; or grades nine–twelve).
- The CELDT assesses four skill areas: listening, speaking, reading, and writing. (Kindergarten and grade one are assessed in listening and speaking only.)

How are Proficiency Levels determined?
- Students earn a raw score for each skill assessed.
- The raw scores are converted to standardized scale scores.
- Students are assigned a proficiency level for each skill area tested.
- The overall scale score is calculated by weighting the skill area scale scores as follows: 50 percent listening and speaking, 25 percent reading, and 25 percent writing.

Some questions I need to ask about my own school district to best support my students:

- Who administers the CELDT test to my students? When and how does this happen in my district?
- Where can I find the most recent test scores and who can help me interpret these as I plan differentiated classroom lessons?
- What English Learner program options exist in my district? What additional resources and support are offered by my district? How can I best communicate these options and resources to my students’ parents or guardian?
- How will I fulfill my responsibility for making the core academic curriculum accessible to my English Language Learners no matter what subject area I teach?
CELDT Proficiency Level Descriptions

Beginning

Students performing at this level of English language proficiency may demonstrate little or no receptive or productive English skills. They may be able to respond to some communication tasks.

Early Intermediate

Students performing at this level of English language proficiency start to respond with increasing ease to more varied communication tasks.

Intermediate

Students performing at this level of English language proficiency begin to tailor the English language skills they have been taught to meet their immediate communication and learning needs.

Early Advanced

Students performing at this level of English language proficiency begin to combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in other academic areas.

Advanced

Students performing at this level of English language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands. In order to attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are necessary.
<table>
<thead>
<tr>
<th>Proficiency Levels</th>
<th>Beginning</th>
<th>Early Intermediate I</th>
<th>Intermediate</th>
<th>Early Advanced</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehension</td>
<td>Severely limited comprehension</td>
<td>Developing comprehension of literal; limited understanding of reorganization information, inference, and evaluation</td>
<td>Inconsistent comprehension of literal and reorganizing information. Limited comprehension of inference and evaluation.</td>
<td>Consistent comprehension of literal and reorganizing information. Inconsistent comprehension of inference and evaluation.</td>
<td>Consistent in all types of comprehension.</td>
</tr>
<tr>
<td>Oral Response</td>
<td>Begins to use a few simple English words and phrases. Focus on common, simple vocabulary and sentence structure.</td>
<td>Responds using phrases and simple sentences. Can compare &amp; contrast sounds in basic words. Focus on expanding noun and verb phrases.</td>
<td>Initiates and responds in compound and complex sentences using more variety in vocabulary and grammar. Can compare and contrast more difficult sounds. Focus on conjunctions and transitions.</td>
<td>Initiates and responds with detail in compound and complex sentences that are extended and expanded. Focus on variety in all aspects of grammar.</td>
<td>Initiates and negotiates using flexible discourse styles appropriate to setting.</td>
</tr>
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<td>Usage</td>
<td>Numerous errors with severely limited communication.</td>
<td>Some basic errors in speech.</td>
<td>Fewer errors in speech.</td>
<td>Standard grammar with few random errors.</td>
<td>Standard grammar with conventional, formal and informal use in place.</td>
</tr>
<tr>
<td>Level of Text Difficulty</td>
<td>Predictable – with visuals that match text and simple language structures.</td>
<td>Familiar, patterned, predictable, decodable with contextualized vocabulary and language structures.</td>
<td>Below grade level, but using a greater variety in vocabulary and language structures.</td>
<td>Approximates grade level text with varied vocabulary and language structures across genres.</td>
<td>Grade-level Text across a variety of genres</td>
</tr>
<tr>
<td>Written Response</td>
<td>Can draw, circle, label, match, copy words. Writes simple sentences from pictures and models</td>
<td>Writes simple sentences with common vocabulary and grammatical forms.</td>
<td>Writes with more complex/varied vocabulary and grammatical forms.</td>
<td>Writes with consistent use of standard grammatical forms appropriate to varied genre.</td>
<td>Writes using varied elements of appropriate to varied genres with significant errors.</td>
</tr>
</tbody>
</table>
The Student Proficiency Report (this is the bar-graph returned to you by the state) or the student score sheet (if the CELDT was hand scored by teachers) can help you determine what types of supports students will need to increase their competence in all academic areas.

Here is one method for interpreting CELDT scores:

- **Identify the student’s CELDT score in each skill area and their overall proficiency level.** (Example: Early Intermediate in writing but Intermediate in the overall proficiency level)

- **Review the description of the student’s language proficiency on the back of the CELDT.** Determine whether the student is able to perform grade-level tasks. (Example: All of the student’s scores are at the Intermediate level except writing, which is at the Beginning level – this student will need additional support in writing)

- **Determine what type of support will be provided.** (Example: simple to complex grammatical forms, greater variety of academic vocabulary, writing with greater fluency and accuracy, strengthening reading skills)

- **Look across a class or grade level for patterns that emerge from the CELDT data.** Are there clusters of students that need the same type of support? How can clusters or individual students best be served?

- **Additionally, if the CELDT is hand scored,** use the student score sheet to guide areas of emphasis in reading (word analysis, fluency and vocabulary, and comprehension) and writing (grammar and structure, sentence construction, and short compositions).

  The English Language Arts (ELA) and English Language Development (ELD) Standards are ALIGNED

A useful resource for teachers when interpreting CELDT scores and designing instruction is:

*The ELA/ELD Standards Matrix* developed by the California Department of Education. The matrix aligns ELA and ELD standards under the domains of: **Listening & Speaking; Writing Strategies; Written & Oral Language Conventions; and Reading.** Teachers can use the matrix to look across both sets of standards to determine how to focus language instruction for EL students, based on their identified CELDT proficiency levels.
CALIFORNIA DEPARTMENT OF EDUCATION

English Language Arts (ELA) and English Language Development (ELD) STANDARDS MATRIX

Go to: www.cde.ca.gov  Search: ELA/ELD Matrix

The California Department of Education (CDE) has developed an online MATRIX that provides K-12 teachers with a side-by-side comparison of the California English Language Arts (ELA) standards and the California English Language Development (ELD) standards.

