WASHINGTON
LOCAL SCHOOLS

**English Language
Development
K-12   Handbook**

Table of Contents

What are the Goals of the ELD Program?

To provide a sense of consistency and security for our newcomers to the country, along with a sense of belonging. Our overall goals are for them to become academically successful, with the end goal being they become lifelong learners and productive members of their community. To meet these goals we intend the following:

1) To ensure that ELLs can participate meaningfully and equally in educational programs and services.
2) To ensure that English Language Learners attain English Proficiency in the areas of reading, writing, listening, and speaking.
3) To provide ELLs with the tools necessary to meet the Ohio academic content standards.

English Language Learners K-12 Program Overview

Ohio defines a student who is an English learner as one who has a primary or home language other than English and needs special language assistance to effectively participate in school. The Washington Local ELD Program is designed to provide support and services for multinational students that address their English language and academic needs. The program facilitates student learning in reading, writing, speaking, listening, and cultural knowledge.

Types and frequency of services are provided to students based on several sources including English proficiency level, literacy needs, and teacher recommendations. ELs receive English Language Development (ELD) instruction in addition to, not in place of, core instruction.
Services include:
- individualized or small group instruction through direct-taught English Language Development classes in the domains of reading, writing, listening and speaking (7-12)
- pull-out services in the four domains (K-6)
- push-in support in the general education classroom (K-12, as needed)
- progress monitoring (K-12, on an individual basis)
- indirect services through classroom teacher consultation and professional development.

Information compiled from the Ohio District Report Cards is in the table below.

School Year	District Enrollment	Number of Limited English Proficient	Percent of Limited English Proficient
2022-23	6747	81	1.2%
2021-22	6818	67	.98%
2020-21	6615	65	.98%
2019-20	6874	73	1.06%
2018-19	6902	77	1.12%
2017-18	6987	49	0.7%

How are ELs Identified?

There is a two-step process for identifying English learners in the state of Ohio.
- Parents or guardians complete the Language Usage Survey questions during the new student enrollment process.
- Students are tested by ELD staff using the OELPS. Student's identification as an EL is within 30 days of enrollment at the beginning of the school year or within two weeks of enrollment during the school year.

If a student is identified as an EL, the parents or guardians are notified with an explanation of the child's classification as an EL, the services provided to their child, and the student has a written ELP.

If parents/guardians want to decline ELD services, there is a form to complete.

What is an ELP?

An English Learner Plan (ELP) is a plan written in Same Goal by the EL Instructor. It showcases the student's background information, OELPS/OELPA scores are attached, ELP goals are listed, and accommodations and instructional support suggestions are included. This plan helps ensure that EL students have equal opportunities to succeed academically, despite language barriers, fosters collaboration among educators, administrators, and families to support EL students effectively, and helps schools comply with federal and state laws regarding the education of EL students, such as of the Every Student Succeeds Act (ESSA).

What Can an EL do at Each Level of English Language Acquisition?

Based on a student's score on the OELPS, the student is placed into one of five levels of English skills. The following paragraphs provide a summary description of each of the five levels. These levels indicate the student's *independent level*, not the instructional level, and there is generally fluidity of ability within these specified levels.

Pre-functional/Level 1 (0-6 months) - Pre-production or the silent period. New students just listen. Of all the phases of language learning, this is the most misunderstood and tends to frustrate staff the most. Although there is, slowly, receptive processing, there may be little to no verbal responses from the student. Despite this, students should be actively included in all class activities, but not forced to speak. ELs are more likely to respond to peers/buddies with facial expressions or gestures. Over time, some will start using simple learned phrases and simple sentences.

Students at this level may be able to…
- Understand some isolated words (particularly school and social vocabulary).
- Recognize some high frequency social conventions, and simple (single word or short phrase) directions, commands, and questions.
- Recognize non-verbal cues such as gestures and facial expressions.
- Require frequent repetition and rephrasing to understand spoken language.
- Provide some basic information.
- Ask one- or two-word questions.
- Demonstrate an understanding of concepts of print and begin to track print.
- Distinguish letters from other symbolic representations.

