INTERNATIONAL SCHOOL OF DAKAR
Dakar, Senegal
January 2006

ENGLISH AS A SECOND LANGUAGE PLAN
PreK – Grade 12

Developed by:  Els Sueters, ESL/ELL Specialist / Teacher
Under the Direction of:  Judi Fenton, Director
# English Language Learner Program Plan

January 2006

## Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. MISSION</td>
<td>3</td>
</tr>
<tr>
<td>II. PHILOSOPHY</td>
<td>3</td>
</tr>
<tr>
<td>III. OBJECTIVE</td>
<td>3</td>
</tr>
<tr>
<td>IV. RESEARCH</td>
<td>3</td>
</tr>
<tr>
<td>V. IDENTIFICATION AND PLACEMENT</td>
<td>4</td>
</tr>
<tr>
<td>- ADMISSION PROCEDURES</td>
<td></td>
</tr>
<tr>
<td>- IDENTIFICATION</td>
<td></td>
</tr>
<tr>
<td>- PLACEMENT</td>
<td></td>
</tr>
<tr>
<td>- ENGLISH LANGUAGE LEARNER ACADEMIC LANGUAGE PROFICIENCY LEVELS</td>
<td></td>
</tr>
<tr>
<td>VI. PROGRAM</td>
<td>7</td>
</tr>
<tr>
<td>- DELIVERY</td>
<td></td>
</tr>
<tr>
<td>- SHELTERED IMMERSION</td>
<td></td>
</tr>
<tr>
<td>VII. ELL CURRICULUM</td>
<td>7</td>
</tr>
<tr>
<td>VIII. APPENDICES</td>
<td>10-12</td>
</tr>
</tbody>
</table>
Any society which produced functionally balanced bilinguals who used both languages equally well in all contexts would soon cease to be bilinguals because no society needs two languages for the same set of functions.

~ Joshua Fishman

English Language Learner Program Guide

Developed by: Els Sueters
English Language Learner Specialist
January 2006

I. MISSION

ISD has an ‘international’ mission which is inclusive of languages and cultures. Within this mission, English Language Learning is not perceived as remedial or special needs. Equity for all learners is maintained.

II. PHILOSOPHY

ISD offers the perfect opportunity for the establishment of a sheltered English Language Learner Program. Parents send their children to ISD to obtain an English language education. Their goal is not to replace their children’s native languages, but to add another one, so that they become bilingual. Many parents are themselves bilingual or multilingual, and provide native language instruction for their children either at home or in after school programs (e.g., after school Dutch program). ISD faculty is experienced in working with non-native English background students. A number of faculty and staff are bi- or multi-lingual.

III. OBJECTIVE

The major objective of our English Language Learner (ELL) Program is to prepare students to function successfully in classrooms where English is the medium of instruction for all subject areas.

IV. RESEARCH

The Teaching of English to Speakers of Other Languages (TESOL) organization has a vision of effective education for all students. The International School of Dakar subscribes to this vision:

- Effective education for English Language Learners includes native-like levels of proficiency in English.
Effective education for English Language Learners includes the maintenance and promotion of English Language Learners’ native languages in community contexts.

All educational personnel assume responsibility for the education of English Language Learner students.

Effective education also calls for comprehensive provision of first-rate services and full access to those services by all students.

Knowledge of more than one language and culture is advantageous for all students.

V. IDENTIFICATION AND PLACEMENT

ADMISSION PROCEDURES

English Language Learners (ELL)
Grades Preschool through Grade 1: Students enrolling in grades Preschool through Grade 1 will be admitted with no prior knowledge of English.

Grades 2 - 9: Language proficiency testing in reading, writing, and oral language, will be required of ELL students in grades 2 - 9 applying for admission to ISD.

Grades 10 - 12: Speakers of other languages must have a near native-like fluency in English to be admitted to our high school program from another school. Therefore, assessments in reading, writing, and language will be required of entering students whose first language is not English.

All ELL students Grades 1-12: An oral interview with the student and his/her parent(s) will be conducted to determine the student’s strengths and to detect previous learning problems, if any. Records from previous school(s) will be reviewed to ascertain patterns in academic development.

ISD reserves the right to deny admission to an English Language Learner whose parents refuse to have him or her served, after being recommended for placement in the program.

Provisional ELL Admission: The administration reserves the right to allow for provisional admission of students with limited English proficiency and outstanding previous school records of achievement.

IDENTIFICATION

The English Language Learner program at ISD will work with all students who have difficulties accessing the mainstream curriculum due to limited English proficiency.

In order to identify limited English proficiency, all non-native English background students will be tested upon arrival at ISD. Native English proficient students not previously schooled in English medium settings will also be tested.
The English Language Learner Specialist will identify two groups of limited proficient students:
- N.E.P. (Non English Proficient students)
- L.E.P. (Limited English Proficient students)

**PLACEMENT**

It is unwise to base the decision for placement in the English Language Learner program on one test. Instead, a **multiple measures** approach is used to assess students' English language proficiency. This approach employs a variety of measures and supplies an abundance of information to insure accurate diagnosis and informed decision-making. At ISD, the Multiple Assessment Plan (MAP) inventory includes the following data-gathering instruments:

a) Biographical Data: Language Use Survey and Language Background Survey  
b) IDEA Oral Language Proficiency Test, Reading and Writing test  
c) Brigance Quick Inventory  
d) Oral Interview  
e) Content Teacher's Assessment Form  
f) Writing Sample  
g) Rojas Verbal and Literate Scale  
h) Bilingual Verbal Ability Test (BVAT)

Testing in the student’s dominant language will help determine whether a student is eligible for resource room services.

