# Handbook for Teachers of English Language Learners

## Monroe Public Schools

*This handbook contains:*
General information on ELL students
Language development stages
Suggested instructional strategies
Useful websites
Other supplemental information

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# MISSION STATEMENT

The mission of the English Language Learner Program in the Monroe Public Schools is to provide instruction in English as well as academic support to students who have difficulty reading, writing, speaking, listening to and comprehending English, enabling them to become successful in the regular classroom, the overall school environment and the community at large.

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# BASIC FACTS ABOUT ELL SERVICES

1. There is no state mandate that a school district provide a bilingual or ESL/ELL program. However, Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color, or national origin in programs and activities that receive federal financial assistance. The state interprets this, as it relates to ESL/ELL education, as meaning that a district is "obligated" to assure equal educational opportunity for all students, including those who, because of their inability to speak and understand English language instruction, are excluded from effective participation in school. This can be done through bilingual education or ESL/ELL instruction.

2. At the federal level the Supreme Court ruled in *Lau v. Nicholas*:

   > *"There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers and curriculum- for students who do not understand English are effectively foreclosed from any meaningful education."*

   > *"Where inability to speak and understand the English language excludes national origin minority groups from effective participation in the educational programs offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students."*

3. Section 41 of the State School Act provides funds for servicing ELL students, but only if the district has an established Bilingual Program, meaning a program that instructs students in English and their native language. If the district has an ESL program only, they cannot receive section 41 funds. A district is allowed to have just the ESL program to be in compliance with the Office for Civil Rights, but must find alternate ways to fund it. Some districts may qualify for federal Title III funding. Monroe Public Schools receives a limited amount of Title III funds under the *No Child Left Behind Act of 2001*. These funds can be used to

support ELL or Bilingual programs and may be used for materials, staffing, and professional development.

4. The following are basic district obligations according to Title VI  (Office of Civil Rights)

- students must be identified upon enrollment (Home Language Survey)
- identified students must be assessed as to their English language proficiency to determine if alternative program services are needed
- each national origin minority student who is determined to be ELL will be provided alternative program services
- alternative programs should be instructional approaches recognized as being effective  in  - 1) teaching English language skills, and  2) providing equal access to the core academic curriculum
- materials used with ELL students should be comparable to those used with non-limited English students.

5. Basic definitions:

**BICS**:  Basic interpersonal communication skills that include language used for social interaction.  This type of English is usually learned first by the ELL student over a period of two years.

**Bilingual Instruction**: Instruction in two languages, one of which is English, as a medium of instruction.

**CALP**: Cognitive Academic Language Proficiency –refers to the English language skills necessary to function successfully in an academic/school environment.  Research indicates that it takes a student from three to seven years to acquire CALP.

**Content-based English as a Second Language**: Use of instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, and study skills.  English is the medium of instruction.

**ELL**: English Language Learner

**ESL Program**: English as a Second Language Program designed to teach ELL students English language skills and academic content using English with little use of native language.

**ESOL**: English for Speakers of Other Languages

**Sheltered Instruction**: An approach used to make English understandable to ELL students.  Students are "sheltered" in that they do not compete academically with native English speakers.  In sheltered situations, classroom teachers use physical activities, visual aids and the environment to teach vocabulary for concept development in math, science, social studies and other subjects.

**SIOP**: Sheltered Instruction Observation Protocol, the only research-based model designed for sheltered instruction.

**ELPA:**  The state English Language Proficiency Assessment required for all identified ELL students and given once a year in the spring.

**ELPA Screener:**  A shorter version of the ELPA used to assess potential ELL students who have been identified with the district Home Language Survey during initial registration for school.

# I HAVE ENGLISH LANGUAGE LEARNERS IN MY CLASSROOM!

New learners of English are often overwhelmed by the language and culture of a new school setting. Most students entering public schools from other countries have acquired the ability to think, speak and reason in their home languages. However, they come with various levels of schooling and life experiences. These factors, along with differences in learning styles and physical, social and intellectual abilities, affect the students' progress in learning and must be considered in the design and delivery of their instructional programs.

English Language Learners are usually:

- Students moving to the United States from other countries whose native language is not English.
- Students from homes where the first language is not English.
- Students having difficulty speaking, reading, writing and understanding the English language.
- Referred to as English Language Learners (ELL)

Classroom Adaptations for English Language Learners are Important and Required

The purpose of adapting content lessons for ELL students is to lower the language barrier and make the English used in such lessons as comprehensible as possible. Two factors affect the comprehensibility of language:

- The degree to which the language used is contextualized through visible situations, and
- The student's level of experience and familiarity with the content of the spoken or written text.

Thus, to be successfully communicative, the lessons must be designed to build upon the student's background knowledge and to rely on nonlinguistic cues so that the ELL student can comprehend the material and the teacher's messages.

**Please note:**

An ELL student's initial progress will also depend on the level of literacy attained in his or her first language. If a student is a good reader in the first language, he or she will be a good reader in the second language. Conversely, if a student is a poor reader in the first language, then the same will hold true for the second language. **A major goal in ELL education, therefore, is to ensure that while a student is learning a new language, cognitive development and literacy continue to develop without interruption.**

# FREQUENTLY ASKED QUESTIONS ABOUT ELL STUDENTS

1. How do we decide who is an ELL student?

*ELL students are identified through a Home Language Survey when they register for school. If the survey indicates that their first language is not English or they speak a language other than English at home, they are flagged for an ELL language proficiency assessment. If the student scores below a certain level on any subtest of the language proficiency test, they are labeled as ELL.*

2. Who is the main source of instruction for an ELL student?

*The regular classroom teacher has the main responsibility for instructing an ELL student. An ESL teacher or tutor can provide extra support to the ELL student, but the ELL student has much to learn from the regular classroom teacher and their peers, so the most must be made of this time in the classroom.*

3. What do ELL, ESL, and other acronyms mean?
*ELL= English Language Learner*
*LEP = same as ELL but has a more negative connotation (no longer used),*
*ESOL = English to Speakers of Other Languages*
*ESL= English as a Second Language*
*L1=first language*
*L2 = second language*
*C1 = first culture*
*C2 = second culture.*