● Imitate the act of reading, however, they get meaning mainly through pictures.
● Participate in writing activities by drawing pictures.
● Copy letters or form them from memory and may be able to copy some words.
● Imitate the act of writing; however, their text does not transmit a message.
● Apply some writing conventions but do so inappropriately or do so by copying.

Beginner/Level 2 (6 to 12 months) – Students will develop a vocabulary of about 1000 words; speak in one or two word phrases, memorized chunks and simple sentences. This may last about 6 months.

Students at this level may be able to…
● Imitate the verbalizations of others by using single words or simple phrases and begin to use English
        spontaneously.
● Construct more meaning from the words themselves, but construction is incomplete.
● Generate simple texts that reflect their knowledge level of syntax.
● Include non-conventional features, such as invented spelling, some grammatical inaccuracies, pictorial
        representations, surface features and patterns of the native language.

High Beginner/Level 3 (1 to 3 years) –Students will develop a vocabulary of about 3000 words, use simple sentences, ask simple questions, read easy stories, and write simple sentences.

Students at this level may be able to…
● Understand more complex speech, but still may require some repetition.
● Acquire a vocabulary of stock words and phrases covering daily situations.
● Use English spontaneously, but may have difficulty expressing all their thoughts due to a restricted
        vocabulary and a limited command of language structure.
● Speak in simple sentences, which are comprehensible and appropriate but which are frequently
        marked by grammatical errors.
● Comprehend and produce only simple structures and academic language. Demonstrate varied levels of
        proficiency in reading, depending upon the learner's familiarity and prior experience with
        themes, concepts, genre, characters, etc.
● Construct meaning from texts for which they have background knowledge upon which to build.
● Generate more complex texts, a wider variety of texts, and more coherent texts than beginners.

Intermediate/Level 4 (3 to 5 years) - Now students have a 6000 word vocabulary, use more complex sentences, and ask questions. They will still have grammar errors.

Students at this level may be able to…
● Participate in most day-to-day communication needs.
● Show occasional structural and lexical errors.
● Understand and use only limited idioms, figures of speech, and words with multiple meanings.
● Communicate in English in new or unfamiliar settings, but have occasional difficulty with complex
        structures and abstract academic concepts.
● Read with considerable fluency and are able to locate and identify the specific facts with the text.
● Have difficulty with concepts presented in a de-contextualized manner, the sentence structure is
        complex, or the vocabulary is abstract.

● Read independently, but may have occasional comprehension problems.
● Produce texts independently for personal and academic purposes
● Approximate the writing of native speakers of English. However, errors may persist in one or more of these domains.

Advanced/Level 5 - Fully English Proficient (5 to 7 years) - It can take 4 – 10 years to achieve this. Students are able to cope in the classroom but will still need help with vocabulary, idioms, writing and content such as social studies.

Students at this level may be able to…
● Participate in academic topical conversations without difficulty.
● Follow complex and multi-level directions without assistance,
● Understand oral information provided via electronic audio and video media.
● Speak English fluently in social and grade-level academic settings, and they control age-appropriate syntax and vocabulary in their speech.
● Read and understand factual information in non-technical prose as well as discussions on concrete topics related to special events.
● Comprehend standard newspaper items addressed to the general reader, correspondence reports and technical materials.
● Write short papers and clearly express statements of position, points of view and arguments.
● Show control of varied sentence structures, spelling and vocabulary, expressing well-developed thoughts.

Developed and compiled by: Carol Striskovic, Linda Wait and Jill Kramer
Ohio English Language Proficiency Standards for Limited English Proficient Students (2007)

STAGES *of* CULTURE SHOCK

Culture Shock
Webster defines culture shock as *a sense of confusion and uncertainty sometimes with feelings of anxiety that may affect people exposed to an alien culture or environment without adequate preparation.*