Exit criteria are set high enough to allow limited-English proficiency students to compete with native English background students in an academic setting. On a ten-degree scale starting with absolutely "no English" and ending with "bilingual and literate," students identified as holding a proficiency level of "five" or below receive ELL pull-out instruction in addition to their sheltered academic program.

**ENGLISH LANGUAGE LEARNER ACADEMIC LANGUAGE PROFICIENCY LEVELS**

**Levels 1-5: Social Language Level (Basic Interpersonal Communication Skills)**

- Students at levels 1-5 are identified as **Non English Proficient (NEP)**
- It may take students from 8 months to 2 years to work through the first five levels.
- Although the language acquisition process at these stages centers around basic interpersonal communication skills, the English Language Learner Program at ISD stresses the integration of the teaching of social and academic language skills. By integrating these skills, the language acquisition process happens faster.
STAGES 0-5

0 - No English

1 - Silent Period
Receptive vocabulary but depends almost entirely upon gestures, facial expressions, objects, pictures, a phrase dictionary, and often a translator.

2 - Basic Survival English
Receptive and somewhat expressive. Occasionally comprehends chunks of discourse.

3 - Routine Conversational Exchanges
Comprehends when speaker repeats, gestures, and uses concrete referents.
Speaks haltingly, if at all. Shows some recognition of written segments. Not literate in English.

4 - Adequate Conversational Skills in Highly Contextual Settings
Decodes written symbols. Writes dictated items.

5 - Uses Language to Exchange Social Information and to Extract Meaning from Simple Texts
Some difficulty with comprehension. Speaks hesitantly making frequent errors in grammar, word usage, and pronunciation. Lapses into silence. Reads very simple texts. Writes with fairly restricted structures and vocabulary. About two years below native speakers in language skills.

Levels 6-9: Academic/School Language Level (Cognitive Academic Language Proficiency Skills)

- Learners at levels 6-9 are identified as **Limited English Proficient (LEP)**
- LEP students are able to function at a peer competitive level without pull-out support.
- It may take LEP students from 3-7 years to work through levels 6 through 9.
- Cognitive Academic Language Proficiency Skills (CALPS) are developed during this period in the second language acquisition process.
- All instruction takes place in the regular classroom.
- For English language students to cross the threshold level that separates playground language from school language, it is important that they function at an academic level in at least one of their languages (academic skills transfer across languages). This is why our ELL Program stresses the development of academic language skills alongside the social language skills.
STAGES 6-9

6 - Threshold Level of Proficiency That Separates BICS from CALPS
Experiences dramatic increase in vocabulary recognition, both oral and written. Idioms (phrases, expressions, slogans) are difficult. Knows what he or she wants to say but gropes for utterances. Frequent errors in grammar, word usage, and pronunciation.

7 - Near English Fluency and Literacy
Comprehends substantial parts of academic conversation. Sometimes requires repetitions in context-reduced discourse. Has confidence in speaking but some errors are common. Reads and writes texts containing complex vocabulary. Some difficulty expressing abstract language. Nearly up to grade level.

8 - Fluent and Literate
Comprehends much conversational and academic discourse. Idioms still present a little difficulty. Makes occasional spoken errors (e.g., prepositions and articles). Reads and writes materials commensurate with cognitive development. Works up to grade level.

9 - Bilingual and Literate
Comprehends academic discourse with little difficulty. Speaks fluently with few errors. Reads and writes both concrete and abstract materials. Manipulates language with relative ease and evidences metaphorical expression. Able to work up to potential in all academic areas.

VI. PROGRAM

DELIVERY

N.E.P. Students:
- Pull-out: Non English Proficient students are pulled out for English language support during the most language-intensive subjects, especially Language Arts and Social Studies.
- Push-in: Non English Proficient students attend mainstream classes that are the most context-embedded subjects (Science and Math). Classroom teachers will tailor classroom objectives to ELL students’ needs, specifically addressing the “big idea,” but nevertheless exposing ELL students to thinking and study skills that run across the curriculum. While using scaffolding techniques, they will make sure students with little or no English have access to the mainstream curriculum.
- Generally, N.E.P. students will receive two periods of pull-out language support per day for a maximum period of two years.

L.E.P. Students:
- Limited English Proficient students are in all mainstream classes. They receive English language support during electives (high school) and in after school classes (elementary and middle school).
- The language support for L.E.P. students may go on for a maximum period of three years.
SHELTERED IMMERSION

ISD offers a sheltered immersion program for English Language Learners. All non-native English background students receive their instruction in English medium academic classrooms. Students not meeting the English language entrance criteria receive English language support so that they are not submerged by the demands of the mainstream curriculum.

<table>
<thead>
<tr>
<th>Model</th>
<th>Language Goals</th>
<th>Target Population</th>
<th>Classroom Population</th>
<th>Literacy Language Used</th>
<th>Curriculum Model Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mainstream trained with ESL or</td>
<td>Bilingualism</td>
<td>Non-English background students</td>
<td>Partially to fully</td>
<td>Mother tongue and English</td>
<td>Mainstream curriculum with English for Academic Purposes (EAP) scaffolding support: push-in and pull-out co-teaching arrangements; ESL and mainstream teachers work collaboratively</td>
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<td>literacy across all</td>
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<td>integrated</td>
<td>literacy from beginning</td>
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<td>subjects</td>
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<tr>
<td>Pull-out &amp; push-in options for</td>
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<td>scaffolding</td>
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KEY COMPONENTS OF SHELTERED IMMERSION

- Teachers collaboratively assist English Language Learners (ELL) in language development.
- **Scaffolding** is used to meet student needs. Students who are unable to complete instructional tasks independently require assistance through the use of temporary support mechanisms implemented by teachers.