In addition to the separate, required 30-45 minutes of ELD instruction per day for English Learners, it is important for ALL teachers to see how the ELA/ELD standards fit together within a core curriculum. **By seeing and using the side-by-side matrix of standards as a guide,** teachers can more easily design lessons that are **differentiated to meet the wide range of language abilities that are often present in one classroom.** Additionally, awareness of the specific language abilities of EL students at each **identified proficiency level** will assist in planning across the curriculum – whether you are a biology, history or algebra teacher. Knowing the specific language abilities and instructional needs of individual students will help you design lessons that allow access to your core curriculum – no matter what the subject area! The ELD standards are **designed to scaffold English Learners into the mainstream ELA program.** The ELD standards can support teachers in designing instruction that is responsive to their EL student needs.

The ELA/ELD Standards Correlations Matrices address the following **domains:**

- Listening and Speaking Strategies and Applications
- Writing Strategies and Applications
- Written and Oral English-Language Conventions
- Reading: Word Analysis. Fluency, Systematic Vocabulary Development, Comprehension and Literacy Response and Analysis

In addition to these domains, **all matrices address the four ELD proficiency levels** identified on the CELDT:

- Beginning
- Early Intermediate
- Intermediate
- Early Advanced

Teachers can use these matrices to see exactly what skills and content should be covered **depending on the current identified proficiency level of their individual EL students.** In this way, daily lessons in any core content area can be **differentiated** to meet the needs of ALL students in relationship to language proficiency.

Another important use for the ELA/ELD matrices is as **an assessment tool.** Each matrix provides a **rubric** for the teacher to use to assess the progress of their EL students as they move through the various English language proficiency levels **within the subject matter content.**

Teachers can download the matrices appropriate to their grade level. The following page provides a **sample** of what you will find at this site.
Every student who is identified as an English Learner (EL) is **required** to receive English Language Development (ELD) until reclassified as **Fluent English Proficient (FEP)**. This ELD instruction occurs in a variety of settings depending on the school site and grade level.

Districts must have a strong rationale for the time they devote to ELD, generally from **30 – 45 minutes daily** in the elementary school and **one designated period** in the middle and high schools.

*The purpose of ELD* is to teach English learners to understand, speak, read, and write English and to provide students with explicit instruction in English Language Development (ELD) necessary to develop academic proficiency and mastery of the English Language Arts content standards.

**Remember that EL students are facing the double challenge of learning English, while learning the academic content required for their success. This can be a daunting challenge.**

The mission of ELD is to *teach English*. The content of instruction for ELD is to understand, practice and use English in a variety of settings and across a variety of contexts. ELD instruction – based on the ELD Standards - is absolutely necessary for the academic success of EL students.

### English Language Development Instruction:
- Targets instruction to each child’s English language proficiency level
- Follows a developmental scope and sequence of language skills (listening, speaking, reading and writing)
- Includes specific instruction in the syntactical and grammatical aspects of language
- Is taught by appropriately authorized teachers
- Is provided to all English Learners (including those at the advanced levels and in mainstream classrooms)
- Groups students of similar proficiency levels together for language instruction
- Assesses students’ progress in English proficiency on an ongoing basis
- Aligns ELD instruction to specific standards and expected outcomes

**Remember:**
- English Learners must learn English while competing with Native English speakers who are rapidly increasing their knowledge of English and applying this knowledge to content standards.
- While many English Learners *appear fluent*, they may have significant gaps in the language and knowledge. Teachers need to be aware of these gaps and design lessons that address these specific learning needs for EL students.
- Simply teaching in English is very different from ELD instruction. ELD instruction supports students in reaching the goal of academic and linguistic parity with their English only peers through *focused, scaffolded language development*.
- The focus of teaching in a *regular, subject-area classroom* is the content. In well designed content area instruction - that includes EL students - there should always be an underlying language objective that connects to the student’s understanding of the topic and increases their ability to talk about that topic using academic language.
Using CELDT to Monitor Yearly Progress

Schools can use CELDT results in conjunction with the California Standards Test (CST) scores to monitor students’ progress in determining overall areas of student strength and weakness. The Annual Measurable Achievement Objectives set by the state under Title III anticipate that a student will progress one proficiency level for each year they are enrolled in an EL program. For example, if a student scores at the beginning level the first year enrolled in a program, the following year it would be anticipated that they would score early intermediate. Some districts anticipate that students will spend two years at the intermediate level and will take 6 years to reach English proficiency. At the end of six years these districts anticipate that students will be scoring Early Advanced or Advanced on the CELDT and proficient or above on the CST.

<table>
<thead>
<tr>
<th>Year in Program</th>
<th>CELDT Score (Overall)</th>
<th>CST Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Beginning</td>
<td>Far Below Basic or above</td>
</tr>
<tr>
<td>2</td>
<td>Early Intermediate</td>
<td>Below Basic or above</td>
</tr>
<tr>
<td>3</td>
<td>Intermediate</td>
<td>Basic or above</td>
</tr>
<tr>
<td>4</td>
<td>Intermediate</td>
<td>Basic or above</td>
</tr>
<tr>
<td>5</td>
<td>Early Advanced</td>
<td>Proficient or above</td>
</tr>
<tr>
<td>6</td>
<td>Advanced</td>
<td>Proficient or above</td>
</tr>
</tbody>
</table>

In order to gain a clearer understanding of EL student growth on Language Arts and Math standard strands, teachers should always look at three factors that influence the assessment of EL student progress: Time in the program, CST scores and CELDT scores. These three pieces of information provide teachers with answers to these important program design questions:

- How am I doing in meeting my students’ established performance expectations and progress indicators in language development and academic proficiency?
- When do I need to intervene and provide additional support?
- Where and how do I need to improve instructional planning and implementation; and what kind of additional professional development support might I need?
Reclassification of English Learners
How it works

Two definitions you need to know (Ed. Code Section 306):

**English Learner (EL)**
An English Learner is defined as “a child who does not speak English or whose native language in not English and who is not currently able to perform ordinary classroom work in English…”.

**Reclassified Fluent English Proficient (RFEP)**
Reclassification is the process through which students who have been identified as English Learners are reclassified to fluent English proficient (RFEP) when they have demonstrated that they are able to compete effectively with English-speaking peers in mainstream classes.