Culture shock can take place over four stages: honeymoon, frustration, adjustment, and acceptance. Every person (student) moves through these stages at their own pace, sometimes going backwards a bit before moving to the next stage.
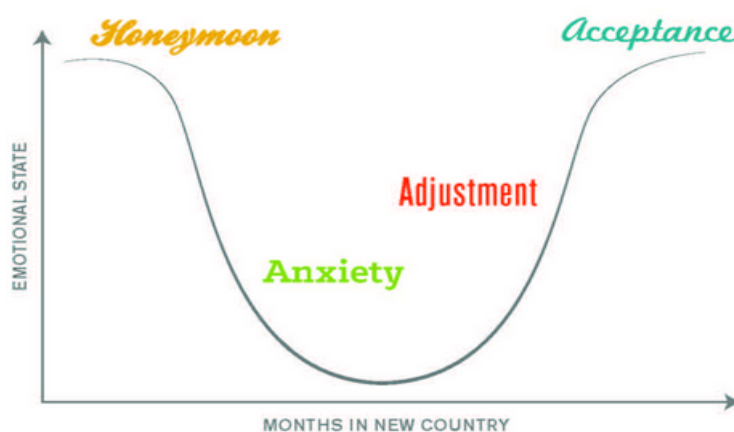
Honeymoon Stage
During the Honeymoon stage, a student is generally happy and positive because they are experiencing something brand new. This occurs in the first few days of arriving in the new country.

Anxiety Stage

After the honeymoon stage, the initial excitement may decrease. A student may start to feel frustrated or anxious. During this stage a student may feel homesick or frustrated with trying to speak a foreign language.

Adjustment Stage

The adjustment stage occurs when a student develops a more balanced and understanding view of their experience in a new country. During this stage, a student may make new friends, feel less homesick and more relaxed. A student becomes adjusted to the culture, people, food and language of his/her new home country.

Acceptance Stage

During the acceptance stage, students will begin to accept and appreciate the new environment for what it is, and they may even begin to feel like they belong.

Navigating Culture Shock Abroad | DiversityAbroad.com

Why do we say there are Two Types of Language?

Researcher Jim Cummins differentiated between the two types of language, which are social and academic language.

BICS - Basic Interpersonal Communicative Skills
This is social language and develops in 1 – 3 years. This is the day-to-day language needed to interact with other people. ELs use BICS in the hallway, on the playground, in the cafeteria, and on the bus. This language is context-based.

CALP – Cognitive Academic Language Proficiency
This is academic language and takes 5-7 years to develop. There are general academic words and content specific words. Academic language is context-reduced, especially in the upper grades. ELs use CALP with classroom (academic) vocabulary.

According to Cummins, students who have developed BICS but not CALP do not lack higher order thinking ability; they simply lack the language to succeed in school. This is especially apparent in the writings of our English Learners who are challenged with conventions of English writing, spelling, punctuation, and grammar.

What tests do ELs take?
The initial assessment to identify an EL is the Ohio English Language Proficiency Screener (OELPS).

Ohio English Language Proficiency Assessment (OELPA)

State and federal law require an annual assessment of K-12 students identified as English learners to measure their English language proficiency. In Ohio, this test is called the Ohio English Language Proficiency Assessment (OELPA), and it is administered by the ESL tutors. Each student takes four tests, one in Reading, Writing, Listening, and Speaking. The score results are used as the state's progress

indicator and exit indicator for students to be reclassified from the status of English Learner (EL). The test is administered in February-April, with results becoming available in mid-May.

OELPA Achievement Level Descriptors - Achievement level descriptors (ALDs) describe the skills and processes that students demonstrate in language development at each tested grade level.

How can an EL exit the Program?
Students must be classified as Limited English Proficient (LEP) as long as they meet federal and state definitions as such. The results of the OELPA test determine whether a student meets Ohio's criteria to be reclassified as no longer LEP.

A student is reclassified (no longer an English learner) when the student has attained a performance level of Proficient on the OELPA. The Proficient performance level is defined as domain/test level scores of 4s and 5s in any combination across all four domains (listening, reading, writing and speaking). Students in grades K -12 are eligible for reclassification if the student receives a performance level of Proficient.

In the OELPA, there are three overall performance levels: Proficient, Emerging and Progressing. The performance levels are determined as follows:

·Proficient students are those scoring any combination of 4's and 5's across all four domains.
·Emerging students are those scoring any combination of 1's and 2's across all four domains.
·Progressing students are those scoring any combination across the four domains that do not fall into Proficient or Emerging.