In the appendix of this guide An ABC Book of Scaffolding Strategies will provide mainstream teachers with sample scaffolding strategies. In addition, teachers will find an abundant supply of reading and writing strategies for diverse learners in the big black binder that is distributed at the start of the school year.

VII. ELL CURRICULUM

The English Language Learner curriculum is aligned with content standards and content benchmarks. The I.S.D. mission statement is based on high standards for what students should know and be able to do. The I.S.D. curriculum offered to all I.S.D. students is standard based and assessment driven. **The ELL specialist and classroom teacher collaboratively plan curriculum delivery for English language learners.** Once content standards, skills, and assessment tasks are identified, the ELL specialist will target instructional strategies to make content accessible for English language learners, and support them in acquiring specific skills. Differentiation in formative and summative tasks will also be addressed.
In the appendix there is a framework for collaborative curriculum delivery, as well as examples of grades 2, 6, and 9 task planners, and unit planners for collaborative teaching.

Teachers will find blank task planners and unit planners in the big, black binder. These planners help us plan for the English for Academic Purposes Scaffolding Instruction in pull-out and push-in situations.

NOTE: The International School of Dakar acknowledges Dr. Virginia Rojas, English as a Second Language researcher and trainer, for providing the curriculum model found within this handbook.
Appendix 1:

A Framework for Collaborative Curriculum Delivery

- Big Idea
- Unit Planner
- Unit Planner Examples
  - Grade 2 Unit
  - Grade 2 Task Planner
  - Grade 6 Unit
  - Grade 6 Task Planner
  - Grade 9 Unit
  - Grade 9 Task Planner
<table>
<thead>
<tr>
<th>KEY CONTENT/BENCHMARKS</th>
<th>L.A. BENCHMARKS/SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Oral</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
</tr>
<tr>
<td></td>
<td>Words</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
</tr>
</tbody>
</table>

**FORMATIVE ASSESSMENT TASKS**

**SUMMATIVE ASSESSMENT**
<table>
<thead>
<tr>
<th><strong>BEFORE</strong></th>
<th><strong>SCAFFOLDING</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DURING/THROUGH</strong></td>
<td></td>
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<td><strong>AFTER</strong></td>
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UNIT PLANNER

**TITLE:** Dinosaurs & Endangered Species  **GRADE:** 2  **DURATION:** 6 weeks

**Science:** understands biological evolution & diversity of life

**Standards:**
- **Social Studies:** knows chronological relationships
- **Language Arts:** S.3 academic interaction/ R.1 acquire English vocabulary/ R.4 & 5 identify & analyze text features of genre/ R.6 gather information/ W.1-4 Writing Process

**Essential Questions:** What was the world like long ago? Why are some animals endangered? How can we help protect endangered animals?

<table>
<thead>
<tr>
<th>Key Content/Benchmarks</th>
<th>L.A. Benchmarks/Skills</th>
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</table>
| **Science:**  
1. knows that some organisms that once lived on earth have completely disappeared  
2. knows the reasons why some organisms are endangered  | **ORAL**  
S.3 restate main idea/ identify details that support a main idea in a literary or informational text/ respond to factual & inferential questions about abstract ideas/ demonstrate comprehension of specific information that is heard in an academic context – especially when clarification is needed  | **Reading**  
R.4 identify the elements of plot, character & setting in stories/ identify & compare characteristics of various genre (fiction vs. nonfiction)  
R.5 identify forms & purposes of informational texts/ use knowledge of texts & graphic features to determine the purpose & meaning of text  
R.6 gather information to answer questions  |
| **Social Studies:**  
1. knows how to identify beginning, middle & end of historical stories  
2. distinguishes among broad categories of historical time (i.e. long long ago, long ago, yesterday, today & tomorrow)  
3. understands that people are more likely to believe a person’s ideas if that person can give good reasons (primary vs. secondary sources)  
4. provide coherent reasons when asked why one believes something to be true or how one knows something (primary vs. secondary sources)  | **Words**  
R.1 read & spell essential vocabulary words/ identify words that appeal to the senses in literature that is heard/ use text clues to increase comprehension of vocabulary  | **Writing**  
W.1 organize ideas for differing genres  
W.2 write sentences that give information (nonfiction)/ write a story that has a beginning, middle & end  
W.3 select & use words to increase detail (fiction)/ identify words that can be used to make ideas clearer  
W.4 use correct mechanics & eliminate sentence fragments when editing (i.e. subject/ verb/ object)  |

**Summative Oral Assessment**  
Students will read their booklets to various audiences distinguishing between the features of fiction & nonfiction (i.e. fact vs. fiction). Students will answer questions.

**Summative Writing Assessment**  
Students will gather information from various sources & use the information to write two booklets: a fictional story of a dinosaur & a nonfiction story on an endangered animal.