The State Board of Education (SBE) has established four reclassification criteria, which all school districts must use:

1. An assessment of English language proficiency must be given. In California this is the California English Language Development Test (CELDT).

2. A teacher evaluation of the student’s academic performance, which can be based on the student’s report card grades, grade point average (GPA), or other measure that school districts use to determine students’ academic performance.

3. Parent opinion and consultation, which involves parents or guardians, if possible, in a discussion about their student’s English language proficiency and meeting the guidelines for reclassification.

4. A comparison of performance in basic skills, which the SBE has indicated should be based on results of the student’s latest California English-Language Arts Standards Test, or CST in English-Language Arts.
Building Background: Tapping Into Prior Knowledge

Background building provides teachers the opportunity to access what students already know regarding a concept and provides a starting point for building new knowledge. Building background allows students to create links to what is known and to connect and extend new learning. A strong emphasis within the background building phase of teaching needs to focus on introducing and developing important vocabulary to ensure deeper student conceptual development.

**Big Ideas:**

- Direct open-ended questioning/conversation help teachers learn about student background.
- Students must receive multiple forms of input that build virtual experiences with a concept.
- Emphasize key content vocabulary – multiple times, in varied contexts.
- Help students make explicit connections to personalize new word learning.
- A focus on the use of visuals (pictures, Thinking Maps, movie clips, graphic organizers) can assist students in developing concepts.
- Structured student interactions (cooperative learning activities, partners) allow students to explore their previous experiences and thoughts while connecting new language and ideas regarding the concept being developed. English Learners need to TALK to other students!
- Background building can also be done through direct experiences such as field trips, on-campus activities, and presentations by experts.

Source: Building Background Knowledge for Academic Achievement. Robert Marzano, ASCD, 2004

**Research Findings**

Robert Marzano describes six principals for building background during a classroom lesson:

- Background knowledge is stored in bimodal packets (visual and linguistic)
  - Instructional techniques should focus on both linguistic and non-linguistic tools
- The process for storing experiences in permanent memory can be enhanced by:
  - Repeated practice
  - Adding details
  - Making associations with related information
- Background knowledge is multidimensional and needs to be contextualized
  - Ensure multiple exposures to target information
  - Background knowledge must be taught through content areas
  - Make the connection: How does what I already know connect to this new learning?
- Even surface level background knowledge is useful
  - Generalized knowledge can be quickly accessed by the student – use it!
  - Familiarization with terminology and general ideas is useful
- Background knowledge manifests itself as vocabulary knowledge
  - A word does not associate only to a single object, but to a group or class of objects
  - Make the connection: How do the words I already know have meaning in this new context?
- Virtual experiences (indirect experience with a concept) can enhance background knowledge
  - Wide range of reading outside of text
  - Language interaction
  - Use of visual media
Academic Language Development: What does it look like in practice?

- Academic language scaffolding supports student’s successful participation in content-area instruction.
- Academic language is language associated with school subjects such as language arts, mathematics, science, and social studies.
- Jim Cummins (1986) identified two types of language that students acquire. The first, Basic Interpersonal Communications Skills (BICS) - or social language - is learned more quickly and easily than the second, Cognitive Academic Language Proficiency (CALP), or academic language.
- Academic language scaffolding supports the student in CALP, the language necessary for the students to participate successfully in classroom learning opportunities.
- For students to participate successfully in academic lessons in the classroom, teachers must use a series of scaffolding strategies that include: modeling academic language; contextualizing academic language using visuals, gestures, and demonstrations; and supporting students in the use of academic language through active learning activities.

- **Identifying academic vocabulary and language structures** - Identify the academic vocabulary and language structures necessary for the students to successfully participate in the lesson being taught. The vocabulary is selected from the reading assignments and explanations that are given as a part of the lesson. The language structures relate to the ways in which the student is expected to participate verbally.

- **Designing and teaching an introductory activity** - Provide an introductory activity that allows the students to work in pairs or small groups, interacting verbally so that they practice academic language in authentic ways.

- **Guiding and monitoring the practice** - Move around the room during this active learning experience so that you can monitor and encourage the students’ use of academic language. Provide scaffolding for the use of academic language by commenting on the work the students are doing, modeling the use of academic vocabulary, and describing the ways in which the students are solving the problems or working with the materials. When students are asked questions, it enables them to demonstrate knowledge either by physically showing the teacher what was done or by explaining the process. Model the academic language as
the student demonstrates the process used; or restates the student’s verbal explanation emphasizing the academic language.

 Emblem

 Reviewing the vocabulary and language structures - Conclude the lesson with a review of the academic language. Offer the opportunity for the pairs or small groups to report back to the whole group again using the newly acquired academic language in context.

 **Academic Vocabulary Development**

*How do I decide what words to teach?*

- Academic language is very different from English that is used in ordinary situations. While both require linguistic competence, academic language requires more extensive use of reading and writing. Academic language also requires mastery of precise use of grammar and vocabulary.

- Academic vocabulary is the set of words that are found in academic text and used in academic settings. **These words must be taught specifically** to ensure student comprehension of their meaning and use within and across contexts. Academic vocabulary words can be characterized as:
  - Specific to a content area
  - Used across content areas (multiple meaning words)
  - Appear frequently across the curriculum
  - Are important to the content
  - Are high utility (used often in discussion, text, and lecture)

**How to Choose Vocabulary for Explicit Instruction**

Isabel Beck in her book, *Bringing Words to Life* describes a process called **word tiers**. This is one way of deciding which words to teach.

- **Tier 1 words** are high frequency, basic words (the, baby, house)
- **Tier 2 words** are high use words for a more mature language user, including words that have multiple meanings. These are words that are used across curriculum areas (compare, describe, table, product, angle)
- **Tier 3 words** are infrequently used words that are often specific to one content area (peninsula, astronomical, isotope)

**During Vocabulary Instruction:**

- **Focus on meaning:** Specific content meaning, everyday meaning, meaning in other subject areas, multiple meanings, cognates, synonyms, antonyms, meaning of roots and affixes
- **Focus on form:** Word family, grammar patterns, words with common roots, prefixes, suffixes
- **Focus on use:** General use, idioms, metaphorical uses, puns, jokes
- **Provide both** visual and linguistic input to increase the likelihood of the new term being moved into permanent memory.
Six Step Process for Teaching Vocabulary *Marzano/Pickering*

To be articulate is to be a person who uses the most accurate and powerful word to express a concept. Acquiring knowledge in a subject area requires a person to master the meanings of the related technical vocabulary for that field. Estimates of the number of words that the average high school senior knows range from a high of 50,000 to a low of 17,000 (Nagy and Anderson, 1984; D’Anna et al., 1991). This translates to learning 3,000 to 4,000 new words a year for English speakers. Vocabulary knowledge is significantly increased by multiple exposures to words in a variety of rich context.  