What resources are available to me to help Beginning ELs?
Reading/Vocabulary for Beginning & Intermediate ELs:

https://www.imaginelearning.com/ is a site dedicated to teaching reading to EL students. The games are in English, but the directions to each game can be given in the student's first language. *This game is subscription based, and not available to everyone.

learningchocolate.com is a free matching game with spokent/written words and matching pictures. There is a vast number of categories available, and the score reporting can be used for grading, if desired.

duolingo.com is a free app that can be utilized by mobile phone or computer, and teaches vocabulary and sentence structure.

readworks.org is free, and can be adapted in the lexicon to match or challenge a student's skill level. Fiction and nonfiction are available, along with comprehension questions. For EL students, topics related to curriculum may be found and used in place of materials that may be out of reach of the student's English skills. There is also a collection of content for ELs.

abcya.com is geared toward k-6, but is viable for older students also. It is a collection of word/number/skill/strategy/holiday games that can be used to help beginning EL students in a variety of ways.

manythings.org - vocabulary

elsgamesplus.com - vocabulary & grammar games

gamestolearnenglish.com - vocabulary and beginning sentence structures

uniteforliteracy.com - books for younger children that are read aloud in English and in many other languages

How Can I Communicate with an EL & Their Family?

1. Google Translate: the website offers translation of typed text, voice-to-text, documents (PDFs), images, and websites in a multitude of languages. Here is a How-To Video for Google Translate with lots of ways it can be used.
    a. If you only have a paper copy of something that needs to be translated, it is doable. A scanned PDF (as an image) does get converted to "readable" characters when opened in google drive as a doc. There are multiple steps. Graphics and texts in logos are not accurately converted. Here are the steps.

       1. Scan the document.
       2. Save it as a PDF (image form) on your computer/drive.
       3. Upload the PDF file into your google drive.
       4. Open the document in google drive as a google doc through the "Open With" button at the top of the page.
       5. Select text to translate and copy/paste into translate.google.com
2. **Slides Translation Directions** - open your pre-created slide presentation, make a copy, highlight all slides you want translated, open the Extensions dropdown menu, click/open Translator for Slides (at the bottom), choose language, click translate.
3. Closed Captioning on YouTube - If you are creating a video for classroom or family communication/information, you can put it on YouTube, and it can be put into other language subtitles for students to use as needed. When you create the video on YouTube, be sure to choose the options that allow for Closed Captioning/Translation before you publish/upload it.
4. TalkingPoints is a texting platform that is free and easy to use. It can be used on computers and on mobile devices. The phone number or email the staff member enters for themselves does not show on the text, in the same way Remind does not show phone or email. As it is a texting system, the family gets the messages in their home language and vice versa without having to download the app or join a group. Per district requirements, this platform satisfies the need to have messages logged and able to be recovered / submitted for public records requests and investigations.
5. Three-way telephonic communication is a very easy and effective means of communicating with EL students' families. As it is not free, staff are advised to notify their building principal before using it. Also please note that, if someone without English calls you, you can connect to this service at that time to facilitate a conversation.

6. The district provides students and parents/guardians in person interpretation or translation services as needed and requested for school-related events such as state testing, parent-teacher conferences, and IEP meetings. Washington Local Schools contracts with USTogether for interpretation/translation services.
Please email or call us to request an interpreter or translator.

What if I need more support?
12 Ways to Support English Learners in the Mainstream Classroom/Cult of Pedagogy

The Best Resources for Teaching Common Core Math to English Language Learners

The Best Sites Where ELL's Can Learn Vocabulary

The "All-Time" Best Social Studies Sites

The Best Resources for Teaching the Next Generation Science Standards to English Language Learners

The Role of Technology for ELL Students in the Classroom

Content Area Accommodations
MATH
- At beginning to intermediate levels of proficiency, English Learners should be shown examples of a completed assignment to model the correct format.
- Assignments and directions should be printed on the board along with cursive representation.
- Students should have access to counters, number lines and other types of manipulatives, which enable them to complete assignments at their level of instruction.
- Rewrite story problems in simpler English. Use short sentences, pictures, and illustrations to encourage understanding.
- Show students how to prepare a card file of number words. Write the word on one side and the symbol on the opposite side.