4. What are the typical stages ELL students go through as they become English proficient?

*ELL students go through five stages:*
*1)Basic Level: preproduction/silent period where they listen but responses are minimal.*

*2) Low Intermediate Level: early production where they feel comfortable giving short responses.*
*3)High Intermediate: speech emergence where they speak and comprehend more*
*4)Proficient: they can do most school work*
*5) Advanced Proficiency: they are working at or near grade level.*
*\*There is no specific time limit for any stage.\**

5. What do ESL teachers or tutors teach?

*Building vocabulary and the ability to formulate ideas in English are very important. English as a Second Language teachers and tutors focus on listening, speaking, reading and writing at the ELL student's ESL level. ESL instructors do not necessarily teach the same GLCEs or curriculum as the classroom teachers, but reinforce those concepts by utilizing state ELL proficiency standards. It is important to remember that students continue to receive instruction at their grade level curriculum in the regular classroom. Direct ELL services are provided to students based on their level of proficiency.*

6. How do you know if a student's difficulties are caused by more than just language or culture?

*ELL students usually make great progress with consistent, systematic support. If an ELL student is not showing expected growth, a referral should be made to a child study team.*

7. How can you fairly grade ELL students and not punish them for language difficulties?

*If possible, try to give students S/U options. Grade them on tasks that are clear. **Base grades on appropriate modifications and accommodations**. Grades should reflect effort and progress considering the student's level of proficiency. Written comments can assist students and parents in understanding student progress and should be utilized.*

8.  How can you help ELL parents understand their child's needs?

*An ESL teacher or tutor often serves as a link between ELL families and school.  You can encourage ELL parents to come to conferences and secure translation assistance when necessary.*

9.  Why do some ELL students seem to make more progress than others?

*Students who don't understand English because they are new can improve faster than ELLs who have been here longer if they have a stronger academic background in their own language(L1) and have better academic skills.  An academically strong student may only need to learn the language, whereas others may be lacking background in education and the skills they need to succeed.*

10.  What are annual ELL assessments?

*Federal law requires that identified ELL students receive an annual assessment of their English language proficiency.  This information is used, along with information from the classroom teacher, to determine if an ELL student should continue to be classified as ELL.*

11.  How can you help other teachers know more about your ELL student?

*Share samples of student work and the modifications you have made.  Also, be sure to complete the district ELL Accommodation Checklist for your student and place it in the student's CA60.  This may help the next teacher understand what to expect of the ELL student.*

12.  What can ELL students do to keep studying English during the summer?

*Summer school classes at certain grade levels are available for ELL students.*

13. Will all ELL students be promoted to the next grade?

*ELL students are not held back or failed due to lack of language proficiency. The hope is that they will catch up with their peers with support. In rare cases, teachers might give ELL students failing grades, after showing they have made accommodations and modifications to help the student be successful, and the student has not exhibited effort even with these accommodations.*

14. What will happen to students who are tested out or exited from an ELL program?

*ELL student progress will continue to be monitored for two years following their exit from the program to make sure they have not been removed from ESL support too soon.*

# LANGUAGE DEVELOPMENT LEVELS
## As Related to the <u>Michigan English Language Proficiency Assessment</u> (ELPA)

| ELPA Level | Language Development Stage | Students Have: | Students Can: | Teacher Should: |
|---|---|---|---|---|
| Basic | Pre-Production | Minimal or no English language acquisition in the areas of listening, reading, writing, speaking and comprehension as defined for Michigan students in student's grade level. These students have a very limited exposure to English. They may be intently listening, but very shy with any verbal response. Most known English vocabulary is related to BICS (basic interpersonal communication skills). | Draw cartoons and pictures. Nod answers to questions. Point to objects or pictures. Move to show understanding. Match words and pictures. Role play or act out. Pantomime. Listen. Select. Choose. Circle. | Provide ample listening opportunities. Use mixed ability groups. Create high context for shared reading. Use physical movement. Use art, mime, and music. Use statements such as "Show me," "Move the," "Take this to," "Is this a," "Give this to." |
| Low Intermediate | Early Production | Partial or developing English language acquisition in the areas of listening, reading, writing, speaking and comprehension as defined for Michigan students at student's grade level. Students at this level begin to use more expressive words but rely mostly on BICS vocabulary to get through the day. Students often give one or two word responses. | Identify people, places, things. Repeat memorable language. Listen with greater understanding. List and categorize. Use routine expressions independently. Name. Label. Group. Tell or say. | Ask yes/no and who? what? where? when? and either/or questions. Have students complete sentences with one or two word responses. Have students label or manipulate pictures and objects. Do shared reading with props. Use predictable and patterned books. Introduce dialogue journals, supported by conversation. Have students name or group things, order objects, etc. |

| ELPA Level | Language Development Stage | Students Have: | Students Can: | Teacher Should: |
|---|---|---|---|---|
| High Intermediate | Speech Emergence | Nearly increases to sufficient or mostly developed English language acquisition in the areas of listening, reading, writing, speaking and comprehension as defined for Michigan students at student's grade level. Simple sentences are spoken. Some errors in speech. | Describe events, places, people. Recall facts. Explain academic concepts. Define new vocabulary. Retell information from text. Summarize. Compare and contrast. Restate. Role play. | Ask open-ended questions. Model, expand, restate, and enrich student language. Have students describe personal experiences. Use predictable or patterned books for shared and guided reading. Support the use of content area texts with retellings, role-plays, etc. Have students create books through language experience activities. Have student predict or explain. |
| Proficient | Intermediate Fluency | Good comprehension with few grammar errors. Performance indicates sufficient or well-developed English language acquisition in the areas of listening, reading, writing, speaking and comprehension as defined for Michigan students at student's grade level. Uses more complex sentences but also may have more complex errors in speech. | Give opinions. Justify views or behaviors. Negotiate with others. Debate with others. Defend actions and opinions. Persuade. Express results of analysis. Analyze. Create. Support. Describe. Evaluate. Examine. | Structure group discussions. Guide use of reference materials. Provide more advanced literature. Ask students to create narratives. Provide for a variety of realistic writing opportunities. Publish students' writing. |

| ELPA Level | Language Development Stage | Students Have: | Students Can: | Teacher Should: |
|---|---|---|---|---|
| Advanced Proficient | Advanced Fluency | Near native speech and performance indicates substantial understanding and application of complex English language skills in the areas of listening, reading, writing, speaking and comprehension as defined for Michigan students at student's grade level.  Has high oral fluency, but may still have limited content-specific language and writing skills. | Produce written and oral language that is comparable to that of native speakers of English the same age. Analyze. Apply. Comprehend. Evaluate. Synthesize. Defend. Assess. Classify. Infer. | Continue on-going language development through integrated language arts and content-area activities. |