*Adapted from text by Dr. Laura Chris Green*

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**After choosing the key words for a lesson:**

1. **Instruction**  
   - Write the word on the board, chart, or a word card. Say the word and ask students to chorally repeat the word. Present students with a brief explanation or description of the new term or phrase.  
     - Write the word  
     - Say the word  
     - Students chorally repeat the word  
     - Describe or define the word in student terms

2. **Instruction**  
   - Ask students to generate their own explanations or descriptions of the term or phrase.  
     - Have they ever seen the word? Heard the word?  
     - What do they think it means?  
     - Write the word and their student generated definition in their Word Journal

3. **Instruction**  
   - Ask students to create their own nonlinguistic representation of the term or phrase.  
     - By doing Quick draws  
     - By using gestures  
     - Through using pantomime  
     - By drawing a picture in their Word Journal

4. **Reinforcement**  
   - Present activities that help students add to their knowledge of vocabulary terms.  
     - Open ended questioning  
     - Comparing/Contrasting terms  
     - Examples and Non-examples  
     - Revising initial descriptions or non-linguistic representations  
     - Using understanding of roots and affixes to deepen knowledge of terms

5. **Reinforcement**  
   - Periodically ask students to discuss terms.  
     - Find their favorite word and explain why.  
     - Find hard words and work in teams to depict the term non-linguistically or to develop alternative descriptions.  
     - In teams, identify: What’s new? What’s true? What’s false? What’s confusing? about a term and present their findings to the class.

6. **Reinforcement**  
   - Students periodically review the terms with games and other activities.  
     - Pictionary  
     - Card games that emphasize semantic relationships: synonyms, antonyms, descriptions, pictures/word matching, English/Spanish  
     - Bingo with descriptions  
     - Race and chase games
ACADEMIC LANGUAGE INSTRUCTION

Every day ➔ Every lesson ➔ Every child

Research on second language learners illustrates that vocabulary knowledge is the **single best predictor of academic achievement** across subject domains... Elementary and secondary teachers alike must devote more time and attention to selecting and **explicitly teaching** words that will enable ELL students to meet the demands of today’s standards-based curricula.

*Dr. Kate Kinsella – San Francisco State University*

Students assimilate grammar, syntax, and semantic information when they are learning about history, science, or math, as language is repeated naturally across disciplines... Understanding academic language and **using it effectively in academic settings** is essential for English language learners and native speakers of English alike.

As you plan lessons *every day*:

1. **Identify 5-7 academic words** you need to **specifically teach** within this lesson.
2. **Identify specific strategy(ies)** you will use to **teach** these words.
3. **Identify specific ways** you will ask students **to practice** these words.
4. **Identify a tool** you will give your students to help them remember what they have learned.
Suggestions from Research:

_enworking with EL Students_

The following are general suggestions that all teachers with EL students in their classes can implement to increase the inclusion and progress of their EL students:

**Enunciate clearly and elaborate speech**
Research tells us that teachers who use pictures, gestures, video clips, demonstrations and other enhancements to their speech have greater success with EL students because the language they are using is contextualized. Students not only hear what is being said, but can also see what the teacher talk is related to, allowing them greater access to the content.

**Develop and maintain routines**
When teachers develop consistent routines that students come to know as an integral part of the everyday experience in the classroom, that classroom becomes a more welcoming place that is safe and increasingly comprehensible. In classrooms where routines are clearly established, students know what to expect and are more able to focus on the hard work of learning a new language while mastering increasingly complex skills and knowledge.

**Repeat and review information**
Repetition of important information allows EL students time to process and assimilate new knowledge. It also allows the teacher to point out what is important in a lesson. Repetition should be done by varying the presentation of the information, writing it on the board, saying it, restating it using different words, asking students to restate for reach other. Reviewing important information allows students to reprocess concepts and skills and to develop deeper understanding. Reviews should be done often after working on small chunks of information and include active student processing of new information.

**Check frequently for understanding**
Checking frequently for understanding with an EL student goes beyond asking if they understand. Many times, EL students will not have the words to tell us the depth of their understanding. For this reason it is important that we ask students to show us what they understand as well as tell us. The use of graphic organizers, note-taking with diagrams, working with partners who are fluent in the same primary language, and drawing and labeling are all ways that EL students can show us their understanding.

**Present new information in the context of the known**
Connecting to both student life experience and past knowledge allows students to build and bridge new information with old. The more connections made for students, the greater the likelihood that the new information will be moved into permanent memory.

**Present information in a variety of ways**
EL students need to see, hear, and feel information. The use of a variety of presentation modes (visual, kinesthetic, and oral) will enhance the probability that information will be understood. Teachers and students should be encouraged to use media, pictures, drawing, movements, and gestures to assist in presenting information and making important points.
Provide frequent summarization of important points and key vocabulary
More important than anything else, let students know what is important for them to know and understand. Provide summaries before reading an extended piece of literature; teach important vocabulary and have them watch for and use that vocabulary throughout their work; give them note taking guides; and write key points on the board. Most importantly, tell students what the objective(s) are for the lesson so they will know what they are to be focused on and can begin to monitor their own learning.

Frontloading Instruction:
What they need to know BEFORE you begin the main lesson

- Frontloading content area instruction gives students a preview of what they need in order to be successful in an upcoming lesson.
- Frontloading allows teachers to work with important concepts, vocabulary, and language structures, including how words and sentences are put together - so that students will be able to successfully access the content of their grade level and subject areas.
- The goal of frontloading is to develop grade level proficiency in a content area. It is not just teaching in English, but rather, teaching about the type of English that is required by a specific content area. Remember: the goal is to prepare students to participate in regular classroom instruction in a content area.

