North Coast Teacher Induction Program

Teaching English Language Learners Resource Guide

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CHAPTER 1: TEACHING ENGLISH LANGUAGE LEARNERS

1.1 Introduction

The English Learner (EL) population is a diverse population with diverse educational needs. Some ELs enter our classrooms with excellent skills in their native language and strong knowledge of academic content. Other ELs come to us with almost no formal educational experience and with few literacy skills. ELs are as mixed academically as any other group of students – with the additional layer of having a different native language.

As a classroom teacher, you will have support staff to help with your ELs. This staff is your team when it comes to helping your ELs. Utilize their expertise. At the end of the day, EL students are your responsibility and it is up to you to make sure that their education is differentiated, appropriate, and challenging. These students need the guidance, love, and support to help them, not only learn a second language, but learn the grade level material that they are required to master.

The Teaching English Language Learners Resource Guide is designed to provide teachers with a basic overview of the current laws and processes that form the structure of English Learner programs. It will also provide teachers with some basic information about best practices in meeting the needs of English Learners. **Please be aware that we are currently in transition between CELDT and ELPAC. This resource guide concentrates on the CELDT, which is the current test as of the 2014-2015 school year.**

Thank you for your dedication to teaching and to children.

~ The North Coast Teacher Induction Program

Important Note

It is extremely important that all teachers take time to read any District specific regulations, policies, and guidelines concerning programs and procedures for serving English Learners. Individual teachers need to be aware of district procedure and to work within these guidelines. Further, teachers need to be familiar with the purposes, goals, and content of their own district's adopted instructional program for English Learners. This English Learner Resource Guide is a general resource for teachers in meeting the educational needs of English Learners. It should be used to enhance instruction within the district's adopted English Learner program.

1.2 Credential Program Standard 6

Universal Access: Equity for all Students (adopted February 2013)

Candidates protect and support all students by designing and implementing equitable and inclusive learning environments. They maximize academic achievement for students from all ethnic, racial, socio-economic, cultural, academic, and linguistic or family background; gender, gender identity, and sexual orientation; students with disabilities and advanced learners; and students with a combination of special instructional needs. When planning and delivering instruction, Candidates examine and strive to minimize bias in classrooms, schools and larger educational systems while using culturally responsive pedagogical practices. Candidates use a variety of resources (including technology-related tools, interpreters, etc.) to collaborate and communicate with students, colleagues, resource personnel and families to provide the full range of learners with equitable access to the state-adopted academic content standards.

a. Teaching English Learners
To ensure academic achievement and language proficiency for English learners, Candidates adhere to legal and ethical obligations for teaching English learners, including the identification, reclassification and monitoring processes. Candidates implement district policies regarding primary language support services for students.

Candidates plan instruction for English learners based on the students' levels of proficiency and literacy in English and primary language as assessed by multiple measures such as state language proficiency assessments, state standards assessments, and local assessments.

Based on teaching assignments and the adopted language program instructional model(s), Candidates implement one or more of the components of English Language Development (ELD): grade–level academic language instruction, ELD by proficiency level, and/or content-based ELD.

Candidates demonstrate effective strategies that support student learning and lead to mastery of academic content standards and objectives. Candidates also develop language objectives to address language and literacy demands inherent in content area instruction (e.g. linguistic demands, language function and form, audience and purpose, academic vocabulary, comprehension of multiple oral and written genres).

Candidates demonstrate skills for managing and organizing a classroom with first and second language learners.

Candidates plan instruction that demonstrates their understanding of the importance of students' family and cultural backgrounds, and experiences.

Candidates communicate effectively with parents and families, taking into account the linguistic and cultural backgrounds of students and their families.

Candidates instruction English learners using adopted standards-aligned instructional materials. Candidates differentiate instruction based upon their students' primary language and proficiency levels in English considering the students' culture, level of acculturation, and prior schooling.

Reprinted from: "Induction Program Standards Adopted February 2013." California Commission on Teacher Credentialing. Web. Nov. 2014. <http://www.ctc.ca.gov/.../induction-program-standards-narrative.doc>.

CHAPTER 2: THE ENGLISH LANGUAGE LEARNER (ELL)

2.1 Who Are The English Learners?

Characteristics of Students with Language Needs

Newcomers Inconsistent Schooling

Immigrant English Learners with inadequate schooling in their primary language

Newcomers Highly Educated

Immigrant English Learners with successful schooling in their primary language

Alternative Dual-Language

Bilingual students schooled in the United States

Non-English Learners with Language Gaps

Standard English Learners

Struggling Reclassified Fluent English Proficient (RFEP) and Fluent English Proficient (FEP)

Struggling English Only Learners

2.2 What Do All Language Learners Need?

LANGUAGE LEARNERS NEED…

- Bridging from prior knowledge
- Models, visuals, graphic organizers
- Respect for home & culture
- Guided interactions
- Daily vocabulary instruction
- Meaningful content, Thematic Instruction
- Assessment that INFORMS instruction
- Explicit forms of academic English

CHAPTER 3: ENGLISH LANGUAGE DEVELOPMENT (ELD)

3.1 Stages of ELD

Research has shown that learners of an additional language generally follow a common path to second language development. The CA ELD Standards refer to the stages along this path as Emerging, Expanding, and Bridging. The diagram below summarizes the general progression of English language development as conceptualized by the English Language Development Continuum in the CA ELD Standards.

General Progression in the CA ELD Standards ELD Continuum

→---------------→---------------→ELD Continuum→-----------------→-----------------→				
Native Language	**Emerging**	**Expanding**	**Bridging**	**Lifelong Language Learners**
English learners come to school with a wide range of knowledge and competencies in their primary language, which they draw upon to develop English.	English learners at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.	English learners at this level increase their English knowledge, skills, and abilities in more contexts. They learn to apply a greater variety of academic vocabulary, grammatical structures, and discourse practices in more sophisticated ways, appropriate to their age and grade level.	English learners at this level continue to learn and apply a range of advanced English language knowledge, skills, and abilities in a wide variety of contexts, including comprehension and production of highly complex texts. The "bridge" alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for special-ized instruction.	Students who have reached full proficiency in the English language, as determined by state and/or local criteria, continue to build increasing breadth, depth, and complexity in comprehending and communicating in English in a wide variety of contexts.

3.2 CA ELD Critical Principles

Part I: Interacting in Meaningful Ways

A. Collaborative (engagement in dialogue with others)
1. Exchanging information/ideas via oral communication and conversations
2. Interacting via written English (print and multimedia)
3. Offering opinions and negotiating with/persuading others
4. Adapting language choices to various contexts

B. Interpretive (comprehension and analysis of written and spoken texts)
5. Listening actively and asking/answering questions about what was heard
6. Reading closely and explaining interpretations/ideas from reading
7. Evaluating how well writers and speakers use language to present or support ideas
8. Analyzing how writers use vocabulary and other language resources

C. Productive (creation of oral presentations and written texts)
9. Expressing information and ideas in oral presentations
10. Composing/writing literary and informational texts
11. Supporting opinions or justifying arguments and evaluating others' opinions or arguments
12. Selecting and applying varied and precise vocabulary and other language resources

Part II: Learning About How English Works

A. Structuring Cohesive Texts
1. *Understanding text structure* and organization based on purpose, text type, and discipline
2. *Understanding cohesion* and how language resources across a text contribute to the way a text unfolds and flows

B. Expanding & Enriching Ideas
3. *Using verbs and verb phrases* to create precision and clarity in different text types
4. *Using nouns and noun phrases* to expand ideas and provide more detail
5. *Modifying to add details* to provide more information and create precision

C. Connecting and Condensing Ideas
6. *Connecting ideas* within sentences by combining clauses
7. *Condensing ideas* within sentences using a variety of language resources

Part III: Using Foundational Literacy Skills:

Considerations for instruction in foundational literacy at each grade level K-12 are outlined in CDE's "Overview of the California English Language Development Standards and Proficiency Level Descriptors".

3.3 Critical Content for Professional Learning

Establishing a Vision for California's Students	Understanding the Standards	Establishing the Context for Learning
- Develop the readiness for college, career, and civic life - Attain the capacities of literate individuals - Become broadly literate - Acquire the skills for living and learning in the 21st century	- CA CCSS for ELA/Literacy - CA ELD Standards - Model School Library Standards - Implementing science, history/social science, career and technical education, and other standards in tandem	- Integrating the curricula - Motivating and Engaging learners - Respecting learners - Ensuring intellectual challenge
Enacting the Key Themes for ELA/Literacy and ELD - Meaning making - Language development - Effective expression - Content knowledge - Foundational skills	**Addressing the Needs of Diverse Learners** - Comprehensive English Language Development - Additive approaches to language and literacy development - Meeting the needs of students with disabilities and students experiencing difficulty - Meeting the needs of advanced learners and other populations	**Exploring Approaches to Teaching and Learning** - Models of Instruction - Culturally and linguistically responsive teaching - Supporting biliteracy and multilingualism - Supporting students strategically (including UDL and MTSS)
Sharing the Responsibility - Collaborating within and across grades, departments, and disciplines - Promoting teacher leadership - Partnering with community groups and higher education - Collaborating with parents	**Evaluating Teaching and Learning** - Types and methods of assessment (formative, summative, rubrics, portfolios, diagnostic) - Cycles of assessment (short, medium, long) - Student involvement in assessment - Appropriate preparation for state assessments	**Integrating 21st Century Learning** - Critical thinking skills - Creativity and innovation skills - Communication and collaboration skills - Global awareness and competence - Technology skills

The ELA/ELD Framework was adopted by the California State Board of Education on July 9, 2014.

CHAPTER 4: DETERMINING ENGLISH LEARNER (EL) PLACEMENTS, INSTRUCTION, AND PROGRESS MONITORING

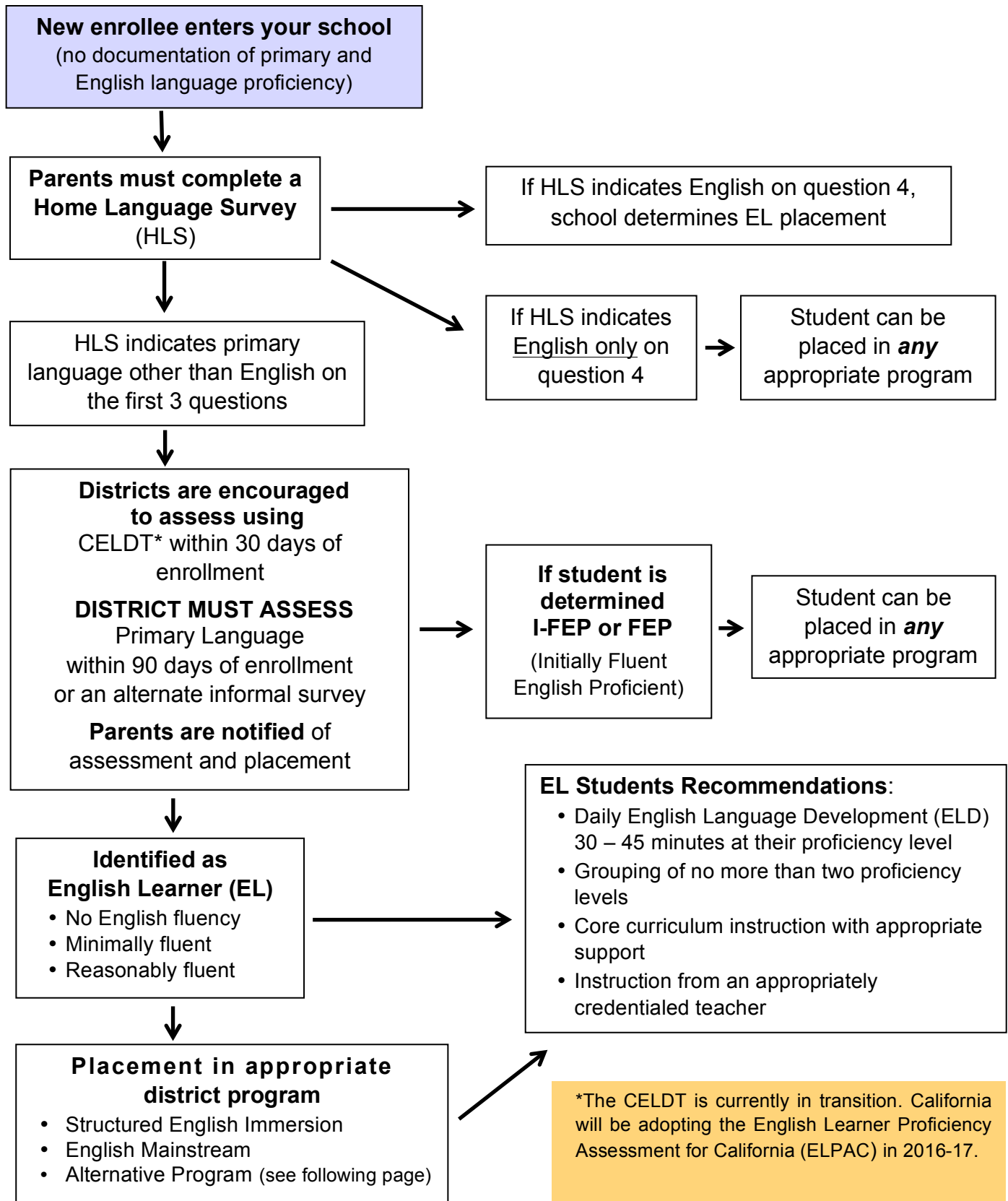## 4.1 Characteristics of Students with Language Needs

Groups	Key Characteristics
Immigrant English Learners-Successful *L$_1$ Schooling	• Steady school attendance in native country, at grade level or beyond in their first language • L$_1$ spoken in the home • Often highly motivated, seeks out additional support and resources • Makes steady progress in **ELD sequence towards fluency • High-level math skills; transfers academic concepts easily with language support • First language writing appears conventionally organized and detailed • Smallest percentage of students identified as EL
Immigrant English Learners-Inadequate L$_1$ Schooling	• Strong survival coping skills • May be employed, and/or caring for children to assist family • Schooling in native country inadequate or interrupted • L$_1$ spoken in the home • Cannot demonstrate basic math skills • First language writing lacks punctuation, appears incomplete • Unable to demonstrate comprehension of L$_1$ text • Unable to make steady progress through ELD sequence or move successfully into mainstream classes • May appear unengaged
U.S. Schooled Bilinguals	• Born in the U.S., or in attendance at U.S. schools since K/1 • Mixture of L$_1$ and English spoken in the home • Often are fluent in oral English • May or may not have literacy in L$_1$, or have attended bilingual classes • English reading and writing below grade level, older students may plateau at 4/5 grade level • Tendency to struggle with content classes and academically challenging text • Writing shows similar language errors as ELs, may be incomplete in formal organization and vocabulary • In some schools, this group represents the largest number of students with language needs

Standard English Learners (SELs)	• U.S. Born. Non-standard English dialect spoken in the home
	• Most widely identified SELs include:
	  – African Americans
	  – Mexican-Americans (second, third generation)
	  – Native American
	  – Hawaiian, Pacific Islanders
	• May demonstrate similar difficulties in accessing challenging academic text as ELs
	• Writing may demonstrate spelling and grammar patterns consistent to home language structure, rather than standard, academic English
	• Can benefit from similar language access strategies as ELs

Other	• All students who do not have support in the home for acquisition and practice of academic English • Often correlates to socio-economic status, opportunities for higher education or access to academic text among family members • Can benefit from explicit instruction in academic English

*L$_1$=First Language or Native Language, ** ELD=English Language Development

Adapted from the work of Laurie Olsen, Anna Jaramillo, (ELs); Sharroky Hollie (SELs), CRLP, by S. Young
Professional Development for California Mentors: Mentoring for Language-Learner Success
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4.2 Steps for Determining EL Placements, Instruction & Progress Monitoring

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

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Parents must complete a Home Language Survey (HLS)

→ If HLS indicates English on question 4, school determines EL placement

→ If HLS indicates English only on question 4 → Student can be placed in *any* appropriate program

↓

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

↓

Districts are encouraged to assess using CELDT* within 30 days of enrollment

DISTRICT MUST ASSESS Primary Language within 90 days of enrollment or an alternate informal survey

Parents are notified of assessment and placement

→ **If student is determined I-FEP or FEP** (Initially Fluent English Proficient) → Student can be placed in *any* appropriate program

↓

Identified as English Learner (EL)
• No English fluency
• Minimally fluent
• Reasonably fluent

→ **EL Students Recommendations**:
• Daily English Language Development (ELD) 30 – 45 minutes at their proficiency level
• Grouping of no more than two proficiency levels
• Core curriculum instruction with appropriate support
• Instruction from an appropriately credentialed teacher

↓

Placement in appropriate district program
• Structured English Immersion
• English Mainstream
• Alternative Program (see following page)

*The CELDT is currently in transition. California will be adopting the English Learner Proficiency Assessment for California (ELPAC) in 2016-17.

4.3 What are the Program Placement Options for ELs?

For Students Designated As English Learner In A General Education Classroom

English Only Learners

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

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

Monitored IFEPs RFEPs
With fewer than 3 years of proficiency on state mandated testing

IFEP: Initial Fluent English Placement

RFEP: Redesignated Fluent English Proficient

FEP Fluent English
Proficient, no longer monitored if proficient on state mandated testing.

Parent Request Option

Requires a parental waiver

Dual Language Education/Immersion
- Develop high levels of language proficiency and literacy in both program languages (English and Partner Language)
- Demonstrate high levels of academic achievement
- Develop an appreciation for and an understanding of diverse cultures.

Structured English Immersion Program
(Placement for up to 30 days and then proceeds to...)

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

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CHAPTER 5: THE CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST (CELDT)*

5.1 Purpose of the CELDT

- ✓ **To identify new students** who are English Learners in kindergarten through grade twelve
- ✓ **Determine the level of English language proficiency** of those students
- ✓ **To annually assess student progress** in acquiring listening, speaking, reading, and writing skills in English.

5.2 Things You Need to Know

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

5.3 Questions to Ask About Your School District

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

5.4 How Are Proficiency Levels Determined?

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

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5.41 Descriptions of Proficiency Levels

Beginning

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

Early Intermediate

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

Intermediate

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

Early Advanced

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

Advanced

Students performing at this level of English language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands. In order to attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are necessary.

Source: "CELDT Proficiency Level Descriptions." *Stanford University*. Web. 25 Nov. 2014. <https://www.stanford.edu>.

