Understanding, Supporting, and Reaching English Language Learners

Harrisonburg City Public Schools

www.harrisonburg.k12.va.us

www.harrisonburg.k12.va.us/esl

Mission

The mission of Harrisonburg City Public Schools is to prepare every student to succeed and to contribute to a better world. We will strive to do this in an academically challenging, safe, and nurturing environment where all students, parents, and community members are active participants.

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Dedicated to
Dr. Donald J. Ford
Superintendent of Harrisonburg City Schools
November, 1997 to July, 2010

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Introduction

Harrisonburg City Public Schools is committed to increasing the effectiveness of our teachers in reaching all of our students. With such a significant population of English Language Learners (ELLs), we need to have a collective understanding and a common vocabulary in order to better serve our students. The concepts and language of this guide present many foundational principles we must internalize as we strive to understand, support, and reach our ELLs.

The goal of this project was to create a comprehensive, yet localized guide; however, it is impossible to capture the extensive body of knowledge and research available on this subject in one resource. While this guide is a brief compilation of the relevant and necessary information about our diverse population, many readers will wish to consult more extensive materials on theory and practice as they expand their knowledge and refine their instruction.

Commitment to Sustained Staff Development

Because our population of English Language Learners is significant and varied, we believe all teachers in HCPS are dually responsible for language development and course or grade level content.

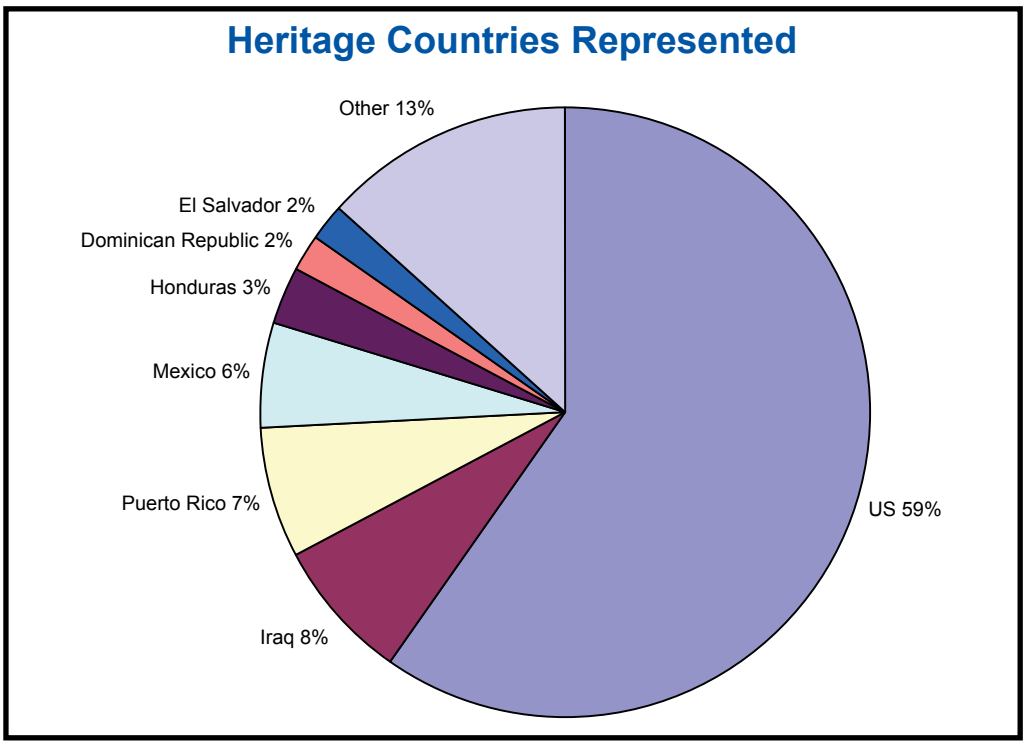
Ongoing staff training in second language acquisition, cultural awareness and sheltered instruction for ELLs is essential for all staff members who implement instruction. ELLs are capable of high academic standards when provided qualified teachers as well as appropriate learning environments and materials. This guide includes practical information on the methodology proven to be effective with English Language Learners, as well as other information to facilitate an understanding of language learning and language learners.

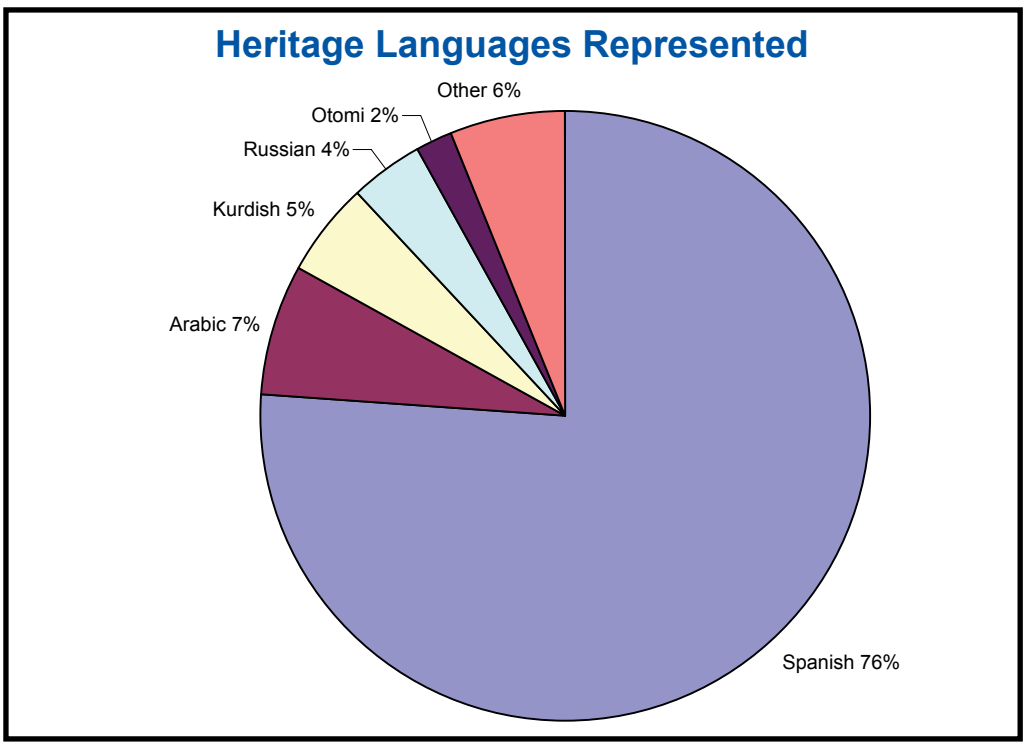
To provide a fundamental understanding of our population of language learners, HCPS has created this guide as a reference for all teachers. Additionally, all instructional personnel participate in staff development which consists of a series of workshops with the following themes: Cross Cultural Awareness, Support Systems & Services, and Language Acquisition & ELL Instruction.

For those seeking more in-depth study, HCPS has partnered with James Madison University's Outreach Program to offer 15 of the 24 credit hours needed for ESL endorsement through the Virginia Department of Education. Please refer to the reference section for further reading on the many topics presented in this document.

Harrisonburg City Schools' Diversity

HCPS has one of the highest Limited English Proficient (LEP) populations in the Commonwealth of Virginia. Though HCPS is a small division of approximately 4,500 total students, 38% of those students are Limited English Proficient. Within that population there are 50 different countries and 52 different languages represented. Of our LEP population, 62% was born in the United States.

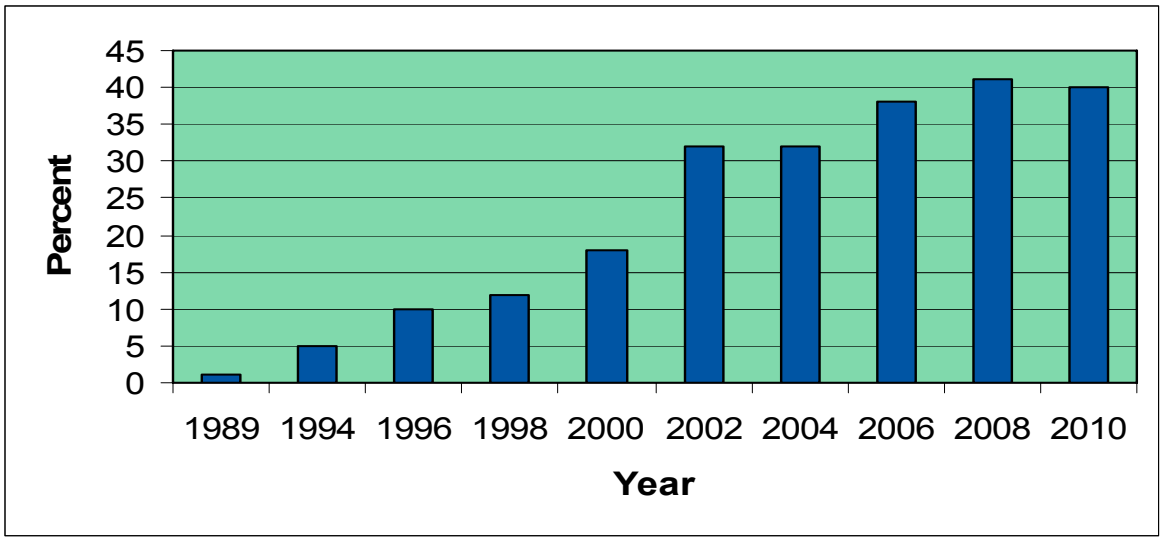




Enrollment statistics as of June, 2011
Charts represent LEP population only.

Harrisonburg City Schools' Growth

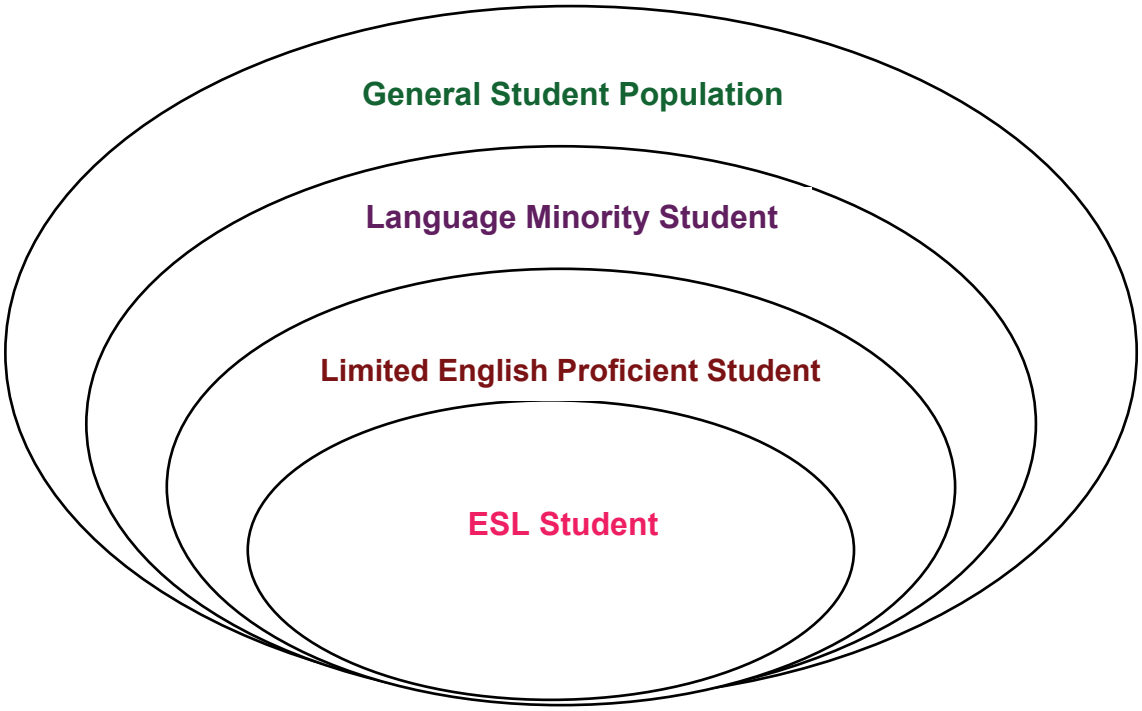
Percent LEP of Total Population



Resulting Support Services and Instruction

98-01	• 2 Home-School Liaisons and 1 part-time ESL Specialist hired • Pull-out instruction provided
02-03	• LEAP classes replaced pull-out instruction (push-in sheltered instruction) • English Language Proficiency testing (annual) began as state requirement • Translation/Interpretation Database began • Parents as Educational Partners (PEP) began at elementary level
03-04	• Welcome Center began (originally the LEP Intake Center) • SIOP instructional model introduced and implemented • Introduction to ELLs in HCPS course required for instructional staff
04-05	• K-5, 6-8, 9-12 ESL Specialist positions created • 9-12 Newcomer Program began
05-06	• Career Development Academy started (for 17-22 year old beginning ELLs)
06-07	• 3-5 Newcomer Program began • VA joined the WIDA consortium and adopted the ELP level descriptors, standards, and resources • Career Development Academy began for high school students
07-08	• Men of Character student group began at HHS (for Hispanic/Latino males)
08-09	• 6-8 Newcomer Program began • HCPS partnered with JMU to offer courses toward an ESL endorsement • Chicas student group began at HHS (for Hispanic/Latina females) • WIDA ACCESS test adopted to measure language growth and determine English Language Proficiency levels • Rosetta Stone offered free language learning accounts to HCPS community
09-10	• 8 full-time and 4 half-time Home-School Liaisons employed by HCPS
10-11	• K-2 Newcomer • 3-8 Newcomer reconfiguration

Federal Definition of a Limited English Proficient Student



General Student Population: All students enrolled in Harrisonburg City Public Schools

Language Minority Student: A student whose primary or home/native language is other than English, including former LEP students

Federal Definition of LEP Student: An LEP student is classified as one:

(A) who is aged 3 through 21;

(B) who is enrolled or preparing to enroll in an elementary school or secondary school;

(C) (i) who was not born in the United States or whose native language is a language other than English, and who comes from an environment where a language other than English is dominant;

OR

(ii) 1- who is a Native American or Alaska Native, or a native resident of outlying areas, and
(ii) 2 - who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency;

OR

(iii) who is migratory, whose native language is a language other than English and who comes from an environment where a language other than English is dominant;

AND

(D) whose difficulties speaking, reading, writing and understanding the English language may be sufficient to deny the individual:
(i) the ability to meet the State's proficient level of achievement on State assessments as described in section 1111(b)(3);
(ii) the ability to achieve successfully in classrooms where the language of instruction is English, or
(iii) the opportunity to participate fully in society.

ESL Student: A student who has been identified as LEP and receives Language Support services in HCPS. These students may also be referred to as English Language Learners (ELLs) and English for Speakers of Other Languages students (ESOL).