Frontloading is characterized by:
- Instruction that addresses Content Area standards - using ELD standards as a support.
- Instruction that focuses on communicating understanding in the content area.
- Development of student understanding of content, while progressively increasingly precise, sophisticated language usage.
- Use of language to communicate understanding through listening, speaking, reading & writing.
- Teaching in functional contexts – bringing prior knowledge and familiar vocabulary into new contexts and settings.

How to frontload instruction:
- Identify one content area goal – will students compare/contrast, describe, sequence?
- Identify one important language structure needed to talk and write about the content goal. (ex. students need conjunctions that reflect relationships or negative statements to compare/contrast. Students need signal words that show time to sequence – first, next, last, consequently, finally.)
- Identify 5-7 words that are important to understanding the content.
- Teach explicitly the 5-7 vocabulary words - model student friendly definitions; ask students to repeat the words; identify the parts of speech, use the words in examples, and then ask students to use the words in additional examples. Always use visuals—show them or draw a picture, act it out, use gestures.
- Teach the language structure by using model text from the piece they will be using. Identify a sentence that shows the use of sequence words; ask them to identify the sequence words, and then to replace the words with synonyms.
- Build their background around the content by questioning, using visuals (ex. short movie clips, pictures, books…)
- Strategically use native language to make connections to English
- Ask them to talk, listen to others, read, and write about the topic.
Instructional Strategies:
Structuring Active/Accountable Engagement

Research confirms what every teacher knows:
Students, who are most in need of instruction, are least engaged in it!

Far too many underperforming students view learning in the content areas as a “spectator sport” and they are often allowed to adopt a passive role in their classrooms. In terms of effectively developing skills and knowledge in the content areas, the implications are enormous.

Classroom teachers need efficient and effective instructional strategies to insure that all students are actively and accountably responding to all lesson content - especially students who are in need of academic intervention!

There are a number of general active engagement strategies teachers need to have in their instructional “tool kits” to activate and engage the full range of students served in mixed ability content area classrooms. Examples include: a written prediction, an answer shared with a partner, signal “thumbs up” if you agree, etc. In each case there must be observable evidence that students are making sense of the instruction, not simply acting as passive observers.

- Assign every student a partner and use these partners regularly to practice what has been taught, to rehearse answers, etc.
- Use choral responses which will allow all students to practice together when answers are short/identical (e.g. pronouncing a new vocabulary term). This can also be done non-verbally (e.g. all write on individual white boards; touch under the first word; thumbs up if you agree).
- Provide thinking time BEFORE any student is allowed to respond. It is helpful if this involves brief writing (e.g. list three characteristics of _______).
- Structure academic language using sentence starters and sentence frames (e.g. One important attribute of this character is _____; One aspect of the story that was surprising was _______).
- Cooperative learning groups can be effective IF carefully structured so every student has a clear role, responsibilities, and is held accountable for doing his or her part.
**Active/Accountable Engagement**

**Predictions**
I’m guessing that … will happen next because…
I bet that…
I wonder if …
I imagine the author believes…
I think the book (story, text) will …

**Connecting**
This is like…
This reminds me of…
This could help me with (to think about, to make plans for)…

**Expressing an Opinion**
I think/believe that…
It seems to me that…
In my opinion…

**Asking for Clarification**
What do you mean?
Will you explain that again?
I have a question about that.

**Soliciting a Response**
What do you think?
We haven’t heard from you yet.
Do you agree? Why?
What answer did you get?

**Pair Reporting**
_____ shared with me that …
_____ pointed out to me that…
_____ emphasized that…
_____ indicated that …
We decided/agreed that…,
We concluded that…

**Disagreeing**
I don’t agree with you because…
I got a different answer than you.
I see it another way.

**Paraphrasing**
So you are saying that …
In another words, you think…
What I hear you saying is …

**Acknowledging Ideas**
I agree with ____ that…
My idea builds upon ____’s idea. It is…

**Offering a suggestion**
Maybe we could…
What if we…

**Main Ideas**

**Support Ideas**
There are three reasons why…
First… Second… Third…
Most importantly…
A major development…
On one hand…
On the contrary…
In contrast…
For example…
As an example… For instance…
Similarly…
Also…
Further… Furthermore…
Likewise…
In addition to… In order to…
Because…
So…

**Conclusion**
Therefore…
In conclusion…
As a result…
Finally…
In summary…
From this we see…

**Other Important Response Frames**
Now, this is important…
Remember that…
The important idea is…
The basic concept is…
The crucial point is…
This is critical…
This is vital…
This is significant…
This is essential…

Compiled by Vanessa Girard, WestEd.
What are COGNATES?
How do I use them to enhance teaching and learning?

Cognates are defined as words that sound alike; are spelled alike (or closely); and convey a similar meaning in both English and Spanish.

There are estimated to be between 10,000 and 15,000 Spanish/English cognates.

Research demonstrates that Spanish speaking EL students who are aware of cognates have higher levels of English reading comprehension than did their peers who were not aware of these connections (Hiebert and Kamil, 2004).

Instructional Sequence:

- State the English word and the Spanish word
- Students say both the English word and Spanish cognate and write the word in their journal
- Look at the words - How are they alike/different? Look at endings, roots, affixes.
- Verify the meaning of the word in Spanish and in English. Is the meaning the same?
- Identify how the word is used across languages. What part of speech is used?
- Give a definition in student-friendly terms. Ask students to write or illustrate their own definition.

Examples of Cognates

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Angle</td>
<td>Angulo</td>
</tr>
<tr>
<td>Gulf</td>
<td>Gulfo</td>
</tr>
<tr>
<td>Volcanic</td>
<td>volcanico</td>
</tr>
</tbody>
</table>

A word of caution: some words may look like cognates, but they are not. They are false cognates. For example: “inferior” in Spanish may be used to refer to a subordinate in the work-place, without carrying any derogatory meaning as in the English usage. In Spanish “informal” means unreliable rather than casual. In spite of these “false cognates”, there are thousands of English words that can be converted into Spanish along with much of their English meaning (especially the literal).