SOCIAL STUDIES
- Allow beginning and advanced beginning students to use drawings to demonstrate knowledge of concepts.
- Show English Learners at all proficiency levels a model of a project/assignment prior to their completing the assignment.
- Teach the key concepts while limiting the vocabulary and details in the lesson.
- Test only those key concepts addressed.
- Use many visual aids during the instruction process; i.e. maps, graphic organizers, puzzles, computer, etc.
- Tape record the test or give the test orally to the student.
- Allow an EL student capable of recording lessons to do so. (Provides immediate feedback for student to listen to the lesson at home and work on assignments on his/her own.)

READING
- When making accommodations for EL students in the area of reading, it is important to remember that there is a difference between listening and speaking and reading and

writing. Some English Learners might be considered advanced in speaking,
but functioning at a beginning instructional level when it comes to reading with fluency.

- Keep this in mind when assigning grades. Try to remember to place the emphasis on the student's instructional level in Reading.
- EL students at all proficiency levels should have reading materials provided at their instructional level by the classroom teacher.
- EL students should be taught vocabulary in context; remember to limit the number of vocabulary words taught in each unit to only the key words. As comprehension increases, increase the number of words.
- Record information for the EL student to learn and let him/her listen to it.
- Let students act out the story to demonstrate understanding.
- Use a variety of strategies and approaches to teach reading. The key component is to make sure that students are being taught vocabulary through meaningful context, not in isolation.
- Provide the EL student the background knowledge necessary in order to understand.
- Teach EL students reading strategies that enable them to predict, connect, question, and visualize a story.

SCIENCE
- Homework should include completing graphs, drawing, writing in a journal, etc.
- Students should work in groups when possible to solve problems or conduct experiments. Provide many hands-on experiences as EL students learn best by doing and seeing lessons.
- Show EL students at all proficiency levels a sample of a completed project or assignment when requiring a science project for a grade.
- Have students compile notebooks of their hypothesis, materials, procedures, data, conclusions of experiments, and field experiences.
- Have students prepare collections of science objects, such as sticks and leaves.
- Use "hands-on" experiential activities that do not rely on academic language for understanding
- Prepare large charts that summarize the steps involved in experiments.

WRITING
- When making accommodations for English learners in the area of writing, the same principle holds true. There is a large difference between listening and speaking and reading and writing. Many EL students could be considered advanced in speaking but at a beginning instructional level in writing.
- EL students may not know what cursive writing is; therefore, it will have to be taught.
- EL students could be provided a list of basic sentence patterns or words (with pictures) most frequently used in their classrooms for use when writing independently.
- EL students could use a journal as a means of practicing writing with teacher feedback.
- Classroom teacher could provide a model of what he/she expects the finishing writing assignment to look like.
- Allow EL students to write about topics in which they have background knowledge.
- Allow EL students to work together when possible to brainstorm and to begin the writing process.

- Use vocabulary words and sentence structures at the instructional level of the student. Use words from their own materials. The words must have meaning for the student. Provide context clues when helping the child to learn new material.
- Try to limit the number of spelling words assigned. Increase the number of words as comprehension level increases.
- Usually EL student's oral language skills tend to be higher than their reading and writing skills. Adjust assignments based on the instructional level of the student.

Strategies for ELD in the Content Areas

English Language Development Strategies in Science:
1. **Activation of Prior Knowledge:** Connect learning objectives to the students' background experiences and knowledge. Students can be expected to share their prior knowledge through short verbal responses or by making a nonverbal choice from pictures or realia. This can be done by simply asking students what they already know about a subject. It can also be done through discussions, creating visuals like 'semantic webs', language experience stories, or free-writing on a topic. The key is to engage students in making connections between what they are learning in class and their own interests and experiences.
2. **Use of Academic Language Scaffolding:** Language Scaffolding is a step-by-step process of building students' ability to complete tasks on their own. Students identify science vocabulary by participating in an introductory activity. Scaffolding consists of several strategies used in conjunction to "shelter" curriculum content for ELs. These strategies include modeling the use of academic or technical language; contextualizing academic or technical language through the use of visuals, gestures, graphic organizers, and demonstrations; and using hands-on learning activities that involve the use of academic or technical language.
3. **Context Clues through Visual Scaffolding:** The teacher uses concurrent verbal explanation and physical demonstration of directions or concepts by using gestures, visuals, and demonstrations while giving directions. Gestures or actions in addition to graphs, visuals and other props can be used to communicate meanings. The teacher can display drawings or photographs while giving directions or to use a non-linguistic representation of science concepts. Students can respond by physically acting out or visually modeling their responses using gestures or realia.
4. **Realia, Manipulatives, and Materials:** Science lessons for EL students should include activity-based lessons with all students having hands-on access to materials. Using concrete objects in the classroom creates cognitive connections with vocabulary, stimulates conversation, and builds background knowledge. The use of realia gives students the opportunity to use all of their senses to learn about a subject. Laboratory equipment, measurement tools, rocks, plants, or any real object that relates to the language objective of a lesson can be used as realia. When real objects are not available, photographs, illustrations, and artwork make effective substitutes for realia.
5. **Task-based or Experiential Learning:** This provides appropriate contexts for developing thinking and study skills as well as language and academic concepts for students of different levels of language proficiency. Students learn by carrying out specific tasks or projects: for example, "doing science" and not just reading about it.