Common Acronyms

Acronym	Definition
ACCESS for ELLs	Assessing Comprehension and Communication in English State-to-State for ELLs (annual ELP assessment)
AMAO	Annual Measurable Achievement Objective (used to determine AYP)
AYP	Adequate Yearly Progress (federal accountability)
BICS	Basic Interpersonal Communication Skills (language proficiency)
CALP	Cognitive Academic Language Proficiency (language proficiency)
CDA	Career Development Academy (adult learning center at JMU)
CLD	Culturally and Linguistically Diverse (student)
CUP	Common Underlying Proficiency (language proficiency)
DLL	Dual Language Learner (student)
ELD	English Language Development
ELL	English Language Learner (student)
ELP	English Language Proficiency (fluency and skills)
ESL	English as a Second Language (program)
ESOL	English for Speakers of Other Languages (program)
FES	Fluent English Speaker (oral fluency and skills)
FLEP	Former Limited English Proficient (student)
L1, L2	1st Language, 2nd Language
LEAP	Language Enrichment for Academic Progress (HCPS K-8 ESL program)
LEP	Limited English Proficient (student)
LES	Limited English Speaker (oral fluency and skills)
LFS	Limited Formal Schooling (student)
LTELL	Long-Term English Language Learner (student)
NES	Non English Speaker (oral fluency and skills)
PEP	Parents as Educational Partners (federal - local program)
SIFE	Students with Interrupted Formal Education (student)
SIOP	Sheltered Instruction Observation Protocol (practice)
VGLA	Virginia Grade Level Alternative (assessment)
WAPT	WIDA Access Placement Test
WIDA	World-Class Instructional Design and Assessment (consortium)

Student Diversity

There are numerous terms to identify students who speak a language other than English as their native language. Currently the popular term is English Language Learners, or ELLs. This term has a more positive connotation than the term Limited English Proficient (LEP), which is commonly used in government documents. However, none of the terms used can adequately describe the range of backgrounds within this large group of students.

Great diversity exists within this population. Various terms help us better understand and serve the students we teach, but in no way do mere terms define them. We recognize and respect the sheer depth of diversity in the community and encourage our teachers to take the time to get to know an individual student's background to inform instruction.

Culturally and Linguistically Diverse (CLD) – CLD students are those whose culture or language differ from that of the dominant group in the larger community.

Immigrant – Immigrants are people who settle in a country where they were not born. Harrisonburg has a relatively low number of immigrants in our schools. Approximately 60% of our ELLs were actually born in the United States. Puerto Rico is a U.S. territory and therefore Puerto Ricans are U.S. citizens. Students are only identified as immigrants for fiscal purposes for three years. Children of immigrants may have spent little or no time in their parents' countries of origin, but may be very heavily influenced by their parents' primary culture(s). Some of our immigrant families travel frequently to their home country.

Refugee – Refugees are defined as people unwilling or unable to return to their country of origin because of persecution or a well-founded fear of persecution on account of race, religion, nationality, membership in a particular social group, or political opinion. Once they have fled to a neighboring country, refugees are interviewed by staff of the United Nations High Commissioner for Refugees (UNHCR) to determine their status. Those who meet the established criteria are documented as refugees and allowed to remain in that country, usually in a refugee camp. Then they wait for many months, even years, for a solution to their situation. Some refugees return to the home country or stay in the country to which they have fled. Resettlement in a third country is considered for those who cannot return home and cannot be integrated in the second country to which they fled. Resettlement is an option for less than one percent of the world's refugees.

Each year, the President of the United States establishes the U.S. refugee admissions ceiling in consultation with Congress and the State Department. Candidates must be interviewed and screened thoroughly by the U.S. State Department and by the Department of Homeland Security's Bureau of Citizenship and Immigration Services. Those approved for admission are allocated among 10 U.S. voluntary resettlement agencies. The placement cities and numbers of refugees are proposed annually by each of those agencies, and are subject to approval by the U.S. Department of State. Each national voluntary agency maintains a network of affiliate refugee resettlement agencies in various U.S. cities. There are more than 450 local faith-based and other resettlement agencies operating throughout the country that receive referrals from the national agencies and coordinate the resettlement of refugees in local communities. Harrisonburg's Refugee Resettlement office welcomed over 200 refugees during the 09-10 school year with the majority coming from Iraq and Eritrea.

Student Diversity

Asylee – Asylum seekers must be in the United States or applying for admission at a port of entry, rather than from a third country. They, like refugees, are persons who are unable or unwilling to return to the home country because of persecution or well-founded fear of persecution.

Migrant – Migrants are persons age 3 to 21 who have not yet graduated from high school nor obtained a GED and have moved from one school district to another in the past 3 years to enable the child or a parent, guardian, or spouse to seek or obtain agricultural or fishing work. This work must be temporary or seasonal and it must play an important part in providing a living for the worker and his or her family. In the Harrisonburg/Rockingham County area, this includes some workers with certain poultry shifts and positions.

Long-Term English Language Learners (LTELL) – LTELLs are defined as those who have been mostly or fully educated in the United States, but who continue to be designated as LEP as they enter the upper grades. Many have been in and out of various ESL or bilingual programs. They *may* have strong social/conversational oral skills, but have limited literacy and academic skills in both their native language and English which *may* result in poor academic achievement.

Learners with Limited Formal Schooling (LFS) – Learners with LFS are generally recent arrivals to the U.S. whose schooling has been limited for a variety of reasons including war, migration, poverty, and a lack of available education facilities. These students may have a minimal understanding of the function of literacy and may lack what are considered basic content concepts; therefore, they lack academic skills and vocabulary which may lead to poor academic achievement. These students are also frequently referred to as SIFE – Students with Interrupted Formal Education.

Newly Arrived with Adequate Schooling – Newly arrived students have recently immigrated to the United States and have had continuous education in their country of origin. It is valuable to recognize that some new immigrants have strong educational backgrounds and literacy skills in their first language and may have studied English. This prepares them to transfer language and academic skills to content studies here in the United States, so they often experience success in ESL programs and quickly progress to the mainstream classroom for continued academic achievement.

Formerly Limited English Proficient (FLEP) – FLEP students are no longer identified as LEP because they have tested proficient (Level 6) on the federally mandated annual ELP test (ACCESS).

Process of Acculturation

In many ways, the process of learning a new language involves the acquisition of a second identity. A person's world view, self-identity and systems of thinking, acting, feeling and communicating can be disrupted by a change from one culture to another. Despite cultural and background differences, language learners will all go through a period of adjustment, often referred to as acculturation. Though the process of acculturation manifests itself differently for each individual, there is a recognized pattern within the experience. The process has been divided into phases with certain characteristics.

Initial Enthusiasm – During this first stage of excitement and euphoria over the newness of the surroundings, newcomers may:

- feel excitement, idealism and eagerness;
- have some anxiety about the future;
- feel optimistic about the new country and new opportunities.

Culture Shock – This stage emerges as individuals feel the intrusion of more and more cultural differences into their own images of self and security. The newcomer may:

- experience confusion, misunderstanding, and anxiety;
- feel depressed and isolated;
- demonstrate withdrawal, alienation, and sometimes aggressive behavior.

Recovery/Anomie – During this stage individuals begin to lose some of the ties of the native culture and begin to adapt to the second culture. There may be a sense of homelessness where one feels neither bound firmly to one's native culture or the new culture. Learners slowly begin to accept the differences in thinking and feeling. The newcomer may begin to:

- have more constructive attitudes and feel less anxious;
- speak and understand more English;
- try new behaviors and test limits.

Integration/Adaptation – During this stage, the newcomer may:

- feel that their emotional equilibrium is restored;
- show humor and trust;
- be able to value both the old and the new culture.

The rate at which individuals experience the acculturation process may vary even among members of the same family. Some students may experience elements of different stages at the same time; some may remain in one stage for an extended period of time or may repeat characteristics associated with an earlier stage if the process has been interrupted. Teachers can play a therapeutic role in this process by being sensitive to the fragility of learners during the process. Students need to be allowed to proceed into and through that second stage and through the anomie to recovery and ultimately, integration, where the individual feels safe and secure being bicultural. The goal should not be rejection of the first culture, but rather a synthesis of both cultures.

Welcome Center

All students register for school at the Welcome Center (WC). The Welcome Center began in 2004 to provide a one stop location for LEP students and their families for the registration and assessment process. In 2006, all kindergarten students began registering at the WC; all pre-school registrations were added in 2007. Starting in 2008, all students enrolled through the WC except for a small group of new English only high school students. The WC provides registration services for over 1500 students a year.

When students enroll at the Welcome Center, their parent or guardian is asked to complete a registration form. Three questions are asked to determine the home/dominant language of the student.

- What language was first spoken by the student?
- What is the family's home language?
- What is the primary language of the student?

Students whose home language is one other than English are tested to determine eligibility for language support services. The Welcome Center administers a variety of assessments, including oral, reading, writing, and math tests. These assessments are used to place students in appropriate programs.

English Language Proficiency Levels

Additionally, LEP students must be assessed each spring within the four language domains of listening, speaking, reading, and writing. Virginia uses the **WIDA ACCESS** English Language Proficiency Test to fulfill this requirement and to assign students a level of 1-6. These levels are in accordance with federal guidelines, and results of the ACCESS test are included in the division Annual Measurable Achievement Objectives.

The WIDA proficiency level **Performance Definitions** and **CAN DO Descriptors** are found on the following pages. The Performance Definitions provide a broad description of English language learners' abilities at each of the six proficiency levels. The CAN DO Descriptors outline what students at each of the five proficiency levels have shown they can do in the *four language domains* on the WIDA ACCESS test.

Grade specific cluster CAN DO Descriptors are available in the appendix of this guide and on the WIDA website (www.wida.us). The Descriptors can be used to help explain the process of English language development, to show how language development can be integrated into content and to provide guidance in developing differentiated language objectives.

Performance Definitions

At the given level of English language proficiency, English Language Learners will process, understand, produce or use:

6- Reaching	• specialized or technical language reflective of the content areas at grade level • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level • oral or written communication in English comparable to proficient English peers
5- Bridging	• specialized or technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports • oral or written language approaching comparability to that of proficient English peers when presented with grade level material
4- Expanding	• specific and some technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs • oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support
3- Developing	• general and some specific language of the content areas • expanded sentences in oral interaction or written paragraphs • oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support
2- Beginning	• general language related to the content areas • phrases or short sentences • oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support
1- Entering	• pictorial or graphic representation of the language of the content areas • words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support • oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic or interactive support

WIDA Consortium (2007). Performance Definitions, 2009 Edition, Madison, Wisconsin: Board of Regents of the University of Wisconsin System.

Figure 5M: CAN DO Descriptors for the Levels of English Language Proficiency, PreK-12

For the given level of English language proficiency, **with support**, English language learners can:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
LISTENING	• Point to stated pictures, words, phrases • Follow one-step oral directions • Match oral statements to objects, figures or illustrations	• Sort pictures, objects according to oral instructions • Follow two-step oral directions • Match information from oral descriptions to objects, illustrations	• Locate, select, order information from oral descriptions • Follow multi-step oral directions • Categorize or sequence oral information using pictures, objects	• Compare/contrast functions, relationships from oral information • Analyze and apply oral information • Identify cause and effect from oral discourse	• Draw conclusions from oral information • Construct models based on oral discourse • Make connections from oral discourse	
SPEAKING	• Name objects, people, pictures • Answer WH- (who, what, when, where, which) questions	• Ask WH- questions • Describe pictures, events, objects, people • Restate facts	• Formulate hypotheses, make predictions • Describe processes, procedures • Retell stories or events	• Discuss stories, issues, concepts • Give speeches, oral reports • Offer creative solutions to issues, problems	• Engage in debates • Explain phenomena, give examples and justify responses • Express and defend points of view	
READING	• Match icons and symbols to words, phrases or environmental print • Identify concepts about print and text features	• Locate and classify information • Identify facts and explicit messages • Select language patterns associated with facts	• Sequence pictures, events, processes • Identify main ideas • Use context clues to determine meaning of words	• Interpret information or data • Find details that support main ideas • Identify word families, figures of speech	• Conduct research to glean information from multiple sources • Draw conclusions from explicit and implicit text	
WRITING	• Label objects, pictures, diagrams • Draw in response to a prompt • Produce icons, symbols, words, phrases to convey messages	• Make lists • Produce drawings, phrases, short sentences, notes • Give information requested from oral or written directions	• Produce bare-bones expository or narrative texts • Compare/contrast information • Describe events, people, processes, procedures	• Summarize information from graphics or notes • Edit and revise writing • Create original ideas or detailed responses	• Apply information to new contexts • React to multiple genres and discourses • Author multiple forms/ genres of writing	

Variability of students' cognitive development due to age, grade level spans, their diversity of educational experiences and diagnosed learning disabilities (if applicable), are to be considered in using this information.

Common Myths about Language Acquisition

With a large population of language learners in our classrooms, it is important that teachers have a basic understanding of language acquisition, especially as intuitive assumptions are often incorrect.

Myth: Children learn second languages more quickly and easily than adults.

Children do appear to acquire social language more easily perhaps because children have more occasions to interact socially in less-threatening ways. Additionally, their requirements for communication are much lower. They have much less to learn in order to interact in the school setting with their peers. Teenagers and adults have acquired language learning strategies that they can transfer from their first language to their new language. They have more prior knowledge and life experiences to help them make the relevant connections necessary for language acquisition.

Myth: A person's accent indicates her level of English language proficiency.

Research shows that children do outperform adults in the area of pronunciation. An accent is the cumulative auditory effect of those features of pronunciation that identify where a person is from, regionally or socially. Though a heavy accent may impede communication to others, it will not necessarily impact the individual's understanding of language. Likewise, because a person sounds fluent, it does not mean that he or she is proficient.

Myth: All people learn a second language in the same way.

Second language acquisition is a complex process that develops over an extended period of time. It varies with each individual student and is contingent on many factors that affect the process. Patterns of communication are impacted by culture and social class in addition to individual differences in learning style, personality, and life experiences. However, there is a predictable natural order to how people learn the grammatical structures of a language. This pattern exists across many student groups, regardless of the particular home language, country of origin, socioeconomic status and other student background variables.

Common Myths about Language Acquisition

Myth: People have acquired a second language once they can speak it.

Children can speak and socialize long before they can use language for academic purposes. BICS (Basic Interpersonal Communication Skills) are acquired first. This is the language needed to interact socially. It may take students 1-3 years to completely develop this social language. However, academic success requires development of CALP (Cognitive Academic Language Proficiency) skills. This is the language needed to undertake academic tasks in the mainstream classroom. It includes content-specific vocabulary and complex grammar and syntax. It may take students up to 10 years to fully achieve CALP.

Myth: Older generations of immigrants learned without all the special language programs that immigrant children receive now.

Like present-day immigrants, many earlier immigrants had trouble in school. In 1911, the U.S. Immigration Service found that 77% of Italian, 60% of Russian, and 51% of German immigrant children were one or more grade levels behind in school compared to 28% of American born children.