# INSTRUCTIONAL TIPS FOR TEACHERS OF ELL STUDENTS

1. *Simplify your language, but not the concept.*
   - -Speak directly to the student or face the class when speaking.
   - -Emphasize nouns and verbs.
   - -Use simple sentence structure and vocabulary.
   - -Avoid conditional forms of speech (e.g., "could," "would").
   - -Avoid slang expressions.
   - -Minimize the use of, and explain, idiomatic expressions.
   - -Rephrase instead of repeating.
   - -Model or demonstrate directions.
   - -Always speak in a normal tone (not louder).
   - -Avoid overstressing correct pronunciation and grammar.
   - -Teach groups of related words together, not in isolation.
   - -Help your student to feel part of the group by assigning classroom responsibilities.
   - -Never discourage parents from speaking with their child in their native language.
   - -Remember that it can take two to seven years for a non-English speaker to start competing academically with English speaking peers.
   - -Learn the student's given name. Do not shorten or Americanize a name unless requested by the parent or student.

2. *Use simple English.*
   - -Example: say "I will" rather than I'll. (avoid contractions)
   - -Example: say "please" rather than "I want you to."
   - -Example: say "Your coat?" and point, rather than "Is this your coat?"
   - -Example: say "I am tired." rather than "I need a break." (avoid idioms or slang).
   - -Ask student to repeat or rephrase instructions.

Remember, English is hard to learn.  Here are some reasons why:

> The bandage was wound around the wound.
> The farm was used to produce produce.
> The dump was so full that it had to refuse more refuse.
> When shot at, the dove dove into the bushes.
> I did not object to the object.
> They were too close to the door to close it.

3. *Announce Objectives.*
   - Write objectives on the board.
   - State objective orally at the beginning of each lesson.
   - Review objectives at the end of each lesson…
   - Use "front loading" techniques: tell them what you're going to teach them, teach them, tell them what you taught them.
   - Put the lesson in context of its broader theme by previewing upcoming lessons.
   - Allow an ELL student to copy a good student's notes or make copies of your own notes.

4. *Write Legibly.*
   - Use the chalkboard or overhead projector to write important words and ideas.
   - Remember that some students have low levels of literacy or may be unaccustomed to the English alphabet.
   - Print, many ELLs cannot read cursive.

5. *Demonstrate and Use Manipulatives.*
   - Use gestures and facial expressions.
   - Emphasize key words and phrases using intonation, repetition, and gestures.
   - Incorporate pictures and objects to teach words and concepts.
     (This will build on their prior knowledge.)
   - Incorporate pictures, charts, maps, and word banks.
   - Incorporate hands-on activities into each lesson (like using play money).
   - Use objects like visual displays, photos, and authentic materials such as newspapers and magazine clippings.

-Have picture dictionaries and books on tape available.
-Utilize computer resources.
-Use real objects (realia) to help students understand.
-Model all activities. (Show student how to do it.)

6. *Adapt the Materials.*
   -Use graphic organizers to simplify the language (e.g. timelines, diagrams and webs).
   -Make information comprehensible.
   -Label objects in the classroom in English (lists available in building kits).
   -Incorporate music, movement, and role-playing/drama.
   -Add elements of students' cultures.
   -Provide list of directional words (circle, write, draw, cut, read, fix, copy point, fill in, underline, match, add/subtract, trace).
   -Use lower grade-level material with more illustrations and less text, if age appropriate.
   -ELL students can be given the responsibility for making maps or models or drawing or collecting pictures until verbal and written skills are close to those of the rest of the class.
   -Summarize at the end of the day what was taught.

7. *Learning Requires Repetition.*
   -Don't be afraid to over-teach.
   -Encourage the student to indicate when he does not understand you (secret signal).
   -Don't accept "I don't know" or a shrug for an answer.
   -Allow sufficient wait time or think time.
   -Employ daily routines in classroom activities.
   -Post a schedule in the classroom, and provide a picture schedule. (examples in building kit)
   -Check frequently for comprehension (Ask questions, Think-Pair-Share.
   -Don't ask "Do you understand?" Ask students to reword or explain.
   -Use technology that promotes language development.

8. *Utilize Cooperative Learning.*
 -Peers can help make materials and study tools.
 -Peers can repeat or rephrase directions.
 -A peer tutor should be a native English speaker.
 -Provide time for ELL student and a peer to review together.
 -Use group assignments.
 -Place non-speakers with a student who speaks their language
  when necessary.  Be aware that this practice may turn into a
  social distraction.  Use this strategy judiciously.

9. *Adapting Assessment.*
 -Provide immediate feedback to students on their output.
 -Look beyond grammatical problems to underlying thoughts.
 -To simplify, reduce the number of test questions.
 -Initiate frequent interactions with ELL students.
 -Avoid oral correction of language errors, model correct usage.
 -Design appropriate rubrics for assignments and assessments
  related to ELL needs.
 -Allow students to demonstrate knowledge in less traditional
  ways such as drawings, reports, projects, posters, and oral or
  visual presentations.
 -Avoid over-correcting.  Be selective in correcting grammar.
 -Consider giving ELL students a second chance to correct
  errors before grading.
 -View assessment as ongoing throughout the unit of instruction.