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<table>
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<tr>
<th>BEFORE</th>
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<tr>
<td>Read alouds &amp; shared reading experiences to identify characteristics of genre (fiction vs. nonfiction)</td>
<td>picture walks before read alouds &amp; shared readings/ co-teaching</td>
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<tr>
<td>Agreement Circles/Find the Fib/ Draw What I Say/ Same Different Cooperative Strategies – to help students understand real vs. imaginary</td>
<td>have ELL focus on big idea – real vs. imaginary - with either yes/ no response OR with nonverbal response holding cards up</td>
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<tr>
<td>Structured Sort Activity - students distinguish between fictional &amp; real dinosaurs to provide coherent answers about what is true &amp; how one knows</td>
<td>group ELL with proficient bilingual peers for sorting activity - groups of 3’s with rotating jobs of sorter, recorder, &amp; responder/ co-teaching</td>
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<tr>
<td>Venn Diagram for conceptual clarity of real vs. imaginary/ fiction vs. nonfiction as model - then students do venn on their own - use Cooperative Strategy Crack My Venn to have students practice restating of main ideas &amp; supporting details &amp; identifying of primary vs. secondary sources</td>
<td>ask parents to reinforce concept of real vs. imaginary in mother tongue</td>
</tr>
<tr>
<td>Who Am I? Cooperative Strategy to have students practice describing (use of adjectives) dinosaurs &amp; identify causes of extinction</td>
<td>ELL complete 5W &amp; senses graphic organizer with ESL teacher before venn task</td>
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<td>venn in groups of 3’s – ELL has task of illustrator/ co-teaching</td>
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<td>ELL use completed graphic organizers for task</td>
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<td>Color code game cards by difficulty level for vocabulary &amp; questions (different material/ same task)/ co-teaching</td>
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<td>Inherently scaffolded but may need questions translated</td>
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<td>Inherently scaffolded but ESL teacher may reinforce pronunciation &amp; intonation</td>
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<td></td>
<td>Semantic Gradient Scale vocabulary strategy with ESL teacher OR Word Wall of adjectives for all</td>
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<td>Buddy ELL either with same language OR with very verbal partner</td>
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<td>ELL can copy from text as long as they understand what they are copying (comprehension level)</td>
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</tbody>
</table>

**DURING**

- Comprehension Game Reading Strategy for vocabulary & elements of plot, character & setting

Any or all of the following reading strategies:

- Do You Hear What I Hear? - for gathering information for nonfiction notebooks
- Echo Reading – as rehearsal for oral reading of completed books
- Split Screen Strategy – to identify & add words that appeal to the senses
- Say Something – to practice using text clues to increase comprehension
- Sketch to Stretch Strategy – to help students visualize what they read for journals/ notes
- Talking Drawings – to prepare students to imagine what dinosaurs might have ‘said’ to help organize ideas for booklets & what endangered species might ‘say’ to protect themselves

**VIRGINIA P. ROJAS LANGUAGE EDUCATION CONSULTANT (732) 940-1860 vprojas@aol.com**
Guided Reading - to focus on distinguishing text features of fiction vs. nonfiction/ sequence/ full sentences
Independent Reading - to introduce concepts of gathering information for notebooks & responding to fictional stories

AFTER

Stir the Class/ Numbered Heads Together/ Team Stand-n-Share/ Team-Pair-Solo Cooperative Strategies - to have students respond to factual & inferential questions THEN put information in journals & notebooks
Partners Share Cooperative Strategy journals & notebooks help students organize ideas for differing genres

Use four kinds of writing (K-2 package) - to write two booklets
Shared writing for drafting
Interactive writing for revising
Guided writing for editing
Independent writing for responding to others’ booklets

Homogeneous grouping for guided reading so all students are working on same concept at their level of (same task - different material)/ co-teaching

Use books in mother tongue OR books with more visuals than text - have ELL use cartoon strips for journal entries focusing on beginning, middle & end - have ELL use illustrations for notebooks
Give ELL factual questions until they can move to inferential questions (differentiate questions)/ co-teaching
ELL can enter information into journals & notebooks in visual format, mother tongue, or with the aid of an assistant or ESL teacher

Use four kinds of writing (K-2 package) - to write two booklets
Shared writing for drafting
Interactive writing for revising
Guided writing for editing
Independent writing for responding to others’ booklets

Have ELL use illustrations from notebooks to label the illustrations using a picture or bilingual dictionary - then putting labels into phrases - then phrases into sentences to get drafts - SAME for cartoon strips for fiction story/ co-teaching
Pair ELL with bilingual partner for revising & with same ‘mistake maker’ for editing
Give ELL stickers with comments for independent feedback to others’ booklets

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<table>
<thead>
<tr>
<th>Content</th>
<th>Skills</th>
<th>Assessment</th>
<th>Strategies</th>
<th>Scaffolding</th>
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</table>
| **Week 1**  
5 days | How do we know what is real and what is make believe? | identify characteristics of genre (fiction vs. non-fiction)  
understand real vs. imaginary concept | **formative task:**
- gather information
- oral retellings
- drawing
- sorted statements | **pre-reading**
- each day:
- picture walks  
**during reading:**
- read alouds/
- shared reading & **cooperative learning strategies** - agreement circles/ find the fib/ draw what I say/  
**post-reading**
- each day:
- structured sort strategy | **parallel co-teaching**  
ask parents to reinforce concept of real vs. imaginary in mother tongue  
**station co-teaching:**
- ELL respond with yes/ no or with nonverbal cards (differentiated task & material)  
- group ELL with proficient bilingual peers for sorting - 3's with jobs of sorter, recorder, & responder - **peer co-teaching**  
- ELL complete 5W & senses graphic organizer with ESL teacher before venn  
- venn in groups of 3's - ELL job of illustrator/ recorder - **peer co-teaching** |
| | | provide coherent answers about what is true & how one knows  
restating of main ideas & supporting details & identifying sources | **evidence of:**
- Venn diagram  
graphic organizer | | |