5.5 Sample Initial and Annual Assessments

CELDT* Sample Initial and Annual Assessments – Grade 2				
Overall Performance Levels	**Listening**	**Speaking**	**Reading**	**Writing**
Advanced Students at this level of English language performance communicate effectively with various audiences on a wide range of familiar and new topics to meet social and learning demands. In order to attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are still necessary. They are able to identify and summarize concrete details and abstract concepts during unmodified instruction in all academic domains. Oral and written productions reflect discourse appropriate for academic domains. Errors are infrequent and do not reduce communication.	Students who perform at this level on the CELDT typically demonstrate comprehension of most academic language with complex syntax and vocabulary; they understand and follow all simple oral directions.	Students who perform at this level on the CELDT typically use extensive vocabulary and complex syntax appropriate to setting and purpose; they tell a coherent and detailed story based on a picture sequence, using complete and complex sentences.	Students who perform at this level on the CELDT typically identify more complex synonyms and antonyms; they read a more complex story and answer increasingly difficult questions that involve sequencing, summarizing, drawing conclusions, or making inferences.	Students who perform at this level on the CELDT typically identify a complex verb tense; they write a complete sentence appropriate to a picture prompt The sentence contains few or no mechanical errors. They write a short story in response to a picture sequence. The story contains well-organized ideas, accurate transitions, precise vocabulary, and minimal errors.
Early Advanced Students at this level of English language pe1iormance begin to combine the elements of the English language in complex cognitively demanding situations and are able to use English as a means for learning in academic domains. They are able to identify and summarize most concrete details and abstract concepts during unmodified instruction in most academic domains. Oral and written productions are characterized by more elaborate discourse and fully developed paragraphs and compositions. Errors are less frequent and rarely complicate communication.	Students who perform at this level on the CELDT typically demonstrate comprehension of social language and comprehension of some academic language with complex vocabulary and syntax; they understand and follow most simple oral directions.	Students who perform at this level on the CELDT typically use fairly extensive vocabulary and fairly complex syntax appropriate to setting and purpose, with occasional minor errors: they tell a coherent story based on a picture sequence that clearly expresses the major events, using complete sentences with minor errors.	Students who perform at this level on the CELDT typically match more difficult vocabulary words to pictures; use irregular plurals and identify antonyms: use context clues to complete sentences in a short passage with words appropriate to the topic: identify different genres: recall details and answer more difficult questions that involve sequencing, summarizing, drawing conclusions, or making inferences after reading a story; recognize common abbreviations: and recognize more complex grammar and spelling patterns.	Students who perform at this level on the CELDT typically demonstrate use of possessives, superlatives, regular plurals, prepositions, and articles: use vocabulary that is specific; and write a complete sentence appropriate to a picture prompt. The sentence may contain minor grammatical, syntactical, mechanical, or spelling errors. They write a short story in response to sequenced pictures. The story contains clear ideas and accurate transitions with few errors.
Intermediate Students at this level of English language performance begin to tailor English language skills to meet communication and learning demands with increasing accuracy. They are able to identify and understand more concrete details and some major abstract concepts during unmodified instruction. They are able to respond with increasing ease to more varied communication and learning demands with a reduced number of errors. Oral and written productions have usually expanded to sentences, paragraphs, and original statements and questions. Errors still complicate communication.	Students who perform at this level on the CELDT typically demonstrate comprehension of simple vocabulary and syntax related to social language, with limited comprehension of academic language; they understand and attempt to follow simple oral directions.	Students who perform at this level on the CELDT typically use a broader range of vocabulary and syntax appropriate to setting and purpose with gaps in communication: they tell a coherent story based on a picture sequence that may not clearly express the major events, using phrases and incomplete sentences.	Students who perform at this level on the CELDT typically match similar sound patterns and identify compound words; recognize multiple-meaning words; apply abstract concepts to categorize words; use the context of a sentence to fill in the blanks with the correct words; and recall details and answer questions that involve sequencing, summarizing, drawing conclusions, or making simple inferences after reading a story.	Students who perform at this level on the CELDT typically begin to use standard writing conventions, such as word order, subject/verb agreement, verb tenses, pronouns, and contractions; use vocabulary that is common but may lack complexity and write a simple sentence appropriate to a picture prompt. The sentence may contain errors in grammar, vocabulary, and for syntax. They write a short story by listing events or ideas in response to sequenced pictures. The story may contain repetitive transitional words and errors that do not affect meaning.
Early Intermediate Students at this level of English language performance continue to develop receptive and productive English skills. They are able to identify and understand more concrete details during unmodified instruction. They may be able to respond with increasing ease to more varied communication and learning demands with a reduced number of errors. Oral and written productions are usually limited to phrases and memorized statements and questions. Frequent errors still reduce communication.	Students who perform at this level on the CELDT typically understand basic social language, with limited comprehension of academic language; they understand and follow some simple oral directions.	Students who perform at this level on the CELDT typically use a limited range of vocabulary and syntax appropriate to setting and purpose, but make frequent errors that impede communication; they tell a story based on a picture sequence, using phrases and simple vocabulary that contain numerous errors and may not be coherent.	Students who perform at this level on the CELDT typically match simple vocabulary words to pictures; hear a word and select its printed version from a choice of similar words: recognize basic semantic categories, such as regular plurals and simple synonyms; and use phonemic awareness and phonics skills at a highest level, such as rhyming.	Students who perform at this level on the CELDT typically begin to use some standard writing conventions, such as spacing, punctuation, and capitalization; use vocabulary that is basic and may be limited; and write a phrase or a simple sentence based on a prompt. The response may contain numerous errors that obscure meaning.
Beginning Students at this level of English language performance may demonstrate little or no receptive or productive English skills. They are beginning to understand a few concrete details during unmodified instruction. They may be able to respond to some communication and learning demands, but with many errors. Oral and written production is usually limited to disconnected words and memorized statements and questions. Frequent errors make communication difficult.	Students who perform at this level on the CELDT have little or no receptive skills, or may demonstrate limited comprehension of a few basic words and phrases: they understand and follow few simple oral directions.	Students who perform at this level on the CELDT may demonstrate no productive skills, or may begin to use basic vocabulary and respond with simple words to phrases appropriate to setting and purpose; they attempt to tell part of a story, using simple words and phrases.	Students who perform at this level on the CELDT may demonstrate no receptive skills; or may identify the letter that corresponds to the initial sound of a simple spoken word; they begin to recognize some basic groups of related words.	Students who perform at this level on the CELDT may demonstrate no productive skills, or may use a few standard writing conventions; they attempt to write a short story in response to a picture sequence. The writing is minimal and contains some isolated English words.

*The CELDT is currently in transition. California will be adopting the English Learner Proficiency Assessment for California (ELPAC) in 2016-17.
Reprinted from: "2013–14 CELDT Information Guide." California Department of Education. Web. Dec. 2014. <http://www.cde.ca.gov>.

CELDT* Sample Initial and Annual Assessments – Grade 6 - 8

Overall Performance Levels	Listening	Speaking	Reading	Writing
Advanced Students at this level of English language performance communicate effectively with various audiences on a wide range of familiar and new topics to meet social and learning demands. In order to attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are still necessary. They are able to identify and summarize concrete details and abstract concepts during unmodified instruction in all academic domains. Oral and written productions reflect discourse appropriate for academic domains. Errors are infrequent and do not reduce communication.	Students who perform at this level on the CELDT typically understand extensive vocabulary and complex syntax, without significant problems in comprehension; they understand and follow all oral directions.	Students who perform at this level on the CELDT typically use extensive vocabulary and complex syntax appropriate to setting and purpose; they tell a coherent and detailed story based on a picture sequence, using complete and complex sentences.	Students who perform at this level on the CELDT typically understand complex structures, such as root words, word parts, and grammatical features: infe1· meaning by synthesizing information; and identify various categories of informational materials.	Students who perform at this level on the CELDT typically use difficult transitions, conjunctions, and prepositions correctly; they write a complete sentence that is appropriate to the topic in response to a picture prompt. The sentence has few or no mechanical errors. They write a composition that is well organized and contains a clear sequence of events or ideas, precise vocabulary, and accurate transitional words. The composition may contain minimal errors.
Early Advanced Students at this level of English language pe1iormance begin to combine the elements of the English language in complex cognitively demanding situations and are able to use English as a means for learning in academic domains. They are able to identify and summarize most concrete details and abstract concepts during unmodified instruction in most academic domains. Oral and written productions are characterized by more elaborate discourse and fully developed paragraphs and compositions. Errors are less frequent and rarely complicate communication.	Students who perform at this level on the CELDT typically understand extensive vocabulary and complex syntax with occasional minor problems in comprehension: they understand and follow most complex, multi-step oral directions.	Students who perform at this level on the CELDT typically use fairly extensive vocabulary and fairly complex syntax appropriate to setting and purpose, with occasional minor errors: they tell a coherent story based on a picture sequence that clearly expresses the major events, using complete sentences with minor errors.	Students who perform at this level on the CELDT typically recognize character traits and features of a variety of texts; make inferences and draw conclusions from more challenging reading passages; recognize more complex synonyms and antonyms; demonstrate understanding of idiomatic expressions; and demonstrate decoding and word-attack skills, such as sound pairs and prefixes.	Students who perform at this level on the CELDT typically demonstrate familiarity with idioms and expressions; begin to use difficult transitions, conjunctions, and prepositions: and write a sentence in response to a picture prompt. The sentence may contain minor terms in grammar and mechanics. They write a composition that contains relevant details and a logical sequence of events m ideas. The sentences may contain few errors in grammar and mechanics.
Intermediate Students at this level of English language performance begin to tailor English language skills to meet communication and learning demands with increasing accuracy. They are able to identify and understand more concrete details and some major abstract concepts during unmodified instruction. They are able to respond with increasing ease to more varied communication and learning demands with a reduced number of errors. Oral and written productions have usually expanded to sentences, paragraphs, and original statements and questions. Errors still complicate communication.	Students who perform at this level on the CELDT typically understand some complex vocabulary and syntax with occasional gaps in comprehension; they understand and follow some complex, multi-step oral directions.	Students who perform at this level on the CELDT typically use a broader range of vocabulary and syntax appropriate to setting and purpose with gaps in communication: they tell a coherent story based on a picture sequence that may not clearly express the major events, using phrases and incomplete sentences.	Students who perform at this level on the CELDT typically demonstrate knowledge of simple synonyms, antonyms, and simple root words; identify the correct meaning of a word in a given context; recognize the sequence of events in a reading passage: determine the main idea of a simple text; recognize the parts of a book; begin to demonstrate decoding and word-attack skills, such as sound pairs and prefixes; and make inferences and draw conclusions from reading passages.	Students who perform at this level on the CELDT typically use verb tenses correctly· use idiomatic qualifiers; use mechanics and basic grammar correctly; and write a complete sentence appropriate to a picture prompt. The sentence may contain errors in grammar, vocabulary, and/or syntax. They write a composition about a topic but the composition may consist of a disorganized list of events, containing some details and repetitive transitional words.
Early Intermediate Students at this level of English language performance continue to develop receptive and productive English skills. They are able to identify and understand more concrete details during unmodified instruction. They may be able to respond with increasing ease to more varied communication and learning demands with a reduced number of errors. Oral and written productions are usually limited to phrases and memorized statements and questions. Frequent errors still reduce communication.	Students who perform at this level on the CELDT typically understand basic vocabulary and syntax, with frequent errors and limited comprehension; they understand and follow simple multistep oral directions.	Students who perform at this level on the CELDT typically use a limited range of vocabulary and syntax appropriate to setting and purpose, but make frequent errors that impede communication; they tell a story based on a picture sequence, using phrases and simple vocabulary that contain numerous errors and may not be coherent.	Students who perform at this level on the CELDT typically identify sound/symbol correspondences in words: begin to use words in context appropriately; answer literal comprehension questions from a simple story; and demonstrate some knowledge of common English morphemes and simple synonyms, antonyms, and root words.	Students who perform at this level on the CELDT typically use articles and pronouns correctly: use capitalization and punctuation correctly; and write at least one complete sentence in response to a prom pt. The sentence may contain correct word order, but may include errors that obscure meaning.
Beginning Students at this level of English language performance may demonstrate little or no receptive or productive English skills. They are beginning to understand a few concrete details during unmodified instruction. They may be able to respond to some communication and learning demands, but with many errors. Oral and written production is usually limited to disconnected words and memorized statements and questions. Frequent errors make communication difficult.	Students who perform at this level on the CELDT may demonstrate no receptive skills, or may understand basic vocabulary, with limited comprehension; they understand and follow a few simple oral directions.	Students who perform at this level on the CELDT may demonstrate no productive skills, or may begin to use basic vocabulary and respond with simple words to phrases appropriate to setting and purpose; they attempt to tell part of a story, using simple words and phrases.	Students who perform at this level on the CELDT may demonstrate no receptive skills, or may recognize some sound/symbol correspondences; match commonly used nouns to pictures: and recall minimal details from a simple story	Students who perform at this level on the CELDT may demonstrate no productive skills; or may use correct capitalization and punctuation: they attempt to write about a topic, but the response is minimal and contains some isolated English words or phrases.

5.6 Sample Minimum Expectations for ELL Progress

CELDT English Language Development and CST English Language Arts based on years in US Schools

1	2	3	4	5
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Far Blow Basic	Below Basic	Basic	Proficient	Advanced

Intervention Considerations for ELL Students

1. Are groups of EL students progressing one CELDT level for every year in a US school?
   If not, do CELDT sub area scale scores reflect an area(s) of focus for that student(s)?

2. Are groups of EL students progressing through the CST levels in English Language Arts and Math?
   If no, what do sub skill scale scores on CST reveal?

3. Are groups of students scoring Intermediate or above on CELDT and Far Below or Below Basic on CST in ELA? Math?
   If yes, what is the intervention program for these students?

4. Are groups of EL students scoring Early Advanced or Advanced on CELDT and Basic or Below on CST in ELA? Math?
   If yes, what is the intervention program for these students?

5. Are there groups of R-FEP students who are scoring Basic or below on CST in ELA or Math?
   What is the intervention program for these students?

Reprinted from: "Sample Minimum Expectations for EL Learner Progress." Sonoma County Office of Education.
Web. Dec. 2014. <http://www.scoe.org/files/el-expectations.pdf>.

Sample EL Student Competencies					
Proficiency Levels	**Beginning**	**Early Intermediate**	**Intermediate**	**Early Advanced**	**Advanced**
Comprehension	Severely limited comprehension.	Developing use of literal interpretation, reorganizing information, inference, and evaluation.	Inconsistent use of literal interpretation, reorganizing information. Inference and evaluation.	Consistent use of literal and reorganizing information. Inconsistent use of inference and evaluation.	Consistent with all types of comprehension.
Oral Response	Begins to use a few simple English words and phrases. Focus on common, simple vocabulary and sentence structures.	Responds using phrases and simple sentences. Focus on expanding noun and verb phrases.	Initiates and responds in compound and complex sentences, using more variety in vocabulary and grammar. Focus on conjunctions and transitions.	Initiates and responds with detail in compound and complex sentences that are extended and expanded. Focus on variety in all aspects of grammar.	Initiates and negotiates using flexible discourse styles appropriate to setting.
Usage	Numerous errors with severely limited communication.	Some basic errors in Speech.	Fewer errors in speech.	Standard grammar with few random errors.	Standard grammar with conventions for formal and informal use.
Level of Text Difficulty	Predictable with visuals that match text and simple language structures.	Familiar, patterned, predictable, decodable with contextualized vocabulary and language structures.	Below grade level with greater variety in vocabulary and language structures.	Approximates grade level text with varied vocabulary, language structures across genres.	Grade-level text across a variety of genres.
Written Response	Draws, circles, labels, matches, copies words, writes simple sentences from pictures and models.	Writes simple sentences with common vocabulary and grammatical forms.	Writes with more complex/varied vocabulary and grammatical forms.	Writes with consistent use of standard grammatical forms appropriate to varied genres.	Writes using varied elements of discourse appropriate to varied genres with no significant grammatical errors.

5.7 ELD Instruction: Integrated Versus Designated

All teachers should attend to the language learning needs of their EL students in strategic ways that promote the simultaneous development of content knowledge and advanced levels of English. ELD instruction will be described first generally and then in terms of using the CA ELD standards in two ways:

1. **Integrated ELD,** in which all teachers with ELs in their classrooms use the CA ELD Standards *in tandem with* the focal CA CCSS for ELA/Literacy and other content standards

2. **Designated ELD,** or a protected time during the regular school day in which teachers use the CA ELD Standards as the focal standards in ways that build *into and from content instruction* in order to develop critical language ELs need for content learning in English.

Throughout the school day and across the disciplines, EL students *learn to use English* as they simultaneously learn content knowledge *through English*. EL students develop English primarily through meaningful interactions with others and through intellectually-rich content, texts, and tasks—interpreting and discussing literary and informational texts; writing (both collaboratively and independently) a variety of different text types; or justifying their opinions by persuading others with relevant evidence, for example. Through these activities, EL students strengthen their abilities to use English successfully in school while also developing critical content knowledge through English.

In addition to learning to use English and learning through English, in order to develop advanced levels of English, EL students also need to learn *about English,* in other words, how English works to communicate particular meanings in different ways, based on discipline, topic, audience, task, and purpose. This is why language awareness (the conscious knowledge about language and how it works to make meaning) is prominently featured in the CA ELD Standards. When teachers draw attention to language and how it works, ELs become conscious of how particular language choices affect meanings.

Integrated and designated ELD may be unfamiliar terms. These new terms now encompass elements of previously used terms, such as sheltered instruction, SDAIE, or dedicated ELD. It is beyond the scope of this framework to identify all previously used or existing terms, and readers should read the framework carefully to determine how the new terminology reflects or differs from current terms and understandings.

5.71 Essential Features of Designated ELD Instruction

1. Intellectual Quality: Students are provided with intellectually motivating, challenging, and purposeful tasks, along with the support to meet these tasks.

2. Academic English Focus: Students' proficiency with academic English and literacy in the content areas, as described in the CA ELD Standards, the CA CCSS for ELA/Literacy, and other content standards, should be the main focus of instruction.

3. Extended Language Interaction: Extended language interaction between students with ample opportunities for students to communicate in meaningful ways using English is central. Opportunities for listening/viewing and speaking/signing should be thoughtfully planned and not left to chance. As students progress along the ELD continuum, these activities should also increase in sophistication.

4. Focus on Meaning: Instruction predominantly focuses on meaning, makes connections to language demands of ELA and other content areas, and identifies the language of texts and tasks critical for understanding meaning.

5. Focus on Forms: In alignment with the meaning focus, instruction explicitly focuses on learning about how English works, based on purpose, audience, topic, and text type. This includes attention to the discourse practices, text organization, grammatical structures, and vocabulary that enable us to make meaning as members of discourse communities.

6. Planned and Sequenced Events: Lessons and units are carefully planned and sequenced in order to strategically build language proficiency along with content knowledge.