# STRATEGIES FOR TEACHING ELL'S IN CONTENT AREAS

***Ways to Engage Your ELL Students in Academic Learning***

## Strategy 1

*Create a Welcoming Language-Rich Environment with Opportunities for Immediate Success*

- Label everything in your classroom so that newcomers see the names of objects in the school environment. (see labels in building kits)
- Show respect for your ELL students by introducing their home countries and cultures to the class as a whole. If possible, learn a few phrases in your student's native languages and teach them to the class. See web links in this document for information on many countries.
- Praise ELL students for what they specifically can do. Create frequent opportunities for success even if it is a task as simple as correctly identifying a picture or object when the student hears its name.
- Assign classroom duties to your ELL students from the beginning to make them feel a part of the group.
- Speak slowly and clearly in simple sentences at first, but never distort language or concept.

## Strategy 2

Build on ELL Students' Prior Knowledge and Teach Essential Vocabulary

- Use organizational activities such as semantic mapping, KWL, timelines, and other strategies to determine where the students stand in relation to the content of the upcoming lesson.
- Whenever possible provide ELL students with a list of essential vocabulary a day or two before the introduction of a new lesson so that the students can use a simplified English or bilingual dictionary to learn the meanings and familiarize themselves with the words. This approach also helps students identify prior knowledge about the topic from their native languages.
- Use oral pre-reading activities and allow time for discussion and questioning before assigning academic reading assignments to ensure

that ELL students have the background information and linguistic skills necessary to accomplish the assignment.

## *Strategy 3*

Explain cultural assumptions and use culturally relevant material whenever possible.

- Textual information often relies on cultural assumptions and information that ELL students will most likely not have. It is necessary to provide and interpret explanations whenever needed.
- Personalized and culturally relevant examples should be included when appropriate.
- When teaching a unit on the American Civil War, for example, start the class by looking at the concept of conflict in general and have ELL students give examples from their own backgrounds or countries.

## *Strategy 4*

Use a variety of visual aides and teach to all learning styles.

- ESL students benefit greatly from visual clues to help them get meaning from "context reduced" material.
- Visual clues may include facial expressions, gestures, realia, pictures, charts, graphs, maps, etc.
- Graphic organizers are particularly helpful in allowing ELL students to plot complex material visually.

For easily downloadable graphic organizers go to:

1. The Learning Network at http://www.teachervision.com/lesson-plans/lesson-6293.html
2. Judi Haynes' Graphic organizers for content instruction at http://everythingesl.net/inservices/graphic_organizers.php
3. Schools of California Online Resources for Education at http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm

### Strategy 5

Lighten the Linguistic Load by simplifying grammatical structures and paraphrasing. To lighten the linguistic load:

- Limit sentences to one concept.
- Use the active voice, not the passive voice.
- Use concrete examples and contextualize.
- Use the subject-verb-object pattern for most sentences.
- Write a summary of the lesson in a simpler form of English.
- Simplify the vocabulary, retaining key concepts and essential technical vocabulary.
- Use repetition. When giving directions to beginners use the same structures every day. For example don't say, "Open your book to page 39," one day and switch to, "Turn to page 39," the next.

### Strategy 6

Teach language along with content.

While teaching content, classroom teachers can help students increase their English proficiency by:

- modeling the pronunciation of difficult words in the lesson;
- emphasizing word meanings;
- emphasizing base grammatical structures that are necessary to understand and discuss the content area material;
- creating a classroom climate where students feel comfortable making mistakes and taking risks.

### Strategy 7

Teach interdisciplinary thematic units whenever possible.

- Thematic units across disciplines help ELL students make connections and achieve a deeper understanding of concepts. They also serve to reinforce new vocabulary.

### Strategy 8

Design curricular units for depth rather than breadth.

- In both social studies and science curricula the emphasis is too often on breadth instead of clearly understanding concepts in depth. Spending more time on truly learning fewer concepts enhances the chances of success for ELLs.

### Strategy 9

Actively teach study skills and metacognitive tools.

- Students need to realize that textbooks are organized differently than literature books or basal readers. Students need to be aware that textbooks are written to inform, not entertain.
- Point out the most common patterns of textbooks: Cause/effect, compare/contrast, time order, simple listing, descriptive and problem/solution.
- Encourage students to use available text features: captions, glossary, index, study questions, table of contents, footnotes, marginal notes, use of bold type and italics, etc.
- Categorize! Even though the students can't read the text, they can look at pictures and pick out certain words. Provide them with a short list of words pertinent to the lesson and let them categorize the words. For Social Studies the categories could be people, places, things and events. Set students up with buddies to help get started.
- Create an outline of the topic for the ESL students using simple grammar. Cutting up the outline and putting it back together increases familiarity with the topic and helps in learning sequence

- Continually have students reflect on how to find meaning in textbooks and other reading materials. Teach skills such as skimming, summarizing, and looking for main ideas.

## Strategy 10

Use Hands-on Activities.

- Experiential activities are of great importance to students not proficient in the language of instruction. ESL students can be actively involved.
- Present information both verbally and visually.
- Include experimentation, measurement, construction, graphing, chart and mapmaking, etc.

## Strategy 11

Modify the ESL Students' Assignments, Assessment and Testing.

- Continually monitor students' progress. Formal and informal assessments are necessary to see whether students show comprehension of the material being taught.
- Vary the levels of the questions being asked according to the students' current level of speech production.
- For concrete help in formulating questions for ELL students, see Judie Haynes' *How to Develop Questioning Strategies* at http://everythingesl.net/inservices/questioning_strategies.php
- Provide as many opportunities as possible for ELL students to demonstrate their skills and knowledge in different ways including drawings, keyword outlines, graphs, projects, etc.

## *Strategy 12*

Use Cooperative Learning.

- Studies have shown that ESL students benefit greatly from cooperative learning experiences.
- ELL students work more efficiently with an English speaking buddy or in a small group.
- Include ESL students in heterogeneous group work even if their comprehension is very limited. THEY ARE LEARNING SOMETHING.