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**UNIT PLANNER**

**TITLE:** Myths, Legends & Folktales  **GRADE:** 6  **DURATION:** 4 wks

**STANDARDS:** **Language Arts:** identify and analyze text elements and techniques as used in literary genres/ pre-writing/ writing/ revising/ editing

**ESSENTIAL QUESTIONS:** How are myths, legends & folktales unique? Why do they endure?

<table>
<thead>
<tr>
<th>Key Content/Benchmarks</th>
<th>Oral</th>
<th>Reading</th>
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<tbody>
<tr>
<td>Can distinguish elements of folktales, legends, &amp; myths (i.e. similarities &amp; differences)</td>
<td>Uses strategies to enhance listening comprehension (take notes, paraphrases, summarizes)</td>
<td>Uses reading skills &amp; strategies to understand a variety of literary texts (myths, legends &amp; folktales)</td>
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<td>Plays a variety of roles in group discussions</td>
<td>Knows the defining characteristics of such texts</td>
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<td>Asks &amp; answers questions</td>
<td>Understands elements of character development, use of language (i.e. dialogue), setting, &amp; conflict/ resolution for plot</td>
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<td>Presents orally using appropriate tone &amp; volume</td>
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<tr>
<th>Words</th>
<th>Writing</th>
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<tbody>
<tr>
<td>list words &amp; phrases to support the audience, purpose &amp; topic of the writing task/ generate technical, specific &amp; abstract words or phrases related to the writing task</td>
<td>Generate questions/ identify the structures &amp; length of the writing task/ organize information/</td>
</tr>
<tr>
<td>use knowledge of correct mechanics/ spelling &amp; sentence structure and usage when editing</td>
<td>write a story with well-developed characters, setting, dialogue, &amp; conflict/ resolution that includes sufficient descriptive detail</td>
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**Summative Oral Assessment**
oral sharing with audience (peers)

**Assessment Tasks**
organizers, drafts, revisions, peer editing

**Summative Writing Assessment**

Over a four-week period of reading a myth/ legend & folktale, students will employ the writing process to develop one original folktale, legend, or myth. The work will contain literary structures and elements typical of its genre.

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<tr>
<td>Show films or vignettes of myths, legends, folktales to enhance listening comprehension OR reads sections with whole class using Pen-in-Hand Reading Strategy (i.e. <em>take notes</em>) OR both of these - have students ask &amp; answer questions about how the stories are the same &amp; different using cooperative strategies of Find Someone Who/ Find the Fib/ Mix Pair Discuss Q-Strips reading strategy to generate questions prompts produced by spinners to put on wall for jigsaw groups Story Impressions Reading Strategy OR Open Word Sort/ Word Bank/ Word Chains Vocabulary Strategies to list words &amp; phrases to support structure and meaning within and among paragraphs - put up phrase wall Jigsaw Groups to play a variety of roles in group discussions - home groups of 3 - students will each read either a myth, legend, or folktale - expert groups will complete vocabulary story maps to show elements of character development, use of language, setting, conflict/ resolution - home groups will share story maps in order to complete triple venn diagram as evidence of knowing defining characteristics of myths, legends, &amp; folktales</td>
<td>Showing films is the scaffolding strategy of contextualization Pen-in-Hand is a modeling scaffolding strategy/ co-teaching Write in names for ELL students of who they should find or pair with ESL teacher prepares ELL using strips beforehand OR give ELL strategic strips/ co-teaching Pair students with bilinguals who can translate OR have ESL teachers preview the task with ELL/ put in notebooks for ELL Leveled readers to match students to reading level OR provide shadow reading in mother tongue - select a folktale which is universal or particular to ELL culture/co-teaching ESL teacher can use the following reading strategies with ELL simultaneously or beforehand: interactive reading guide, one-to-one tutoring, guided reading, REAP</td>
</tr>
</tbody>
</table>

*Students can use any of the reading strategies:*
coding strategy, collaborative strategic reading, DRTA, elaborative interrogation, peer reading, Scintillating Sentences &
<table>
<thead>
<tr>
<th>Quizzical Quotes (understanding &amp; Using dialogue) - plays a variety of roles in group discussions.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DURING/THROUGH</strong></td>
</tr>
<tr>
<td>Missing Words/ Word Bank/ Word Boxes/ Word Cards Vocabulary Strategies/ to generate specific &amp; abstract words or phrases related to the writing task</td>
</tr>
</tbody>
</table>

Use cooperative learning strategies of either Team Story Maps/ Write What I Say/ Paraphrase Passport/ RallyTable/ Talking Chips to complete story maps in order to identify the structures & length of the writing task/ organize information into a multi-paragraph format for their individual drafts.

**WRITER’S WORKSHOP (SEE WRITING PACKAGE)**
Use completed story map to draft a story with well-developed characters, setting, & conflict/ resolution that includes sufficient descriptive detail.

Talk- write approach (see writing package) to have students generate dialogue into drafts.

Cooperative Learning Strategy Teammates Consult (teacher poses questions for each round) to come up with agreed-upon scoring guide to review content & organization to prepare for final editing.

**WRITING CONFERENCES/ FOUR KINDS OF SHARING/ EXEMPLARS WITH SCORING GUIDE/ PICTURE PERFECT/**

- Rearrange sentences, use a variety of sentence lengths/ patterns, & combine sentences in order to make writing more clear or interesting to the reader.