Also, the level of education needed to get a job has changed. When immigrants came to this country in the earlier part of the 1900s, they were able to get industrial jobs with relatively little education and limited English. Currently, jobs in the service industry and high tech communications are expanding while many traditional industrial jobs are performed by machines or have been moved to other countries.

Myth: Total English immersion is the best way for an English Language Learner to acquire English.

Research on the effects of early English immersion programs for young ELL students contradicts this belief. For young children who are actively processing and have not yet mastered the elements of their first language, completely shifting from their first language to a new, unfamiliar language too early may have a negative effect on English fluency and academic achievement.

Systematic, deliberate exposure to and instruction in English combined with ongoing opportunities to learn important concepts in the home language results in the highest achievement in both the home language and English. Research shows multilingual students with developed CALP in both languages outperform their monolingual peers on standardized tests in English.

Myth: Code switching is an example of a language disorder and poor grammatical ability.

Code switching is a term to describe when a person uses more than one language in a conversation. It is only an example of how bilinguals use whatever words may be necessary to communicate their thoughts as precisely as possible, irrespective of the language.

Myth: When children use their first language, it slows down the process of learning English.

Proficiency in the first language can transfer to the second. Cognitive and academic development in native language has an important and positive effect on second language acquisition. Studies have demonstrated, when both languages are supported, the acquisition of English is not delayed, nor is academic achievement impeded.

Language Acquisition Theory

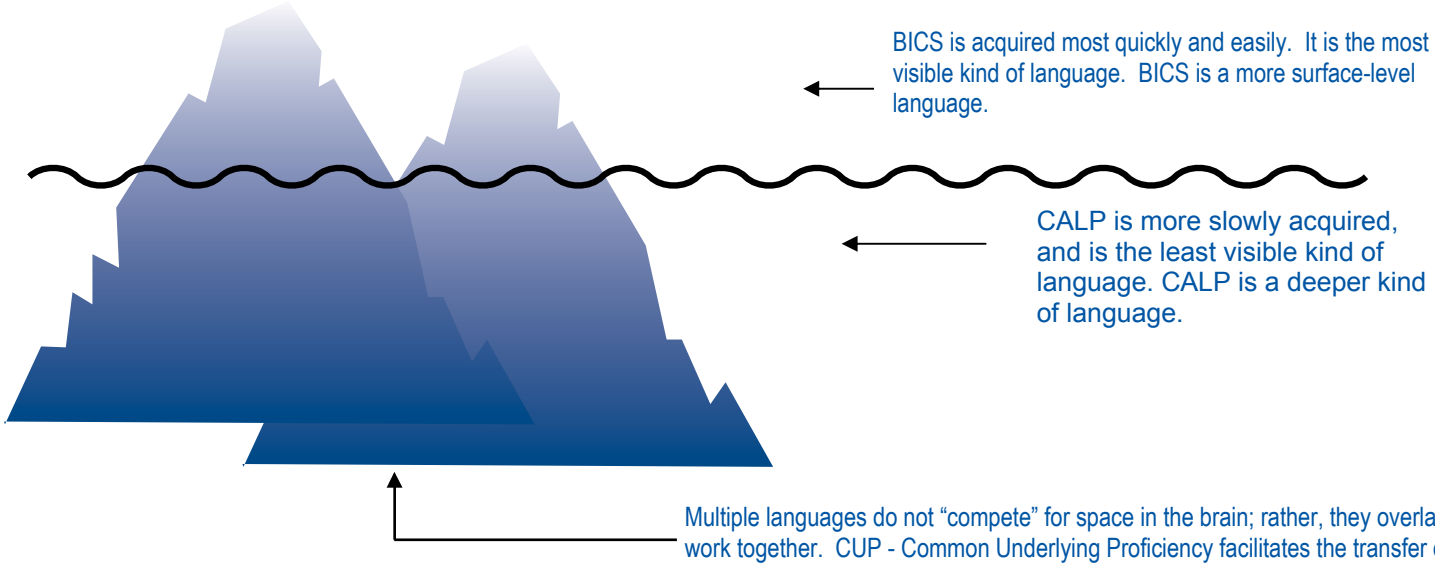
How do we learn language?

James Cummins is one researcher who has provided instructional professionals with models that allow educational communities to **empower our multilingual students**, rather than allowing a language difference to become a disabling characteristic. Cummins characterized language as falling into one of two categories:

- **Basic Interpersonal Communication Skills (BICS)**
- **Cognitive Academic Language Proficiency (CALP)**

BICS	CALP
• Basic language fluency used in social, face-to-face, everyday situations	• Content-specific vocabulary and complex grammar and syntax • The language of instruction
• Contextualized language with many clues to comprehension	• Language needed to accomplish academic tasks, with fewer context clues; students must draw meaning from the language itself • Language of advanced interpersonal conversations
• Acquired quickly, may take up to three years	• May take up to ten years to acquire
• Individuals who have mastered BICS may appear to be proficient English speakers but cannot succeed in an instructional setting without also advancing their CALP.	• Individuals who might be able to talk at length on social topics (BICS) may still struggle to learn academic content (CALP).

Cummins also posited the ***Iceberg Theory*** of language acquisition. The ***Iceberg Theory*** is Cummins' visual interpretation of language acquisition.



Language Acquisition Theory

A second researcher who has provided helpful information on language acquisition is **Stephen Krashen**. Krashen asserts that:

- Students need to **experience new language in a context-rich, authentic environment**. *Language that is memorized is easily forgotten.*

- Teachers must create **a welcoming environment in which learners feel comfortable trying out new vocabulary and language structures without fear** of embarrassment or criticism. *Students who do not feel comfortable enough to lower their affective filter in the learning environment will not be successful language learners.* Affective variables which may inhibit language learning are self-confidence, anxiety, and motivation. *In an environment which fosters risk taking, students with positive self-image, confidence, and motivation will make more progress.*

- Students need **sufficient wait time** to process language. Students need to **know the rules** governing the language they are producing. Students need to **learn how to monitor** their own language production.

- Course content **must be comprehensible, but should contain a limited amount of new language** so that students continue to build their language proficiency.

Introduction to Sheltered Instruction

English Language Learners possess distinctive second language development needs and come to the mainstream classroom with myriad cultural differences and experiences. Therefore, instruction must be aimed at both language development and content development.

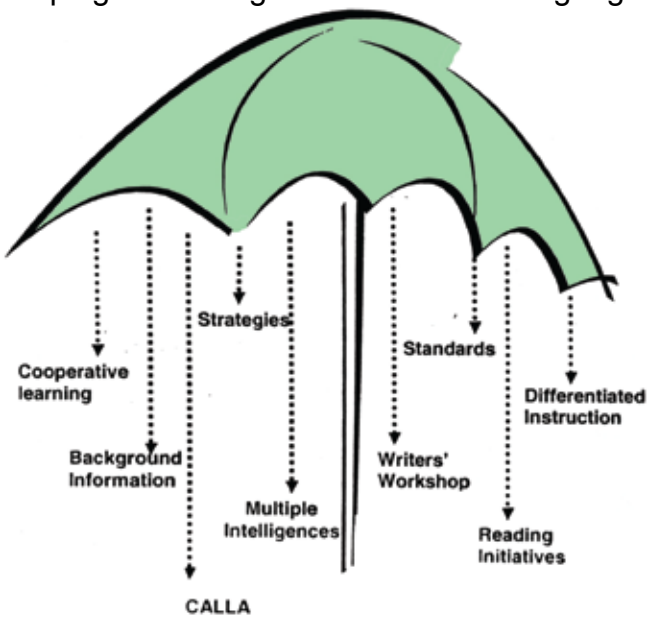
Sheltered Instruction is an approach for teaching grade-level *content* to ELLs in *strategic* ways that make the subject matter concepts comprehensible *while promoting* the students' English *language development*. Sheltered Instruction differentiates instruction based on language proficiency levels.

Core to Sheltered Instruction are the following:

- Hands-on activities
- Cooperative learning
- Comprehensible instruction through the conscious control of teacher language use in the classroom
- Visuals
- Scaffolding
- Content and language objectives

The SIOP Model:
Framework of Sheltered Instruction

Effective Sheltered Instruction is *systematic, consistent and deliberate*. To ensure such instruction, Harrisonburg City Public Schools' teachers are offered training in the Sheltered Instruction Observation Protocol Model, also known as SIOP. The SIOP approach to teaching focuses on developing ELLs' Cognitive Academic Language Proficiency.



SIOP is a conglomeration of years of study and use of effective strategies for English Language Learners. It is an instructional model of not just effective, but *critical components* of lesson planning and delivery for ELLs to learn academic language and content concepts. It provides an explicit model of Sheltered Instruction in which teachers use a lesson planning framework to help them integrate grade-level content objectives and English language objectives. Central to SIOP are the fundamental understandings of language acquisition and learning theory.

- Language is functional and is acquired through meaningful use and interaction.
- Language skills develop interdependently and require authentic use in a context-rich environment.
- Language is acquired when made comprehensible.
- Listening is an active process so students must be actively engaged in constructing meaning from listening.
- Links must be made between students' past learning and new concepts.
- Language objectives must be clearly defined, posted, discussed, taught, practiced, and assessed.
- *Self-reflection and peer reflection is necessary to revise, improve, and continue intentionality in instruction.*

SIOP 8 Step Lesson Planning Guide

SIOP is:

1. a coherent system for planning and teaching lessons which includes **30 features** within **8 components**.
2. an instrument for observing, rating, and providing feedback on lessons.

Preparation → Build Background → Comprehensible Input → Strategies

Preparation	Build Background	Comprehensible Input	Strategies
1)Clearly define **content objectives**	7)Link concepts to students' background experiences	10)Use speech appropriate for students' proficiency levels	13)Provide ample opportunities for students to use learning strategies
2)Clearly define **language objective**	8)Link past learning with new concepts	11)Clearly explain academic tasks	14)Consistently use scaffolding
3)Choose age appropriate content concepts	9)Emphasize key vocabulary	12)Use a variety of techniques to make content concepts clear	15)Use a variety of higher order thinking questioning (Bloom)
4)Use supplementary materials			
5)Adapt content to proficiency levels			
6)Include meaningful activities that integrate content concepts with language practice opportunities			

Interaction → Practice & Application → Lesson Delivery → Review/Assessment

Interaction	Practice & Application	Lesson Delivery	Review/Assessment
16)Provide frequent opportunities for interaction	20)Provide manipulatives for practice	23)Support the content objectives	27)Do a comprehensive review of key vocabulary
17)Use various groupings	21)Provide activities for students to apply content and language knowledge.	24)Support the language objectives	28)Do a comprehensive review of key content concepts
18)Provide sufficient wait time for student responses	22)Integrate all language skills: Read/Write/Speak/Listen	25)Engage students 90%-100% of period	29)Provide regular feedback to students on their output
19)Provide opportunities for students to clarify key concepts in L1		26)Pace the lesson appropriate for students' ability level	30)Assess students' comprehension of all lesson goals throughout the lesson

The SIOP Model Jana Echevarria, Mary Ellen Vogt, Deborah J. Short
2nd Ed.- Copyright 2004, 2000 Pearson Education, Inc.

Language Objectives Expanded

GLOSSARY	**Language Functions:** the way and purpose for using language (describe, compare, summarize, skim, formulate, predict, revise, etc.) **Language Skills/Domains:** reading, writing, listening, and speaking skills **Language Structure**: the rules and patterns of appropriate use of words, sentences, phrases, and paragraphs **Cognitive Demand:** the mental skill and knowledge needed to accomplish a task or understand a concept **Academic Language:** language used in formal contexts for academic subjects - the aspect of language connected with literacy and academic achievement
DEFINTION	Language Objectives are statements that identify what students should know and be able to do while using English. Language Objectives support students' language development, often focusing on vocabulary, *language functions*, reading skills, writing skills, and grammar or *language structures.* - A good language objective can be accomplished in one class period.
WHY	- Language Objectives are **critical** to promote language growth in our Limited English Proficient (LEP) students. - Language Objectives teach **all** students to meet the *academic language* requirements specific to the content area without compromising the *cognitive demand.* - Intentionally planning language development in the classroom promotes differentiated teaching.
HOW	- It is not necessary to write different language objectives for students with different English Language Proficiency (ELP) levels. Instead it may be necessary to plan various ways for students to practice and express their understanding of the objective. **Questions to ask while planning and writing the objective**: • What are the language skills students need in order to comprehend the content and accomplish the assigned task? • Is the objective precisely written in student-friendly terms? • Is the objective observable? • Does the language objective and practice connect clearly with the lesson concepts and content? • Does the objective promote growth? • Are there multiple ways for students at various proficiency levels to show mastery of the objective? • How will students' understanding of the objective be assessed during the lesson?

Language Objectives Expanded

POST	- Write the objective in student-friendly language and display it for students to read. Posting and discussing the objective is important so students know what they are expected to learn and take an active part in learning and assessing their own progress. **Suggestions**: Designate a section of the board to the daily posting of content and language objectives and incorporate time to read the objectives in the daily class routine.
DISCUSS	- Each day, read the language objective aloud to the students, or have the students read the objective aloud. Discuss and show how the students will accomplish the objective. Return to the objective at the end of class to discuss if it was accomplished. **Suggestions**: Designate a student to read the objective as part of your daily class routine. Have students write the objective in their notebooks prior to the day's notes. At the end of class revisit the objective and give the students a preview of tomorrow's lesson and goals.
TEACH	- Explain and model how to accomplish the language task. **Suggestions**: Model and provide examples of the task using the content and context of the day's lesson. Plan for and set specific expectations for various ELP levels in class while teaching how to accomplish the task – don't say, "Just do what you can."
PRACTICE	- Provide a structure in class that allows the students to successfully practice the language task. **Suggestions**: Incorporate sentence frames, graphic organizers, visuals, think-write-pair-share, and flexible grouping for various levels. Increase the objective's language function and skill demand and *cognitive demand* over numerous days – moving from process to performance oriented objectives.
ASSESS	- Determine if the objective was met. This will vary depending on the language skill in the objective: reading, writing, listening, or speaking. Return to the objective at the end of class to discuss if it was accomplished. **Suggestions:** Plan for multilevel responses from the students depending on their language abilities. Some students will master the objective by the end of class and some students will still be working towards it. Informal observation is often times sufficient, but providing tangible grades and frequent feedback is necessary so students are aware of the importance of properly completing the objective and develop the habit of completing it accurately. Incorporate an objective the class has practiced throughout the unit in quizzes or test.

Comprehensible Input and Output

For language learners to acquire grade-level content, teachers must consciously make lessons more accessible to language learners. Additionally, learners need opportunities to *practice* language at their level of English language competency. The act of producing language is part of the process of learning the language. It is through this process of receiving meaningful *input* and producing meaningful *output* that students are truly engaged in deeper and more elaborate processing of language.