Examples of False Cognates

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conference (meeting)</td>
<td>Conferencia (lecture)</td>
</tr>
<tr>
<td>Disgrace (shame)</td>
<td>Desgracia (misfortune)</td>
</tr>
<tr>
<td>Embarrassed (feeling shame)</td>
<td>Embarazada (pregnant)</td>
</tr>
<tr>
<td>Once (one time)</td>
<td>Once (eleven)</td>
</tr>
<tr>
<td>Sane (rational)</td>
<td>Sano (healthy)</td>
</tr>
</tbody>
</table>
Additional teaching suggestions:
- There are patterns in English word endings that can be matched to Spanish word endings. If teachers are aware of these patterns, even if they do not speak Spanish fluently, they can identify English/Spanish cognates and highlight them for their students.
- Another resource for English/Spanish cognates are the students themselves. If teachers share the idea of cognates with students and give several examples, students can then become cognate detectives. During the first reading of a passage students can look for the cognates in that passage, share them with their classmates, and discuss the meanings.

Modifying Assessment for English Language Learners
How to assess EL students effectively within the core curriculum

The purpose of assessment is for students to demonstrate what they know and are able to do in a particular area of the curriculum.

To insure that EL students are able to demonstrate what they have learned, it is critically important for teachers to look not only at the content of an assessment, but also at the language that is required to respond on an assessment.

For EL students at the lower levels of proficiency (Beginning – Intermediate), assessments that require high levels of reading and writing skills may become only an assessment of language skills, rather than content.

Additionally, a single assessment at the end of a unit may not provide a teacher with sufficient information regarding a student’s progress in both language and content. A variety of assessment activities, given more frequently, will assist teachers in gaining greater knowledge of what their EL student know and are able to do.

A strong focus on assessment of key academic and performance standards assists students and teachers in knowing what is important in instruction and assessment.

Finally, a focus on thinking skills, higher order mental processes, problem solving, and reasoning is important for all students – but explicitly so for EL students. Model thinking!

Three general procedures for adapting content area assessment include:

1. Reduce the language demands by providing contextual supports (scaffolding) in the assessment:
   - Students use presentation and demonstration to show understanding of concepts or procedures
   - Students use graphic organizers, diagrams to show understanding of concepts/vocabulary
   - Students use lists of concepts or terms and show how concepts are organized
   - Students label, construct, or complete tables and graphs to show data organization and interpretation
2. Differentiated scoring of language and content

- Score a piece once for language usage and once for content knowledge
- For language, consider sentence formation and word usage
- For content, consider understanding of the concept, accuracy of response, methods for arriving at the answer

3. Use visible criteria

- Before instruction and assessment, show students how their work will be scored
- Gradually introduce scoring procedures
- Show anchor papers or exhibitions at different levels
- Allow students to review and discuss scoring criteria over time

Mainstream Classroom Instruction for English Language Learners:
Differentiation based on Proficiency Levels

In every classroom – in every subject area – teachers need to teach English Learners who function at distinctly different proficiency levels. These levels are identified on the CELDT as: Beginning (B); Early Intermediate (EI); Intermediate (I); Early Advanced (EA); and Advanced (A). Teachers need to prepare lessons that address the specific proficiency levels of the students in their class(es) as they teach the required core curriculum. The following table provides specific strategies for addressing the needs of EL students at their identified proficiency levels.