<table>
<thead>
<tr>
<th>SMART, think alouds, two-minute preview, visual reading guide</th>
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<tbody>
<tr>
<td>ESL teachers reinforces vocabulary &amp; demonstrates how these words can be used in writing draft</td>
</tr>
</tbody>
</table>

Inherently scaffolded since students do not have to work alone to complete story maps/ co-teaching.

Use completed story maps to number paragraphs for ELL/ co-teaching.

Modify the length of the writing task for ELL to include introductory, two or three supporting & concluding paragraphs/ Let ELL work in pairs to draft story.

Have ELL draft in mother tongue if they are able OR have ELL write using cartoon strips organizer with annotated text to accompany - focus on dialogue to develop character & plot - work for more detail by using 5 senses chart/ co-teaching.

ELL seated strategically to be last one to contribute.

See writing package for all of the following:
Have ELL color code drafts for revising.

ESL teacher uses GUIDED WRITING PROCEDURE & exemplars either in class at a station for struggling students OR out of class with ELL.

ESL teacher provides explicit instruction on sentence types.

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- Revise writing to ensure coherence & to improve transitions between ideas
- Add images/ sensory details and incorporate idiomatic expressions that are relevant to its purpose

**PEER EDITING CHECKLISTS TO:**
- Use knowledge of correct mechanics/ spelling/ & sentence structure and usage when editing

**AFTER**

Cooperative Learning Strategy Partners to rehearse using appropriate tone & volume

Orally present using cooperative learning strategy "Myths/ Folktales/ Legends" Poems for Two Voices - students of same story type get together to present to each other

ESL teacher uses explicit mediation strategy to help ELL recognize & self-correct errors

ESL teacher audio tapes story - then audio tapes ELL practicing so they can listen to both over and over

Inherently scaffolded since ELL will present to small group & will have partner

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## Grade 6 Task Planner

<table>
<thead>
<tr>
<th>Content</th>
<th>Skills</th>
<th>Assessment</th>
<th>Strategies</th>
<th>Scaffolding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 2</strong>&lt;br&gt;5 days</td>
<td>How are myths, legends, &amp; folktales unique?</td>
<td>Generate specific words &amp; abstract words or phrases related to the writing task</td>
<td>Vocabulary records</td>
<td><strong>Vocabulary Strategies:</strong>&lt;br&gt;Missing Words/&lt;br&gt;Word Bank/&lt;br&gt;Word Boxes/&lt;br&gt;Word Cards&lt;br&gt;Vocabulary using <em>station co-teaching to differentiate</em>&lt;br&gt;<strong>Cooperative Learning Strategies:</strong>&lt;br&gt;Team Story Maps/ Write What I Say/&lt;br&gt;Paraphrase Passport/&lt;br&gt;Rallytable/&lt;br&gt;Talking Chips to complete story maps</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify the structures &amp; length of the writing task</td>
<td><strong>Differentiation Strategy:</strong>&lt;br&gt;Writer’s Workshop using <em>parallel co-teaching</em>&lt;br&gt;<strong>formative task:</strong> draft</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Organize information into a multi-paragraph format</td>
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<tr>
<td></td>
<td></td>
<td>Draft a story with well-developed characters, setting &amp; conflict/ resolution that includes sufficient detail</td>
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</tbody>
</table>

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**UNIT PLANNER**

**TITLE:** Over-fishing in Today's Oceans  
**GRADE:** 9  
**DURATION:** 3 wks

**STANDARDS:**  
**Science:** Cultural Contributions & Historical Perspectives/ Nature & Process of Technology/ Diversity & Biological Evolution (Life Science)/Human Interaction & Impact (Environmental Studies)/  
**Cross Content Workplace Readiness:** Critical Thinking, Decision Making & Problem-Solving Skills, Information Technology & Tools/  
**Language Arts:** Reading/ Writing/ Media Literacy

**Essential Questions:** How can we as individuals make a difference on our world?

<table>
<thead>
<tr>
<th>Key Content/Benchmarks</th>
<th>L.A. Benchmarks/Skills</th>
</tr>
</thead>
</table>
| **Science:** recognize that scientific theories reflect the social & political climate of their time/ know that scientists work together to solve problems/ describe the major events & people in the history of science & technology, in conjunction with other world events/ analyze a product or system to determine the problem it was designed to solve, the design constraints, trade-offs & risks involved in using the product or system, how the product or system might fail, & how the product or system might be improved/ recognize how feedback loops work/ compare & contrast practices | **Oral**  
Discuss problems related to the increasing use of technologies  
Discuss how changing environmental conditions can result in evolution or extinction |
| **Workplace Readiness:** select appropriate tools & technology/ demonstrate skills needed to access & use technology-based materials through keyboarding, & information retrieval & management/access & assess information using both technological & print resources/ recognize & define a problem/ use models, relationships & observations to clarify problems & potential solutions/ use the library media center as a critical resource/ organize, synthesize & evaluate information/ evaluate the validity of solutions/ draw conclusions | **Reading**  
Recognize propaganda & bias in written texts  
Evaluate media for credibility |
| **Words** essential terms | **Writing**  
Analyze main ideas & supportive details  
Analyze text using patterns of organization, such as cause & effect, comparison & contrast  
Cite sources of information  
Understand that written communication affects the behavior of others |