7. Scaffolding: Teachers contextualize language instruction, build on background knowledge, and provide the appropriate level of scaffolding based on individual differences and needs. Scaffolding is both planned in advance and provided just in time.

8. Clear Lesson Objectives: Lessons are designed using the CA ELD Standards as the primary standards and are grounded in the appropriate content standards.

9. Corrective Feedback: Teachers provide students with selected corrective feedback on language usage in ways that are transparent and meaningful to students. Overcorrection or arbitrary corrective feedback is avoided.

5.8 Interpreting CELDT Results to Guide ELD and Content Area Instruction

The *Student Proficiency Report* (the bar-graph returned to you by the state) or the *Student Score Sheet* (if the CELDT was hand scored by teachers) can help you determine what types of supports students will need to increase their competence in all academic areas.

Below is one method for interpreting CELDT scores:

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

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

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

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

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

The English Language Arts (ELA) and ELD Standards are aligned. When interpreting CELDT scores and designing instruction, **The ELA/ELD Standards Matrix is a useful resource.**

The ELA/ELD Standards Matrix was developed by the California Department of Education. The matrix aligns ELA and ELD standards under the domains of: *Listening & Speaking, Writing Strategies, Written & Oral Language Conventions, and Reading*. Teachers can use the matrix to look across both sets of standards to determine how to focus language instruction for EL students, based on their identified CELDT proficiency levels. Additional resources can be found on West Ed's website, www.wested.org.

5.81 English Learner Focus Student Sample Scenario

Grade: 8
Academic Year: 2007-2008
Language Fluency: 3 (Listening/Speaking)
Primary Language: Spanish
Gender: M   **Ethnicity:** Hispanic

California English Language Development Test (CELDT) scores:					
Range of Proficiency	Listening 230 – 715	Speaking 225 - 720	Reading 320 – 750	Writing 220 – 780	Overall 248 – 741

Academic Year	Listening	Speaking	Reading	Writing	Overall
2007-2008	428 - 2	515 - 3	280 – 1	412 - 1	433 - 1
2006-2007	509 - 3	481 - 3	398 – 1	386 - 1	443 - 1
2005-2006	568 - 3	541 - 4	346 - 1	418 - 1	468 - 2

Above lists the CELDT scores for a hypothetical English Learner Focus Student. Although this sample is for an eighth grade student, these scores could represent any student at any grade level. Whether you are a primary teacher or a single-subject high school teacher, you can still use these "hypothetical test scores" as the basis for designing learning activities for your Focus Student.

The sample above provides a three-year history with "scale scores" (the large numbers) and the Proficiency Levels. These scores represent the student's current end-of-year level for eighth grade, in addition to his end-of-year levels for seventh and sixth grades. Using this scenario, you would be his ninth grade teacher.

The box indicating the "Range of Proficiency**"** allows you to see the range of possible scores within each sub-group and exactly where this student falls within this range. With your Mentor, look at this student's progress (or lack of progress) over the past three years. Determine his specific areas of strength and areas that are most challenging. In addition to identifying his current overall CELDT proficiency score, assess the sub-groups that are also identified. You will use these sub-groups as you begin to modify and differentiate planning and instruction for this Focus Student. As you do this, think of one real student currently in your own classroom who has similar language and instructional needs as this "hypothetical" student, even if your current student is not identified as an English Learner.

Questions to consider:
- ✓ Using scores from the past three years, what do you know about this student's progress, especially in reading and writing? How will you begin to focus differentiated teaching strategies in these areas?
- ✓ Who else at your school site might have information about this student and suggestions for strategies and materials you can use to meet his academic needs?
- ✓ Throughout this Resource Guide, there are numerous strategies and suggestions for effective ways to instruct English Learners. How will you incorporate a variety of these strategies into daily instruction for your Focus Student and other students who need this academic support?
- ✓ The questions you ask a student throughout a lesson and the time you allow for student interactions during a lesson will largely determine his/her involvement in the material being taught. How will you plan activities that will assist your Focus Student in becoming actively engaged in the curriculum?

5.82 Test Results Interpretation Guide

CELDT is a test of English Language Proficiency required in California public schools each year for English learners. The test is aligned with the English Language Development standards approved by the State Board of Education. More information can be found at the California Department of Education website, www.cde.ca.gov/ta/tg/el/.

CELDT measures a student's proficiency of English language skills in:

| ✴ Reading | ✴ Listening |
| ✴ Writing | ✴ Speaking |

The **Reading** section includes these types of questions and tasks:
- **Word Analysis:** patterns and structure of words
- **Fluency and Vocabulary:** a range of word definitions
- **Reading Comprehension & Literary Analysis:** facts, inferences, and critical analysis of written stories

The **Writing** section includes these types of questions and tasks:
- **Grammar and Structure:** using Standard English grammatical structure and writing conventions
- **Writing Sentences:** constructing sentences on specific topics
- **Writing Short Compositions:** composing short compositions on specific topics

The **Listening** section includes these types of questions and tasks:
- **Following Oral Directions:** responding to social and classroom commands
- **Teacher Talk:** understanding spoken information in academic settings
- **Extended Listening Comprehension:** answering questions about a short story

The **Speaking** section includes these types of questions and tasks:
- **Oral Vocabulary:** knowing how to use nouns, action words, adjectives, and adverbs
- **Speech Functions:** using language for specific tasks
- **Choose and Give Reasons:** stating a preference and giving two reasons
- **4-Picture Narrative:** telling a story based on a series of pictures

The graph below shows the approximate proficiency levels for your "scenario" student from the previous page across three years of testing.

⬚ Represents the two levels considered to be "proficient"

Proficiency Levels	Listening 230 – 715			Speaking 225 - 720			Reading 320 – 750			Writing 220 – 780			Overall 248 – 741		
Advanced (5)															
Early Advanced (4)															
Intermediate (3)															
Early Intermediate (2)															
Beginning (1)															
Year Tested	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08

5.83 Monitoring Yearly Progress

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

Year in Program	CELDT Score (Overall)	CST Score
1	Beginning	Far Below Basic or above
2	Early Intermediate	Below Basic or above
3	Intermediate	Basic or above
4	Intermediate	Basic or above
5	Early Advanced	Proficient or above
6	Advanced	Proficient or above

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

1. How am I doing in meeting my students' established performance expectations and progress indicators in language development and academic proficiency?

2. When do I need to intervene and provide additional support?

3. Where and how do I need to improve instructional planning and implementation and what kind of additional professional development support might I need?

CHAPTER 6: LONG-TERM ENGLISH LEARNERS (LTEL)

> "**Long-term English learner**" is defined as an English learner who meets the following:
>
> - Is enrolled in any of grades six to twelve, inclusive;
>
> - Has been enrolled in schools in the United States for more than six years;
>
> - Has remained at the same English Language Proficiency (ELP) level for two or more consecutive years as determined by the CELDT, or any successor test (i.e., the ELPAC); and
>
> - Scores far below basic or below basic on the English-language arts standards-based achievement test, or any successor test.

Reprinted from: "2013–14 CELDT Information Guide." California Department of Education. Web. Dec. 2014. <http://www.cde.ca.gov>.

6.1 Factors that Contribute Towards Becoming a LTEL

- Periods of time in which ELs receive no language development support;
- Elementary school curricula that wasn't designed for English Learners;
- Enrollment in weak program models and poorly implemented EL programs;
- Limited access to the full curriculum;
- A history of inconsistent placements;
- Placement into interventions designed for native English speakers and treatment like struggling readers rather than addressing ELD needs;
- Social and linguistic isolation;
- Transnational moves

By the time LTELs arrive in secondary schools, they have significant gaps in academic background. They have very weak academic language and significant deficits in reading and writing skills. The majority of LTELs are "stuck" at Intermediate levels of English proficiency or below. Many have developed habits of non-engagement, passivity and invisibility in school.

According to the article "The Difficult Road for Long-Term English Learners" in *Educational Leadership* written by Kate Menken and Tatyana Kleyn, research consensus states that continued development of the home language in school along with English benefits English proficiency and overall language, literacy, and long term academic success. Teaching students to read in their native language promotes higher levels of reading achievement in English. Research also confirms that English Learners need instruction and materials to be adapted and supplemented to address the language barrier. Oral language development is particularly important for English Learners.

Students who have the opportunity to develop and maintain their native languages in school are likely to outperform their counterparts in English-only programming and to experience academic success. This is because the literacy skills that students learn in their native languages transfer to English.

As a teacher with Long Term ELs in your class, it is imperative that you get to know your student for who he/she is. Research highlights the significant difference a mentor can make in the life of an EL/LTEL student. Not only do you need to be able to assess your students and pinpoint their specific gaps in language development and academic skills, but it is critical that you also learn how they experience school and what matters to them.

> *"I need to know someone cares –*
> *not just about my homework being turned in,*
> *not just about my scores, but about*
> *ME and my education."*
> *~Unknown LTEL*

> *No significant learning can occur without a significant relationship.*
> *~ James Comer*

Research calls upon teachers to:

- Draw on the life experiences and wisdom of your students;
- Focus on helping students develop their own "voice";
- Provide opportunities for students to make choices;
- Emphasize critical and deep thinking and reflection; and
- Find and include relevant texts that matter to students and captivate their attention.

Long term English Learners need challenging, rigorous, relevant curricula along with the instructional strategies and targeted support based on individual assessment that will enable them to succeed in the classroom.

6.2 What Should LTELs Be Getting in School?

Elementary school programs designed to prevent the development of stalled progress and academic failure include the following components:

- Dedicated, daily standards-based English Language Development (ELD) addressing specific needs of students at each fluency level supported with quality materials and focusing on all four domains of language – with a major emphasis on building a strong oral language foundation;
- Programs that develop the home language (oral and literacy) to threshold levels that serve as a foundation for strong development of English literacy and academic success (at least through third grade, more powerfully through fifth grade, and optimally ongoing throughout a student's education). Teaching students to read in their first language promotes higher levels of reading achievement in English and provides students the benefits of bilingualism;
- Curriculum, instruction and strategies that promote transfer between English and the home language;
- Emphasis throughout the curriculum on enriched oral language development;
- Access to academic content is facilitated with modified instructional strategies and supplemental materials; and,
- Coherence and consistency of program across grades.

Reprinted from: "Reparable Harm: Fulfilling the Unkept Promise of Educational Opportunity for California's Long Term English Learners." Californians Together. Web. Dec. 2014. <http://www.californianstogether.org>.

Recommended **Secondary School** program for Long Term English Learners:

- Specialized English Language Development course(s) that focuses on powerful oral language development, explicit literacy development, instruction in the academic uses of English, high quality writing, extensive reading of relevant texts, and an emphasis on academic language and complex vocabulary. They should be concurrently enrolled in a grade-level English class mixed heterogeneously with strong native English speakers and taught by the same teacher.

- Clustered placement in heterogeneous and rigorous grade-level content classes (including honors, A-G) mixed with English proficient students and taught with differentiated instructional strategies.

- Explicit language and literacy development across the curriculum. All classes should be designed for explicit language development and focus on academic language as needed for studying the specific academic content of the class. Teachers should focus on comprehension, vocabulary development, and advanced grammatical structures needed to comprehend and produce academic language. These classes should be interactive and students should be actively using language and engaging with the academic content.

- Native speakers classes (articulated sequence through Advanced Placement levels). Wherever possible, LTEL's should be enrolled in an articulated, high quality program of primary language development.

- Placement for accelerated progress and maximum rigor paired with formal systems for monitoring success.

- School wide focus on study skills, metacognition, and learning strategies.

- Data charts, CELDT preparation and support, and testing accommodations

- Inclusive, affirming school climate and relevant texts

Reprinted from: "Reparable Harm: Fulfilling the Unkept Promise of Educational Opportunity for California's Long Term English Learners." Californians Together. Web. Dec. 2014. <http://www.californianstogether.org>.

CHAPTER 7: RECLASSIFICATION OF ENGLISH LEARNERS

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

ENGLISH LEARNER (EL)

An English Learner is defined as "a child who does not speak English or whose native language in not English and who is not currently able to perform ordinary classroom work in English…"

RECLASSIFIED FLUENT ENGLISH PROFICIENT (RFEP)

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

State Guidelines for EL Reclassification

Assessment of English-Language Proficiency: Districts should use the most recent CELDT test data as the primary criterion and consider for reclassification those students whose overall proficiency level is early advanced or higher and each subtest score is intermediate or higher. Students with overall proficiency levels in the upper end of intermediate may be considered for reclassification if additional measures determine the likelihood that a student is proficient in English.

Teacher Evaluation: Districts should use a student's academic performance and note that incurred deficits in motivation and academic success unrelated to English-language proficiency do not preclude a student from reclassification.

Parent Opinion and Consultation: Districts should provide notice to parents or guardians of their rights and encourage them to participate in the reclassification process and provide an opportunity for a face-to-face meeting.

Comparison of Performance in Basic Skills: A student's score on the ELA portion of the CST or CMA in the range from the beginning of Basic up to midpoint Basic suggests that the student may be sufficiently prepared to participate effectively in the curriculum. Districts may select a cut point in this range. Students with scores above the cut point should be considered for reclassification. For students scoring below the cut point, districts should determine whether factors other than English-language proficiency are responsible and whether it is reasonable to reclassify the student. For students in grade 12, the grade 11 CST results may be used. For students in grade 1, districts should base reclassification decisions on the CELDT results, teacher evaluation, parent consultation, and other locally available assessment results.

Districts must monitor student performance for two years after reclassification.

Reprinted from: "Reclassification of English Learner Students in California." (2014) Public Policy Institute of California. Web. Dec. 2014. <http://www.ppic.org>. (Original source cited: "2012-2013 CELDT Information Guide". California Department of Education.)

CHAPTER 8: EQUITY AND INCLUSION

8.1 Questions to Consider

To ensure equity and inclusion for all students, consider the following questions:

- As new students enter your school, how are they welcomed into the school and classroom community? How are channels of communication opened and established between yourself and parents?

- As EL students are placed in your classroom, how do you adjust your planning and instruction to meet their identified proficiency-level learning needs?

- How do you ensure positive and frequent interactions between EL students and English only students both academically and socially?

- How do you convey positive expectations to ALL students, especially within the core curriculum? How are your EL students included and supported on a daily basis to ensure equal access to subject matter and standards-based instruction?

- How are ELs recommended for and integrated into the Gifted and Talented (GATE) program? Does your school have a means for testing non-fluent English speakers for GATE? ELs have the language barrier to overcome. They may very well be gifted students. Look for other avenues, other than formal testing, to service these students.

- On an ongoing basis, how do you examine your own personal beliefs and attitudes as they relate to diverse students, families and cultures regarding the impact these have on student learning and inclusion?

- The A-G requirement specifies that students complete a pattern of 15 college preparatory courses drawn from the areas of (a) history/social science, (b) English, (c) mathematics, (d) laboratory science, (e) language other than English, (f) visual and performing arts, and (g) college preparatory electives.

8.2 Ensuring Universal Access for Special Populations

What is universal access?

The *California State Curriculum Frameworks* defines universal access as access to high-quality curriculum and instruction for all students in order to meet or exceed the state's identified content standards. Under the heading Universal Access, the *California State Curriculum Frameworks* provides (for each grade level and subject area) a description of the strategies a teacher can use within each content standard to ensure universal access for all students.

Each subject-area framework includes specific strategies a teacher must employ to ensure universal access to the curriculum for all students. Using your student's most recent IEP, 504 Plan, GATE plan or other written accommodations as a guide, consider strategies you can use to ensure universal access for your Special Populations Focus Student.

Universal Access Strategies

The following strategies will assist you in planning for and meeting the universal access needs of your Special Populations Focus Student and other students. Each bullet below should be implemented as you work with your students throughout both the Third & Fourth Inquiries:

❑ Re-read the section entitled Universal Access in your state content framework.

❑ Become familiar with and use the identification and referral processes in your district and mandated by state and federal laws to ensure universal access for all students with special needs. Know your Focus Student's IEP, 504 or GATE Plan and ask for help, as needed, to implement the plan within your regular core curriculum.

❑ Use frequent assessments in relationship to stated IEP, 504 or GATE Plan objectives when starting an instructional unit (entry-level assessment), during instruction to monitor progress (progress-monitoring assessments), and at the end of a unit to gauge progress over time (summative assessments). Reflect on and adjust your teaching strategies using assessment evidence.

❑ Using your most recent IEP, 504 or GATE Plan objectives, diagnose severity of need so that you modify instruction to teach specific academic skills. As identified in your state framework universal access section, use these three groupings when planning appropriate intervention strategies for special needs students (and ALL students): **Benchmark Group, Strategic Group, and Intensive Group.**

❑ Create a safe and inclusive physical environment for all students, regardless of gender and sexual orientation, disabilities, or the special needs of advanced learners. Establish a learning environment that encourages students to ask questions freely when they do not understand a concept or assignment.

❑ Identify and use your available resources. Establish ongoing collaboration and communication with students, colleagues, resource specialists and families and use school, district and community resources and materials to provide equitable access. This could include technology-related tools and assistive devices to adapt and modify instruction to accommodate physical challenges.

❑ Use a wide variety of ways to explain a concept or assignment beyond verbal or written explanations (e.g. include the use of graphics, pictures, real objects, manipulatives, or other devices to increase opportunities for understanding). Differentiate curriculum in terms of depth, complexity, novelty and pacing.

❑ Identify your Focus Student's strengths, creating instructional situations that build on these identified strengths. Use the Positive Behavioral Support Strategies form to effectively engage your student in classroom activities.

❑ When giving assessments, allow special needs students to demonstrate their understanding and abilities in a variety of ways beyond the written page.

❑ Monitor the use of academic language within lessons and provide specific assistance to students before and after lessons to ensure understanding (e.g. extend learning time where needed, use a peer or cross-age tutor, create homework partners who can assist with understanding assignments that need to be done outside of the classroom).

8.3 Successful Diagnostic Teaching

Students who have trouble in reading and writing (within any content area) are at risk of failing to meet the standards, becoming discouraged, and eventually dropping out of school. The teacher should try to determine the cause of the learning difficulties. Contributing factors might include a lack of foundation skills; limited-English proficiency; uncorrected errors; confusing, inadequate, or inappropriate instructional resources or instruction; or an undiagnosed specific learning disability.

A teacher can use the results of assessment and classroom observations to determine what interventions should be tried in the classroom and whether to refer the students to a student success team (student study team) or seek assistance from specialists. Most learning difficulties can be addressed with good diagnostic teaching that combines repetition of instruction; focuses on key skills and understanding, and practice.

For some students, modification of the curriculum or instruction (or both) may be required to accommodate differences in communication modes, physical skills, or learning abilities. To plan appropriate intervention strategies for helping students who are experiencing learning difficulties, teachers should consider the degree of severity according to the three following major intervention levels: *Benchmark, Strategic, and Intensive.* The state's curriculum frameworks suggest these three distinct levels of intervention provide a useful structure for identifying students who need help and developing an instructional program to meet their needs.