Special thanks to the ESL Teachers of the Riverhead School District (New York) for their help in assembling this list of tips.  (via Stony Brook, State University of New York)

# HELPFUL WEBSITES FOR ELL INSTRUCTION
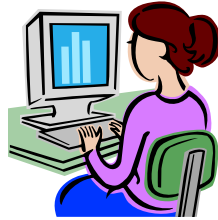
www.ncte.org/collections/secell
www.ncte.org/collections/elemell
Information for secondary and elementary teachers on ELL instruction.


www.enchantedlearning.com
Bilingual materials for elementary age children.  Variety of languages.


http://a4esl.org
Activities for ELL students.


www.ed.gov/about/offices/list/oela/index.html?src=mr
Office of English Language Acquisition
U.S. Department of Education


www.eslgold.com
General ESL website (new 2007)


www.glencoe.com/sec/math/mlg/mlg.php
Free online multilingual (14 languages) glossary of math terminology


www.sedl.org/scimath/pasopartners
Free curriculum and resources for working with Hispanic children in science
and math.


http://iteslj.org/quest
Free conversation starters and writing prompts and how to use with ELL
students.

www.songsforteaching.com/esleflesol.htm
Songs for teaching ELL students English.  Sound clips and words provided for most songs.

www.usingenglish.com/handouts
Free downloadable handouts to provide ELL students with extra practice in grammar, spelling and vocabulary.

http://bogglesworldesl.com
Downloadable activities for ELL students.

www.starfall.com
Free online phonics activities and stories.

http://www.adrianbruce.com/reading/games.htm
Free online reading and writing activities for ELL students.

http://www.ictgames.com/blending_dragon.html
This is simple phonics game using a dragon character to decide if a word is real or not.

http://www.pdictionary.com/
Words and pictures displayed for a variety of categories in several languages.

http://lessonplancentral.com/lessons/Language_Arts/Vocabulary/index.htm
This site has free games and lesson plans for vocabulary development.

http://www.vocabulary.com
This site contains word puzzles geared to grade levels, calendar themes, classic novels and even the SAT.

http://nlvm.usu.edu/en/nav/vlibrary.html
This a great math site with some good activities for all students.  Accessible in Spanish also.

http://math.rice.edu/~lanius/counting/index.html
Good counting site for early elementary students.  Accessible in English and Spanish.

http://www.teachers.ash.orgau/jeather/maths/dictionary.html
This is a math dictionary for kids and offers definitions of math terms with animated examples and some interactive activities.

www.abcteach.com
This is a teacher resource page with many activity ideas for classroom teachers.

www.ascd.org
Web page for Association for Supervision and Curriculum Development.

www.cal.org
Center for Applied Linguistics.  Contains many professional resources for ELL.

www.cal.org/crede
Professional information on ELL and other diverse populations.

www.daveseslcafe.com
Downloadable ESL activities for students and teachers.

www.everythingesl.net
Teacher resources for ELL instruction.

www.tesol.org
Teachers of English to Speakers of Other Languages official website.

www.infohio.org
Online resources for both teachers and students in a variety of content areas including online encyclopedias in both English and Spanish.

http://www.mes-english.com/

This website contains free downloadable pictures for flashcards as well as other downloadable activities.

Translation Sites

Michigan eLibrary  Foreign Language Resource Page
http://mer.mel.org/SPT--BrowseResources.php?ParentId=349

Smart Link Translation Page
http://translation2.paralink.com/

Google Language Tools *
http://www.google.com/language_tools?hl=en

*Translation Service Through Google

   There are a variety of electronic translation services available through the internet, but Google.com, a commonly used internet search engine has added a language tool to its home page that could be helpful to students and parents whose first language is not English.  When the user clicks on "language tools" on the Google home page, they can enter text into a text box and have it instantly translated into Spanish, Arabic, Chinese, etc. Another option located further down on this page is an option to translate an entire webpage in to another language.  As an example, parents whose first language is not English who would like to reference the Monroe Public Schools website, but would rather read it in their first language, can type in www.monroe.k12.mi.us and then select the language from a drop down menu, click translate, and the entire Monroe Public Schools website will be translated into their selected language.

Books

   Each elementary and middle school has a copy of the Hola book in the school office.  This is a Spanish translation book for various notes and parent communications that individual classroom teachers might find useful when communicating with Spanish speaking parents about school events and issues.

# FORMAL ELL ASSESSMENTS

**ELL and MEAP**:  When taking the MEAP, ELL students may use a native language/English translation dictionary, may have test directions (not test items) read to them in their native language, may have additional testing time, and may be tested individually in a separate location.* **According to NCLB (No Child Left Behind Act, 2001), students identified as ELL and who have been in a school in the United States <u>for less than a year</u> may be exempted from taking the state English Language Arts assessment as long as they take an English Language Proficiency test. (In Michigan this is the ELPA.)**  These same students must take the state math, science, and social studies assessments, but their scores will not count for NCLB/AYP purposes. A language proficiency test will count towards the 95% participation requirements for ELA.

*Check MEAP Coordinator manual for MEAP accommodation chart.

**ELPA**:  The Michigan English Language Proficiency Assessment or ELPA is given to all ELL students in the school district during the spring of the school year.  The ELPA is made up of four subtests including reading, writing, listening and speaking.  The reading, writing and listening tests can be given in a group setting and take approximately two to two and a half hours to administer.  The speaking test is given individually and takes about twenty minutes to give.  Tests are scored by the state with results returned to districts in August.  This test is required by federal law.

**ELPA Screener**:  This is a shorter version of the ELPA test that is given to students who arrive new to the district and have indicated on their home language survey, completed at the time of registration, that their first language is not English or a language other than English is spoken in the home.  Results of this test are entered into the state OEAA website and feedback is provided immediately.  This assessment is then used to determine whether a student is ELL and eligible for any support services.

**Woodcock-Munoz**:  This is a supplementary language survey that can be administered to individual students. This test is not required, but is useful if more information about a student's language proficiency is needed.

# Grading ELL Students

As the population of English Language Learner students continues to expand and teachers are faced with the challenging task of providing appropriate instruction for these students, the issue of classroom assessment and the assignment of grades for these students becomes a concern. Teachers should continue to have high expectations for these students. ELL students should be able to achieve curricular expectations as they are learning English. However, these expectations may need to be modified and certain considerations should be made when assessing the progress of ELL students. These considerations are listed below.

Expectations should be adjusted according to the
    length of time a student has been in the U.S.
    student's previous educational experiences.
    amount of cultural adjustment the student has needed.
    progress the student is making in language acquisition.