Without genuine opportunities to engage in relevant, meaningful academic discourse, students will not move towards full academic proficiency. Teachers must increase student engagement by purposely structuring tasks and activities that promote discussion. We cannot narrow the achievement gap unless we dramatically increase student response to instruction, especially the amount of oral language or academic talk used by every student every day.

	Student input	Student output
Teacher Speech	• adjust teacher talk • use clear, simply constructed sentences • speak slowly but naturally • articulate more clearly • emphasize key words • be mindful of idioms • explain unfamiliar vocabulary • use the active (passive can be hard to understand – but *teach* the passive) • use positive sentences • paraphrase as needed • expand student words into sentences • provide feedback • connect to prior knowledge	• encourage exploratory talk • provide feedback • rephrase • paraphrase • ask for clarification • acknowledge ideas while modeling correct academic/conversational structures • elicit elaboration
Teacher Behavior	• check comprehension frequently • use nonverbal language to emphasis meaning • use visual and contextual cues • increase wait time • focus on meaning • use manipulatives and realia • use visual representation – maps, charts, timelines, and other graphic organizers • model first • plan for group/partner work • reduce non-essential details • adapt text as needed and appropriate • use different modalities	• model academic output • provide opportunities to speak before writing • provide opportunities to write before speaking • allow sufficient wait time • expect participation from all students • plan for different grouping configurations • expect higher order thinking • anticipate language difficulties and plan appropriate scaffolds • check for understanding throughout lesson

Effective Vocabulary Instruction

ELLs must develop their vocabulary knowledge base in order to become competent readers and successful academic participants in school.

Effective	Ineffective
• preselecting critical words • providing students with explanations or words in accessible age-appropriate language • providing examples of words and synonyms from students' own lives • embedding, referring to, and revisiting key words • using words in meaningful contexts • exposing students to key words multiple times and in multiple contexts • posting key vocabulary words and referring to them • expecting students to pronounce the words • connecting words to prior learning • exposing students to multiple meaning words • drawing students' attention to cognates	• relying solely on student questions that arise during instruction - not planning ahead • asking students to look up words in the dictionary, not directly teaching • using *only* written text context to figure out word meaning • teaching out of context - giving meaning but not using • posting but not referred to

Selecting Vocabulary to Teach

	Characteristics	Examples
Tier 1	• students know concept and label in L1, but not the label in English • basic idioms • high frequency words	• car, table, family • and, so, then • help, stand, read • take a seat, catch up, draw a blank
Tier 2	• words present across subject areas and grade levels • multiple meaning words	• predict, compare, design • similar, complex, evident • moreover, however, therefore
Tier 3	• low-frequency words • specific to content area • students may learn the concept and words simultaneously	• photosynthesis, regeneration, chromosome • coefficient, trinomial, symmetric • personification, infinitive, antecedent • legislative, monotheistic, abolitionist

Although ELLs with lower English Language Proficiency levels must be taught the English words for Tier 1 words, *all* ELLs must have targeted instruction in Tier 2 vocabulary. As students develop their Tier 2 vocabulary it enables them to express themselves with precision and specificity and to engage in academic discourse. Tier words will vary depending on the subject matter or task at hand, so teachers must preview content concepts, reading selections, and lessons to choose critical words to teach.

Explicit Vocabulary Instruction

Teachers must develop a comprehensive instructional routine for introducing, teaching, and emphasizing key vocabulary. Following are research-based suggestions to guide teachers in planning vocabulary instruction.

- **Post and Pronounce:** Break the word into syllables and say it aloud. Then have the students correctly pronounce and repeat the word a few times immediately and throughout the lesson.
- **Part of Speech and Structure:** As age appropriate, teach the part of speech of the word and provide examples of the word in use in a sentence. Teach word roots and affixes explicitly making connections to word structures students already know. Call attention to cognates to connect to students' primary languages.
- **Explanation and Synonyms:** Provide a student friendly explanation that relates to students' experiences. Provide synonyms students know.
- **Examples:** Use the word in contexts beyond the purpose and meaning for the lesson at hand. Provide cloze sentences.
- **Visuals:** Provide a picture, illustration, or concept map to show the meaning of the word.
- **Assess:** Informal and formal assessment are necessary and must require students to respond to ideas that include the new word. Students must apply new vocabulary in both speaking and writing.

Specific Vocabulary Development Techniques

Vocabulary Notebooks: Students use a teacher-provided organizational structure to take notes to learn new vocabulary. The notes include explicit components addressed above and may have a chart format.

Personal Dictionaries with Self-Selection: Students work individually, in pairs, or in groups to select words critical to understanding the content or reading at hand. The teacher clarifies and teaches the words so students may enter them in their personal dictionaries which become vocabulary resources. ELP level 3-5 students are most adept to choose critical words and will learn to trust their judgment and apply this learning strategy independently.

Word Sorts: Students categorize words according to meaning, sound, similarities in structure (roots, affixes, inflections), derivations, or words related to content concepts.

Concept Definition Mapping: Students use various concept maps to develop a deeper understanding of complex concepts surrounding critical vocabulary. The teacher determines which map will best suit the content at hand and students complete the map.

Word Wall: The teacher maintains one word wall which displays key vocabulary for the unit or theme at hand. The words must be referred to and revisited throughout the unit and students are expected to use them in their writing and discussion.

Word Generation: The teacher provides a root or affix of the critical vocabulary word at hand and students brainstorm words that contain the root or affix. Once students analyze the root, they generalize the meaning of the brainstormed words and they determine the meaning of the critical word.

List-Group-Label: Students brainstorm words related to the topic and then determine possible categories or labels for the words.

Cloze Sentences: The teacher provides sentences with key words omitted. Students use the contextual support to determine the missing word.

Direct instruction in carefully chosen vocabulary words *must be coupled* with planned opportunities for students to apply newly acquired vocabulary in their speaking and writing. The next two pages outline an approach to vocabulary application through structured academic discourse.

Academic Discourse

Teachers must plan structured opportunities for students to use the vocabulary, conventions of grammar, and syntax required by the content and context. Students encounter challenging academic words and structures throughout their school day as they read and listen to teacher instruction, but they also must *form* these academic structures in their speaking and writing. Incorporating structured academic discourse opportunities in a lesson will foster:

- individual student accountability and engagement
- structured academic writing and speaking opportunities
- active listening opportunities
- cooperative learning with student to student interaction
- vocabulary development
- higher order thinking
- conscious use of complex grammatical and syntactical sentences

Teachers naturally ask questions throughout a lesson in order to engage students in response. Unfortunately, oftentimes a few students call out answers or a few quick responders raise their hands. Students that require extended think time and language support disengage without opportunity to participate. All students must actively engage in the task and produce a response, so careful intentional preparation is needed to incorporate these language application opportunities into lessons.

Following are suggested steps to incorporate academic discourse in lesson planning and delivery.

1. **PREPARE:** The teacher forms a question or task that includes key vocabulary from the lesson, then prepares sentence starters and model responses. The question must elicit elaborated responses and should elicit higher order thinking. Questions may expect students to connect to prior learning or background experiences related to the topic.
2. **SILENT THINK and WRITE:** Each student thinks and writes down some ideas. The students select their best ideas and rewrite them in academic sentences using the teacher provided sentence starter or frame and model. The teacher monitors and assists individuals to ensure all students are correctly using the key vocabulary and sentence structure, and content concepts.
3. **PAIR and SHARE:** Students share their sentences aloud to a partner in order to practice and receive student and teacher feedback. The teacher listens and chooses a few students to share aloud during the whole class discussion. This is an excellent opportunity to involve typically quiet individuals.
4. **ACTIVE LISTENING:** Students listen and write down their partner's ideas.
5. **WHOLE GROUP DISCUSSION:** The teacher asks the predetermined students to read their sentences aloud using a confident public voice. Then the teacher invites volunteers to read their statements aloud. The teacher or a student listens to synthesize the ideas in writing displayed for the whole class to see.
6. **RESPOND or ELABORATE**: Students listen to each other and use the teacher provided sentence frame to respond to or elaborate on a classmate's idea. The teacher does not interject, but simply facilitates the discussion and acknowledges ideas.

Structured Academic Discourse (Example 1)
Think-Write-Pair-Share-Listen-Write
Putting the Pieces Together: Language Acquisition and Sheltered Instruction

1) BRAINSTORM: What is sheltered instruction and what does it look like in your school?
Example: LEAP Classes – teachers have level 1 and 2 students, teach content, focus on language objectives

a. _____

b. _____

c. _____

d. _____

2) REWRITE your two best ideas from above. Use the response starters.
A core feature of sheltered instruction is……
In my school sheltered instruction consists of…..
Example: In my school sheltered instruction consists of LEAP teachers working with level 1 and 2 students to teach them content while developing language skills.

a. _____

_____

b. _____

_____

3) PAIR/DISCUSS your ideas with your partner. Write down your partner's ideas and name.
Example: no LEAP classes – ESL Language Arts for Level 1 and 2 Stacy

Ideas	Name
_____	_____
_____	_____

4) WHOLE GROUP DISCUSSION – LISTEN to REPORT

5) REPORT one idea you heard during the whole group discussion and add your thoughts.
Example: Stacy indicated that there are no LEAP classes in her school, but they have ESL Language Arts classes, and I would like to add that students must also have sheltered instruction in other content areas.

_____ (indicated, stated, pointed out) that _____
(colleague's name)

_____,

and I would like to add _____

_____

Templates adapted from Dr. Kate Kinsella's presentation at the 2008 VESA conference in Richmond, VA.

Structured Academic Discourse (Example 2)
Think-Write-Pair-Share-Listen-Write
Putting the Pieces Together: Language Acquisition and Sheltered Instruction

1) **BRAINSTORM: What have we learned about CLD students and language acquisition that supports the critical need for precise, intentional, academic sheltered instruction?**

a. _____

b. _____

c. _____

d. _____

2) **REWRITE your two best ideas. Use the sentence frame.**

CLD students benefit from the inclusion of…… in instruction.
The SIOP component (or feature) …….. is included because it incorporates…….principal of language acquisition.

a. _____

_____

b. _____

_____

3) **PAIR/DISCUSS your ideas with your partner. Write down your partner's ideas and name.**

Ideas	Name
_____	_____
_____	_____

4) **WHOLE GROUP DISCUSSION – LISTEN to REPORT**

5) **REPORT one idea that you hear during the whole group discussion.**

_____ emphasized that _____
(colleague's name)

_____

OR

My idea builds upon _____ idea, but I would like to add _____
(colleague's name)

_____

Templates adapted from Dr. Kate Kinsella's presentation at the 2008 VESA conference in Richmond, VA.

Evaluating Instructional Performance

Language learners are simultaneously developing language and content skills. It may be difficult for a learner to demonstrate content understanding in ways that are commonly used in mainstream classrooms. For example, for a learner who does not yet read on grade level in English, the results of a paper/pencil social studies test may be an indication of reading abilities rather than an indication of content understanding. Lessons, activities, and assessments will need modifications to appropriately teach, practice and evaluate content understanding.

Formative assessment is a PROCESS used DURING instruction that provides FEEDBACK TO ADJUST ongoing teaching and learning to IMPROVE students' achievement of intended instructional outcomes (Popham, 2008). Informal, ongoing formative assessment allows ELLs to demonstrate growth and progress on a daily basis and informs both content and language instruction. This evaluation must include a focus on academic language and can be tied directly to the CAN DO Descriptors. Ongoing assessment of language progress will guide teachers in choosing language supports and can provide teachers with information to guide in the separation of language from content.

Summative evaluation is cumulative and measures overall performance. This includes interim assessments that provide information on specific unit/topic understanding. While these evaluations are an important form of assessment, they should not be used as the sole determiner for assigning grades. Grading ELLs requires a delicate balance. Teachers need to be clear about their goals for instruction and the academic and linguistic level of their students; then, based on the instruction provided, they need to give grades that reflect standards that students have a reasonable chance of achieving.

When making Summative, interim evaluations, consider the following:

- Include participation, effort, personal growth and progress.
- Assign grades based on mastery or knowledge of **essential** skills and concepts.
- Base the English Language Learner's grade on what he/she is able to produce or demonstrate given his/her level of English proficiency.

When scaffolding Formative and Summative classroom assessment, consider the following:

- Reduce the linguistic complexity without eliminating key academic vocabulary.
- Read directions and test questions aloud. Clarify as needed.
- Allow use of word walls and customized dictionaries.
- Include non-verbal support – pictures, charts, and other graphic organizers.
- Differentiate scoring for content knowledge and language skills.
- Provide hands-on opportunities to show content mastery.

Standardized Testing
Grades 3-12 Testing Accommodations for LEP Students

Federal and state laws mandate LEP students' participation in state accountability testing. As the body of research on appropriate instruction and assessment for LEP students grows, policies regarding LEP testing guidelines are revised to better reflect current understanding.

- LEP students with English proficiency Levels 1-5 may receive accommodations on standardized tests. A Level 6 (exit) student is not eligible for accommodations. An LEP student who has passed an SOL utilizing accommodations has passed for all purposes.
- Accommodations provide equal opportunity for our students to demonstrate what they know and can do. Accommodations made throughout the year in class help our LEP students access the curriculum.
- Accommodations used on SOL tests should be the accommodations used routinely in classroom instruction, testing, and grouping. An unfamiliar accommodation may even have a negative impact on a student's performance.

Each teacher should work with the designated ESL Specialist and Testing Coordinator to determine accommodations in the best interest of the individual student and in accordance with state guidelines.

MOST COMMON ACCOMMODATIONS FOR LEP STUDENTS:

1 – Flexible Schedule
- includes breaks during the test
- includes multiple test sessions for paper tests

10 – Read Aloud of the Test Items in English
- not available for Reading test unless indicated in IEP
- available on writing multiple choice

11 - Online Audio with Headphones

17 – Bilingual Dictionary (paper only)

18 – Mark in Test Booklet (paper only) Teachers will bubble students' answers

Students at the lowest levels of English language proficiency have historically been assessed using a less-linguistically demanding Math test (known as Plain English Math). Additionally, eligible students in grades three through eight have been allowed to participate in portfolio assessments for Reading.

More specific information and annual updates about the participation of English Language Learners in the SOL assessments can be located on the website for the Division of Assessment and Reporting at http://www.doe.virginia.gov/testing/participation/index.shtml.

Culturally and Linguistically Diverse: Difference versus Disability

Both language development and cultural behaviors can impact students' performance in the classroom learning environment. Normal second language acquisition processes often result in differences that can impede communication. Some of the more commonly observed processes may result in a student being misidentified as potentially learning disabled.