Source: Kame'enui, Edward, and Deborah Simmons. "Chapter 20: Building, Implementing, and Sustaining a Beginning Reading Improvement Model: Lesson Learned School by School." Interventions for Academic and Behavior Problems II. U.S. Department of Education. Print.

Benchmark Level

Students at the benchmark level for intervention:

- ❖ Are making good progress toward standards
- ❖ May have minor, temporary problems learning
- ❖ Respond successfully to short-term interventions
- ❖ Will be successful in mainstream classroom

Students at the benchmark level are generally making good progress toward the standards, but may be experiencing temporary or minor difficulties. Although the needs of these students are not critical, they must be addressed quickly to prevent the students from falling behind. Often, the teacher can re-teach a concept in a different way to an individual or a group of students, or schedule a study group to provide additional learning times. Occasionally, parents can be enlisted to reinforce learning at home. Ideally, instructional resources will be organized in ways that make it easy for parents to do so.

Some students may need periodic individual assistance, the help of a reading or other specialist or other types of support, to ensure that they succeed in the regular classroom. Once the student has grasped the concept or procedure correctly, additional practice is usually helpful.

Students at the benchmark level often perform at the Basic level on the California Standards Tests and on the NCBTP Student Work Analysis.

Strategic Level

Students at the strategic level for intervention:

- ❖ May be well below the mean on standardized tests
- ❖ Require a thorough analysis of learning difficulties
- ❖ May require a wide range of systematic support and strategies
- ❖ May require substantial additional time to master content
- ❖ May require some outside help to support the efforts of the classroom teacher
- ❖ Can be successful in the mainstream classroom

According to the results of standardized testing, students at the strategic level may be one to two standard deviation points below the mean. Their learning difficulties, which should be examined with systematic and concentrated care, can often be addressed by the regular classroom teacher with minimal assistance within the classroom environment.

A student success team might be called on to discuss appropriate support for this student. In addition to re-teaching a concept, the teacher may want to provide specific assignments over a period of time for students to complete with a peer tutor or by themselves at home. Regular study groups before or after school, in the evenings, or on weekends can be an effective extension of learning.

Some students may need extended blocks of time for the study of language arts within the content area to master difficult content. Others require specific accommodations and modifications to the classroom

Source: Kame'enui, Edward, and Deborah Simmons. "Chapter 20: Building, Implementing, and Sustaining a Beginning Reading Improvement Model: Lesson Learned School by School." Interventions for Academic and Behavior Problems II. U.S. Department of Education. Print.

environment, curriculum, or instruction. These accommodations should be identified in the student's IEP or 504 plan. Special education students may need curriculum and/or instruction modifications to enable them to participate successfully in a mainstream classroom.

Students in the Strategic group generally perform at the Below Basic and/or Basic levels on the California Standards Tests and on the NCBTP Student Work Analysis.

Intensive Level

Students in the intensive level for intervention:

- ❖ Are seriously at risk for failure
- ❖ Have a history of low performance on multiple measures of achievement
- ❖ Perform far below the mean on standardized tests
- ❖ Should be referred to an intervention team for study
- ❖ May need to be referred for special education
- ❖ Will require extensive accommodations in the regular classroom program
- ❖ Will require intensive long-term interventions
- ❖ Can be successful in mainstream classroom only if provided with long-term, systematic, targeted outside support

These students are chronically low performers on assessments, and their scores may be extremely low. The greater the number of measures showing poor performance, and the lower the performance levels, the greater their risk for failure.

These students should be referred to a student success team for a thorough discussion of options. A referral to special education may be advisable. Often, specialized assistance will be available through the special education referral, possibly including intensive intervention by a qualified specialist, tutoring, services of a classroom assistant, specialized materials or equipment, changes in assessment procedures, or modification of the curriculum of instruction.

Students in the Intensive group generally perform at the Far Below Basic or Below Basic levels on the California Standards Tests and on the NCBTP Student Work Analysis.

Source: Kame'enui, Edward, and Deborah Simmons. "Chapter 20: Building, Implementing, and Sustaining a Beginning Reading Improvement Model: Lesson Learned School by School." Interventions for Academic and Behavior Problems II. U.S. Department of Education. Print.

Special Modifications for Students with Disabilities

> Educators who wish to help children with difficulties in a particular domain need to know about the course of typical development in that domain, about the specific cognitive abilities that are crucial at various points in development, about the cognitive abilities in which a particular child is weak, and about how to best develop these abilities.

Reprinted from: Spear-Swerling, Louise, and Robert J. Sternberg. Curing Our 'Epidemic' of Learning Disabilities. 5th ed. Vol. 79. Phi Delta Kappan, 1998. 400. Print.

Students eligible for special education services often have specific needs described in an individualized education program (IEP). Special resources may be available to the students to help them meet the standards, including personnel (e.g., reading specialists, speech and hearing therapists, psychologists, and classroom aides). It is important for the general education teacher to read, understand and implement the strategies recommended in the IEP. The specialists on the IEP team can be an important resource to support the general education teacher in understanding how best to help the student to access the curriculum. Assistive devices, such as wheelchairs, walkers, tape recorders, sound-amplification devices, and regular or braille word processors, can accommodate a student's physical challenges so that the curriculum is accessible.
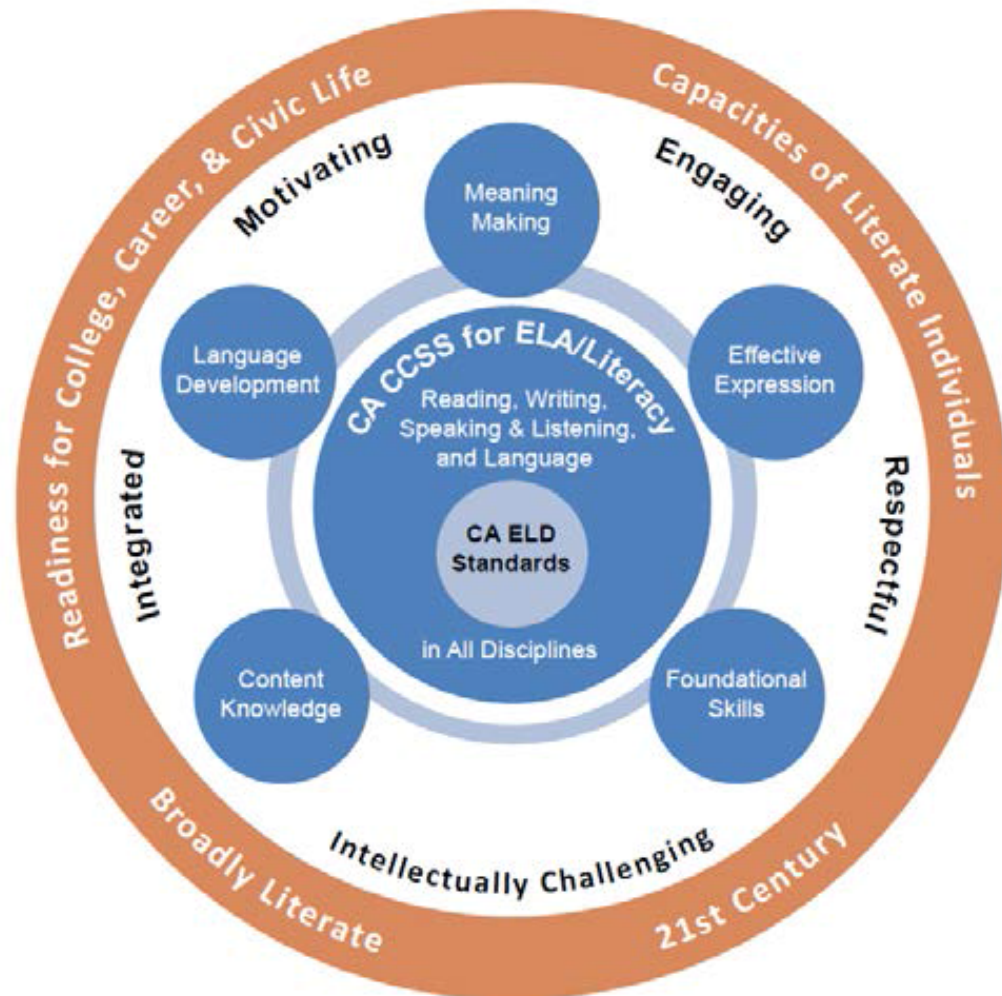
Specific learning disabilities that manifest themselves as deficits in language arts achievement can be difficult to diagnose and at times difficult to remedy (and are likely to impede success in other subject areas). The approach recommended in this framework—which includes (1) frequent assessment; (2) systematic and explicit instruction in the building blocks of word recognition and reading comprehension; and (3) modifications of curriculum as needed—should result in many more students reading (across subject areas). It should significantly reduce the number of students identified as having learning problems or learning disabilities. No single approach is as effective in teaching students to read, particularly in teaching those who have difficulty in reading, as systematic, explicit instruction emphasizing phonemic awareness, decoding, and phonics.

Nevertheless, some students with learning disabilities affecting the processing of oral or written language, usually phonology, will be atypical in reading acquisition. For those students a thorough diagnosis of what they can and cannot do is helpful. A learning specialist, who understands thoroughly the typical process students go through when learning to read, should conduct the assessment. The specialist should also understand the specific areas of cognitive functioning in which learning-disabled students may have difficulty and ways in which instruction can be adapted. The specialist can then work with the general education classroom teacher to implement specific strategies, which might include changes in the sequence of instruction, the methods of instruction, the pacing of instruction, or the materials used. The strategies might also include variations in assessment techniques (e.g., allowing more time for a student who processes or produces written language more slowly). Regardless of the modifications made, the focus should always be placed on helping students meet the language arts content standards (and the specific content standards of the focus subject area) to the best of their ability & frequently assessing their progress in attaining these standards.

Reprinted from: Reading/Language Arts Framework for California Public Schools: Kindergarten Through Grade Twelve. California Department of Education, 2007. 268-269. Print.

CHAPTER 9: IMPLEMENTING THE CA CCSS: ELA/LITERACY AND THE CA ELD STANDARDS

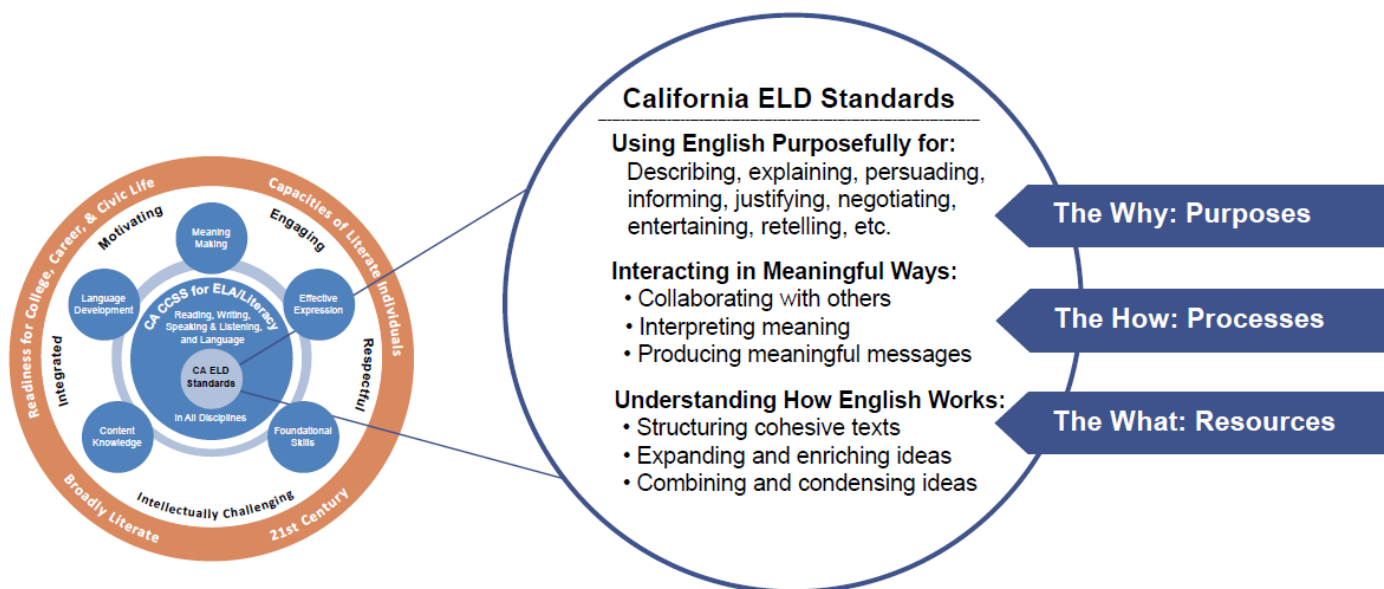## 9.1 Goals, Themes, and Context of ELA/Literacy and ELD Instruction

In the image above, the outer ring identifies the targeted outcomes for students by the time they graduate from high school. The inner white field represents the context in which instruction occurs;

This framework asserts that learning contexts must be motivating, engaging, respectful, intellectually challenging, and integrated. The blue levels contain the five overarching themes of the standards: meaning making, language development, effective expression, content knowledge, and foundational skills.

Source: "SBE-Adopted ELA/ELD Framework Chapter 2, Figure 1.2." California Department of Education. Web. Dec. 2014.
<http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>.

9.2 Three Premises of the CA ELD Standards

The outer ring of the **figure on the left** represents the goals of ELA/ELD programs for all students. The white field illustrates some of the context characteristics of high quality instruction for all students, as called for by the CA CCSS for ELA/Literacy, as well as other content standards. The center and core of the figure represents how the CA ELD Standards are both nested within and amplify the CA CCSS for ELA/Literacy. Both sets of standards integrate reading, writing, speaking and listening, and language as expressed in the key themes of meaning making, language development, effective expression, content knowledge, and foundational skills.

The **figure on the right** are the key premises, or instructional aims, of the CA ELD Standards—using English purposefully, interacting in meaningful ways, and understanding how English works. These overarching aims correspond with and amplify the CA CCSS for ELA/Literacy.

Source: "SBE-Adopted ELA/ELD Framework Chapter 1, Figure 1.8." California Department of Education. Web. Dec. 2014.
<http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>.

9.3 The Role of Discussion in the EL Classroom

Because well-organized classroom conversations can enhance academic performance, students should have multiple opportunities *daily* to engage in academic conversations about text with a range of peers. CCR Anchor Standard 1 in Speaking and Listening underscores the importance of these collaborations and requires students to "prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively."

Structures for Engaging All Students in Academic Conversations

Rather than posing a question and taking immediate responses from a few students, teachers can employ more participatory and collaborative approaches such as those that follow. Teachers can also ensure that students interact with a range of peers. For each of the illustrative examples provided below, teachers should emphasize extended discourse, that is, multiple exchanges between students in which they engage in rich dialogue. It is also important that teachers select approaches that support the needs of students and encourage diverse types of interaction.

- **Discussion Web**
  Students discuss a debatable topic incorporating listening, speaking, reading, and writing. Students are given content-based reading, a focusing question, and clear directions and scaffolds for developing arguments supporting both sides of the question.

- **Expert Group Jigsaw**
  Students read a text and take notes, then work together in small (3-5) *expert groups* with other students who read the same text to compare notes and engage in an extended discussion about the reading. They come to a consensus on the most important things to share with others who did not read the same text. Then, they convene in small "jigsaw groups" to share about what they read and to gather information about what others read. Finally, the expert groups reconvene to compare notes on what they learned.

- **Inside-Outside Circles**
  Students think about and mentally prepare a response to a prompt such as, "*What do you think was the author's message in the story?*" Or "*Be ready to tell a partner something you found interesting in this unit of study.*" Students form two circles, one inside the other. Students face a peer in the opposite circle. This peer is the person with whom they share their response. After brief conversations, students in one circle move one or more peers to their right in order to have a new partner, thus giving them the opportunity to articulate their thinking again and to hear a new perspective.

- **Literature/Learning Circles**
  Students take on various roles in preparation for a small-group discussion. For example, as they listen to, view, or read a text, one student attends to and prepares to talk about key vocabulary, another student prepares to discuss diagrams in the text, and a third student poses questions to the group. When they meet, each student has a turn to share and others are expected to respond by asking clarifying questions as needed and reacting to and building on the comments of the student who is sharing.

- **Opinion Formation Cards**
  Students build up their opinion on a topic as they listen to the ideas of others. Students have "evidence cards" – small cards with different points of evidence drawn from a text or texts. Students meet with other students who have different points of evidence, read the points to each other, state their current opinions, ask questions, and prompt for elaboration.

- **Quick Write/Quick Draw**
  Students respond to a question by quickly writing a few notes or rendering a drawing (e.g., a sketch of the water cycle) before being asked to share their thinking with classmates.

- **Think-Pair-Share**
  A question is posed and children are given time to think individually. Then each student expresses his or her thoughts and responds to a partner, asking clarifying questions, adding on, and so forth. The conversation is often expanded to a whole-class discussion.

- **Think-Write-Pair-Share**
  Students respond to a prompt or question by first thinking independently about their responses, then writing their response. They then share their thoughts with a peer. The conversation is often expanded to a whole-group discussion.

- **Socratic Seminar**
  Students engage in a formal discussion based on a text where the leader asks open-ended questions. The teacher facilitates the discussion as students listen closely to the comments of others, asking questions, articulating their own thoughts, and building on the thoughts of others.

- **Structured Academic Controversy**
  Like the Discussion Web, Structured Academic Controversy is a cooperative approach to conversation in which small teams of students learn about a controversial issue from multiple perspectives. Students work in pairs, analyzing texts to identify the most salient parts of the argument from on perspective. Pairs present their arguments to another set of partners, debate the points, and then switch sides, debating a second time. Finally, the students aim to come to consensus through a discussion of the strengths and weaknesses of both sides of the argument.

Excerpt from: "SBE-Adopted ELA/ELD Framework Chapter 2, Figure 2.15." California Department of Education. Web. Dec. 2014. <http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>.

9.4 Framing Questions

The framing questions are important to consider when planning instruction for all students and ELs. They require that teachers be clear about the ultimate goals on instruction, related standards, targets of specific lessons, assessed levels of students, features of texts and tasks, instructional approaches, types of scaffolding, opportunities for interaction, and methods of assessment.