<u>Curriculum expectations for the ELL student should be modified as needed, taking the above into consideration, and their grade should reflect achievement in regard to the modified expectations.</u> **ELL students should not receive a failing grade unless appropriately modified work is not completed or if the course or subject is not one where modifications or accommodations for language proficiency would be necessary.**

# COMMUNITY SERVICES FOR ELL STUDENTS

**Nuevo Bilingual Services**

This is a commercial language service located at 68 N. Roessler St. The director is Maria Ruvalcaba. The telephone number is 241-3317. This office provides translation, at an hourly rate, for courts, schools, and other agencies in Monroe. They also will translate documents and letters for a fee. English and Spanish classes for adults and students are also available at a per person rate. Any services from this agency must be arranged through the Monroe Public Schools Office of State and Federal Programs.

**State Drivers License Bureau, Michigan Secretary of State**

Spanish versions of the Michigan driver's test and qualifications are available in this office on South Telegraph Road.

**Health Department and Mercy Memorial Hospital**

Bilingual personnel are available at both of these locations.

**First Baptist Church Adult ESL**

Adult ESL classes are provided at the First Baptist Church at 1602 N.Custer. This program is part of the Orchard Adult Education Program. ESL classes generally meet five days a week and are held twice a year for fifteen weeks, September through the middle of January and then again from January until May. Inquiries about this program can be made to Amy Blanchette who can be reached through Orchard School.

**M.A.S. (Maximizing Academic Success)**

This is a cooperative effort between Monroe Schools and the University Of Michigan to provide Spanish language tutoring support to Hispanic ELL students at the secondary level. The M.A.S. or "more" program was created to build relationships between Latino/Hispanic volunteers and middle school and high school age student participants. The goals of the program are to encourage students to accomplish "more", to desire to achieve "more", and to dream "more". Additionally, M.A.S. focuses on mentoring, extracurricular activities, and tutoring, though the primary goal will always deal with academic success. The contact person for the M.A.S program is Tony Daniel, a middle school counselor in Monroe Public Schools.

# FOREIGN STUDENTS ENROLLED IN PUBLIC SCHOOL DISTRICTS

Every child residing in Michigan is entitled to a free public education without regard to immigration status of the child or the child's parents. In *Plyler v Doe, 457 U.S. 202 (1982)*, the U.S. Supreme Court ruled that the U.S. Constitution prohibits states from denying equal access to public elementary and secondary schools to undocumented school-age children. A school district should determine whether a student is a resident of the school district without regard to the student's visa status. As a result of the Supreme Court decision, public schools MAY NOT:

□ Deny admission to a student on the basis of undocumented status.
□ Treat students differently to determine residency.
□ Require students or parents to disclose or document their immigration status.
□ Make inquires of students or parents that may expose their undocumented status.

## Student and Exchange Visitor Information System (SEVIS)

The federal *Illegal Immigration Reform and Immigrant Responsibility Act*, the *USA Patriot Act* and the *Enhanced Border Security and Visa Entry Reform Act* established new legal requirements for admitting nonimmigrant students and exchange visitors to the United States and tracking them while they are here. School districts are required to provide information on international students and exchange visitors in the Student and Exchange Visitor Information System (SEVIS). For questions regarding SEVIS requirements, please contact the SEVIS Help Desk at 1-800-892-4829 or the Student Exchange Visitor Program at 1-202-305-2346. For questions regarding Reinstatement of Student Status please contact the United States Citizenship and Immigration Services (USCIS), Department of Homeland Security at 1-810-982-0493, email CHARLES.May@dhs.gov or www.ice.gov.

Please note that SEVIS is a federal requirement that has no impact on pupil accounting issues. All foreign students residing in the district are considered **residents** and are entitled to enroll in the district *(Plyler v. Doe).* A resident student that has met the age requirements and has not obtained a high school diploma may be counted in membership for purposes of state aid and cannot be denied a right to attend the resident district. The FTE for foreign students and migrant students are calculated in the same manner as all other students.

## Nonimmigrant Students

A nonimmigrant is someone admitted to the U.S. temporarily for a specific purpose. The length of stay varies from months to years. Visas in this group include the following categories:

□ F-1 Student Visa
□ J-1 Foreign Exchange Student Visa
□ Other various classifications of workers, entertainers and athletes, representatives of foreign governments, employees of international organizations, etc., and their spouses and children.

*F-1 Student Visa*

The F-1 student visa includes academic students in colleges, universities, seminaries, conservatories, academic high schools, other academic institutions, and in language training. School districts become aware of these students during the visa application process.

□ A foreign student residing in the district is considered a **resident** and is entitled to enroll in the district *(Plyler v. Doe).* The student must meet the same residency requirements as any other student entering the school system. The student must either have a parent or guardian (or the student, if at least 18 years old) living in the district or must be living with a relative for the purpose of a suitable home to be considered a resident.

□ The school district would determine the rate of tuition (full unsubsidized per capita cost) to be charged and provide a receipt upon payment by the student prior to the student's issuance of a visa.

□ The school district, upon request, should issue the Form I-20AB, Certificate of Eligibility for Nonimmigrant Student Status.

□ The aggregate period of the visa status at a school may not exceed 12 months.

□ The student may attend grade 9, 10, 11, or 12.

□ A resident student may be counted in membership for purposes of state aid.

□ A student with a high school diploma, or its equivalent, may NOT be counted in membership for state aid purposes.[1]

Note: Students visiting the district for a short time during the count period (such as three weeks) may not be claimed for full membership.

*J-1 Foreign Exchange Student Visa*

Foreign students issued a J-1 exchange student visa are sponsored by a formal student exchange program. The purpose is to improve the foreign student's knowledge of American culture and language through active participation in family, school and community life.

□ Attorney General Opinion No. 6316, states that "a foreign exchange student is a **resident** of the school district in which the host family with whom the student lives is resident and the student may attend the public school thereof without payment of tuition."

□ A resident student may be counted in membership for purposes of state aid.

Additional information is available at www.exchanges.state.gov.

**Immigrant Students**

Individuals admitted to the U.S. as immigrants are lawful permanent residents. They are usually in possession of an Alien Registration Card, Form 1-551, commonly referred to as a "green card."