- **Interference** – Some speech and language characteristics from the first language may be carried over into the second language. *For example*, in both Spanish and Arabic, the adjective follows the noun in a noun phrase. *(I see the dog black.)*
- **Fossilization** – Specific early errors may remain firmly entrenched if direct feedback and instruction is not provided. *For example*, students may improperly conjugate 3rd person singular verbs in the present tense after repetitive misuse. *(She have a car.)*
- **Interlanguage** – When learning a language, ALL learners are testing hypotheses about how language works and forming a set of rules for using the language. This results in inconsistent errors. *For example,* when a student adds –ed to irregular past tense verbs it shows an understanding of the general use of tense markers; however, it also shows that a student has not yet mastered the full complexities of the language. *(I goed to the park yesterday.)*
- **Silent Period** – While learning a new language, some students go through a period of very little output. During this time students are still actively listening and processing input, which is crucial to the language acquisition process. The length of this period varies with each individual student. For some students this time period may be very brief, and for others it may take up to a year.
- **L1 Language Loss** – Because language is a social and interactive skill, if students are not in a supportive first language environment, they will begin to lose that language. If a student has experienced language loss and is still acquiring English, the student may appear to be low-functioning in both languages.

When students from linguistically and culturally diverse backgrounds do not succeed in schools, the difficulties observed may be incorrectly viewed as evidence of a disability. CLD students have been over-identified as learning disabled in the past.

It is valuable to remember that the language needed in social, context-rich communication (BICS) takes less time to master than the academic language (CALP) needed to perform in cognitively demanding situations such as classes and lectures. Success in acquiring a second language requires that engaging comprehensible input be provided frequently in situations where language is used for a purpose. Student difficulties may stem directly from a lack of comprehension because teachers may not be equipped with the foundational understanding of language acquisition and effective practices to teach both content and language.

Culturally and Linguistically Diverse: Difference versus Disability

Learning and behavioral characteristics exhibited by CLD students may present in similar ways as identified disabilities. However they may be a result of cultural difference or may represent the stage of acculturation through which the student is progressing.

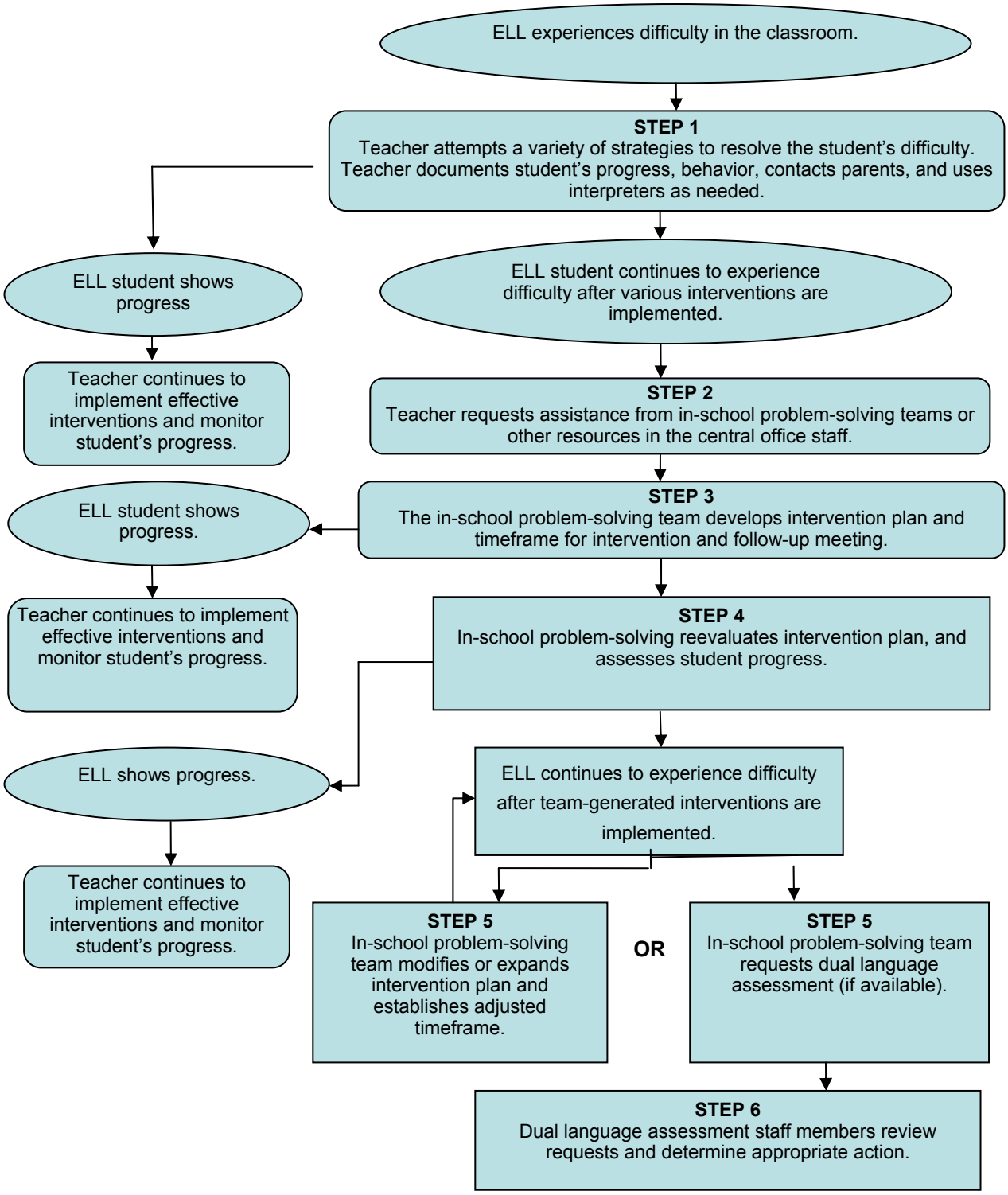
Culture influences and shapes human feelings, attitudes and responses to the environment. It is the context within which people exist, think, feel and relate to others. Culture shapes how students and their families view themselves. Culture shapes how teachers view students. Public education has its own culture, and the values and behaviors present in the school can be very different from those of the students. While it is impossible to summarize the complexities of the many cultures represented in our division, it is necessary to consider how various aspects of culture impact verbal and nonverbal communication patterns and influence behavior. For example:

- ways to show respect
- ways to interact with elders and peers
- appropriate behavior in various settings such as school, home, church
- attitudes toward time
- perception of personal space

The challenge of learning a new language and the culture that goes with it is one that all LEP students face. As they adjust to a new culture/language, many students may experience feelings of estrangement, anger, hostility, frustration, loneliness, homesickness and even physical illness. For some, this adjustment is further complicated by complex family situations and/or past trauma. Resulting student behavior and lack of academic progress may be misinterpreted as evidence of a disability. Since it is difficult to discern whether a child has language/cultural issues or whether there is a genuine disability present, certain steps should be followed to gather as much relevant information as possible before referral for child study is made.

Each teacher should consult the school's Child Study Chair or Teacher Assistance Team and ESL Specialist when concerns arise about a CLD student. Page 37 contains Virginia's recommended steps for the pre-referral process. Please refer to the complete handbook on the VDOE website.

Pre-Referral Intervention Flow Chart



- Ovals refer to the ELL student's behavior or classroom performance.
- Rectangles delineate the educator's responses to the student.

Handbook for Educators of Students Who Are English Language Learners with Suspected Disabilities

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Notes

Top Ten Recommended Websites

www.cal.org —The Center for Applied Linguistics is a private non-profit organization that aims to promote and improve the teaching and learning of languages. CAL provides a comprehensive range of research-based information, tools, and resources related to language and culture.

www.ncela.gwu.edu —The National Clearinghouse for English Language Acquisition collects, coordinates, and conveys a broad range of research and resources in support of an inclusive approach to high quality education of ELLs. NCELA distributes a quarterly AccELLerate newsletter and provides webinars and other professional development resources for teachers.

crede.berkeley.edu —The Center for Research on Education, Diversity & Excellence is focused on improving the education of students whose ability to reach their potential is challenged by language or cultural barriers, race, geographic location, or poverty. CREDE provides educators with a range of tools to help them implement best practices in the classroom. CREDE offers research publications and professional development such as workshops, seminars, and multi-media resources.

www.nabe.org — National Association for Bilingual Education is a national membership organization dedicated to addressing the educational needs of language minority students in the U.S. and to advancing the language competencies and multicultural understanding of all Americans. In addition to educational resources, NABE provides the latest information on legislative and policy issues affecting ELLs.

www.centeroninstruction.org —The Center on Instruction is a gateway to a collection of scientifically based research and information on K-12 instruction in reading, math, science, special education, and English language learning. They serve state education leaders in the work of helping schools and districts meet the goals of No Child Left Behind by offering syntheses of recent scientific research on instruction and opportunities for professional development.

www.wida.us — WIDA is a consortium of states, including Virginia, dedicated to the design and implementation of high standards and equitable educational opportunities for ELLs. This website has the standards, assessments, and other resources that HCPS adheres to and implements.

www.doe.virginia.gov/instruction/esl —The Virginia Department of Education's homepage for ESL instruction provides information on ESL endorsement, adult ESL, standards and assessments, professional development, and resources for parents.

www2.ed.gov/oela —The Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students (OELA) provides national leadership to help ensure that English Language Learners and immigrant students attain English proficiency and achieve academically. OELA also assists in building the nation's capacity in critical foreign languages. OELA provides information on current research and trends.

www.colorincolorado.org — Colorín Colorado is a free web-based, bilingual service that provides information, activities, and advice for educators and Spanish-speaking families of English language learners.

www.tesol.org — Teachers of English to Speakers of Other Languages. Their mission is to develop and maintain professional expertise in English language teaching and learning for speakers of other languages worldwide. TESOL offers research journals, articles, forums, and news current to teaching ELLs.

HCPS Support Staff

Personnel	Role and Responsibilities
Elementary School ESL Specialist **Middle School ESL Specialist** **High School ESL Specialist**	**Teacher Support:** • plan, observe, and reflect with instructional personnel to provide effective support for English Language Learners • provide quality, research-based, varied instructional and assessment resources and strategies that meet the needs of our LEP students • promote HCPS's SIOP approach to language acquisition and facilitate coherence among instructional practice and procedures • ensure that students receive appropriate accommodations • participate in and support ongoing staff development for teachers of LEP students • serve as an advocate for the LEP population, including parents and guardians • facilitate curricula development **Administration Support:** • ensure that standardized testing accommodations are properly implemented and documented • attend school team/department and leadership meetings to stay informed of teacher and LEP student needs, successes, and concerns and act as an LEP student advocate • provide up-to-date information on HCPS's procedures to comply with LEP state requirements • maintain and develop ongoing education and communication procedures and programs to increase LEP parental involvement in compliance with NCLB • coordinate English Language Proficiency assessments • assist in identifying and servicing LEP students with disabilities **Counseling Center/Welcome Center Support**: • assist with registration procedures, placement, and scheduling process of incoming and current students
Interpretation/Translation Coordinator	• maintain a database of qualified and available interpreters and translators • provide training for new interpreters and translators on school-specific terminology • train interpreters to follow interpreting session protocol • evaluate interpreters on adherence to protocol • disseminate information to school staff on how to effectively use interpreters • contact and place interpreters in schools as requested • arrange interpreters for parent-teacher conferences • coordinate translation of official school documents

HCPS Support Staff

Personnel	Role and Responsibilities
Welcome Center Director	• administer and supervise all Welcome Center services, including registration and assessment of students new to HCPS • maintain clear communication with Central Office and schools about Welcome Center services and then provide ongoing evaluation of services to match needs of the school division • maintain records of services for statistical purposes • administer assessments to evaluate LEP students' English and Math abilities • communicate with parents about assessment results • assist with the administration of the Parents as Educational Partners(PEP) program in the elementary schools
Pre-School Home-School Liaison **Elementary Home-School Liaisons** **Middle School Home-School Liaisons** **High School Home-School Liaisons**	**Family Involvement:** • provide school orientation for LEP students and their families (communicate school rules, schedules, curriculum, etc.) • work with school staff to help communicate with LEP students and their families via phone calls, home visits, and mailings **Direct Student Involvement:** • collaborate with counselors to mentor students on issues through referral from administration and counselors • provide information to families about out-of-school counseling services and other available social services • facilitate student involvement in extra-curricular activities • facilitate college and career discussions • organize focus groups • chaperone school events **Translation and Interpretation Services:** • parent-teacher conferences • special education: child study, IEP, eligibility, 504, speech assessments • discipline issues • attendance and truancy • report cards, forms, field trips, etc.

SIOP Lesson Plan

Prepared by Beth Cruse – 4th grade teacher at SSES

Topic: VA Studies Grade/Class: 4th/ Cruse Date: Wed., March 10, 2010

Content Objective(s):	**Language Objectives:**
1. SW identify 2 main problems facing Virginians after the Civil War. 2. SW identify and explain the reasons for those problems.	SW read to determine the 2 main problems and reasons for them. SW write to classify the information in a T-chart. (Preparation)

Materials: Interactive notes page, Graphic organizer of a T-chart, Smartboard, highlighters

Higher Order Questions:
What would happen if the only grocery store we had was Food Lion and it burned down? Why would that be a problem?

Key Vocabulary: Reconstruction, result, damaged

Comprehensible Input
- Opening question will build background and get students thinking about the reality of the problems facing Virginians in the 1860's.
- Objectives will be stated and written for clarity.
- Directions will be concise.

Scaffolding
- Students will use a sentence frame to identify the problems using the key vocabulary word: result.
- Students will interact with small groups, reading and listening to each others sentences.

Interaction *Whole class *Small group *Independent
SW receive introduction whole group, practice & application will be in small groups and independent.

Practice/Application *Meaningful *Linked to objectives *Promotes engagement
*Listening *Speaking *Reading *Writing
- SW read to determine the problems and the results of those problems.
- SW highlight those problems to keep their focus.
- SW write the problems and results in a graphic organizer and share with small groups.

Lesson Delivery: Lesson Sequence
1. TW identify the content and language objectives orally and in writing. (Preparation)
2. TW ask what the word destruction means. If students cannot answer, the word will be used in common sentences until many students have raised their hands. (Building Background – BB)
3. TW record the definition on the board and use the word in a sentence. (BB)
4. TW distribute interactive notes page and ask "What would happen if our neighborhood Food Lion burned down?" (BB)
5. SW offer various responses.
6. TW rephrase student responses by saying "As a result of our Food Lion burning down,...(and add student response)" (Comprehensible Input - CI)
7. SW record 2 sentences on the back of their paper that follow the teacher example. (Practice &Application – P&A)
8. TW use smartboard to project interactive notes page for reading and highlighting. (CI)
9. SW read chorally paragraph by paragraph. (CI)
10. TW assist students in identifying the main problems after the Civil War.
11. TW highlight the main problems on the smartboard. (CI)
12. SW highlight their page.
13. TW ask students to find the results of the problems on the page.
14. SW identify the results and underline them on their page.(P&A)
15. TW distribute T-charts and model labeling the 2 sides with the main problems (CI)
16. SW transfer the results under the appropriate sides. (P&A)
17. TW model writing a sentence which describes a main problem facing Virginians after the Civil War and it's result (on the board)(CI)
18. SW write 2 sentences of their own under the t-chart, using the model on the board. (P&A)
19. SW share their sentences with their small group, some with the whole class. (P&A)

SIOP Lesson Plan

Prepared by Patrick Lintner – Mathematics Supervisor

Date: 5/2010	**Grade/Class/Subject:** 4th Grade Math

Unit/Theme: Probability and Statistics	**Standards:** Virginia 2009 Mathematics SOL 4.13

Content Objective(s):

1. The student will model simple probability experiments and record the outcomes.
2. The student will identify and count all possible outcomes of a simple probability experiment.
3. The student will determine the probability of an outcome = $\frac{\textbf{number of } \textit{successful} \textbf{ outcomes}}{\textbf{number of } \textit{possible} \textbf{ outcomes}}$
4. The student will write the probability of an outcome occurring as a fraction from 0 to 1 and point on the number line provided where the fraction lies and classify the likelihood of the outcome.