Framing Questions for All Students	Add for English Learners
• What are the big ideas and culminating performance tasks of the larger unit of study, and how does this lesson build toward them? • What are the learning targets for this lesson, and what should students be able to do at the end of this lesson? • Which clusters of CA CCSS for ELA/Literacy does this lesson address? • What background knowledge, skills, and experiences do my students have related to this lesson? • How complex are the texts and tasks I'll use? • How will students make meaning, express themselves effectively, develop language, learn content? How will they apply or learn foundational skills? • What types of scaffolding, accommodations, or modifications will individual students need for effectively engaging in the lesson tasks? • How will my students and I monitor learning during and after the lesson, and how will that inform instruction?	• What are the English language proficiency levels of my students? • Which CA ELD Standards amplify the CA CCSS for ELA/Literacy at students' English language proficiency levels? • What language might be new for students and/or present challenges? • How will students interact in meaningful ways and learn about how English works in collaborative, interpretive, and/or productive modes?

Excerpt from: "SBE-Adopted ELA/ELD Framework Chapter 11, Figure 11.5." California Department of Education. Web. Dec. 2014. <http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>.
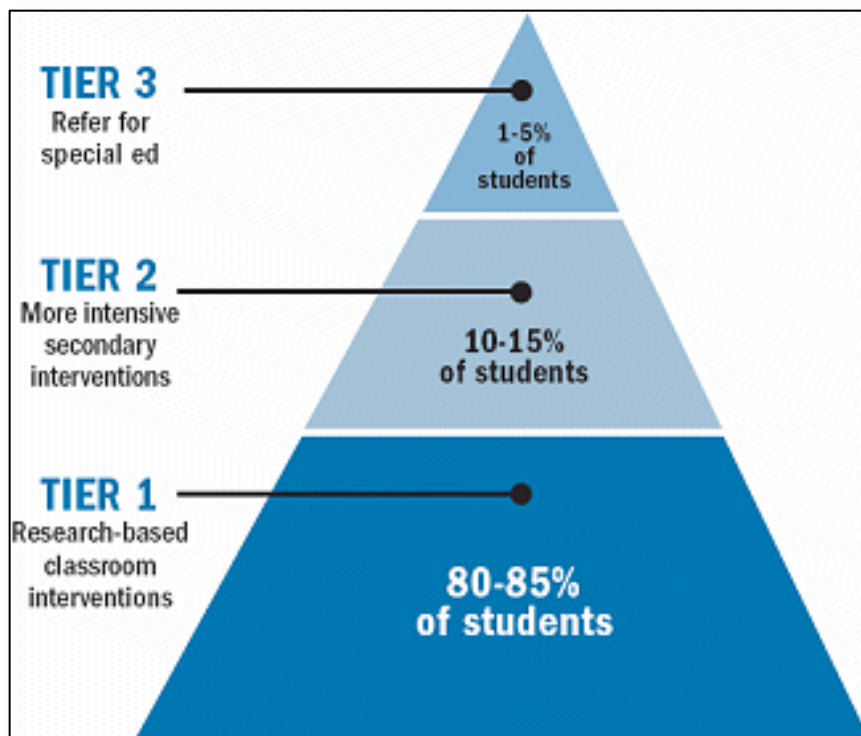
CHAPTER 10: RESPONSE-TO-INTERVENTION (RTI)

The heart of any RTI model lies in the use of tiered instructional processes. Although the assessment components of RTI (universal screening and progress monitoring) are essential elements of implementation, it is the instruction that occurs as a function of the outcomes of the assessments that truly drives the changes we hope to see in students who are identified as being at some level of risk for not meeting academic expectations.

All students in Tier 1 receive high-quality, scientifically based instruction, differentiated to meet their needs, and are screened on a periodic basis to identify struggling learners who need additional support.

In Tier 2, students not making adequate progress in the core curriculum are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress.

At the Tier 3 level, students receive individualized, intensive interventions that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems.

Source: "What Is RTI?" RTI Action Network. Web. 5 Dec. 2014. <http://www.rtinetwork.org>.

Source: Demski, Jennifer. "Assess. Instruct. Repeat."
THE Journal: Technological Horizons in Education -- THE Journal. 2009.
Web. Dec. 2014. <http://thejournal.com>.

CHAPTER 11: EFFECTIVE EL INSTRUCTION

11.1 Meaning Maker

Can You Read This?

i cdnuolt blveiee taht I cluod aulaclty uesdnatnrd waht I was rdanieg. Baescue of the phaonmneal pweor of the hmuan mnid, aoccdrnig to rscheearch at Cmabrigde Uinervtisy, it dseno't mtaetr in waht oerdr the ltteres in a wrod are, the olny iproamtnt tihng is taht the frsit and lsat ltteer be in the rghit pclae. The rset can be a taotl mses and you can sitll raed it whotuit a pboerlm. Tihs is bcuseae the huamn mnid deos not raed ervey lteter by istlef, but the wrod as a wlohe. Azanmig huh? yaeh and I awlyas tghuhot slpeling was ipmorantt!

❖ Even if students become effective "decoders" – think about what happens when any student –especially EL students - encounter words for which they don't yet have any meaning. Many students attach no meaning to new academic words. Think about how you explicitly teach these words.

❖ A student can't accurately "guess" how to say the words above, unless he/she first has some context for the word. English Learners are constantly "multitasking" as you teach: they are learning how to pronounce the new word, the meaning of the word, the syntax and proper use of the word, and then they are trying to learn the concept you are teaching about the new word!

❖ Think about what implication this has as you plan instruction for English Learners regarding academic language.

Number of Years in the U.S. – Why Does It Matter?

CELDT Levels 2014-2015

Beginning ✳ Early Intermediate ✳ Intermediate ✳ Early Advanced ✳ Advanced

Consider these questions regarding your English Learner Students:

❖ How many years has this student been in the United States? Is he/she moving forward in English language ability OR is he/she "stuck" year after year?

❖ If an EL student is designated as "early intermediate" you need to look at the skills for the next level higher – 'Intermediate' – in order to move this student forward.

❖ How are you moving your students forward in English fluency and in academic language?

11.2 English Language Development (ELD)

How is it Unique and Why Is It Important?

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

- Every student who is identified as an EL is required to receive ELD until reclassified as Fluent English Proficient (FEP). This ELD instruction occurs is a variety of settings depending on the school site and grade level.

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

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

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

English Language Development Instruction:

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

Remember:

- ☑ English Learners must learn English while competing with Native English speakers who are rapidly increasing their knowledge of English and applying this knowledge to content standards.

- ☑ While many English Learners appear fluent, they may have significant gaps in the language and knowledge. Teachers need to be aware of these gaps and design lessons that address these specific learning needs for EL students.

- ☑ Simply teaching in English is very different from ELD instruction. ELD instruction supports students in reaching the goal of academic and linguistic parity with their English only peers through focused, scaffolded language development.

- ☑ The focus of teaching in a regular, subject-area classroom is the content. In well-designed content area instruction - that includes EL students - there should always be an underlying language objective that connects to the student's understanding of the topic and increases their ability to talk about that topic using academic language.

11.3 Modifications For Effective EL Instruction

"Effective Instruction"	Effective EL Instruction
Key concepts and skills / content standards	The content standards, key ideas/themes, and skills should be the same - how you get there can be modified. In addition, there are English Language Development standards.
Content Learning Objectives	Include language objectives in addition to content objectives.
Building Background (Frontloading)	• Include native language and culture as sources of prior knowledge. • Build background knowledge on potentially unfamiliar topics (e.g., the U.S. Civil War, Native American groups, the Great Depression). • Anticipate cultural differences that may be present in the lesson (e.g., concepts of friendship/family, customs/rituals, religion, politics).
Vocabulary Development	• Explicitly and intentionally teach vocabulary - not only technical academic vocabulary, but also everyday words/terms that are unfamiliar or confusing to English Learners. • Idiomatic expressions: explicitly teach them. • Use English-Spanish cognates (with Spanish-speakers). • Teach Latin and Greek roots, prefixes, suffixes.
Direct Instruction **The "what" of the lesson** **The "how" of the lesson (delivery)**	Presentation /explanation of new information (oral and/or written) based on content and language objectives: • Select content carefully - depth over breadth, focus on key concepts • Modify the use of the text • More contextualization: visuals, graphic organizers, hands-on activities and manipulatives, simulations, use of analogies • Explicit modeling and scaffolding.
Guided Instruction	• More scaffolded and structured (e.g., use of rubrics to guide students). • Explicit teaching and modeling of learning strategies and process skills (e.g., how to complete a lab report, choose a research topic, use reference materials). • Guided tasks in pairs, small groups (i.e. productive group work) that has individual accountability and structured talk.
Structured Oral Interaction	• Provide structured ways for students to talk. As they talk, ELs are practicing English, negotiating meaning and clarifying understandings with others. • Grouping decisions: decide which grouping strategy will best support understanding - not only size decisions (pairs? small groups?), but also language decisions (language-alike pairs/groups?). All ELs but of mixed and different native languages? Non-native and native speakers together?
Independent Practice	• Monitored practice of concepts and skills from direct and guided instruction. • Supervised small group for re-teaching.
Assessment/ Progress Monitoring	• Formative assessment: check for understanding during the lesson in ways that hold all students accountable and give the teacher feedback. • Summative assessment: differential assessment is acceptable to accommodate emerging language skills, as long as key concepts are assessed. Allow ELs to show understanding in a variety of verbal and non-verbal ways.

Additional suggestion: use native language resources to support understanding: paraeducators, peers, parents, books and online resources.

11.4 Differentiating Instruction for ELs

Teachers are successful at differentiating instruction for ELs when they:

- **Get to know as much as possible about each student –** ELs represent a wide range of academic skills, interests, languages, English language proficiency levels, and cultures. The more a teacher can learn about each student's background, the better prepared he/she is to provide appropriate instruction for that student.

- **Have high expectations for all students –** Content should not be "watered down" for students who are still developing English language skills. Creative teachers think of ways to help students understand key material and "show what they know" in ways that match their language proficiency levels.

- **Have a variety of research-based instructional strategies at hand** – Experienced teachers know that "one-size-fits-all" instruction is rarely successful. There are many different learning profiles in any given classroom, and students learn best when instruction matches their needs and learning styles.

- **Use ongoing assessment to guide instruction** – Ongoing, informal assessment is vitally important to matching instruction to students' changing needs.

- **Provide multiple types of assessment** – matching assessment to students' learning profiles and language proficiency ensures that every student has an opportunity to demonstrate what he/she knows.

- **Differentiate homework** – If all students have the same homework assignments, some are doing busy work while others are struggling with work that they cannot possibly complete successfully.

- **Collaborate** –Instruction is most successful when all of the professionals who work with ELs work together.

- **Use flexible grouping** – Small group instruction is a very effective way of making sure that all students can access important content, and keeping groups flexible allows teachers to match students with different peers for different types of activities.

- **Make content comprehensible for all students** – Providing EL's with alternative ways of accessing key content (e.g., charts, books written in their first language, simplified text written by the teacher, discussion, etc.) allows them to learn the same material as other students as they continue to develop their English language skills.

11.5 The ELA and ELD Standards

The State Board of Education adopted ELA/ELD Framework can be found at

http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp

The California Department of Education (CDE) has developed a side-by-side comparison of the ELA and ELD standards.

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

The ELA/ELD Standards Correlations Matrices addresses the following domains:
- ✓ Listening and Speaking Strategies and Applications
- ✓ Writing Strategies and Applications
- ✓ Written and Oral English-Language Conventions
- ✓ Reading: Word Analysis. Fluency, Systematic Vocabulary Development, Comprehension and Literacy Response and Analysis

In addition to these domains, all matrices address the four ELD proficiency levels identified on the CELDT:
- ✓ Beginning
- ✓ Early Intermediate
- ✓ Intermediate
- ✓ Early Advanced

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

The ELD Standards by grade level can be found at

www.cde.ca.gov/sp/el/er/eldstandards.asp

11.6 Frontloading for EL Learners: Building Concepts and Vocabulary Before the Lesson

✎ Frontloading content area instruction gives students a preview of what they need in order to be successful in an upcoming lesson.

✎ Frontloading allows teachers to work with important concepts, vocabulary, and language structures, including how words and sentences are put together - so that students will be able to successfully access the content of their grade level and subject areas.

✎ The goal of frontloading is to develop grade level proficiency in a content area. It is not just teaching in English, but rather, teaching about the type of English that is required by a specific content area.

WAYS TO FRONTLOAD INFORMATION TO MAXIMIZE SUCCESS FOR ENGLISH LEARNERS	
Cloze	Select a paragraph from the text to be read. Delete some of the words that provide multiple possibilities for substitutions. Ask students to read through the passage and insert words that make sense. When finished, ask students to share with a partner and then with the whole group. By interacting with the cloze activity prior to reading the text, students are introduced to key vocabulary, they have a chance to negotiate meaning with a partner and their interest in the reading is piqued. Then, as they enter the author's version of the text, they have a strong personal purpose for reading.
Expert/Guest Speaker	Invite an expert to your class to present information on the topic of study. Encourage the expert to bring the "tools of the trade." For example: invite a meteorologist to bring weather instruments and present information about forecasting the weather. Students will read texts about the weather with a new understanding after their experience with the expert.
Field Trip	Why wait until the end of a unit or reading to take a field trip? You can frontload key concepts and vocabulary by going on a field trip prior to embarking on your study. Take photographs, then discuss and write about the experience when you return to the classroom. The information in a related text will be much more meaningful when it can be connected to shared real-life experiences.
KW….E Focus on Questions	Use the familiar KWL format, but consider changing the K to "what I think I know" and W to "what I wonder." The last column could be E for "what ELSE do you want to know now, after reading?" This keeps the learners focused on questions before, during and after reading, which stimulates language and conversation.
Partner Preview: I Notice	When introducing new nonfiction, ask students to turn to a partner with their text in hand and begin to preview the text by saying "I notice…" Have them take turns as they page through the book noticing text features, structures or key vocabulary. When they have finished, debrief with the whole class. You can create a visual roadmap of the text on chart paper as they share what they have noticed.

Picture Observation Charts	Collect a variety of pictures that connect to the text to be read. Post them on chart paper around the classroom and have students move from poster to poster, observing and discussing the pictures with a partner. Encourage students to write their questions, connections and observations on the posters. Students will begin thinking about the topic and you will have information to assess prior knowledge and plan for instruction.
Read Aloud and Shared Reading Connections to Student Reading	Prior to having students read a selection independently, read aloud a book with related content and use a think aloud strategy to discuss the concepts and vocabulary that are common to both texts. This helps the learners pull background knowledge forward and activate content vocabulary that is likely to appear in their own reading. You might also consider a big book on the same topic as the students will be reading individually as the large illustrations and photographs may assist the EL learners in solidifying the concepts and language.
Realistic	Bring in the real thing! For example: when reading a text about the life cycles of fruits, bring in the fruits, seeds, branches, and buds. Allow students time to observe, touch, and have oral language experiences prior to encountering the new vocabulary in the text.
Text Bits	Using pictures from the text to be read, or related pictures, pass one to each student and ask them to face one other person. Students describe their picture, predict what the book may be about and listen to the same from their partner. They then move to another student and repeat the process. When pictures have been shared, students write a quick prediction of the book's content, based on the pictures. A whole class discussion follows. Text Bits can also occur with actual text from the book to be read. Select key sentences or phrases from the text and write each on a strip of paper. Pass one to each student. Students move around the room reading their strip and listening to each partner. Again you may wish to have them write what they remember or predict the content of the book to be read. As they gain proficiency with this scaffold, they can carry a book or newsmagazine around as they engage in partner conversations about possible content.
Video	Provide rich visual imagery through video, with the sound on or off, to help students understand concepts from a text before they read. Establish a focus for viewing so students look for key points. Pause often to clarify, or have students turn to a partner and discuss what they just saw. For example: when reading a text about extreme weather, view video clips of a variety of forms of weather so students have a context before reading.
Word Sorts	Identify key vocabulary from the text to be read. Provide a list of words to students to sort into categories determined by either the teacher or the students. Encourage metacognition by asking them to provide the rationale for placing words in certain categories. If the selection to be read is a narrative, students can sequence the words in a way that makes sense and use the words to tell the story, based on their prediction of what they story will be about. The words can be resorted to reflect the actual story as the reading occurs, and can be sorted again at the end of the reading to aid in retelling.

11.7 Response Prompts for Encouraging Language

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

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

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

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

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

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

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

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

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

Offering a suggestion
Maybe we could…
What if we…
Main Ideas

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

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

Other Important Response Frames
Now, this is important…
Remember that…
The important idea is…
The basic concept is…
The crucial point is…
This is critical…
This is vital…
This is significant…
This is essential…
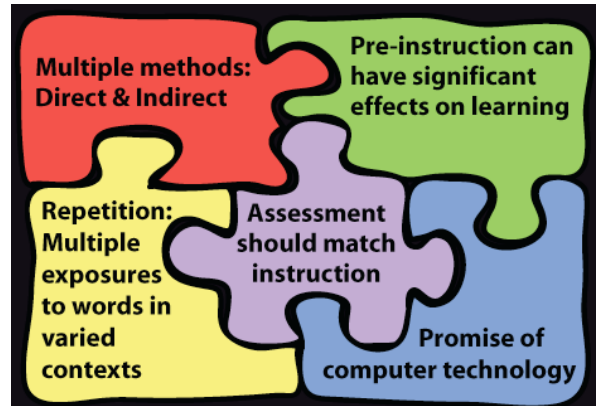
Compiled by Vanessa Girard, WestEd

11.8 Academic Vocabulary Development

Common Core State Standards: Focus on Tier 2 & Tier 3 Academic Vocabularies

Tier 1 - Basic words that commonly appear in spoken language. Because they are heard frequently in numerous contexts and with nonverbal communication, Tier 1 words rarely require explicit instruction. Examples of Tier 1 words are clock, baby, happy and walk.

Tier 2 - High frequency words used by mature language users across several content areas. Because of their lack of redundancy in oral language, Tier 2 words present challenges to students who primarily meet them in print. Examples of Tier 2 words are obvious, complex, establish and verify.

Tier 3 - Words that are not frequently used except in specific content areas or domains. Tier 3 words are central to building knowledge and conceptual understanding within the various academic domains and should be integral to instruction of content. Medical, legal, biology and mathematics terms are all examples of these words.

Source: "Common Core Tier Vocabulary Information." Wappingers Central School District. Web. Dec. 2014. <http://www.wappingersschools.org>.