6. **Leveled Questions:** The teacher adapts the level of questions asked to the English Learners' language acquisition stage. Alternatively, the teacher can differentiate student responses, based on language proficiency.
7. **Multiple Intelligence Strategies:** The teacher employs instructional techniques that address the multiple intelligences present in each student. Teachers use a myriad of multiple instructional strategies to target the varied intelligences of English Learners. This method allows the student to actively use his own personal strengths in order to gain confidence in his abilities.
8. **Assessing All Students' Performance and Understanding:** Teachers should observe students in the process of accomplishing academic tasks; a form of authentic assessment. Student use of materials can be one indicator of involvement and understanding. When questioning, teachers need to be sure to provide adequate wait time. Teachers should give serious consideration to performance-based assessments for formal evaluation. They might also consider accepting drawings as indicators of learning within a science journal.

English Language Development Strategies in <u>Social Studies</u>:
1. **Pre-teach Reading Assignments:** Before students can read the social studies textbook assignment, the teacher models how to use features such as chapter overviews, chapter or lesson objectives, and bolded vocabulary.
2. **Use of Context Clues:** An effective strategy to support EL vocabulary learning in social studies is the clues' proximity to the unknown word. Fluent readers use signal words (such as *or*) found close to the unknown word. Fluent readers also use punctuation clues, such as a comma that separates the unknown word with the rest of the sentences which might contain a definition or synonym. Teach students to look for these indicators.
3. **Teacher Lecture and Student Note Taking:** Effectively support student note taking during lectures by giving struggling students fill-in-the-blank guides or other forms of graphic organizers. During the lecture, the teacher indicates when to fill in the blanks. Further support student note taking by displaying or providing individuals a bank of key concepts and vocabulary words. Pause frequently to ask and answer questions and to give struggling students time to complete the blanks.
4. **Role Playing:** Role playing can make difficult or abstract social studies concepts more understandable. If the EL student lacks the language skills to participate in the role play, have them watch and listen as other students play the roles.
5. **Analogies:** Using analogies will help students link the familiar with the unfamiliar. Find examples within the classroom, school, and community that led to student understanding of social studies concepts. It is important to point out similarities as well as differences.

English Language Development Strategies in <u>Mathematics</u>:
1. **Grouping Structures:** It is important for the teacher to incorporate different grouping structures in the classroom. Possible grouping structures include partners, triads, and small groups of 4-5 students. The choice of structure will depend upon the purpose of the lesson/activity. Partners can be very powerful when students are involved in problem-solving. Think-pair-share is a simple structure for students to learn and practice. Each student thinks individually about the

problem or question. The think-time allows students an opportunity to gather their thoughts so they can contribute to a later conversation with ideas or questions. After a think time, students pair with a peer to discuss their ideas and reconcile their understandings. Using this structure allows a teacher to pair the student of different language development levels to work together on a common task and work toward achieving specific language objectives. Small groups can accomplish the same language goals of reading, writing, listening, and speaking by working together on tasks. Students can be assigned various roles of facilitator, recorder, or reporter.