Language Objective(s):

1. Using a sentence frame, the student will articulate specific outcomes and the set of all outcomes of an experiment.
2. The student will articulate the probability of a single outcome of an experiment. (Preparation)
3. The student will articulate the likelihood of a single outcome using vocabulary required in the standard.

Key Vocabulary	**Supplementary Materials**
outcome, occur, likelihood, likely, unlikely, impossible, certain, equally likely, probability	colored counting bears, paper bags, labeled number line segment, sentence frames

SIOP FEATURES

Preparation	**Scaffolding**	**Group Options**
X Adaptation of content	X Modeling	X Whole class
X Links to background	X Guided practice	X Partners
X Links to past learning	X Independent practice	
X Strategies incorporated	X Comprehensible Input	
Integration of Processes	**Application**	**Assessment**
X Reading	X Hands-on	
X Writing	X Meaningful	X Group
X Speaking	X Linked to objectives	X Written
X Listening	X Promotes engagement	X Oral

Lesson Sequence:

Introduction

1. Introduce the lesson by telling students that today they will learn about "probability"- ask them to say the word with you. Ask students if they have heard of the word and have a brief discussion about its meaning. Have they heard any similar words? (Building Background – BB)

Modeling

2. Model the following experiment in whole group and make sure students understand the directions. (Comprehensible Input – CI)
3. Give pairs of students a paper bag filled with 7 red and 3 blue bears. Tell them not to look in the bag. Have the pairs conduct an experiment of randomly drawing a bear without looking and record the result. Return the bear to the bag, shake the bag, and conduct the experiment 9 more times, each time recording the result. (Practice & Application – P&A)
4. Once students have completed the experiment 10 times, have students share their results and have a whole group discussion about what they think the experiment showed. Did pairs get similar results? Ask them to hypothesize about the number of red bears, blue bears and yellow bears in the bag. Then, finally ask them to look at the contents of the entire bag and discuss their outcomes again. (Interaction and P&A)

Vocabulary

5. Introduce vocabulary – "likely, unlikely and impossible" related to this experiment and have students complete the sentence frame below: (Strategies and BB)

> *Sentence frame #1*
> In the bag, there are 7 red bears, 3 blue bears and 0 yellow bears, so selecting a _____(red, blue, yellow) bear is _____ (likely, unlikely, impossible.)

6. Introduce "equally likely" by having a bag containing 5 red and 5 blue bears and "certain" by having a bag containing all red bears and adapting the sentence frame above appropriately. (BB)

Determining Probability

7. Using the original bag of 7 red and 3 blue bears, show students the way to determine probability. Use the sentence frame below: (CI and P&A)

> *Sentence frame #2*
> The bag has a total of *10* bears. There are *7 red* bears.
> The **probability** of selecting a *red* bear is $\frac{7}{10}$.

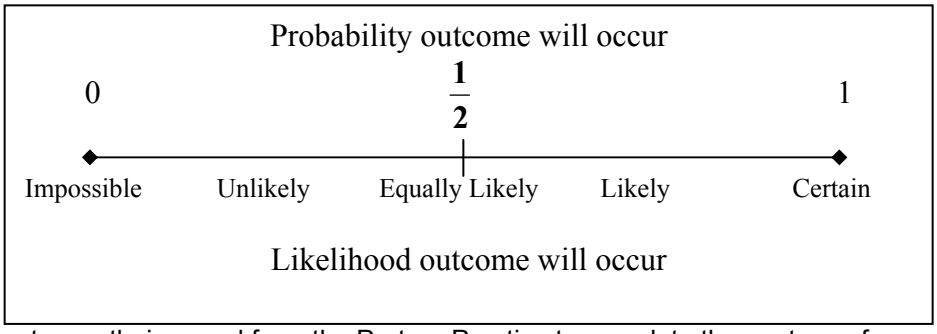
8. Using the same sentence frame, have students help determine the probability of selecting a blue and a then a yellow bear.
9. Repeat the process in whole group using a variety of bags until students are ready for more independent work. Include bags that contain 3 or more colors, as well as bags containing 2 or 1 color. Give students the opportunity to state the probability to a partner and then in whole group using sentence frame #2. (Strategies)

Partner Practice

10. With pre-created stations with one or more bags of bears, have students view the contents and on a recording sheet with several sentence frame #2 templates, complete the sentence orally and then complete the sentence frame in writing for each of the possible outcomes in the bag. (Interaction)

Connecting "likelihood" and probability

11. In group discussion, investigate the connection between the "likelihood" words and the probabilities that have been determined. Make sure students see all probabilities are from 0 to 1 inclusive and make the connections with "impossible" and "certain". (Lesson Delivery and Strategies)
12. Once students seem to understand the connections, suggest that it makes sense to look at the information on a number line. (CI) See below:



13. Have students use their record from the Partner Practice to complete the sentence frame below for each example they recorded: (Strategies)

> At station _____, the probability of selecting a *bear color* was *probability*, so selecting a *bear color* is *likelihood word*.

Closure

14. Show the students a bag containing 3 yellow, 5 green and 7 blue bears and ask them to write 4 sentences about the this bag of bears and what they have learned today. They may use the sentence frames to help. (Review and Assessment)

SIOP Lesson Plan

Prepared by Teresa Keesling – 7th grade teacher at THMS

Date: 4/22/10	**Grade/Class/Subject:** 7th Grade/Life Science

Unit/Theme: Chordates/Endotherms/Birds	**Standards:** LS.5

Content Objective(s): SWBAT identify major characteristics of birds.

Language Objective(s): SWBAT write sentences using key vocabulary.
SWBAT read for context clues to fill in note sheet. (Preparation)

Key Vocabulary		**Supplementary Materials**
bird	feathers	birds PPT
beak	fly	birds note sheet
egg	shell	student white boards/markers/erasers
internal fertilization		realia -, birds, eggs, feathers, nests

SIOP FEATURES

Preparation
- ☒ Adaptation of content
- ☒ Links to background
- ☒ Comprehensible Input
- ☒ Links to past learning

Scaffolding
- ☒ Modeling

Group Options
- ☒ Whole class
- ☒ Partners
- ☒ Independent

Integration of Processes
- ☒ Reading
- ☒ Writing
- ☒ Speaking
- ☒ Listening

Application
- ☒ Hands-on
- ☒ Meaningful
- ☒ Linked to objectives
- ☒ Promotes engagement

Assessment
- ☒ Individual
- ☒ Written
- ☒ Oral

Lesson Sequence:

1. Read aloud and explain objectives - within the "What's Up" announcement PPT (Preparation: Content and Language Objectives and Appropriate Content Concepts)
2. Hook - PPT starts out with a question that reviews a key concept from previous lessons - "Are their more endotherms or ectotherms in Canada?" Students will write their response on their note sheet, and then share it with their partner (Building Background, Strategies, Interaction, Practice & Application: Blooms, Links to Past Learning, Building Schema, Partner Work, Writing and Speaking Practice)
3. Identify characteristics of birds the students already know. They will write the characteristics on their note sheet and then share them with their partner. (BB and P & A: Links to Prior Learning and Students Experiences, Writing and Speaking Practice)
4. Teach major characteristics of birds using PPT. PPT is chunked into sections. Key vocabulary is highlighted in different color, and PPT contains numerous pictures and a video. (Comprehensible Input: Repetition and Highlighting of Key Vocab, Chunking, Supplementary Materials - Pictures and Video)
5. After each PPT section is explained, the students will use the vocabulary provided to fill in the blanks on their note sheet. Note sheet contains cloze sentences and word bank. (P & A and Individual Assessment: Active: Active Listening and Informal Assessment)
6. As a class we will go over the answers using the document camera so that students can check their answers. (CI: Modeling)
7. Each student will read the paragraphs aloud to their table partner. (P & A and Interaction: Reading and Speaking Opportunities and Partner Work)
8. Class ends with an activity related to bird eggs. Students will come up to the sink one at a time and, holding the egg in their hand, try to crack the egg. (P & A: Manipulatives to Promote Engagement)

Reflections:

The students really enjoyed having the live birds in the room for the day. Their presence increased the students engagement and prompted lots of questions. Students did great with the note sheet and have gotten used to the new routine. I will continue to focus on providing reading and speaking language application opportunities for the students by chunking information and decreasing teacher talk.

SIOP Lesson Plan

Prepared by Sherwin Yoder – 7th grade teacher at THMS

STANDARDS: Reading 7.5 (a) Students will be able to read fiction and demonstrate how setting, conflict, character development, and plot structure impact the theme of the story.

THEME: Identifying the theme of a fiction story by examining the setting, conflicts, character development, and plot structure of the story.

LESSON TOPIC: "The Monsters are Due on Maple Street" (a teleplay)

OBJECTIVES:

Content:
Students will be able to identify the theme of "The Monsters are Due on Maple Street" by examining the setting, conflicts, character development, and plot stucture of the teleplay.

Language:
Students will be able to write a response to the given quote and connect the theme of the teleplay to their daily lives. (Preparation)

LEARNING STRATEGIES: scaffolding, metacognitive and ognitive, graphic organizers (RAFTS and The FRAME)

KEY VOCABULARY: prejudice, teleplay, suspicion, mob mentality, guilty by association

MATERIALS: "The Twilight Zone" DVD, JMU article, Interactive Readers, graphic organizers, vocabulary cards, posters, construction paper, and markers

MOTIVATION:
(Building Background): Show an episode of "The Twilight Zone." Use the following questions to guide their viewing and the writing that will follow: 1. How does prejudice play a role in Erich's treatment of the doll? 2. Describe Erich's suspicions and explain how they affect the way he looks at the doll. Have students answer the given questions by letting them respond to the following prompt: "For the record, prejudices can kill and suspicion can destroy."

(BB - Links to Students Experiences and Prior Learning):
1. Have students respond to different scenarios on a graphic organizer. Have them compare how they would react if they were alone versus in a group (Example: Walking through the woods at night). Have students share responses with a partner.
2. Have students write down on construction paper a word that illustrates how behavior can change in a group and a reason why. (Example: Safety = I feel more secure when I am with a group.) Tape their responses onto a poster.
3. Mob Mentality: Have students read the article about the riot at JMU and discuss how a "mob mentality" played into what happened.
4. Look at the poster and decide which of those traits might contribute to a “mob mentality.”
5. Discuss the concept of “Guilty by Association” by showing a picture of Tiger Woods (discuss his dropped sponsorships) and share a personal “guilty by association" story with students. Students need to share a personal story of their own with a classmate and end their story by saying, “I was ‘guilty by association’.”
6. Use a RAFTs technique to help students learn key vocabulary (this stay/stray technique requires students to write a creative story by adopting a Role, Audience, Format, and Topic).

PRESENTATION:
Have students read the Overall Objectives. Let them know that we will refer back to these objectives over the next four days.
Explain the Daily Objectives as needed:
• Through a variety of activities, students will be able to make connections to prior learning and will write a prediction about “The Monsters are Due on Maple Street.” (Predictions are written when the Background and Links to Learning Activities are completed.)
• Students will be able to read “The Monsters are Due on Maple Street” and clarify how the camera directions add to the teleplay.

(Comprehensible Input): Throughout the unit, model appropriate speech, clear explanation of tasks with written directions (have students read the directions and clarify any questions before beginning the activity), realia (vocabulary cards/pictures for RAFTs activity), and relevant activities.

(Interaction): Opportunities to share with partner and class during Building Background. Also, discuss Comprehension Questions to clarify and connect to the story as we read. (I did have to add some additional supports throughout the unit. For example: In order to draw links from the episode we just watched to the teleplay that we were getting ready to read, we did a semantic web that helped us predict what The Twilight Zone stories might have in common.)

(Feedback): Ask clarification questions to draw out a more specific response or thought, praise effort and strong answers, model.

PRACTICE AND APPLICATION:
(Meaningful Activities): 1. (Before) Links to Experience and Learning activities. 2. (During) After assigning roles for students, read the drama together. Every few pages, students must Chunk/Chew by pausing and answering 2-3 Comprehension Questions (built into the Interactive Reader). We do this together as a class with individual students reading the question and then offering possible answers. 3. (After) Work together on FRAME (an organizer that requires students to find four examples of setting, conflict, character development, and plot structure. From these examples, students draw a theme. (I provided the definition of theme, the four categories listed above, and an example for each. We brainstormed a second set of examples for all four categories, and then students found the last two examples on the FRAME and wrote a theme on their own.)

(Strategies):
1. Higher Thinking Questions:
A. Describe the setting of the drama. Why do you think the author chose this setting? How might the setting help communicate the author's message?
B. Beyond entertainment, what was the author's purpose in writing this teleplay? How well do you think this teleplay communicates its message?

(Practice and Application): Activities include content and language knowledge and are linked to overall objectives, all four domains are used (Read/Write/Speak/Listen), and knowledge of theme is assessed by personal response to a given quote.

REVIEW AND ASSESSMENT:
(Review key content concepts):
1. Students will respond to the following quote by tying in their earlier thoughts about a portion of the quote and their reflection on the theme of the play: "The tools of conquest do not necessarily come with bombs and explosions and fallout. There are weapons that are simply thoughts, attitudes, prejudices, - to be found only in the minds of men. For the record, prejudices can kill and suspicion can destroy. A thoughtless, frightened search for a scapegoat has a fallout all its own for the children… and the children yet unborn, and the pity of it is… that these things cannot be confined to… The Twilight Zone!"

EXTENSION:
We did not do extension activities with this unit since it was the end of the six weeks. However, I did have students add to posters on the second day of the unit by having them use a thesaurus and a dictionary when they finished up their creative story for the RAFT activity.