During vocabulary instruction, academic language instruction is two-fold: Vocabulary and Grammar.
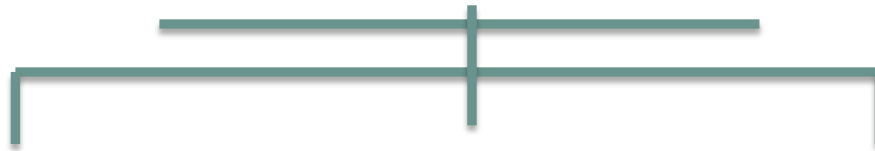
1. **Focus on meaning:** Specific content meaning, everyday meaning, meaning in other subject areas, multiple meanings, synonyms, antonyms, meaning of roots and affixes
2. **Focus on form:** Work family, grammar patterns, words with common roots, prefixes and suffixes
3. **Focus on use:** General use, idioms, metaphorical uses, puns, jokes

ELA for ELLs: A Six – Part Video Series
Watch this fascinating video series on vocabulary development:
www.teachingchannel.org/blog/2013/10/25/video-playlist-ell-instruction/

11.9 Interactive ELD: A Three-Part Framework

Tiered Word Selection

Tier 1

General, basic words

Words for familiar concepts and ideas

Words for concrete objects and concepts that are already in the student's schema but with a different language label

Can be taught using realia, pictures, demonstrations, or simple explanations

chair, run, eat, pencil, happy

Tier 2

High frequency words

Academic and across disciplines

Words for abstract or unfamiliar concepts

Words with more complex meaning

Appear in standards, textbooks, and standardized tests

Largest category

Students must know these words to comprehend texts

reluctant, declare, function, elicit, compare, analyze

Tier 3

Words related to specific content

Found mostly in content books in the upper grades

Low frequency encounters but must be mastered for students to be proficient in specific content areas

isotope, photosynthesis, fossilized, Imperialism, equilateral

Adapted from: Buckner, J., Thinking Maps: Path to Proficiency for English Learners. Web. <http://thinkingmaps.com/ell.php>

11.10 Six Step Process for Teaching Vocabulary

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

Adapted from: Dr. Green, Laura Chris, "Bilingual Word Power – Research-Based Vocabulary Strategies for English Language Learners. 2004.

After choosing the key words for a lesson:

Instruction

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

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

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

Reinforcement

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

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

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

Source: Marzano, Robert, and Debra Pickering. Building Academic Vocabulary (Teacher's Manual). 2005.

11.11 Academic Language Instruction

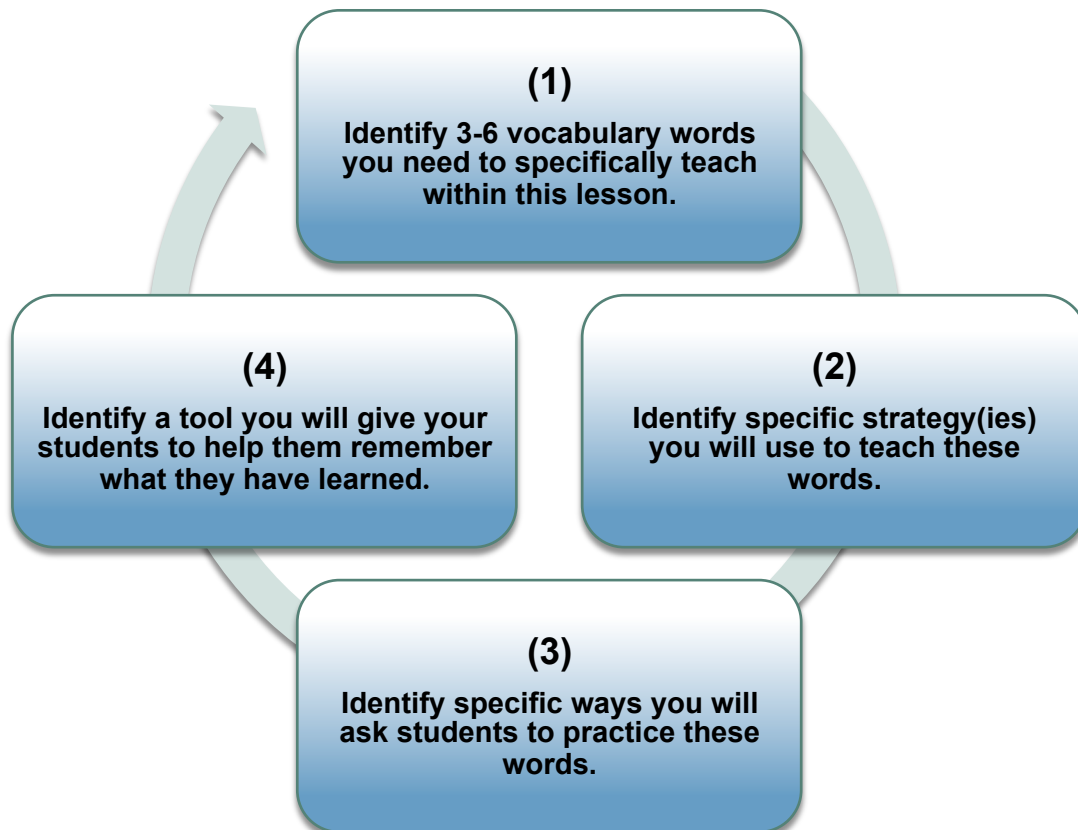| Every Day	Every Lesson	Every Child

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

Reprinted from: Kinsella, Ed. D., Kate. "Preparing for Effective Vocabulary Instruction."
Aiming High Resource (2005).

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

Source: Freeman, Yvonne, and David Freeman. Research-based strategies for English language learners.

AS YOU PLAN LESSONS EVERY DAY:

(1)
Identify 3-6 vocabulary words you need to specifically teach within this lesson.

(2)
Identify specific strategy(ies) you will use to teach these words.

(3)
Identify specific ways you will ask students to practice these words.

(4)
Identify a tool you will give your students to help them remember what they have learned.

11.12 Planning for Instruction: Content Area with EL Students

Content Area With EL Students	
Print and use as a guide.	
Standards:	**Assessment:**
Essential Understanding:	**Essential Skills:**
Content Objective:	**Language Focus:**
Target Vocabulary:	
Background Building: Whole group or small groups	Inquiry Chart Observation Chart Roundtable Whip Input Chart Word Storming Anchor Chart
Direct Instruction: Whole group or small groups **Guided Instruction:**	Coop Paragraphs Sentence Frames Story Maps (De)Construct Words Listen/Visualize Thinking Maps Cornell Notes Questioning Sentence Structure
Practice: homogeneous, heterogeneous, task, coop, random	Whip Around Choral Response In/Outside Circle Ear/Ear reading Think/Pair/Share Give one/Get one Talking Chips Numbered Heads Roundtable Jigsaw

11.13 Using Cognates to Enhance Teaching and Learning

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

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

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

Instructional Sequence:

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

Examples of Cognates:

ENGLISH	SPANISH
angle	angulo
gulf	golfo
volcanic	volcanico

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

Examples of False Cognates:

ENGLISH	SPANISH
Conference (meeting)	Conferencia (lecture)
Disgrace (shame)	Desgracia (misfortune)
Embarrassed (feeling shame)	Embarazada (pregnant)
Once (one time)	Once (eleven)
Sane (rational)	Sano (healthy)

Additional teaching suggestions:

⇨ There are patterns in English word endings that can be matched to Spanish word endings. If teachers are aware of these patterns, even if they do not speak Spanish fluently, they can identify English/Spanish cognates and highlight them for their students.

⇨ Another resource for English/Spanish cognates are the students themselves. If teachers share the idea of cognates with students and give several examples, students can then become cognate detectives. During the first reading of a passage students can look for the cognates in that passage, share them with their classmates, and discuss the meanings.

⇨ For a list of Spanish-English Cognates: www.colorincolorado.org/pdfs/articles/cognates.pdf

11.14 Differentiation Based on Proficiency Levels

The proficiency levels identified on the CELDT are: **Beginning (B); Early Intermediate (EI); Intermediate (I); Early Advanced (EA); and Advanced (A).** Teachers need to prepare lessons that address the specific proficiency levels of the students in their class(es) as they teach the required core curriculum. Below are examples demonstrating ways to modify effective instruction.

Although the CELDT is currently in transition, the CELDT exam and proficiency levels are still relevant for the current school year.

Research-based Instructional Strategy	Differentiation by Proficiency Levels	Support Strategies
SETTING GOALS Students understand what they are working towards. EL students understand the focus for both content area and language development.	**B** - Learning simple vocabulary and short basic language functions **EI** - Learning vocabulary and simple grammar based on language functions **I** - Speak and write expanded sentences **EA** – Speak and write complex sentences **A** – Approximates native English speakers language use	✓ After main lesson, group students by proficiency level and provide additional support from teacher or instructional assistant ✓ Circulate and model correct grammar ✓ Review terms and related grammar points in small groups ✓ Use sentence starters to guide responses ✓ Ask students to add to someone else's comments
PROVIDING FEEDBACK Students use teacher feedback to rephrase and restructure language and content, while teachers model repairing and reformulating academic language.	**B** – Learning vocabulary word selection **EI** - Repair by modeling correct grammar **I** - Reformulate by saying/writing it another way through expansion **EA** – Use language to compare, describe, debate, justify, create **A** – Approximates native English speakers language use	✓ Use questions that can be answered nonverbally (yes/no, point to...) ✓ Model restructuring a sentence with sentence strips cut-ups ✓ Use rubrics to provide feedback on information, process, skills ✓ Feedback on essential corrections in written English
Non-Linguistic Representations Elaborate instruction with nonlinguistic representations to help students recall, think about and retain information.	**B** – Use pictures, maps, graphic organizers associated with topic with non-linguistic responses **EI** – Use vocabulary and short responses **I** - Use information on a graphic answer sheet for *why and how questions* **EA** – Use information on a graphic organizer regarding *same/different,* what would… or Why do you … **A** – Approximates native English speakers language use	✓ Use graphic organizers keyed to the function of your text (e.g. compare, sequence, cause/effect) ✓ Use symbols, pictures, maps, diagrams to bridge language gap ✓ Help students generate mental pictures - use five senses ✓ Make physical models and use maps, manipulatives, word sorts ✓ Use *Total Physical Response (TPR)* activities and drama

Research-based Instructional Strategy	Differentiation by Proficiency Levels	Support Strategies
Cues and Questions Use to activate background knowledge and make connections to new learning throughout a lesson.	**B** - Responds in gestures **EI** - Responds to yes/no, either/or, one or two word responses **I** – Responds in short phrases/sentences, How? Why? What if? **EA** - Responds to all types of questions with few grammatical errors **A** – Approximates native English speakers language use	✓ Focus on what is important, *not unusual* ✓ Higher level questions will produce deeper understanding ✓ Wait at least three seconds before accepting **any** answers ✓ Pose key questions before a lesson is begun
Advanced Organizers Use before a lesson to highlight essential ideas and to assist students in making connections to new learning.	**B** - Pictures attached to labels and responds with gestures **EI** - Students learn about and use academic vocabulary **I** - Students learn to formulate questions using information in organizers, headings, illustrations **EA** – Students expand on information related to ideas on graphic organizers **A** - Approximates native English speakers language use	✓ Focus on what is important, *not unusual* ✓ Use demonstration, modeling to show what you are saying ✓ Use graphic organizers that match the function of the text – sequence, compare/contrast, cause/effect ✓ Ask students to skim before reading ✓ Use features of text (headings, pictures, captions) to guide text preview
Productive Group Work Use to increase the opportunities to speak and use language for an academic task. Also, increase opportunities to hear and use key words and phrases, increase feedback and reduce anxiety.	**B** – Physical or pictorial representations with pointing in share out **EI** – Non-linguistic representation with words, phrases, sentence starters **I** – Graphic organizers assist in students explaining, presenting in full sentences **EA** – Works alongside English only peer with some errors in speech and writing **A** – Approximates native English speakers language use	✓ Groups should be based on language needs and instructional goals ✓ Groups should be small ✓ Groups may be informal for some tasks and formal for a specific academic task ✓ Groups should be used intermittently with other types of instruction ✓ Each individual has an accountable, measurable task ✓ Speaking tasks are required
Summarizing EL students are explicitly taught to recognize text patterns and the signal words that accompany them.	**B** - Substitute common, frequently used vocabulary and *attach to key vocabulary terms* (3 + 3 rule) **EI** – Use non-linguistic representations to teach steps in developing a summary **I** - Point out what is important and not important **EA** - Use graphic organizers keyed to text pattern **A** - Approximates native English speakers language use	✓ Model repeatedly a particular set of steps – keep, delete, substitute ✓ Use graphic organizers with specific questions attached ✓ Model and use reciprocal teaching ✓ Attach pictures to key vocabulary ✓ Use summaries to preview a text ✓ Create summaries after important text is read to deepen understanding

Research-based Instructional Strategy	Differentiation by Proficiency Levels	Support Strategies
Note Taking Students extract important information and synthesize it into their own words. The purpose of note taking is to acquire, integrate, organize and process information.	**B** - Use teacher created notes with illustrations. Student focus on known/unknown words and cognates. **EI** - Use teacher created notes with key words missing. Student focus on key words. **I** – Use teacher created notes and ask students to answer why, how, when, where questions. Students focus on expanding notes with adjectives/phrases. **EA** - Student created notes in outline form, graphically represented, and summary **A** - Approximates native English speakers language use	✓ Give students *teacher created notes* ✓ Use a variety of note taking formats with *clear modeling and explicit instructions* ✓ Create learning centers where students can *practice* different forms of note taking ✓ When students are taking notes, stop occasionally and ask them to make a graphic representation ✓ Ask students to summarize their notes verbally *to others and in writing*
Practice Students practice to deepen understanding of content and to reach automaticity with skills and processes.	**B** - Use visuals to connect spoken word to concepts while students respond nonverbally. Practice key vocabulary. **EI** – Prompt students to share with yes/no or one-word response questions. Model language supported by gestures/visuals **I** – Use preview and review to ensure students understanding of academic vocabulary, grammar structures, and procedures. **EA** – Use review and summary often to ensure and deepen comprehension **A** - Approximates native English speakers language use	✓ Time is of the essence, pick important skills and processes to practice ✓ EL students need more practice than English Only students ✓ Multiple practice opportunities focus on accuracy for Beginning through Intermediate EL students, speed can be focused in later stages ✓ Design practice that builds on specific elements of a complex skill such as the writing process ✓ Automaticity must be accompanied by background understanding ✓ Types of practice include charting for speed/accuracy, practicing specific elements of complex skills and processes
Generating and Testing Hypotheses EL students access prior knowledge, apply new knowledge, and explain their conclusions.	**B** - Focus on key words needed to explain, attach visuals to words and concepts	✓ Generation of hypotheses can be either inductive or deductive ✓ Students must explain their hypotheses and conclusions ✓ Use a variety of tasks to generate hypothesis

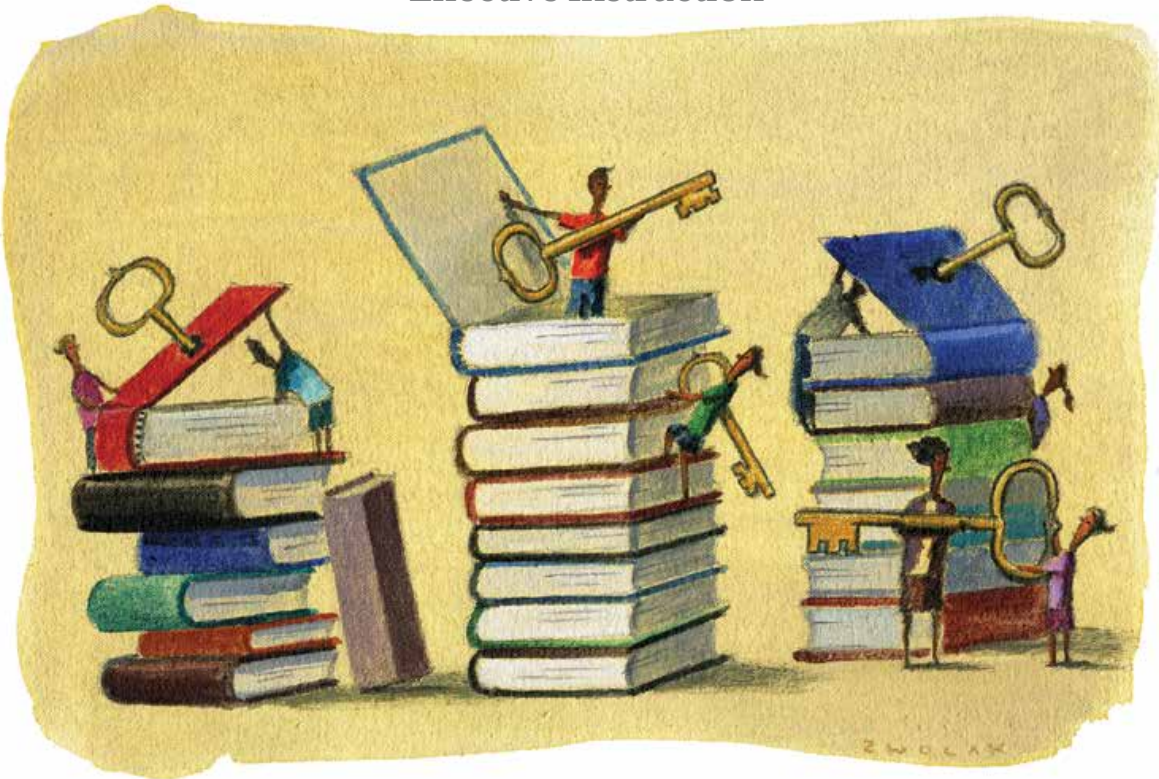| Research-based Instructional Strategy	Differentiation by Proficiency Levels	Support Strategies
Identifying Similarities and Differences Students are given the opportunity to deepen learning by activating prior knowledge, making connections, constructing meaning and justifying their reasoning.	**B –** Identify similarities/differences with various physical attributes focusing on building vocabulary **EI** - Identify similarities/differences with various physical attributes with sentence starters. Focus on responding in short sentences. **I** – Encourage students to use words other than same/different i.e.: similar, vary. Include more characteristics. Focus on responding in compound sentences. **EA** – Vary vocabulary and respond in complex sentences **A** - Approximates native English speakers language use	✓ Scaffold students through the process increasing their independence as the activities are repeated ✓ Model, model and model again ✓ Begin with familiar topics or items ✓ Activities require use of topic focused vocabulary and language structures ✓ Visual representations assist students to make connections and construct meaning ✓ Forms of identifying similarities and differences include: compare/contrast, classifying, creating analogies, creating metaphors
Reinforcing Effort and Providing Recognition Students understand the relationship between effort and achievement.	**B** - Reduce the linguistic complexity of a chart or rubric with pictures. Reward when they start speaking. **EI** - At first, someone else can read the chart and help the student. Listen for key words. Reward when using full sentences. **I** – Students can report on their charts using full sentences and answering what and how questions. Reward when using linguistically complex sentences **EA** – Reward for growing repertoire of academic language **A** - Reward when re-designated	✓ Students who are taught the direct connection between effort and achievement do better than students who are taught time management or comprehension strategies ✓ Share stories of people whose effort lead to success- ask past EL students to share their language learning success ✓ Track effort and achievement with graphs chart, rubrics ✓ Rewards can complement intrinsic motivation ✓ Rewards are most effective when focused on attainment of a performance standard ✓ Abstract recognition is more effective and tangible (stickers…) but concrete symbols of recognition for attaining a goal are effective when connected to verbal praise ✓ Use pause-prompt-praise

Based on the book Classroom Instruction that Works with English Language Learners
by Jane Hill and Kathleen Flynn, 2006, ASCD.