**Summative Oral Assessment**  
Research notes, references, problem/solution graphic organizer, rebuttal

**Summative Writing Assessment**  
Over a three-week period, students are to utilize the public library to research over-fishing in the world's oceans and produce a publishable letter to the editor of the local newspaper. In the letter, they are to describe the extent of the problem, propose a solution, and both anticipate and rebut a contrasting point of view.
### BEFORE

- Use Knowledge Rating Vocabulary Strategy (see vocabulary package) to foster prior knowledge about essential terms from the unit.
- Use cooperative learning strategy Roundtable to model that scientists work together - have students use proposition/ support outlines (see reading package) along with letters to the editors about similar problems to practice recognizing propaganda, recognize & define a problem, clarify decisions to be made, identify & evaluate validity of alternative solutions, interpret & analyze data to draw conclusions, analyze text patterns - cause & effect, analyze main ideas & supportive details, organize/ synthesize & evaluate information for appropriateness & completeness.
- K-W-L chart - have students complete the 'K' & 'W' using the cooperative strategy of Similarity Groups (after research, they complete the 'L' for notes, citing sources of information as a reference list) to recognize that scientific theories reflect the social & political climate of our time & the impact of major events & people in the history of science & technology.

### SCAFFOLDING

- Have ESL teacher preview or translate words with ELL; ask ESL teacher to use Independent Word Learning Strategy with ELL.
- Model the completion of one outline on an overhead.
- Pair ELL with linguistic or similar-interests buddies/ co-teaching.
- Use a letter to the editor from a bilingual publication (English & Spanish side by side).
- Select an issue which might be culturally relevant (e.g. Vieques).
- K-W-L is an inherently scaffolded strategy because it is process oriented - have ESL teachers preview & review chart with ELL.

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- (& community or research workplace if possible) - to learn how to select appropriate tools & technology, to effectively access & use technology-based materials, access technology-based communication & information, access & assess information using technological & print resources, identify & access resources, sources of information, & services in the school & library.
- Use cooperative learning strategy Sages Share to have students complete steps graphic organizer for how to access information in library media center as per above benchmarks.
- Try to have a bilingual on hand who can translate on tour OR have a bilingual or ESL teacher preview & review the main points.
- Have students audiotape presentations & Sages Share presentation so they can listen later to translate steps into a steps graphic organizer.
**DURING/THROUGH**

- use reading strategies (see reading package):
  - anticipation guides to practice recognizing what is opinion or propaganda & bias in texts
  - concept collection to practice collecting evidence as crucial to propaganda & bias in text & to evaluate media for credibility, organize, synthesize & evaluate information for appropriateness & completeness, monitor & evaluate their own thinking
  - investigative teams to practice discussing problems related to the increasing use of technologies & how changing environmental conditions can result in evolution or extinction
  - scored discussion - to orally review all that has been learned about selected issues

**AFTER**

- SPAWN (see reading package) as post-reading/prewriting strategy to provide evidence of analyze a product or system to determine the problem it was designed to solve, the design constraints, trade-offs & risks involved, how the product or system might fail, & how the product or system might be improved, recognize how feedback loops are used, recognize & define a problem, clarify decisions to be made, monitor & evaluate own thinking, identify & evaluate validity of alternative solutions, use models/relationships & observations to clarify problems & potential solutions, compare & contrast practices that affect the use & management of resources

- Problem Solution Journals - students use ‘L’ chart of K-W-L charts to complete journal - then journal is used to draft letter using previous letters as exemplars

Use any or all of the following writing strategies (see writing package): discussion continuum, cubing, brain writing, writing conferences, post its, likert rating scale, a page with two columns, assessment conference session - to understand that written communication can affect the behavior of others

| Have ESL teacher prepare interactive reading guides (see reading package) |
| Have librarian identify useful listserves & CD Roms for ELL |
| ELL use mother tongue for self-evaluation of thinking |
| ELL have jobs of headline writer or graphic artist in Investigative Teams/ co-teaching |
| ELL go after at least two rounds of other students so they have role models |
| assign ELL journalist role - have ESL teachers preview & review differing opinions of issues/ co-teaching |
| Ask ESL teacher to compare & contrast passive & active writing styles |
| Give ELL specialized verb lists (see vocabulary package) to assist with active verb choice |