For more example SIOP lessons, please visit the Center for Applied Linguistics website: http://www.cal.org/siop/resources/lessonplans.html

Virginia Department of Education Licensure Regulations:

English as a Second Language PreK-12 Endorsement Requirements

The candidate must have completed **24 semester hours** of coursework distributed in the following areas:

1. ***Teaching of reading** (courses must include the five areas of reading instruction: phonemic awareness, phonics, fluency, vocabulary and text comprehension as well as the similarities and differences between reading in the first language and reading in the second language; **one course must address reading instruction to English Language Learners):** 6 semester hours
2. ***English linguistics** (including phonology, morphology, syntax of English): 3 semester hours
3. ***Methods of teaching ESL** at the elementary and secondary levels: 3 semester hours
4. ***Cross-cultural education:** 3 semester hours
5. **Modern foreign languages** (if an applicant's primary language is other than English, all 6 hours must be in English): 6 semester hours**
6. ***Electives** in second language acquisition, general linguistics, applied linguistics, psycholinguistics, sociolinguistics, ESL assessment, or ESL curriculum development: 3 semester hours

*Courses offered through JMU Outreach Program.

**The 6-semester hour foreign language requirement may be met by either undergraduate or graduate course work.

For more information on this ESL Certificate Program, contact JMU's Outreach Program at http://www.jmu.edu/outreach.

Harrisonburg City Public Schools

VIRGINIA STANDARDS OF LEARNING (SOL) ASSESSMENTS DOCUMENTATION OF PARTICIPATION AND ACCOMMODATIONS FOR LIMITED ENGLISH PROFICIENT (LEP) STUDENTS
GRADES 3-8

Student Name _____ Level _____ School _____Grade _____
Directions: To document participation in the Virginia SOL assessments record appropriate accommodation code(s) in the boxes below. File this form in the student's scholastic record cumulative file.

SOL Assessment Area	Participation with No Accommodations	Participation with Standard Accommodations	Exempted from Participation*
English-Reading/Literature, Research*			
Virginia Grade Level Alternative (VGLA) Reading Assessment			
English-Writing*			
Mathematics			
Plain English Math			
History/Social Science*			
Science			

*All LEP students are allowed ONE exemption from this area. Student exempted from a test(s) has no further exemptions at any grade level in that content areas(s). Student must use the exemption the FIRST time the student encounters the test.

COMMITTEE MEMBERS' SIGNATURES

_____ _____
Principal/Designee Parent**

_____
Content Teacher

_____ _____
Content Teacher Date

** Parent informed of Committee's Decision (if not a member)

SOL ASSESSMENT ACCOMMODATION CODES

CODE	DESCRIPTOR
1	flexible schedule: time of day, breaks during test, multiple test sessions, order tests are administered
4	magnifying glass, templates to show only one item at a time
10	reading in English of test items (except on the English: Reading/Literature and Research test)
11	audio version of test items (except for *Reading* test).
17	bilingual dictionary
18	mark in test booklet or student responds verbally and teacher/proctor answer document.

Selection of Testing Accommodations for LEP Students

Accommodations for the SOL assessments should be selected from those the LEP student uses routinely in classroom instruction and assessment. The purpose of accommodations is to ensure, insofar as possible, that LEP students receive accommodations on the SOL assessments which allow them equal opportunity to demonstrate what they know and can do; however, students should not be provided with unnecessary or inappropriate accommodations. Furthermore, use of an unfamiliar accommodation during the testing may have a negative impact on the student's performance. Students must take the test in English; translations of the test into a different language are not permitted.

Harrisonburg City Public Schools

VIRGINIA STANDARDS OF LEARNING (SOL) ASSESSMENTS DOCUMENTATION OF PARTICIPATION AND ACCOMMODATIONS FOR LIMITED ENGLISH PROFICIENT (LEP) STUDENTS
9-12

Student Name _____ Level____ School **Harrisonburg High School** Grade _____

Directions: To document participation in the Virginia SOL assessments, refer to "Reasons for LEP Students' Level of Participation" codes and "Accommodation Codes" on the back of this form. Record appropriate accommodation code(s) in the boxes below. File this form in the student's scholastic record file.

After conferencing with you student, please put a check (√) in the appropriate column and the number of the accommodation, if applicable.

SOL End-of-Course Assessments	Participation w/No Accommodation	Participation w/Standard Accommodation
Reading/Literature, Research		
Writing		
Algebra I		
Algebra I (Plain English Form)		
Geometry		
Algebra II		
Earth Science		
Biology		
Chemistry		
U.S. History		
World History Part I		
World History Part II		
World Geography		

STUDENT SIGNATURE
My teacher has talked with me about the accommodations that I can use on the SOL test. I understand that if I use an accommodation on the SOL test, I must use that accommodation in my class regularly. I also understand that I have the right to refuse SOL accommodations.

_____ _____
Student Date

A student signature line has been added to the 9-12 accommodations form as a part of continuing efforts to encourage HHS students to take ownership of their learning.

COMMITTEE MEMBERS' SIGNATURES

_____ _____
Principal/Designee Parent**

_____ _____
ESL Teacher Guidance Counselor, Reading Specialist, Other (Optional)

_____ _____
Content Teacher Date

**Parent informed of Committee's Decision (if not a member)_____
Date

Legal Precedents Impacting LEP Students

1868 – Section 1 – Fourteenth Amendment to the Constitution: The equal protection clause: *"No state shall . . . deny to any person within it's jurisdiction the equal protection of the laws."*

Even though at the time it was passed, the purpose of the fourteenth amendment was to extend equal rights to former slaves; its significance to LEP individuals is that it provides equal protection (i.e. non-discrimination) to people whose first language is not English. Later court rulings further explained and examined the relationship between LEP individuals and the equal protection clause.

1954: Brown vs. Board of Education (Supreme Court): *"Separate educational facilities are inherently unequal."*

The purpose of this court ruling was to overturn de facto segregation. It has been cited in court cases involving LEP students since LEP students may not be able to access the curriculum even though they have the same materials and facilities.

Title VI – 1964 Civil Rights Act: *No person in the United States shall, on the ground of race, color, or* ***national origin****, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.*

Courts have traditionally viewed "***national origin***" to include an individual's first language.

1965 Elementary and Secondary Education Act (ESEA): This act was reauthorized in 1967 to include Title VII for bilingual education and was most recently reauthorized in 2000 and referred to the "No Child Left Behind" Act. During this reauthorization, Title VII (bilingual education) was changed to Title III – Language Instruction for Limited English Proficient and Immigrant Students.

- Includes the way that federal funds for LEP programs are allotted to states who then determine how they allot to districts.
- Includes AMAOs (Annual Measurable Achievement Objectives) for LEP students.
- Includes need for an annual assessment for LEP students.

1970 Department of Health, Education and Welfare (HEW) memo*: Identification of Discrimination and Denial of Services on the Basis of National Origin (NOM)*

To assist agencies receiving federal funding in understanding how to meet the needs of "Spanish surnamed" students, the HEW issued this memo regarding areas of major concern with regard to national origin discrimination. To be in compliance with Title VI of the 1964 Civil Rights Act, the HEW states that:

- Affirmative actions must be taken to overcome the language deficiency.
- Schools must not assign LEP students to classes for the "mentally retarded" based on criteria that essentially measure English language ability.
- Ability grouping must be designed to meet the language skills need as soon as possible and cannot be a "dead end."

Legal Precedents Impacting LEP Students

1974 Lau v. Nichols: Class action lawsuit brought on behalf of approximately 2,900 Chinese speaking students in the San Francisco unified school district whereby plaintiffs claimed that the school district was not meeting the language needs of these students. Ninth Circuit found in favor of the school district. However, a certiorari appeal was made to US Supreme Court which overturned the lower court ruling.

Justice Douglas wrote for the majority opinion of the court. *"Under these state-imposed standards there is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education."*

1981 Castañeda v. Pickard: *Roy Casteñeda claimed that the Raymondville Independent School District (RISD) in Southern Texas was discriminating against his children because of their ethnicity. He argued that they were segregated because of their cultural and language differences. Federal Court ruled in favor of RISD. Casteñeda appealed. US Court of Appeals for the 5th Circuit ruled in favor of Castañeda.*

The 5th Circuit Court of Appeals' Casteñeda decision established criteria used to determine the effectiveness of an instructional program and stated: 1. LEP program must be based on sound educational theory and pedagogy. 2. The program must be implemented with sufficient materials, resources and personnel. 3. A system must be established to evaluate the effectiveness of the LEP program.

1982 Plyer v. Doe: US Supreme Court struck down state law in Texas that denied a public education to undocumented students. Court found that this violated the 14th amendment of the U.S. constitution.

1985 United States Department of Education – Office of Civil Rights – Document titled "*Title VI Language Minority Compliance Procedures.*"

OCR reissued the memo/document in 1990 to reiterate school districts' responsibilities to LEP students. OCR explicitly lists its current compliance procedures when working with LEP students and states that school districts may use any alternative instructional program to meet LEP student language needs provided the program is based on sound design, as agreed upon by experts, and is periodically evaluated.

1991 Memorandum from OCR: *Policy Update on Schools' Obligations toward National Origin Minority Students with Limited English Proficiency (LEP Students).*

This document provides more detailed guidance for Lau compliance and repeatedly references the May 1970 HEW memo and the 1985 OCR memo, as well as the Casteñeda three part standard mentioned above. In addition, it addresses the qualifications of ESL teachers, exit criteria, the issue of double-services (LEP and SPED), and participation in gifted/talented and other specialized programs.

CAN DO Descriptors: Grade Level Cluster PreK-K

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	• Match oral language to classroom and everyday objects • Point to stated pictures in context • Respond non-verbally to oral commands or statements (e.g., through physical movement) • Find familiar people and places named orally	• Sort pictures or objects according to oral instructions • Match pictures, objects or movements to oral descriptions • Follow one-step oral directions (e.g., "stand up"; "sit down") • Identify simple patterns described orally • Respond with gestures to songs, chants, or stories modeled by teachers	• Follow two-step oral directions, one step at a time • Draw pictures in response to oral instructions • Respond non-verbally to confirm or deny facts (e.g., thumbs up, thumbs down) • Act out songs and stories using gestures	• Find pictures that match oral descriptions • Follow oral directions and compare with visual or nonverbal models (e.g., "Draw a circle under the line.") • Distinguish between what happens first and next in oral activities or readings • Role play in response to stories read aloud	• Order pictures of events according to sequential language • Arrange objects or pictures according to descriptive oral discourse • Identify pictures/realia associated with grade-level academic concepts from oral descriptions • Make patterns from real objects or pictures based on detailed oral descriptions	
SPEAKING	• Identify people or objects in illustrated short stories • Repeat words, simple phases • Answer yes/no questions about personal information • Name classroom and everyday objects	• Restate some facts from illustrated short stories • Describe pictures, classroom objects or familiar people using simple phrases • Answer questions with one or two words (e.g., "Where is Sonia?") • Complete phrases in rhymes, songs, and chants	• Retell short narrative stories through pictures • Repeat sentences from rhymes and patterned stories • Make predictions (e.g. "What will happen next?") • Answer explicit questions from stories read aloud (e.g., who, what, or where)	• Retell narrative stories through pictures with emerging detail • Sing repetitive songs and chants independently • Compare attributes of real objects (e.g., size, shape, color) • Indicate spatial relations of real-life objects using phrases or short sentences	• Tell original stories with emerging detail • Explain situations (e.g., involving feelings) • Offer personal opinions • Express likes, dislikes, or preferences with reasons	

The CAN DO Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

WIDA Consortium (2007). CAN DO Descriptors, 2009 Edition,PreKindergarten through Grade 12. Madison, Wisconsin: Board of Regents of the University of Wisconsin System.

CAN DO Descriptors: Grade Level Cluster PreK-K

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
READING	• Match icons and symbols to corresponding pictures • Identify name in print • Find matching words or pictures • Find labeled real-life classroom objects	• Match examples of the same form of print • Distinguish between same and different forms of print (e.g., single letters and symbols) • Demonstrate concepts of print (e.g., left to right movement, beginning/end, or top/bottom of page) • Match labeled pictures to those in illustrated scenes	• Use pictures to identify words • Classify visuals according to labels or icons (e.g., animals v. plants) • Demonstrate concepts of print (e.g., title, author, illustrator) • Sort labeled pictures by attribute (e.g., number, initial sound)	• Identify some high-frequency words in context • Order a series of labeled pictures described orally to tell stories • Match pictures to phrases/ short sentences • Classify labeled pictures by two attributes (e.g., size and color)	• Find school-related vocabulary items • Differentiate between letters, words, and sentences • String words together to make short sentences • Indicate features of words, phrases, or sentences that are the same and different	
WRITING	• Draw pictures and scribble • Circle or underline pictures, symbols, and numbers • Trace figures and letters • Make symbols, figures or letters from models and realia (e.g., straws, clay)	• Connect oral language to print (e.g., language experience) • Reproduce letters, symbols, and numbers from models in context • Copy icons of familiar environmental print • Draw objects from models and label with letters	• Communicate using letters, symbols, and numbers in context • Make illustrated "notes" and cards with distinct letter combinations • Make connections between speech and writing • Reproduce familiar words from labeled models or illustrations	• Produce symbols and strings of letters associated with pictures • Draw pictures and use words to tell a story • Label familiar people and objects from models • Produce familiar words/phrases from environmental print and illustrated text	• Create content-based representations through pictures and words • Make "story books" with drawings and words • Produce words/phrases independently • Relate everyday experiences using phrases/short sentences	

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CAN DO Descriptors: Grade Level Cluster 1-2

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	• Follow modeled, one-step oral directions (e.g., "Find a pencil.") • Identify pictures of everyday objects as stated orally (e.g., in books) • Point to real-life objects reflective of content-related vocabulary or oral statements • Mimic gestures or movement associated with statements (e.g., "This is my left hand.")	• Match oral reading of stories to illustrations • Carry out two- to three-step oral commands (e.g., "Take out your science book. Now turn to page 25.") • Sequence a series of oral statements using real objects or pictures • Locate objects described orally	• Follow modeled multi-step oral directions • Sequence pictures of stories read aloud (e.g., beginning, middle, and end) • Match people with jobs or objects with functions based on oral descriptions • Classify objects according to descriptive oral statements	• Compare/contrast objects according to physical attributes (e.g., size, shape, color) based on oral information • Find details in illustrated, narrative, or expository text read aloud • Identify illustrated activities from oral descriptions • Locate objects, figures, places based on visuals and detailed oral descriptions	• Use context clues to gain meaning from grade-level text read orally • Apply ideas from oral discussions to new situations • Interpret information from oral reading of narrative or expository text • Identify ideas/concepts expressed with grade-level content-specific language	
SPEAKING	• Repeat simple words, phrases, and memorized chunks of language • Respond to visually-supported (e.g., calendar) questions of academic content with one word or phrase • Identify and name everyday objects • Participate in whole group chants and songs	• Use first language to fill in gaps in oral English (code switch) • Repeat facts or statements • Describe what people do from action pictures (e.g., jobs of community workers) • Compare real-life objects (e.g., "smaller," "biggest")	• Ask questions of a social nature • Express feelings (e.g., "I'm happy because…") • Retell simple stories from picture cues • Sort and explain grouping of objects (e.g., sink v. float) • Make predictions or hypotheses • Distinguish features of content-based phenomena (e.g., caterpillar, butterfly)	• Ask questions for social and academic purposes • Participate in class discussions on familiar social and academic topics • Retell stories with details • Sequence stories with transitions	• Use academic vocabulary in class discussions • Express and support ideas with examples • Give oral presentations on content-based topics approaching grade level • Initiate conversation with peers and teachers	