□ A student's immigration status is not a permissible basis for denying admission to a public school *(Plyler v. Doe).* The student must meet the same residency requirements as any other student entering the school system. The student must either have a parent or guardian (or the student, if at least 18 years old) living in

the district or must be living with a relative for the purpose of a suitable home to be considered a resident.

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☐ Tuition may not be charged.
☐ A resident student may be counted in membership for purposes of state aid.
☐ A student with a high school diploma, or its equivalent, may NOT be counted in membership for state aid purposes.

## Migrant Students

All migrant students residing in the district are considered residents and are entitled to enroll in the district without regard to immigration status of the child or the child's parents *(Plyler v Doe)*.

☐ A migrant student must meet the same residency requirements as any other student entering the school system. The student must either have a parent or guardian (or the student, if at least 18 years old) living in the district or must be living with a relative for the purpose of a suitable home to be considered a resident.
☐ Tuition may not be charged.
☐ A resident student may be counted in membership for state aid purposes.
☐ A student with a high school diploma, or its equivalent, may NOT be counted in membership for state aid purposes.

## All Other Foreign Students

The foreign students in this "all other" category are those students who may be living in the district but are not participating in a formal program nor have they been issued an F-1 Visa to attend a school in the United States. There are a variety of other types of visas that may be issued to this group of students or they may be undocumented immigrants (a person who has entered the U.S. illegally).

☐ A foreign student residing in the district is considered a **resident** and is entitled to enroll in the district *(Plyler v. Doe)*. The student must meet the same residency requirements as any other student entering the school system. The student must either have a parent or guardian (or the student, if at least 18 years old) living in the district or must be living with a relative for the purpose of a suitable home to be considered a resident.
☐ Tuition may not be charged.
☐ A resident student may be counted in membership for state aid purposes.
☐ A student with a high school diploma, or its equivalent, may NOT be counted in membership for state aid purposes.

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ELL Accommodation Checklists

The following accommodation checklists are to be completed for all ELL students and kept in the student's CA60. They are to be completed in the spring of the year by the current teacher and then passed on to the next year's teacher via the CA60. The purpose of the checklist is to document what accommodations have been made for the student at each grade level and to let the following year teacher know what types of accommodations are most successful and beneficial for that particular student. There is a separate accommodation checklist for elementary and secondary grade levels.

# English Language Learner General Classroom Accommodation Checklist (Elementary)
## Monroe Public Schools

Student: _____ Grade level entered: ____ Date: _____ School _____ Proficiency Level_____

Directions:  This form should be completed by the classroom teacher in cooperation with the ESL teacher annually, in the spring, as long as the student is labeled ELL.  This form should be kept in the student's cumulative record folder along with any updated language proficiency test information.  The form should be completed by checking accommodations made by the classroom teacher for the year just being completed (*b* column for grade level) and then checking recommended accommodations for the next grade's teacher (*a* column of next grade level).  The K column is for present year kindergarten accommodations.

K=accommodations made by kindergarten teacher if student entered as a kindergartener
a= accommodations recommended by previous year teacher for this grade level
b=accommodations made by present year teacher for this grade level

| K | 1a | 1b | 2a | 2b | 3a | 3b | 4a | 4b | 5a | 5b | *Items checked are accommodations most appropriate for this particular ELL student.* |
|---|----|----|----|----|----|----|----|----|----|----|---|
| | | | | | | | | | | | Label classroom objects in English and first language if possible |
| | | | | | | | | | | | Use pictures/visuals in content area instruction |
| | | | | | | | | | | | Use charts, graphs, KWL, Venn diagrams and webs* in content instruction. *Use of graphic organizers is highly recommended.* |
| | | | | | | | | | | | Involve student in cooperative/group learning and paired situations |
| | | | | | | | | | | | Use the computer for word processing. |
| | | | | | | | | | | | Use online web activities.   Specific Websites: |
| | | | | | | | | | | | Use manipulatives and hands-on activities whenever possible |
| | | | | | | | | | | | Draw/use pictures when giving an explanation |
| | | | | | | | | | | | Ask student to provide only one detail or piece of information at a time |
| | | | | | | | | | | | Extend learning time |
| | | | | | | | | | | | Use group assignments |
| | | | | | | | | | | | Review previous day's assignments stressing past tense |
| | | | | | | | | | | | Make a picture or bilingual dictionary available (could be student created) |
| | | | | | | | | | | | Use sentence strips |
| | | | | | | | | | | | Provide word puzzles and games |
| | | | | | | | | | | | Write lesson objectives on board (with visual clues when possible) |
| | | | | | | | | | | | Summarize text into smaller text bites (outlining) |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | Highlight important text material |
| | | | | | | | | | | Teach important vocabulary in advance of lesson |
| | | | | | | | | | | Locate student in front of class and redirect attention to teacher, board, etc. |
| | | | | | | | | | | Reduce assignments |
| | | | | | | | | | | Provide partial sentences and have fill in blanks (Cloze or guided notes) |
| | | | | | | | | | | Provide kinesthetic learning experiences |
| | | | | | | | | | | Provide a peer or volunteer tutor |
| | | | | | | | | | | Provide classroom notes |
| | | | | | | | | | | Provide reader for tests |
| | | | | | | | | | | Use books on tape |
| | | | | | | | | | | Provide time for individual student/teacher communication |
| | | | | | | | | | | Provide in depth topic instruction rather than trying to cover large amounts of content |
| | | | | | | | | | | Rephrase questions if the student does not seem to understand and ask student to repeat |

*General accommodation recommendations for all English Language Learners:*                    *Comments:*

- Bring realia (real objects) into class whenever possible when working in a content area.
- Limit vocabulary, shorten sentences and use gestures when speaking to ELL students
- Emphasize nouns and verbs when speaking to ELL students
- Use normal speed and intonation patterns when speaking
- Clarify use of slang and contractions
- Reteach and/or overteach if necessary
- Encourage responses other than a shrug or "I don't know."
- Incorporate student's culture into lesson planning when possible
  (An example would be using cultural terms and information in math word problems.)
- Use music, singing or poetry to enhance any learning situation.
- Provide extensive opportunities for vocabulary development. (More than just definitions)
- Make an extra effort to develop a rapport with your ELL student(s)
- Hold high expectations for all ELL students.