2. **Understanding the Problem/Reading the Story:** Students should be encouraged to think of word problems as short stories. Thus, they can apply the same reading strategies they use for making meaning from other texts. Engaging students in asking questions and discussing word problems is very beneficial for English Learners (EL). Pertinent questions would be: What do I know for sure? What do I want to know or do? Are there any special conditions I need to consider? Another important step is to encourage students to make connections to prior experiences and to their important mathematical ideas. After the students have made sense of the problem, they must plan how to solve it. Guiding students to consider different representations(manipulative, pictures, graphs, written language, symbols, tables, equations, action movement, oral language, or mental images of real world situations) will be especially beneficial for ELs (Hyde, 2006).

3. **Writing Problems:** Giving students opportunities to write their own problems, specifically word problems, will support numerous writing skills. When students engage in writing problems, they demonstrate their understanding of the mathematics but also their understanding of sentence structure, vocabulary, grammar, and punctuation. Writing problems demands clear, concise, and complete ideas. After writing problems, their peers should read them to make sure they are complete and make sense. Students can then revise their problems based on that feedback.

4. **Deciphering the Language of Mathematics:** Language can be confusing because some words are used in both everyday English and mathematics (square, similar, range). Also, certain terms learned together can be challenging (equation and expression, hundred and hundredths, intersect and intercept). One strategy to use with students is a partnering activity where students study the terms and uncover the differences between them. They focus on these differences and create a poster, skit, web page, or other product that highlights what each term means and how the terms are different. Some type of visual artifact may be posted on a word wall for future reference (Hunsader, Kersaint, Richards, Rubenstein, and Thompson, 2008).

Real-Life Example	Mathematical Example
Explanation in Words	Visual Example

5. **Use of Graphic Organizers:** Graphic organizers are an instructional tool that visually organizes information so that it can be understood, remembered, and applied. These organizers aid students in reading comprehension, writing, and oral conversation. In mathematics, concept webs, charts, KWL charts, Venn diagrams, and the Frayer Model are particularly useful. Graphic organizers allow students to make sense of the important ideas of mathematics. Students make connections between existing knowledge and new concepts to be learned. They are able to organize information obtained from written or oral texts, develop and practice reading strategies,

increase retention, activate schema as a pre-reading or pre-listening activity, and organize ideas for writing or discussion. Multiple Representations Charts support students in vocabulary and language development. These charts help students develop conceptual understanding through writing by giving them an opportunity to explain and make connections among vocabulary symbols, concepts, and procedures (Hunsader, Kersaint, Richards, Rubenstein and Thompson, 2008.)

Strategies for ELD in General/in all Content Areas
Dictogloss Activity: To improve listening skills for all learners
1. Instruct students to take out a piece of scrap paper and tell them "You will be rewriting the paragraph using some words from the text."
2. Instruct them to listen as the instructor reads the paragraph and tell them, "Record as many words or phrases as you can.
3. Instruct them to listen to the paragraph again and tell them, "As I reread the paragraph, continue to record as many more words as you can and add anything you missed the first time."
4. Instruct them to work with a partner to reconstruct the paragraph using their notes.
5. Have the students share out and read the paragraphs aloud. Compare class responses.

Questions, Questions, Questions: Bloom's Taxonomy- Thinking Critically Activity
1. Read a passage, review a concept or a skill.
2. On an index card have the students write 3 higher-order thinking (HOT) questions that they would ask other students or have themselves about the text or concept.
3. When they are done with their questions, stand and form a circle.
4. Play hot potato with the note cards. When the music stops, have the participants read a few questions out loud.
5. Think about the questions asked and if they are HOT questions or not. Discuss that the good questions beginning with "How" or "Why" make people think critically to respond.
6. Have students return to their seats with the new notecard.
   a. Use Bloom's handout to evaluate the level of the questions. Make sure at least one of the questions is a higher order thinking question. Revise/rewrite questions if necessary.
   b. Respond to at least two of the questions on the opposite side of the note card.

Pass the Note card:
   1. Students respond to a prompt or write a "ticket out" on a notecard, then form a circle.
   2. The teacher plays music and when the music starts, students pass their notecards to the left like "Hot Potato" until the music stops.
   3. The teacher calls on one or more students to read what is on their card, then starts the music again and continues until appropriate.

Mix and Match:
1. Each student gets a card; students find their matches and discuss
2. Cards may have terms and definitions, affixes/definitions, roots/opposites/matching content, etc.