Unlocking the Research on English Learners

What We Know—and Don't Yet Know—about Effective Instruction

BY CLAUDE GOLDENBERG

The number of professional publications aimed at improving instruction for English learners has exploded since the early 2000s. Dozens of books, articles, and reports were published in the space of a few years following the appearance of two major research reviews in 2006.[1] According to one count, nearly 15 books on the topic of English learners were published in 2010 alone,[2] most aimed at professional audiences. Since then, the pace has only accelerated, with new and specialized books on assessment, literacy, English language development, and content instruction for English learners (ELs) seeming to appear continuously.

Yet there is surprisingly little research on common practices or recommendations for practice with the more than 5 million ELs in our nation's schools, many of whom come from families in poverty and attend lower-resourced schools. This absence of adequate research applies to all areas, including promoting English language development and instruction in content areas such as math and history. One of the 2006 research reviews noted "a dearth of empirical research on instructional strategies or approaches to teaching content" for ELs.[3] A subsequent review of research on content area instruction for ELs echoed the same theme.[4] Rather than providing a list of instructional practices specifically validated by research as effective with ELs—which

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would be a short list—I instead identify three important principles based in the research. These are:

I. Generally effective practices are likely to be effective with ELs.
II. ELs require additional instructional supports.
III. The home language can be used to promote academic development.

There is also a fourth principle: ELs need early and ample opportunities to develop proficiency in English (see page 13 for an article devoted to that topic). For each of the three principles listed above, I provide specific examples from research on ELs.

This serious look at the research comes at an opportune time. The new Common Core State Standards (CCSS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, which have been adopted by the vast majority

Effective instruction in general is the foundation of effective instruction for ELs. However, it is probably not sufficient to promote accelerated learning among ELs.

of states and the District of Columbia, are now in the process of being implemented. In calling for students to study and understand complex texts in English language arts and other academic subjects, these new standards place an even greater emphasis on content knowledge and language and literacy skills than the previous standards of many states. Indeed, large numbers of ELs had difficulty meeting states' prior standards. In California, for example, data from the past several years indicate that approximately 40–50 percent of originally classified ELs performed well below criteria established for the previous English language arts standards.[5] To meet the demands of the CCSS, ELs clearly need additional help, and teachers need a great deal of support. Meeting the Common Core standards constitutes an enormous challenge we should not underestimate.[6]

I. Generally Effective Practices Are Likely to Be Effective with ELs

There is a vast literature on effective teaching practices. Educational research over more than a half century has yielded a number of reasonably consistent findings about the features of teaching likely to result in improved student learning. These include:

- Clear goals and objectives;
- Appropriate and challenging material;
- Well-designed instruction and instructional routines;

- Clear instructions and supportive guidance as learners engage with new skills;
- Effective modeling of skills, strategies, and procedures;
- Active student engagement and participation;
- Informative feedback to learners;
- Application of new learning and transfer to new situations;
- Practice and periodic review;
- Structured, focused interactions with other students;
- Frequent assessments, with reteaching as needed; and
- Well-established classroom routines and behavior norms.

All published studies with which I am familiar that have demonstrated positive effects on ELs' achievement incorporate at least several of these features into the instructional procedures. For example, one found that structured writing instruction—including teacher instruction, error correction and feedback, and a focus on building writing skills—had more positive effects on fifth-grade ELs' writing than did a free writing approach with no explicit instruction or error correction.[7] Both groups were allowed to write in either Spanish or English. Another writing study with native Cantonese speakers in Hong Kong reported similar findings—explicit teaching of revision strategies helped improve the quality of student writing and helped students learn to write so that readers could understand them.[8]

Many other studies illustrate the value of well-known elements of effective instruction to promote the learning of ELs, whether in vocabulary instruction,[9] early reading interventions,[10] English language development,[11] or science education.[12] In fact, several studies have shown similar effects on both ELs and non-ELs,[13] again suggesting that there is considerable overlap between what is effective instruction for ELs and what is effective for students already proficient in English.

Two researchers[14] reviewed many of the same studies as the National Literacy Panel on Language-Minority Children and Youth* and concluded that "the programs with the strongest evidence of effectiveness in this review are all programs that have also been found to be effective with students in general" and modified for ELs (see the next section on instructional supports and modifications). These programs include various versions of

*To learn about this panel and read a summary of a subsequent report edited by Diane August and Timothy Shanahan, visit www.cal.org/projects/archive/natlitpanel.html.

Success for All (a school-wide program that involves far more than classroom instruction), Direct Instruction,* and phonics instruction programs. Other programs with at least some evidence of effectiveness include vocabulary instruction programs,[15] a comprehensive language arts program† combining direct teaching and literature study,[16] a program that promotes reading between parents and kindergarten children,[17] a Spanish version of Reading Recovery,[18] an English tutoring program,[19] and programs that incorporate cooperative learning.[20]

The key message is that what we know about effective instruction in general is the foundation of effective instruction for ELs. However, as we'll see in the next section, although "generic" effective instruction is almost certainly a necessary base, it is probably not sufficient to promote accelerated learning among ELs.

II. ELs Require Additional Instructional Supports

ELs in an English instructional environment will almost certainly need additional supports so that instruction is meaningful and productive. Aside from the pedagogical need, there is also the legal requirement mandated by the Supreme Court's decision in *Lau v. Nichols* (1974) that classroom instruction must be meaningful to students even if their English language proficiency is limited. The need for additional supports is particularly true for instruction aimed at higher-level content and comprehension of academic texts. Because the Common Core standards focus more on academic literacy skills than do prior state standards, teachers will certainly need to bolster ELs' efforts to understand more challenging content in English language arts and all academic subjects. One of the most important findings of the National Literacy Panel on Language-Minority Children and Youth[21] was that the effects of reading instruction on ELs' reading comprehension were uneven and often nonexistent even when comprehension skills were taught directly. This is in contrast to studies with English-proficient students, for whom reading instruction helps improve reading comprehension.[22]

Why does improving reading comprehension for English learners instructed in English appear so elusive? A likely explanation is that lower levels of English proficiency interfere with comprehension and can blunt the effects of otherwise sound instruction. William Saunders and I conducted a study that suggests this possibility.[23] We randomly assigned a group of ELs either to an instructional conversation group (interactive teacher-led discussions designed to promote better understanding of what students read) or to a control condition, where the teacher used comprehension questions in the teacher's guide. We found that instructional conversations had no overall effect on ELs' story comprehension—students in both groups understood the story about equally. We did find that instructional conversations produced deeper understandings of a complex concept at the heart of a story the students read, but this is different from story comprehension.

However, when we looked at the results for students with different English proficiency levels, we found something striking: for the students with the highest English proficiency, participation in instructional conversations did have an impact on story comprehension—91 percent accuracy versus 73 percent accuracy for students in the comparison group. The middle-level students also did better with instructional conversations, but the results were not statistically significant. The lowest-level English speakers did worse with instructional conversations, although also not to a statistically significant degree. These results suggest that instruction aimed at improving ELs' comprehension is likely to be more effective when ELs have relatively higher English skills, but less effective, *in*effective, or even possibly counterproductive when their English skills are lower.

> ELs in an English instructional environment will almost certainly need additional supports so that instruction is meaningful and productive.

One obvious implication is that we need to focus on English language development for ELs, particularly those least proficient in English. (Along with William Saunders and David Marcelletti, I address that topic in a companion article that begins on page 13.) But what can teachers do to help ELs who are developing their English skills as they simultaneously learn advanced academic content and skills in English?

Sheltered Instruction

To meet this challenge, educators and researchers have proposed a set of instructional supports or modifications that are sometimes referred to as *sheltered instruction*.[24] The goal of sheltered strategies is to facilitate the learning of grade-level academic content and skills for students being instructed in English but who have limited proficiency in the language. Sheltered instruction can be expected to contribute to English language development, but its real focus is academic content and skills.

Some of the supports and modifications† that have been proposed for instructing ELs include:

- Building on student experiences and familiar content (then adding on material that will broaden and deepen students' knowledge);
- Providing students with necessary background knowledge;
- Using graphic organizers (tables, web diagrams, Venn diagrams)

to organize information and clarify concepts;

- Making instruction and learning tasks extremely clear;
- Using pictures, demonstrations, and real-life objects;
- Providing hands-on, interactive learning activities;
- Providing redundant information (gestures, visual cues);
- Giving additional practice and time for discussion of key concepts;
- Designating language *and* content objectives for each lesson;
- Using sentence frames and models to help students talk about academic content; and
- Providing instruction differentiated by students' English language proficiency.

proficiency levels, there are no published data at all about their effects on ELs' learning.

Even the most popular sheltered model in existence and one that brings together many disparate elements into a useful and coherent instructional model—the Sheltered Instruction Observation Protocol (SIOP)[25]—has yet to demonstrate more than a very modest effect on student learning.[26] A recent study showed stronger effects than did prior research,[27] but unfortunately researchers excluded from the analysis classrooms with lower implementation levels.[28] The most recent study[29] found modest effects that were *not* statistically significant. Another professional development model designed to help teachers of ELs accomplish high-level language and content goals with students, Quality Teaching for English Learners,[§] produced no significant

> ## The goal of sheltered strategies is to facilitate the learning of grade-level academic content and skills for students who have limited proficiency in the language.

There are also sheltered strategies that involve strategic use of students' home language—for example, cognates and other home language support. These will be discussed in the third section on use of the home language for classroom instruction.

The problem, however, is that there is not much evidence that these strategies actually help English learners overcome the challenges they face in learning advanced academic content and skills, as they will be required to do with the implementation of the CCSS for English language arts. There are virtually no data to suggest that sheltered instruction or any of these modifications and supports help ELs keep up with non-ELs or help close the achievement gap between them. For some of the items on the list, such as the use of content and language objectives, sentence frames, and differentiating instruction by English

These three articles on English learners provide a comprehensive update of "Teaching English Language Learners: What the Research Does—and Does Not—Say," by Claude Goldenberg, in the Summer 2008 issue of *American Educator*, which is available for free at http://go.aft.org/goldenberg.
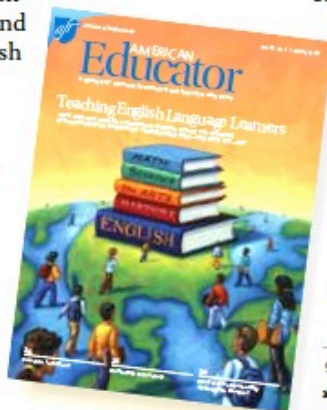
effects on student achievement in language arts or English language proficiency and no effects on teacher attitudes, knowledge, or classroom practice.[30] Other popular programs, such as Project GLAD (Guided Language Acquisition Design),[**] have never even been evaluated.

We also have compelling portraits of teachers who incorporate many of the supports included in the SIOP into their teaching in order to make instruction more meaningful for English learners and to promote academic language skills. One researcher,[31] for example, describes high school biology teachers who integrate language and content instruction; use hands-on activities, pictures, and diagrams; build on student background and experiences; and provide opportunities and time for discussion and language use. But we do not know the extent to which these supports actually compensate for students' lack of proficiency in English, particularly in the sort of English language skills required for academic success.

Some Evidence of Benefits

There is some evidence that these supports and modifications do benefit ELs. For example, studies reviewed by the National Literacy Panel on Language-Minority Children and Youth[32] find that building on students' experiences and using

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[§]To learn more about Quality Teaching for English Learners, see http://qtel.wested.org.
[**]To learn more about Project GLAD, see www.projectglad.com.

material with familiar content can facilitate ELs' literacy development and reading comprehension. One ethnographic study found that young English learners' writing development is helped when the teacher incorporates literacy activities and materials from home and the community into classroom activities.[33] Another set of studies showed that second-language learners' reading comprehension improves when they read material with familiar content.[34]

It is generally true that what we know and are already familiar with can influence new learning and the comprehension of what we read.[35] Teachers should therefore use materials with some degree of familiarity to students. If students are expected to read material with unfamiliar content, it is important to help them acquire the necessary background knowledge. Building back-

and cultural knowledge into the instruction. Another team[41] built its intervention around the topic of immigration, which presumably had considerable resonance for the ELs, who were themselves immigrants or whose parents were immigrants from Latin America or the Caribbean. This team also used supports in the home language. While both programs showed positive effects on student learning, neither study found any difference in learning outcomes for ELs and non-ELs.

One recent study[42] represents a new development. The researchers found that "multimedia-enhanced instruction" (videos used as part of lessons) helped make read-aloud vocabulary instruction more effective for ELs in preschool to second grade but had no effect on the learning of non-ELs. Teachers used videos related to the topics in books they read aloud to their students as

We have many promising leads but not a very good understanding of how to help ELs learn high-level academic content and skills.

ground knowledge or building on prior experience and familiar content might be especially important for ELs, since they face the double challenge of learning academic content and skills as they learn the language of instruction. However, like all students, ELs must learn to read and comprehend unfamiliar material—important objectives of the CCSS for English language arts.

There is also a substantial literature on graphic displays and organizers, which facilitate and support learning by clarifying content and making explicit the relationships among concepts.[36] One study[37] found that graphic representations helped improve seventh-grade Canadian ESL (English as a second language) students' comprehension and academic language, but this appears to be the only study of its kind with second-language learners.[38] Another researcher[39] also described the use of graphic organizers to help sixth-grade ELs write a historical argument, although he concluded that students would have benefited from additional explicit instruction in historical writing.

Perhaps these and other instructional supports, which are applicable to learners generally, are especially important or helpful for ELs. That certainly makes intuitive sense, but we have scant evidence either way. In fact, there is some evidence that these supports are equally effective for ELs and non-ELs. One team of researchers[40] taught students explicitly about the science inquiry method by using pictures to illustrate the process, employing multiple modes of representation (for example, verbal, gestural, graphic, or written), and incorporating students' prior linguistic

part of the science curriculum on habitats (for example, coral reefs or deserts). The ELs who saw the videos as part of the vocabulary instruction learned more of the target words and made greater gains on a general vocabulary measure than those who did not. The videos helped either greatly diminish or eliminate the gap between ELs and non-ELs on the target words. This suggests a potentially very effective strategy that improves ELs' vocabulary learning while not compromising the learning of students already proficient in English.

In short, we have many promising leads but not a very good understanding of how to help ELs learn high-level academic content and skills despite limited English proficiency. What one researcher[43] wrote about instruction focusing on language in addition to academic content—"the published research is at an early stage"—is equally true for other supports intended to help ELs achieve at high academic levels.

III. The Home Language Can Be Used to Promote Academic Development

We turn, finally, to the most controversial topic in instructing ELs—the role of the home language. There are two aspects to the issue: teaching academic content and skills, such as reading and mathematics, in the home language, and using the home language as support in an otherwise all-English instructional environment—for example, providing definitions or brief explanations in the home language, but keeping instruction overwhelmingly in English.

Teaching academic skills in the home language is at the core of the great "bilingual education" debate. Proponents of bilingual education have long argued that students should be taught in their home language (although certainly not exclusively) and that doing so strengthens the home language and creates a more solid foundation for acquiring academic skills in English. Opponents of bilingual education argue that instruction in a student's home language is a waste of time, depresses achievement in English, and simply delays an EL's entrance into the academic (and social) mainstream.*

These debates over bilingual education are typically framed in terms of outcomes in English. English outcomes are without a doubt important, but there is an additional reason to consider primary language instruction for English learners, and that is the inherent advantage of knowing and being literate in two lan-

> There is no controversy over the positive effects of home language instruction *on home language skills*. This is important given the possible advantages of bilingualism and biliteracy.

guages. No one should be surprised to learn that all studies of bilingual education have found that teaching children in their primary language promotes achievement in the primary language. This should be seen as a value in and of itself. Of course, if primary language achievement comes at the expense of achievement in English, this might not be a worthwhile tradeoff. As we will see, however, bilingual education tends to produce better outcomes in English; at worst, it produces outcomes in English equivalent to those produced by English immersion. In other words, bilingual education helps students become bilingual—something that is valuable for anyone, not just ELs.[44] This should not be lost amid the controversy over bilingual education and English immersion.

What the Research Tells Us

Although bilingual education continues to be a politically charged issue,[45] we can draw some conclusions from the research.

Reading Instruction in the Home Language Can Be Beneficial

Numerous experimental studies have been conducted over the past 40 years, and the consensus—although it is by no means unanimous—is that learning to read in their home language helps ELs boost reading skills in English. Learning to read in the home

language also maintains home language literacy skills; there is no controversy over this. To date, there have been five meta-analyses conducted since 1985 by researchers from different perspectives. All five reached the same conclusion—namely, that bilingual education produced superior reading outcomes in English compared with English immersion.

A more recent study, and probably the strongest methodologically, reached a different conclusion. Researchers[46] randomly assigned Spanish-speaking ELs to either transitional bilingual education or English immersion. All students were in the Success for All program. This is very important, since previous studies of bilingual education had not controlled for instruction, curriculum, or other factors that could have compromised the findings. The authors found that in first grade, children in English immersion did significantly better on English achievement measures than did children in bilingual education. By fourth grade, English immersion students' scores were somewhat higher than that of the bilingual education students, but the differences were not significant. The researchers contend that these results support neither side in the bilingual education controversy. Instead, they argue, quality of instruction and curriculum and the school supports needed to support them are more important determinants of ELs' achievement than language of instruction.

Effects Are Small to Moderate

The effects of home language instruction on English achievement are fairly modest, even if we disregard the findings of the recent study just discussed. The five meta-analyses mentioned in the previous section found that, on average, teaching reading in the home language could boost children's English literacy scores by approximately 12 to 15 percentile points in comparison with children in the control conditions. This is not a trivial effect, but neither is it as large as many proponents of bilingual education suggest. Of course, if we add in the results of the new study, the average effect would be reduced. But we should keep in mind that there is no controversy over the positive effects of home language instruction *on home language skills*. This should be seen as an important outcome in itself, given the many possible advantages—intellectual, cultural, and economic—of bilingualism and biliteracy.[47]

*Insufficient Data on Length of Time in
Primary Language Instruction*

The soundest studies methodologically focus on relatively short-term transitional bilingual education. In transitional programs, children generally receive instruction in the home language from one to three years and then transition to all-English instruction. Among this group of studies, there is no evidence that more or less time spent in bilingual education is related to higher or lower student achievement.[48]

Another type of bilingual education[49] is two-way or dual-language.[†] The goal of two-way bilingual education is bilingualism and biliteracy, in contrast to transitional bilingual education, which uses the home language only to help students transition to

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*For an excellent history of the political and ideological debates around bilingual education, see *Educating English Learners: Language Diversity in the Classroom,* by James Crawford.