*General Assessment Accommodations:*
- Design test questions that allow student to show what they know.
- Give students an idea of what to expect on a test prior to taking the test.
- Allow students to respond using pictures, charts, or graphs.
- Allow for use of alternative forms of assessment.

### *English Language Learner General Classroom Accommodation Checklist (Secondary)*
#### *Monroe Public Schools*

Student: _____ Grade level entered: _____ Date: _____ School _____ Proficiency Level _____

Directions:  This form should be completed by the classroom teacher in cooperation with the ESL teacher annually, in the spring, as long as the student is labeled ELL.  This form should be kept in the student's cumulative record folder along with any updated language proficiency test information or in a central folder in the counseling office.  The form should be completed by checking accommodations made by the classroom teacher for the year just being completed (*b* column for grade level) and then checking recommended accommodations for the next grade's teacher (*a* column of next grade level).

a= accommodations recommended by previous year teacher for this grade level
b=accommodations made by present year teacher for this grade level

| 6a | 6b | 7a | 7b | 8a | 8b | 9a | 9b | 10a | 10b | 11a | 11b | 12a | *Items checked are accommodations most appropriate for this particular ELL student.* |
|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|---|
|    |    |    |    |    |    |    |    |     |     |     |     |     | Label classroom objects in English and first language if possible |
|    |    |    |    |    |    |    |    |     |     |     |     |     | Use pictures/visuals in content area instruction |
|    |    |    |    |    |    |    |    |     |     |     |     |     | Use charts, graphs, KWL, Venn diagrams and webs* in content instruction.  *Use of graphic organizers is highly recommended.* |
|    |    |    |    |    |    |    |    |     |     |     |     |     | Involve student in cooperative/group learning and paired situations |
|    |    |    |    |    |    |    |    |     |     |     |     |     | Use the computer for word processing. |
|    |    |    |    |    |    |    |    |     |     |     |     |     | Use online web activities.   Specific Websites: |
|    |    |    |    |    |    |    |    |     |     |     |     |     | Use manipulatives and hands-on activities whenever possible |
|    |    |    |    |    |    |    |    |     |     |     |     |     | Draw/use pictures when giving an explanation |
|    |    |    |    |    |    |    |    |     |     |     |     |     | Ask student to provide only one detail or piece of information at a time |
|    |    |    |    |    |    |    |    |     |     |     |     |     | Extend learning time |
|    |    |    |    |    |    |    |    |     |     |     |     |     | Use group assignments |
|    |    |    |    |    |    |    |    |     |     |     |     |     | Review previous day's assignments stressing past tense |
|    |    |    |    |    |    |    |    |     |     |     |     |     | Make a picture or bilingual dictionary available (could be student created) |
|    |    |    |    |    |    |    |    |     |     |     |     |     | Use sentence strips |
|    |    |    |    |    |    |    |    |     |     |     |     |     | Provide word puzzles and games |
|    |    |    |    |    |    |    |    |     |     |     |     |     | Write lesson objectives on board (with visual clues when possible) |
|    |    |    |    |    |    |    |    |     |     |     |     |     | Summarize text into smaller text bites (outlining) |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | Highlight important text material |
| | | | | | | | | | | Teach important vocabulary in advance of lesson |
| | | | | | | | | | | Locate student in front of class and redirect attention to teacher, board, etc. |
| | | | | | | | | | | Reduce assignments |
| | | | | | | | | | | Provide partial sentences and have fill in blanks (Cloze or guided notes) |
| | | | | | | | | | | Provide kinesthetic learning experiences |
| | | | | | | | | | | Provide a peer or volunteer tutor |
| | | | | | | | | | | Provide classroom notes |
| | | | | | | | | | | Provide reader for tests |
| | | | | | | | | | | Use books on tape |
| | | | | | | | | | | Provide time for individual student/teacher communication |
| | | | | | | | | | | Provide in depth topic instruction rather than trying to cover large amounts of content |
| | | | | | | | | | | Rephrase questions if the student does not seem to understand and ask student to repeat |

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- Allow for use of alternative forms of assessment.

**Rosetta Stone Content**

Rosetta Stone programs begin with simple nouns and verbs and progress systematically through more complex and challenging structures. Each lesson in Rosetta Stone is defined by a grammatical or topical category identifying a particular learning objective. Learning material in each lesson is presented in ten screens, each containing a quad of four pictures and associated words or phrases.

Level 1
Rosetta Stone Level I programs offer a comprehensive course of study for beginning learners leading to intermediate proficiency in the new language.

Level I includes over 3,500 real-life images and phrases in 92 lessons, providing hundreds of hours of mastery instruction in Listening Comprehension, Reading Comprehension, Speaking and Writing. A systematic structure teaches vocabulary and grammar naturally, without lists and drills. The program includes previews, exercises and tests for every lesson with automated tutorials throughout the program. The beginning lessons in Level I provide an excellent foundation for learning the new language by introducing the look and sound of the language while providing basic instruction in areas such as:

• pronunciation, intonation and spelling
• verb tenses, conjugations and declensions
• prepositions, articles, pronouns and adjectives
• questions and answers
• eating and drinking, shapes and colors
• people and animals, numbers and clock time
• countless other areas that make each language unique or similar to others
  the student knows

Overall, Level I provides instruction in such categories as:

• Present Progressive, Present Perfect and Future with "Going To"
• Professions and Activities
• Family Relationships; People and Talking
• Descriptive Adjectives; Comparative Nouns
• Alone, Crowd, Friend; Passive Voice of Verbs
• Directions: How Do I Get To

Level 2

Rosetta Stone Level II programs build on Level I material with hundreds of hours of accelerated study for intermediate learners. Level II includes over 4,500 real-life images, QuickTimeTM movies and phrases in 118 lessons. Mastery instruction in all key language skills leads to advanced proficiency in the new language. Like Level I, Level II includes previews, exercises and tests for every lesson with automated tutorials throughout the program.

Level II provides more advanced instruction in such categories as:
• Measurement: length, weight, volume, temperature and distance
• The subjunctive and subordinate clauses; modal verbs
• Travel and Transactions at a Bank
• Before and after in time and space
• Political geography
• A complete reference section of commonly used terms