Beach Ball Share:

1. Use either one large beach ball or small groups with 7 inch balls.
2. Write numbers on the stripes and create a list of sentence stems to match those numbers.
3. Students toss the beach ball around and complete the sentence that their right thumb lands on.
4. Alternately, you can write vocabulary terms, sentence starters, or initial letter sounds on the stripes.

How should I grade an EL?

There are two sets of guidelines for grading ELs: pass/fail or a letter grade. **Please see your English Learner's ELP (available in PowerSchool <u>Teacher</u>; look for the ELP icon to the right in Student Information or in PowerSchool <u>Admin</u> to the right of the student's name) to see whether or not your EL should be P/F or given a letter grade.

Criteria for assigning a grade of "P" or "Pass" to an EL student:

A. The student has made an effort to understand the content subject matter.
B. The student has demonstrated progress during the given grading period.
C. The student has attempted to do the assigned tasks in class.
D. The student has attempted to complete the homework assignments.
E. The student has made an effort to come to class prepared.

Criteria for assigning a grade of "F" or "Fail" to an EL student:
A. The student has made no effort to learn the content material.
B. The student has made no demonstrated progress during the given grading period.
C. The student has made no effort to complete class assignments.
D. The student has made no effort to complete homework assignments.
E. The student does not come to class prepared.

NOTE: Failure to perform at grade level or on par with regular students and/or failure to pass tests and quizzes designed for English-proficient students does **not** constitute failure for the EL student.
NOTE: P/F decisions will be made in consultation with the EL teacher, the classroom teacher, the counselor, and the school principal.

Here is a link to a formula that can be used to calculate P/F, if you want to use it.

It is suggested that teachers of newcomers use "sympathetic/progress/effort" grading. A student can and should be graded on their progress. As a simple example, if, this week, the EL can write "puppy play" and next week, he writes "The puppy play outside," this is progress and should be graded as such.

Differentiated Grading - EL Grading:

> Sympathetic grading is a concept that should be afforded to EL students. Students should be given credit for demonstrating understanding even if their ability to express their understanding in clear and accurate English is limited. EL students are not graded on grammar and spelling mistakes (unless these are an integral and a clearly stated part of the assignment). In addition, students have the chance to give an oral or pictorial explanation of answers they were not able to write down clearly. Also, they are allowed longer time frames to do their assignments, along with the chance to redo homework or retake tests. For beginning students, this treatment could include the right to provide some of the work in their own language.

Appropriate adjustments within the regular classroom for ELs:

> Students' understanding will be evaluated even if their ability to express their understanding in clear and accurate English is limited.

> Teachers will make modifications that enable the EL students to grasp content concepts. Teachers have the freedom to change curriculum/resources to meet beginning ELs where they are. In other words, modify assignments so ELs can be successful, even if this means they are doing work that is wildly different than the rest of the class.

> Students' homework/classroom assignments should be modified and reduced as deemed appropriate by the teacher in consultation with the ESL teacher.

> Students may have tests read orally and be allowed to redo work if necessary.

<u>Additional Information and Links:</u>
Ohio English Language Proficiency Standards

Ohio Department of Education English Learners General Resources

English Learner Toolkit

Ohio Department of Education Newcomer Page

<u>Acronyms</u>

EL: English learner. This acronym is being used more often to refer to a student in an ESL or EFL program. Comparable to **ELL**.

ELL: English language learner. Often used to refer to a student in an ESL program.

ESL: English as a second language. English language programs in English-speaking countries where students learn English as a second language (this term is being phased out).

ELD: English Language Development is the current term used for the ELL class/program.

LEP: Limited English Proficient. Often used to describe the language skills of students in **ELD**. This term was more widely used in the past and is sometimes still used in policy and legislation.

OHLUS: Ohio Home Language Usage Survey

OELPS: Ohio English Language Proficiency Screener. This is given to any students whose Home Language survey indicates another language is used in the home to determine if the student qualifies for English Language Development assistance.

OELPA: Ohio English Language Proficiency Assessment, given yearly in February and March.

TESOL: Teaching English to Speakers of Other Languages. A professional activity that requires specialized training. It is also used to refer to TESOL International Association, as well as its signature event, the annual TESOL international convention.

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