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CAN DO Descriptors: Grade Level Cluster 1-2

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
READING	• Identify symbols, icons, and environmental print • Connect print to visuals • Match real-life familiar objects to labels • Follow directions using diagrams or pictures	• Search for pictures associated with word patterns • Identify and interpret pre-taught labeled diagrams • Match voice to print by pointing to icons, letters, or illustrated words • Sort words into word families	• Make text-to-self connections with prompting • Select titles to match a series of pictures • Sort illustrated content words into categories • Match phrases and sentences to pictures	• Put words in order to form sentences • Identify basic elements of fictional stories (e.g., title, setting, characters) • Follow sentence-level directions • Distinguish between general and specific language (e.g., flower v. rose) in context	• Begin using features of non-fiction text to aid comprehension • Use learning strategies (e.g., context clues) • Identify main ideas • Match figurative language to illustrations (e.g., "as big as a house")	
WRITING	• Copy written language • Use first language (L1, when L1 is a medium of instruction) to help form words in English • Communicate through drawings • Label familiar objects or pictures	• Provide information using graphic organizers • Generate lists of words/ phrases from banks or walls • Complete modeled sentence starters (e.g., "I like ____.") • Describe people, places, or objects from illustrated examples and models	• Engage in prewriting strategies (e.g., use of graphic organizers) • Form simple sentences using word/phrase banks • Participate in interactive journal writing • Give content-based information using visuals or graphics	• Produce original sentences • Create messages for social purposes (e.g., get well cards) • Compose journal entries about personal experiences • Use classroom resources (e.g., picture dictionaries) to compose sentences	• Create a related series of sentences in response to prompts • Produce content-related sentences • Compose stories • Explain processes or procedures using connected sentences	

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CAN DO Descriptors: Grade Level Cluster 3-5

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	• Point to stated pictures, words, or phrases • Follow one-step oral directions (e.g., physically or through drawings) • Identify objects, figures, people from oral statements or questions (e.g., "Which one is a rock?") • Match classroom oral language to daily routines	• Categorize content-based pictures or objects from oral descriptions • Arrange pictures or objects per oral information • Follow two-step oral directions • Draw in response to oral descriptions • Evaluate oral information (e.g., about lunch options)	• Follow multi-step oral directions • Identify illustrated main ideas from paragraph-level oral discourse • Match literal meanings of oral descriptions or oral reading to illustrations • Sequence pictures from oral stories, processes, or procedures	• Interpret oral information and apply to new situations • Identify illustrated main ideas and supporting details from oral discourse • Infer from and act on oral information • Role play the work of authors, mathematicians, scientists, historians from oral readings, videos, or multi-media	• Carry out oral instructions containing grade-level, content-based language • Construct models or use manipulatives to problem-solve based on oral discourse • Distinguish between literal and figurative language in oral discourse • Form opinions of people, places, or ideas from oral scenarios	
SPEAKING	• Express basic needs or conditions • Name pre-taught objects, people, diagrams, or pictures • Recite words or phrases from pictures of everyday objects and oral modeling • Answer yes/no and choice questions	• Ask simple, everyday questions (e.g., "Who is absent?") • Restate content-based facts • Describe pictures, events, objects, or people using phrases or short sentences • Share basic social information with peers	• Answer simple content-based questions • Re/tell short stories or events • Make predictions or hypotheses from discourse • Offer solutions to social conflict • Present content-based information • Engage in problem-solving	• Answer opinion questions with supporting details • Discuss stories, issues, and concepts • Give content-based oral reports • Offer creative solutions to issues/problems • Compare/contrast content-based functions and relationships	• Justify/defend opinions or explanations with evidence • Give content-based presentations using technical vocabulary • Sequence steps in grade-level problem-solving • Explain in detail results of inquiry (e.g., scientific experiments)	

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CAN DO Descriptors: Grade Level Cluster 3-5

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
READING	• Match icons or diagrams with words/concepts • Identify cognates from first language, as applicable • Make sound/symbol/word relations • Match illustrated words/ phrases in differing contexts (e.g., on the board, in a book)	• Identify facts and explicit messages from illustrated text • Find changes to root words in context • Identify elements of story grammar (e.g., characters, setting) • Follow visually supported written directions (e.g., "Draw a star in the sky.")	• Interpret information or data from charts and graphs • Identify main ideas and some details • Sequence events in stories or content-based processes • Use context clues and illustrations to determine meaning of words/phrases	• Classify features of various genres of text (e.g., "and they lived happily ever after"—fairy tales) • Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram) • Find details that support main ideas • Differentiate between fact and opinion in narrative and expository text	• Summarize information from multiple related sources • Answer analytical questions about grade-level text • Identify, explain, and give examples of figures of speech • Draw conclusions from explicit and implicit text at or near grade level	
WRITING	• Label objects, pictures, or diagrams from word/phrase banks • Communicate ideas by drawing • Copy words, phrases, and short sentences • Answer oral questions with single words	• Make lists from labels or with peers • Complete/produce sentences from word/ phrase banks or walls • Fill in graphic organizers, charts, and tables • Make comparisons using real-life or visually-supported materials	• Produce simple expository or narrative text • String related sentences together • Compare/contrast content-based information • Describe events, people, processes, procedures	• Take notes using graphic organizers • Summarize content-based information • Author multiple forms of writing (e.g., expository, narrative, persuasive) from models • Explain strategies or use of information in solving problems	• Produce extended responses of original text approaching grade level • Apply content-based information to new contexts • Connect or integrate personal experiences with literature/content • Create grade-level stories or reports	

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CAN DO Descriptors: Grade Level Cluster 6-8

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	• Follow one-step oral commands/instructions • Match social language to visual/graphic displays • Identify objects, people, or places from oral statements/ questions using gestures (e.g., pointing) • Match instructional language with visual representation (e.g., "Use a sharpened pencil.")	• Follow multi-step oral commands/instructions • Classify/sort content-related visuals per oral descriptions • Sequence visuals per oral directions • Identify information on charts or tables based on oral statements	• Categorize content-based examples from oral directions • Match main ideas of familiar text read aloud to visuals • Use learning strategies described orally • Identify everyday examples of content-based concepts described orally • Associate oral language with different time frames (e.g., past, present, future)	• Identify main ideas and details of oral discourse • Complete content-related tasks or assignments based on oral discourse • Apply learning strategies to new situations • Role play, dramatize, or re-enact scenarios from oral reading	• Use oral information to accomplish grade-level tasks • Evaluate intent of speech and act accordingly • Make inferences from grade-level text read aloud • Discriminate among multiple genres read orally	
SPEAKING	• Answer yes/no and choice questions • Begin to use general and high frequency vocabulary • Repeat words, short phrases, memorized chunks • Answer select WH-questions (e.g., "who," "what," "when," "where") within context of lessons or personal experiences	• Convey content through high frequency words/ phrases • State big/main ideas of classroom conversation • Describe situations from modeled sentences • Describe routines and everyday events • Express everyday needs and wants • Communicate in social situations • Make requests	• Begin to express time through multiple tenses • Retell/rephrase ideas from speech • Give brief oral content-based presentations • State opinions • Connect ideas in discourse using transitions (e.g., "but," "then") • Use different registers inside and outside of class • State big/main ideas with some supporting details • Ask for clarification (e.g., self-monitor)	• Paraphrase and summarize ideas presented orally • Defend a point of view • Explain outcomes • Explain and compare content-based concepts • Connect ideas with supporting details/evidence • Substantiate opinions with reasons and evidence	• Defend a point of view and give reasons • Use and explain metaphors and similes • Communicate with fluency in social and academic contexts • Negotiate meaning in group discussions • Discuss and give examples of abstract, content-based ideas (e.g., democracy, justice)	

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CAN DO Descriptors: Grade Level Cluster 6-8

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
READING	• Associate letters with sounds and objects • Match content–related objects/pictures to words • Identify common symbols, signs, and words • Recognize concepts of print • Find single word responses to WH- questions (e.g., "who," "what," "when," "where") related to illustrated text • Use picture dictionaries/ illustrated glossaries	• Sequence illustrated text of fictional and non-fictional events • Locate main ideas in a series of simple sentences • Find information from text structure (e.g., titles, graphs, glossary) • Follow text read aloud (e.g., tapes, teacher, paired-readings) • Sort/group pre-taught words/ phrases • Use pre-taught vocabulary (e.g., word banks) to complete simple sentences • Use L1 to support L2 (e.g., cognates) • Use bilingual dictionaries and glossaries	• Identify topic sentences, main ideas, and details in paragraphs • Identify multiple meanings of words in context (e.g., "cell," "table") • Use context clues • Make predictions based on illustrated text • Identify frequently used affixes and root words to make/extract meaning (e.g., "un-," "re-," "-ed") • Differentiate between fact and opinion • Answer questions about explicit information in texts • Use English dictionaries and glossaries	• Order paragraphs • Identify summaries of passages • Identify figurative language (e.g., "dark as night") • Interpret adapted classics or modified text • Match cause to effect • Identify specific language of different genres and informational texts • Use an array of strategies (e.g., skim and scan for information)	• Differentiate and apply multiple meanings of words/ phrases • Apply strategies to new situations • Infer meaning from modified grade-level text • Critique material and support argument • Sort grade-level text by genre	
WRITING	• Draw content-related pictures • Produce high frequency words • Label pictures and graphs • Create vocabulary/concept cards • Generate lists from pre-taught words/phrases and word banks (e.g., create menu from list of food groups)	• Complete pattern sentences • Extend "sentence starters" with original ideas • Connect simple sentences • Complete graphic organizers/ forms with personal information • Respond to yes/no, choice, and some WH- questions	• Produce short paragraphs with main ideas and some details (e.g., column notes) • Create compound sentences (e.g., with conjunctions) • Explain steps in problem-solving • Compare/contrast information, events, characters • Give opinions, preferences, and reactions along with reasons	• Create multiple-paragraph essays • Justify ideas • Produce content-related reports • Use details/examples to support ideas • Use transition words to create cohesive passages • Compose intro/body/ conclusion • Paraphrase or summarize text • Take notes (e.g., for research)	• Create expository text to explain graphs/charts • Produce research reports using multiple sources/ citations • Begin using analogies • Critique literary essays or articles	

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CAN DO Descriptors: Grade Level Cluster 9-12

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	• Point to or show basic parts, components, features, characteristics, and properties of objects, organisms, or persons named orally • Match everyday oral information to pictures, diagrams, or photographs • Group visuals by common traits named orally (e.g., "These are polygons.") • Identify resources, places, products, figures from oral statements, and visuals	• Match or classify oral descriptions to real-life experiences or visually-represented, content-related examples • Sort oral language statements according to time frames • Sequence visuals according to oral directions	• Evaluate information in social and academic conversations • Distinguish main ideas from supporting points in oral, content-related discourse • Use learning strategies described orally • Categorize content-based examples described orally	• Distinguish between multiple meanings of oral words or phrases in social and academic contexts • Analyze content-related tasks or assignments based on oral discourse • Categorize examples of genres read aloud • Compare traits based on visuals and oral descriptions using specific and some technical language	• Interpret cause and effect scenarios from oral discourse • Make inferences from oral discourse containing satire, sarcasm, or humor • Identify and react to subtle differences in speech and register (e.g., hyperbole, satire, comedy) • Evaluate intent of speech and act accordingly	
SPEAKING	• Answer yes/no or choice questions within context of lessons or personal experiences • Provide identifying information about self • Name everyday objects and pre-taught vocabulary • Repeat words, short phrases, memorized chunks of language	• Describe persons, places, events, or objects • Ask WH- questions to clarify meaning • Give features of content-based material (e.g., time periods) • Characterize issues, situations, regions shown in illustrations	• Suggest ways to resolve issues or pose solutions • Compare/contrast features, traits, characteristics using general and some specific language • Sequence processes, cycles, procedures, or events • Conduct interviews or gather information through oral interaction • Estimate, make predictions or pose hypotheses from models	• Take a stance and use evidence to defend it • Explain content-related issues and concepts • Compare and contrast points of view • Analyze and share pros and cons of choices • Use and respond to gossip, slang, and idiomatic expressions • Use speaking strategies (e.g., circumlocution)	• Give multimedia oral presentations on grade-level material • Engage in debates on content-related issues using technical language • Explain metacognitive strategies for solving problems (e.g., "Tell me how you know it.") • Negotiate meaning in pairs or group discussions	

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CAN DO Descriptors: Grade Level Cluster 9-12

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
READING	• Match visual representations to words/phrases • Read everyday signs, symbols, schedules, and school-related words/phrases • Respond to WH- questions related to illustrated text • Use references (e.g., picture dictionaries, bilingual glossaries, technology)	• Match data or information with its source or genre (e.g., description of element to its symbol on periodic table) • Classify or organize information presented in visuals or graphs • Follow multi-step instructions supported by visuals or data • Match sentence-level descriptions to visual representations • Compare content-related features in visuals and graphics • Locate main ideas in a series of related sentences	• Apply multiple meanings of words/phrases to social and academic contexts • Identify topic sentences or main ideas and details in paragraphs • Answer questions about explicit information in texts • Differentiate between fact and opinion in text • Order paragraphs or sequence information within paragraphs	• Compare/contrast authors' points of view, characters, information, or events • Interpret visually- or graphically-supported information • Infer meaning from text • Match cause to effect • Evaluate usefulness of data or information supported visually or graphically	• Interpret grade-level literature • Synthesize grade-level expository text • Draw conclusions from different sources of informational text • Infer significance of data or information in grade-level material • Identify evidence of bias and credibility of source	
WRITING	• Label content-related diagrams, pictures from word/phrase banks • Provide personal information on forms read orally • Produce short answer responses to oral questions with visual support • Supply missing words in short sentences	• Make content-related lists of words, phrases, or expressions • Take notes using graphic organizers or models • Formulate yes/no, choice and WH- questions from models • Correspond for social purposes (e.g., memos, e-mails, notes)	• Complete reports from templates • Compose short narrative and expository pieces • Outline ideas and details using graphic organizers • Compare and reflect on performance against criteria (e.g., rubrics)	• Summarize content-related notes from lectures or text • Revise work based on narrative or oral feedback • Compose narrative and expository text for a variety of purposes • Justify or defend ideas and opinions • Produce content-related reports	• Produce research reports from multiple sources • Create original pieces that represent the use of a variety of genres and discourses • Critique, peer-edit and make recommendations on others' writing from rubrics • Explain, with details, phenomena, processes, procedures	

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