<table>
<thead>
<tr>
<th>Research-based Instructional Strategy</th>
<th>Differentiation by Proficiency Levels</th>
<th>Support Strategies</th>
</tr>
</thead>
</table>
| **Setting Goals**
  Students understand what they are working towards. EL students understand the focus for both content area and language development |
| B – Learning simple vocabulary and short basic language functions |
| EI – Learning vocabulary and simple grammar based on language functions |
| I – Speak and write expanded sentences |
| EA – Speak and write complex sentences |
| A – Approximates native English speakers language use |
| **Providing Feedback**
  Students use teacher feedback to rephrase and restructure language and content, while |
<p>| B – Learning vocabulary word selection |
| EI – Repair by modeling correct grammar |
| I – Reformulate by saying/writing it another way through expansion |
| After main lesson, group students by proficiency level and provide additional support from teacher or instructional assistant. |
| Circulate and model correct grammar |
| Review terms and related grammar points in small groups |
| Use sentence starters to guide responses |
| Ask students to add to someone else’s comments |
| Use questions that can be answered nonverbally (yes/no, point to..) |
| Model restructuring a sentence with sentence strips cut-ups |
| Use rubrics to provide feedback on |</p>
<table>
<thead>
<tr>
<th>Teachers model repairing and reformulating academic language</th>
<th><strong>EA</strong> – Use language to compare, describe, debate, justify, create</th>
<th>Information, process, skills + Feedback on essential corrections in written English</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong> – Approximates native English speakers language use</td>
<td><strong>Non-Linguistic Representations</strong> elaborate instruction with nonlinguistic representations to help students recall, think about and retain information</td>
<td></td>
</tr>
<tr>
<td><strong>B</strong> – Use pictures, maps, graphic organizers associated with topic with non-linguistic responses</td>
<td>Use graphic organizers key to the function of your text (e.g. compare, sequence, cause/effect) + Use symbols, pictures, maps, diagrams to bridge language gap + Help students generate mental pictures - use five senses + Make physical models and use maps, manipulatives, word sorts + Use Total Physical Response (TPR) activities and drama</td>
<td></td>
</tr>
<tr>
<td><strong>El</strong> – Use vocabulary and short responses</td>
<td><strong>Research-based Instructional Strategy</strong></td>
<td><strong>Differentiation by Proficiency Levels</strong></td>
</tr>
<tr>
<td><strong>I</strong> - Use information on a graphic answer sheet for why and how questions</td>
<td><strong>Cues and Questions</strong> Used to activate background knowledge and make connections to new learning throughout a lesson</td>
<td><strong>EA</strong> – Use information on a graphic organizer regarding same/different, what would… or Why do you …</td>
</tr>
<tr>
<td><strong>EA</strong> – Use information on a graphic organizer regarding same/different, what would… or Why do you …</td>
<td><strong>Advanced Organizers</strong> Use before a lesson to highlight essential ideas and to assist students in making connections to new learning</td>
<td><strong>A</strong> – Approximates native English speakers language use</td>
</tr>
<tr>
<td><strong>A</strong> – Approximates native English speakers language use</td>
<td><strong>B</strong> - Pictures attached to labels and responds with gestures</td>
<td></td>
</tr>
<tr>
<td><strong>El</strong> - Students learn about and use academic vocabulary</td>
<td><strong>I</strong> - Students learn to formulate questions using information in organizers, headings, illustrations</td>
<td></td>
</tr>
<tr>
<td><strong>I</strong> - Students learn to formulate questions using information in organizers, headings, illustrations</td>
<td><strong>EA</strong> – Students expand on information related to ideas on graphic organizers</td>
<td></td>
</tr>
<tr>
<td><strong>EA</strong> – Students expand on information related to ideas on graphic organizers</td>
<td><strong>A</strong> - Approximates native English speakers language use</td>
<td></td>
</tr>
</tbody>
</table>
| **Cooperative Learning** | B – Physical or pictorial representations used with pointing to pictures during share out | ✓ Groups should be based on language needs and instructional goals  
✓ Groups should be small  
✓ Groups may be informal for some tasks and formal for a specific academic task  
✓ Groups should be used intermittently with other types of instruction |
| Use to increase the opportunities to speak and use language for an academic task. Also increase opportunities to hear and use key words and phrases, increase feedback and reduce anxiety. | EI – Non-linguistic representation with words, phrases, sentence starters |  |
| | I – Graphic organizers assist in students explaining, presenting in full sentences |  |
| | EA – Works alongside English only peer with some errors in speech and writing |  |
| | A – Approximates native English speakers language use |  |
| **Summarizing** | B – Substitute common, frequently used vocabulary and attach to key vocabulary terms (3 + 3 rule) | ✓ Model repeatedly a particular set of steps – keep, delete, substitute |
| EL students are explicitly taught to recognize text patterns and the signal words that accompany them. | EI – Use non-linguistic representations to teach steps in developing a summary | ✓ Use graphic organizers with specific questions attached  
✓ Model and use reciprocal teaching  
✓ Attach pictures to key vocabulary |
| | I - Point out what is important and not important | ✓ Use summaries to preview a text  
✓ Create summaries after important text is read to deepen understanding |
| | EA - Use graphic organizers keyed to text pattern |  |
| | A - Approximates native English speakers language use |  |
| **Research-based Instructional Strategy** | **Differentiation by Proficiency Levels** | **Support Strategies** |
| **Note Taking** | B - Use teacher created notes with illustrations. Student focus on known/unknown words and cognates | ✓ Give students teacher created notes |
| Students extract important information and synthesize it into their own words. The purpose of note taking is to acquire, integrate, organize and process information. | EI - Use teacher created notes with key words missing. Student focus on key words. | ✓ Use a variety of note taking formats with clear modeling and explicit instructions |
| | I – Use teacher created notes and ask students to answer why, how, when, where questions. Students focus on expanding notes with adjectives/phrases. | ✓ Create learning centers where students can practice different forms of note taking |
| | EA - Student created notes in outline form, graphically represented, and summary | ✓ When students are taking notes, stop occasionally and ask them to make a graphic representation |
| | A - Approximates native English speakers language use | ✓ Ask students to summarize their notes verbally to others and in writing |
| **Practice** | B – Use visuals to connect spoken words to concepts while students respond nonverbally. Practice key | ✓ Time is of the essence, pick important skills and processes to practice. |
| Students practice to deepen |  |  |
| Understanding of content and to reach automatically with skills and processes | vocabulary. | ✓ EL students need more practice than English Only students  
✓ Multiple practice opportunities focus on accuracy for Beginning through Intermediate EL students, speed can be focused in later stages  
✓ Design practice that builds on specific elements of a complex skill such as the writing process  
✓ Automatically must be accompanied by background understanding  
✓ Types of practice include charting for speed/accuracy, practicing specific elements of complex skills and processes |
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<tbody>
<tr>
<td>EI – Prompt students to share with yes/no or one-word response questions. Model language supported by gestures/visuals</td>
<td>I – Use preview and review to ensure students understanding of academic vocabulary, grammar structures, and procedures.</td>
<td>A Approximates native English speakers language use</td>
</tr>
<tr>
<td>EI – Use review and summary often to ensure and deepen comprehension.</td>
<td>EA – Use review and summary often to ensure and deepen comprehension.</td>
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<tr>
<td>A – Approximates native English speakers language use</td>
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</table>
| **Generating and Testing Hypothesis** | B – Focus on key words needed to explain, attach visuals to words and concepts | ✓ Generations of hypothesis can either be inductive or deductive  
✓ Students must explain their hypothesis and conclusions  
✓ Use a variety of tasks to generate hypothesis |
| ELL students access prior knowledge, apply new knowledge, and explain their conclusions | EI – Model correct English usage building on student speech. Students make lists and write short simple sentences. | I – Focus on expansion of speech and writing with adverbs and adjectives. |
| EI – Focus on expansion of speech and writing with adverbs and adjectives. | EA – Focus formal structures and vocabulary related to topic |
| A – Approximates native English speakers language use |
| **Identifying Similarities and Differences** | B – Identify similarities/differences with various physical attributes focusing on building vocabulary | ✓ Scaffold students through the process increasing their independence as the activities are repeated  
✓ Model, model and model again  
✓ Begin with familiar topics or items  
✓ Activities require use of topic focused vocabulary and language structures  
✓ Visual representations assist students to make connections and construct meaning  
✓ Forms of identifying similarities and differences include: Compare/contrast, classifying, creating analogies, creating metaphors |
<p>| Students are given the opportunity to deepen learning by activating prior knowledge, making connections, constructing meaning and justifying their reasoning. | EI – Identify similarities/differences with various physical attributes with sentence starters. Focus on responding in short sentences | I – Encourage students to use words other than same/different ie: similar, vary. Include more characteristics. Focus on responding in compound sentences |
| EI – Identify similarities/differences with various physical attributes with sentence starters. Focus on responding in short sentences | EA – Vary vocabulary and respond in complex sentences |
| A – Approximates native English speakers language use |</p>
<table>
<thead>
<tr>
<th>Research-based Instructional Strategy</th>
<th>Differentiation by Proficiency Levels</th>
<th>Support Strategies</th>
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<tbody>
<tr>
<td>Identifying Similarities and Differences (cont’d)</td>
<td>A – Approximates native English speakers language use</td>
<td>✓ Students who are taught the direct connection between effort and achievement do better than students who are taught time management or comprehension strategies</td>
</tr>
<tr>
<td>Reinforcing Effort and Providing Recognition</td>
<td>B – Reduce the linguistic complexity of a chart or rubric with pictures. Reward when they start speaking.</td>
<td>✓ Share stories of people whose effort lead to success-ask past EL students to share their language learning success</td>
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<td></td>
<td>EI – At first, someone else can read the chart and help the student. Listen for key words. Reward when using full sentences.</td>
<td>✓ Track effort and achievement with graphs chart, rubrics</td>
</tr>
<tr>
<td></td>
<td>I – Students can report on their charts using full sentences and answering What? How? Questions. Reward when using linguistically complex sentences</td>
<td>✓ Rewards can complement intrinsic motivation</td>
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<td>EA – Reward for growing</td>
<td>✓ Rewards are most effective when focused on attainment of a performance standard</td>
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<td>A – Reward when re-designated</td>
<td>✓ Abstract recognition is more effective and tangible (stickers…) but concrete symbols of recognition for attaining a goal are effective when connected to verbal praise</td>
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<td>✓ Use pause-prompt-praise</td>
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# Planning for Instruction: Content Area with EL students