†To learn more about two-way immersion education, see www.cal.org/twi/index.htm.

all-English instruction and then stops instruction in the home language. Two-way programs use the home language for far longer, at least through elementary school and often into middle school and beyond (K–12 two-way programs are rare). Two-way programs were virtually excluded from the five meta-analyses. The reason is that these longer-term studies do not meet the methodological requirements set by the meta-analyses. For example, they do not control for possible differences in the types of students in different programs, who vary considerably in terms of language, literacy, and parents' education levels.[50] If we don't control for these factors, we are likely to get misleading results.

Our knowledge about the effects of two-way programs is unfortunately very limited. Nonetheless, two-way bilingual education offers a promising model for the education of ELs. It also offers a

> It is an inconvenient truth that we lack the knowledge base to fully prepare teachers to help many of their ELs overcome the achievement gaps they face.

way to promote bilingualism and biliteracy for non-English learners, since two-way programs include English-speaking students as well as students from language-minority backgrounds (for example, Spanish speakers). This is an area in great need of additional research and rigorous evaluation.

Virtually No Data Exist on Bilingual Education in Other Curriculum Areas

Reading is by far the curriculum area that has received the most attention in studies of bilingual education. A small number have found positive effects in math.[51] We know very little about the effects of bilingual education in other areas of the curriculum.

Instructional Support in the Home Language

Students' home language can play a role even in an all-English instructional program. This is referred to as home (or primary) language support. There is no teaching of content and academic skills in the home language; instead, the home language is used to help facilitate learning content and skills in English. The home language can be used to support learning in an English instructional environment in the following ways:

- Cognates (words with shared meanings that have common etymological roots, such as *geography* and *geografía*);
- Brief explanations in the home language (not direct concurrent translations, which can cause students to "tune out" while English is being spoken);
- Lesson preview and review (lesson content is previewed in

students' home language to provide some degree of familiarity when the lesson is taught; following the lesson, there is a review in the home language to solidify and check for understanding); and

- Strategies taught in the home language (reading, writing, and study strategies are taught in the home language but then applied to academic content in English).

Cognates have been used with a number of vocabulary and reading programs.[52] No study has ever isolated the specific effects of cognate instruction, but more successful second-language learners do use cognates when trying to understand material in the second language.[53]

In one study, teachers previewed difficult vocabulary in Span-

ish before reading a book in English; the teachers then reviewed the material in Spanish afterward. This produced better comprehension and recall than either reading the book in English or doing a simultaneous Spanish translation while reading.[54] The program described above that was based on the topic of immigration[55] made use of a similar technique. Before the class read a written passage, Spanish speakers were given written and audiotaped versions to preview in Spanish.

We also have evidence that reading strategies can be taught in students' home language, then applied in English. One study[56] found that teaching comprehension strategies in students' primary language improved reading comprehension when students afterward read in English.

It should be clear that despite progress in understanding how to improve teaching and learning for the millions of ELs in our schools, many gaps remain. The challenges posed by the Common Core State Standards make those gaps glaring. Two Berkeley researchers put it squarely:[57]

> What will the more demanding complex texts implied by the Common Core State Standards (CCSS) mean for those students who are already having trouble with existing standards? This group includes English learners (ELs), and also the language minority students (LMs) who speak English only, but not the variety that is valued and promoted in the society's schools. What will the CCSS mean for the educators who work with these students? … [Teachers] are worried. How can they

be expected to help their students handle materials that are more demanding than what already seems difficult enough?

This worry is justified.

The researchers then outline an approach to studying complex texts that holds promise for helping ELs meet the Common Core challenge but for which, they acknowledge, there is no real supporting evidence. As we've seen over the course of this article, this is a familiar refrain. And even when there is evidence of effects, they are modest—far too modest to make major inroads on the very large achievement gaps ELs face. It is an inconvenient truth: we lack the knowledge base to fully prepare teachers to help many of their English learner and language-minority students overcome this gap.

So what is to be done? Clearly, educators cannot wait until

> ## As Seymour Sarason warned: "Teachers cannot create and sustain the conditions for the productive development of children if those conditions do not exist for teachers."

researchers have adequately solidified our understanding of how to help ELs meet the content and language challenges they face. They'll be waiting a long time. Maybe forever. But if policymakers and the public wish to create a high-stakes environment where teachers and students are expected to do what we do not fully know how to do, at the very least we must provide all possible supports. A good place to begin in thinking about these supports is with famed psychology professor Seymour Sarason's admonition from more than 20 years ago: "Teachers cannot create and sustain the conditions for the productive development of children if those conditions do not exist for teachers."[58] What this means in practice is that we must create settings in schools where teachers have the time and space to:

- Systematically study with colleagues the CCSS or whatever standards or learning goals teachers are expected to follow;
- Specify and articulate what these standards and goals mean for curriculum and instruction *in their classrooms*;
- Implement curriculum, and plan and carry out instruction, based on these understandings;
- Systematically collect student work indicating student progress toward desired outcomes;
- Analyze and evaluate student work with colleagues to help determine what is working and what is not; and
- Repeat the above continuously and systematically, throughout and across school years.

Putting the above in place is no simple matter. It will require

school-wide, concerted, and coherent efforts made possible by leadership, accountability, support, and assistance.* Even with all this in place, there are no guarantees that we can accomplish the very ambitious and worthwhile goals we have set for ourselves and our students. However, without creating these conditions in schools, these goals will remain a pipe dream.

I am cautiously optimistic. The current interest in developing, studying, and evaluating effective practices for ELs promises increased understanding of how to help these students succeed, even thrive, in our schools. But evaluating effective practices will not suffice. Schools must become places, in Sarason's words, for teachers' "productive development." In the end, progress will require creating these conditions in schools, continued research, and thoughtful practice to see what works in classrooms. Practitioners have an extraordinary opportunity to contribute to our knowledge base for educating ELs. We should put aside the ideological debates that have defined this field for too long and work as a profession to seek approaches that will enable all students to succeed in school and beyond. The millions of EL children and youth represent a vast and largely untapped source of social, economic, cultural, and linguistic vitality. Our job is to make sure this vitality is not squandered. □

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Recommended Resources

While any teacher with an Internet connection is awash in resources, finding the right resource is still difficult. The following websites, in addition to those cited in the related articles, may help.

1. Instructional Materials

Colorín Colorado: www.colorincolorado.org

Colorín Colorado offers free teacher tip sheets on reading instruction, professional development videos, and tools for effective outreach to Hispanic parents, among other resources, to help English learners in preK–12th grade.

Word Generation: www.wg.serpmedia.org

Word Generation provides free curricular materials, classroom videos, and other supports to help ELs in middle school learn important academic vocabulary in the core disciplines: language arts, mathematics, science, and social studies.

Understanding Language: http://ell.stanford.edu

Understanding Language has a wide array of papers to keep educators up-to-date on the latest thinking about educating ELs, particularly in a Common Core environment. It also provides free teaching resources aligned to the Common Core State Standards in English language arts and mathematics as well as the Next Generation Science Standards. While a handful of these resources are currently available, many more will be added to the site throughout 2013.

2. Research and Evaluation

What Works Clearinghouse: www.ies.ed.gov/ncee/wwc/topic.aspx?sid=6

What Works Clearinghouse, which has particularly high standards for evidence of effectiveness, has devoted a section of its free website to research publications and program evaluations for ELs.

Best Evidence Encyclopedia: www.bestevidence.org/reading/ell/ell_read.htm

Two reviews of reading programs for ELs are available for free on the Best Evidence Encyclopedia website.

3. National and State Statistics

National Clearinghouse for English Language Acquisition & Language Instruction Educational Programs: www.ncela.gwu.edu

This free website provides a variety of demographic information about ELs, as well as reports, webinars, and other resources on EL education.

–C.G.

Unlocking the Research on ELs

(Continued from page 11)

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CHAPTER 12: BRINGING ELS AND THEIR FAMILIES INTO THE SCHOOL LEARNING COMMUNITY

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

Six Kinds of Involvement:

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

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

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

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

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

6. **Collaborating with the Community** - Coordinate resources and services for families, students, and the school with community groups, including businesses, agencies, cultural and civic organizations, and colleges or universities. Enable all to contribute service to the community.

Things to Consider:

- How am I **differentiating my planning and instruction** to meet the learning needs of diverse language learners – from recent immigrants to students who have been struggling to learn English over many years?

- How am I **tapping into prior knowledge and background experiences** in a way that students see connections to new learning within their own life experience?

- How am I **using strategies for teaching Academic Language to ALL students** on a daily basis?

- How am I **assuring that ALL students, especially English Learners, are actively engaged and accountable for learning** – not sitting passively in the background of my class(es)?

- On an ongoing basis, how am I **examining my own personal beliefs, attitudes, expectations and biases** as they relate to providing equal access to all curriculum within my own classroom?

- How do I **address institutional bias regarding equal access**, if I see this occurring in my own school?

CHAPTER 13: RESOURCES

13.1 Acronyms and Terms for English Learners

Acronym	Description
AMAO	**Annual Measurable Achievement Objectives -** To measure and report on EL's progress toward English proficiency and academic achievement standards
BICS	**Basic Interpersonal Communication Skills -** Conversational English skills, may be fluent yet ungrammatical
CALPS	**Cognitive Academic Language Proficiency Skills -** Written and verbal formal "school" English that is grammatical and uses academic vocabulary
CCR	**Coordinated Compliance Review -** State review of site and district implementation of requirement for categorical programs
CCSS	**Common Core State Standards -** a set of high quality academic expectations in English-language arts and math that **define** the knowledge and skills all students should master by grade level
CELDT	**California English Language Development Test -** Assessment required by the state of all students identified Limited English proficient
DELAC	**District English Learner Advisory Committee -** advise the district's local governing board on programs and services for English learners
EL or ELL	**English (Language) Learner -** Refers to the broad category of students who's primary language is other than English
ELD	**English Language Development -** Systematic instruction in English vocabulary, grammar & verbal and written fluency for non-native speakers of English
EO	**English Only -** Refers to students who only speak English (English is the only language in the home)
FEP	**Fluent English Proficient -** 3+ years proficient on the ELA/CST (no longer monitored)
GRR	**Gradual Release of Responsibility -** A learning module where the responsibility of task completion shifts gradually from the teacher to the student
HLS	**Home Language Survey -** Form filled out upon enrollment, responses trigger mandated assessment and identification of language status
LTEL	**Long Term English Learner -** a student who has been enrolled in U.S. schools for more than six years, is no longer progressing towards English proficiency, and is struggling academically
IFEP	**Initial Fluent English Proficient -** First step in re-designation
L1	**Primary Language -** The first language a student learns to speak
L2	**Second Language -** The second language a student learns to speak
LEP	**Limited English Proficient -** Officially designated language status for students who score below proficiency levels on state assessments
QIA	**Quick Informal Assessment -** Informal, comprehensive testing instrument to quickly identify student's language proficiency
RFEP	**Re-designated Fluent English Proficient -** LEP students who are reclassified fluent based specific criteria

Acronym	Description
RFEP	**Re-designated Fluent English Proficient -** Students with fewer than three years on the ELA/CST's
SBAC	**Smarter Balanced Assessment Consortium -** a state-led consortium responsible for developing a system of next-generation assessments aligned to the Common Core State Standards
SDAIE	**Specifically Designed Academic Instruction in English -** Strategies used in the content areas to facilitate comprehension for ELs
SEI	**Sheltered English Immersion -** A classroom program for ELs utilizing SDAIE
SIOP	**Sheltered Instruction Observation Protocol -** A protocol for lesson and curriculum which contains light components

Terms	Definition
Newcomer Program	A program which groups recent arrivals and incudes survival English (focuses on social and cultural adjustment)
Transferable vs. non-transferable skills	Language forms that are same/different in students' L1/L2 (e.g. word order within sentences, pronunciation or spelling differences for English sounds)

**For a list of common acronyms used by CDE,
visit http://www.cde.ca.gov/RE/di/aa/ap/index.asp.**
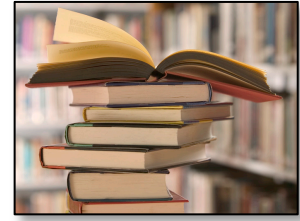
13.2 Educational and Community Resources

- **Sonoma County Offices of Education** - Go to www.scoe.org. For Aiming High Briefs, visit www.scoe.org/pub/htdocs/aiming-high-resources.html.

- **Indian Health Services** – Go to www.ihs.gov for information about services available in your county to Native American students and families.

- **Migrant Education** – For information about programs across California that are available to migrant students, visit www.cde.ca.gov/sp/me/mt/programs.asp.

- **Parent Involvement Information** – Go to www.ed.gov/offices/OELA (the Office of English Language Acquisition) for specific information about parent programs and information for parents that they can read and download (in both Spanish and English).

- **Radio stations** (KBBF in Sonoma County) – Encourage students and families to listen to local bilingual radios stations. In Sonoma County, there are now weekly programs that provide information to parents and invite parents to ask questions about educational issues and child rearing issues.

- **Site level English Learner Advisory Committees** (**ELAC) and District Level Advisory Committees (DELAC)** – These important committees encourage active participation of parents in the educational decisions that impact their children. If you are able, attend some of these meetings. Become involved in decisions made at the school site level.

- **University, Community College and District Resources –** University and College libraries, education departments and language departments are excellent resources for information and local activities that might involve teachers, students and parents. (This would include possible tutoring programs and classroom volunteer programs.) Also, become familiar with your own district's programs, resources, and committees.

- **Your Students' Parents –** Take a few minutes each week to contact the parent or guardian of an EL student. Talk about his or her progress and one or two specific things the parent can do to assist with and encourage learning. Let parents know that you consider them a resource in their own child's education.

13.3 Books

- **Accelerating Academic English: A Focus on the English Learner,** Robin C. Scarella, University of California, Irvine, 2003. This book addresses key research findings in socio-lingustics, cognitive studies, language acquisition, literacy and education.

- **Bringing It All Together, Language and Literacy in the Multilingual Classroom,** Marcia Brechtel, 2001. This book is based on the Guided Language Acquisition Design (GLAD) program. While focused on ELL students, it provides some excellent background building strategies that can be used with all students across the grade levels.

- **Bringing Words to Life: Robust Vocabulary Instruction,** Beck, I.L., McKeown, M.G., & Kucan, L. (2002). New York: Guilford Press. This book acts as a guide to help K-12 students enlarge their vocabulary and get involved in noticing, understanding, and using new words.

- **Building Background Knowledge for Academic Achievement: Research on What Works in Schools**, Robert J. Marzano, 2004. This book shows how a carefully structured combination of sustained silent reading and instruction in subject-specific vocabulary can help low achievers and boost academic performance of all students.

- **Classroom Instruction That Work With English Language Learners**, Jane Hill, ASCD publications, 2006. Whether your students are learning English as a second language or are native English speakers who need help with their language development, this practical, research-based book provides the guidance necessary to ensure better results for all.

- **Fifty Strategies for Teaching English Language Learners**, Herrell and Jordan, Pearson Prentice Hall, 2004. This book includes a rich assortment of practical strategies aligned to TESOL standards that have been field-tested in diverse classrooms.

- **Scaffolding Language, Scaffolding Learning, Teaching Second Language Learners in the Mainstream Classroom**, Pauline Gibbons, 2002. This book assists mainstream classroom teachers to integrate the teaching of English with content areas and outlines specific strategies to help accomplish this.

- **Speech to Print**, Louisa Cook Moats, 2000. This is a comprehensive review of why language is foundational for teaching children to read systematically and explicitly. This book helps teachers understand the organization of written and spoken English, the connections between structures, and how to apply these ideas in lessons.

- **Student Successes with Thinking Maps, Second Edition** edited by David Hyerle & Lawrence S. Alper, Corwin Press, 2011. This book presents eight powerful visual models that boost all learners' metacognitive and critical thinking skills.

- **Summarization in Any Subject - 50 techniques to Improve Student Learning,** Rick Wormeli, Available through ASCD at www.ascd.org. This book provides a classroom-tested collection of written, spoken, artistic, and kinesthetic summarization techniques for both individual assignments and group activities across the content areas.

- **What teachers Need To Know About Language,** Snow, S.E. and Wong-Fillmore, L. (2001). A special report from ERIC Clearinghouse on Language and Linguistics at www.cal.org.ericcll/teachers/teachers/pdf.

13.4 Websites

- **Aiming High Newsletters** provide a wealth of practical teaching strategies and research-based information to help teachers in addressing the learning needs of their EL students. Visit www.scoe.org. In the **Search Box** enter "Aiming High". All newsletters can be downloaded.

- **Digital Chalkboard** (formerly Brokers of Expertise) **– State of CA Department of Education** (www.cde.ca.gov/eo/in/dc.asp) provides articles, videos, tips, and community groups.

- **Center for Research on Education, Diversity and Excellence** (www.crede.ucsc.edu) CREDE was one of 12 national research and development centers funded by the U.S. Department of Education, Office of Educational Research and Improvement, National Institute on the Education of At-Risk Students.

- **Colorin Colorado** (www.colorincolorado.org) is an excellent source for language and literacy development ideas and background research for young children.

- **Designs For Thinking** (www.mapthemind.com) is for teachers, schools, educational bodies and countries who want to develop 21st Century learning and thinking environments using thinking skills with proven impact across the globe.

- **CDE's English Language Development Standards** can be found at www.cde.ca.gov/ci/rl/cf/documents/introductionsbeadopted.pdf

- **Frequently Asked Questions about the California English Language Development Test (CELDT)** can be found at http://www.cde.ca.gov/ta/tg/el/celdtfaq.asp.

- **Teaching Channel** (www.teachingchannel.org) watch videos of teaching in action. Enter the words "English Learners" or any variation of EL, ELD, etc.

- **Thinking Maps, Inc.** (www.thinkingmaps.com) is committed to improving the quality of teaching and learning through the effective implementation of Thinking Maps.

13.5 Quick Reference Contact Sheet

EL CONTACTS

COUNTY ❧ DISTRICT ❧ SCHOOL

Title	Name	Phone	Email
Superintendent			
County English Learner Services Director			
County CLAD, BCLAD, SDAIE Specialist			
District English Learner Services Coordinator			
School Site English Learner Coordinator			
County Speech and Language Specialist			
Other District Resource Teachers			
Other School Site Resource Teachers			
Other community Resource Contacts			