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<tr>
<th>Standards:</th>
<th>Assessment:</th>
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<th>Essential Understanding:</th>
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<th>Content Focus:</th>
<th>Language Focus:</th>
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<th>Target Vocabulary:</th>
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## Background Building: Whole group or small groups

- Inquiry Chart
- Observation Chart
- Roundtable
- Whip
- Input Chart
- Word Storming
- Anchor Chart

## Explicit Instruction: Whole group or small groups

- Coop Paragraphs
- Sentence Frames
- Story Maps
- (De)Construct Words
- Listen/Visualize
- Thinking Maps
- Cornell Notes
- Questioning
- Sentence Structure

## Practice: homogeneous, heterogeneous, task, coop, random

- Whip Around
- Choral Response
- In/Outside Circle
- Ear/Ear reading
- Think/Pair/Share
- Give one/Get one
- Talking Chips
- Numbered Heads
- Roundtable
- Jigsaw
Bringing English Learners and Their Families into the School Learning Community

In her book, School, Family and Community Partnerships - Your Handbook for Action, Joyce Epstein recommends six major types of parent involvement for schools to promote.

Six Kinds of Involvement

- **Parenting** - Assist families with parenting skills, family support, understanding child and adolescent development, and setting home conditions to support learning at each age and grade level. Assist schools in understanding families' backgrounds, cultures, and goals for children.

- **Communicating** - Communicate with families about school programs and student progress. Create two-way communication channels between school and home.

- **Volunteering** - Improve recruitment, training, activities, and schedules to involve families as volunteers and as audiences at the school or in other locations. Enable educators to work with volunteers who support students and the school.

- **Learning at Home** - Involve families with their children in academic learning at home, including homework, goal setting, and other curriculum-related activities. Encourage teachers to design homework that enables students to share and discuss interesting tasks.

- **Decision Making** - Include families as participants in school decisions, governance, and advocacy activities through school councils or improvement teams, committees, and parent organizations.

- **Collaborating with the Community** - Coordinate resources and services for families, students, and the school with community groups, including businesses, agencies, cultural and civic organizations, and colleges or universities. Enable all to contribute service to the community.
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<thead>
<tr>
<th><strong>Title</strong></th>
<th><strong>Site</strong></th>
<th><strong>Web Links</strong></th>
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<tr>
<td></td>
<td>Mexico Desconocido</td>
<td><a href="http://www.mexicodesconocido.com.mx/">www.mexicodesconocido.com.mx</a></td>
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<td></td>
<td>PBS</td>
<td><a href="http://www.pbs.org/foodancestors/hsplan2.html">http://www.pbs.org/foodancestors/hsplan2.html</a></td>
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<td>Southeast Asia</td>
<td>Excite UK -</td>
<td><a href="http://www.excite.co.uk/travel/guides/southeast_asia/malaysia/SocialConventions">www.excite.co.uk/travel/guides/southeast_asia/malaysia/SocialConventions</a></td>
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<td>South Asia</td>
<td>High Commission of India</td>
<td><a href="http://www.hcilondon.net/tourism-information/heritage-holidays.html">www.hcilondon.net/tourism-information/heritage-holidays.html</a></td>
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<tr>
<td>Sikh</td>
<td>“Meet the Sikhs”</td>
<td>[KVIE Sacramento – <a href="http://www.kvie.org/educationa/default/htm">http://www.kvie.org/educationa/default/htm</a>]</td>
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<td>German-Russian heritage</td>
<td>The NDSU Libraries</td>
<td><a href="http://www.lib.ndsu.nodak.edu/grhc/history_culture/custom_traditions/">http://www.lib.ndsu.nodak.edu/grhc/history_culture/custom_traditions/</a></td>
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**Additional Sites:**

**Center for Research on Education, Diversity and Excellence** at [www.crede.ucsc.edu](http://www.crede.ucsc.edu)

**Colorin Colorado** is an excellent source for language and literacy development ideas and background research for young children. [http://www.colorincolorado.org/](http://www.colorincolorado.org/)

**Designs For Thinking** – Go to: [www.mapthemind.com](http://www.mapthemind.com)

**English Language Development Standards** - For information contact: at [www.cde.ca.gov](http://www.cde.ca.gov).

**Ideas for student note taking:** For information on Cornell Notes see these websites: [www.clt.cornell.edu/campus/ learn/LSC%20Resources/cornellsystem.pdf](http://www.clt.cornell.edu/campus/ learn/LSC%20Resources/cornellsystem.pdf)  

**The National Clearinghouse for English Language Acquisition** provides an In The Classroom toolkit designed to bring research and practice together for English Language Learners. Go to: [www.ncela.gwu.edu](http://www.ncela.gwu.edu)

**Thinking Maps, Inc.** – Go to: [www.thinkingmaps.com](http://www.thinkingmaps.com)