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# Grade 9 Task Planner

<table>
<thead>
<tr>
<th>Content</th>
<th>Skills</th>
<th>Assessment</th>
<th>Strategies</th>
<th>Scaffolding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Weeks 1 &amp; 2</strong>&lt;br&gt;5 – 8 days</td>
<td><strong>Vocabulary:</strong>&lt;br&gt;Essential terms&lt;br&gt;<strong>Reading:</strong>&lt;br&gt;Recognize propaganda &amp; bias in written texts/identify &amp; evaluate validity of alternative solutions</td>
<td><strong>Formative task:</strong>&lt;br&gt;utilize library to conduct research</td>
<td><strong>Pre-Research</strong>&lt;br&gt;Vocabulary &amp; Modeling Strategies:`&lt;br&gt;Knowledge Rating Scale Vocabulary Strategy&lt;br&gt;Sample letters - students complete proposition/support outlines in cooperative roundtable</td>
<td>ELL teacher previews or translates words with students &amp; completes Independent Word Learning Strategy for ELL during pull out support&lt;br&gt;ELL teacher provides sample letters in mother tongue &amp; helps selects topics which are culturally relevant&lt;br&gt;<strong>Graphic Organizer for Pre-Research</strong>&lt;br&gt;K-W-H-L chart to cite references take notes&lt;br&gt;Have bilingual student on hand to translate tour OR have ELL teacher preview &amp; review mains points&lt;br&gt;Tape record Sages Share presentation so ELL can listen later to put information into steps organizer</td>
</tr>
<tr>
<td><strong>Science standards:</strong>&lt;br&gt;Cultural contributions &amp; historical perspectives</td>
<td><strong>Technology &amp; workplace readiness:</strong>&lt;br&gt;Select appropriate tools &amp; technology/effectively access &amp; use technology-based materials, communication &amp; information/access &amp; assess information/identify sources/ Analyze a product or system to determine the problem it was designed to solve/the design constraints/tradeoffs &amp; risks/how the system might fail or be improved/recognize how feedback loops are used/recognize &amp; define a problem/identify &amp; evaluate validity of alternative solutions</td>
<td><strong>Questions &amp; notes</strong>&lt;br&gt;‘L’ notes into outline&lt;br&gt;<strong>problem solution journals</strong></td>
<td><strong>During Research:</strong>&lt;br&gt;Proposition Support Outline Reading Strategy&lt;br&gt;Library visits/Modeling using one teach, one drift co-teaching &amp; cooperative learning strategy&lt;br&gt;Sages Share</td>
<td></td>
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<tr>
<td><strong>Nature &amp; process of technology</strong></td>
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<tr>
<td><strong>Diversity &amp; Biological Evolution</strong></td>
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<tr>
<td><strong>Human Interaction &amp; Impact</strong></td>
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Appendix 2:

An ABC Book of Scaffolding Strategies for English Language Learners
An ABC Book of Scaffolding Strategies for English Language Learners

Developed by: Els Sueters
English Language Learner/English as a Second Language Specialist
Below you will find a sample of scaffolding activities. For a full array of scaffolding activities, please look for the Reading and Writing Strategies for Diverse Learners section in the big black binder that was handed out at the beginning of the school year.

All strategies discussed below are linked to the five main linguistic principles, namely:
- Anxiety Reduction
- Verbal Interaction
- Active Involvement
- Comprehensible Input
- Contextualizing Information.

Enjoy!

Anxiety Reduction is with Comprehensible Input one of Stephen Krashen's most important linguistic principles. When anxiety is high, the brain shuts down and no learning will be done. Therefore, I invite you to read on and find out about the different strategies that help lower anxiety...
Bingo

Scaffolding activity that can be done as a review activity to reinforce, internalize new concepts, and vocabulary. Vocabulary is acquired by wanting to name one’s world. If you don’t know your vocabulary you will never get to a discourse level. Discourse leads to proficiency. Vocabulary + Syntax = Proficiency

Linguistic principles:
- Active involvement
- Verbal interaction

Continuums:

Bonnie Campell Hill wrote Developmental Continuums: A Framework for Literacy Instruction and Assessment K-8. Her work is available in the professional development section in the I.S.D. library. It presents Language Arts as a continuum; her framework allows us to approach literacy as developmental process, rather than a linear one.
Differentiation is effective to use in classrooms where students possess a *range of skills and funds of knowledge*. It is also effective for ELL because it allows for modification of assessment tasks, instructional strategies, & materials. It can be linked to Krashen’s principles of comprehensible input and anxiety reduction. One effective example of differentiation is the *jigsaw strategy*. Others include alternative assessment, flexible groupings, learning contracts, centers, & tiered assignments.

**Empathy**

Teachers and peers with empathy help reduce anxiety levels that English Language Learners may experience (especially the tongue-tied and the inhibited).

**Flexible grouping**

- Total Group
- Alone
- Pairs
- Small groups
Flexible grouping is a way to differentiate and provide scaffolding for English Language Learners. They will do better in this set up due to the high level of interaction. Linguistic principle: Verbal Interaction and Anxiety Reduction.

Generated language as opposed to scripted language. If scripted language comes from teachers, generated language comes from students. To get away from scripted language, give students a cueing system as a scaffold to break the scripted language, e.g. Found Poem. Linguistic principle: Verbal Interaction and Active Involvement.

Hennings-Sequence Strategy is a writing strategy you will find on page 158 of the Writing Strategies for Diverse Learners. It helps writers clarify the organization of information. Linguistic principle: Comprehensible Input, Contextualizing Information.
Input, intake & output are essential for second language acquisition to occur. Input needs to be made comprehensible (e.g. visuals & pictures for beginners, text chunking or films for intermediates and advanced). Intake can be enhanced through a relaxed atmosphere and through interactive processing activities (e.g. cooperative learning in heterogeneous and flexible groupings). Output needs differentiation of product (e.g. graphic organizer or mother tongue writing for beginners, 3 paragraph composition for intermediates, 5 paragraph essays for advanced) and process strategies (e.g. the writing process).

Jigsaw strategies fit into a cooperative learning structure: each teammate has part of the answer or a clue card; teammates must put their info together to solve the problem. Linguistic principle: Verbal Interaction and Active Involvement.
**K-W-L** chart is a chart used to start teacher and students on a unit. Essentially, the chart discovers what is already known on a topic, what we want to find out about a topic, and how we’re going to find out about it. To assess what was learned, assessment tasks drive the unit. Scaffolding strategies are identified to support the learning process.

**Line-ups** are a cooperative learning structure. Students line up by characteristics, estimates, or assigned items. Linguistic principle: Active Involvement.

**Modeling patterns** is a scaffolding strategy that can be used to help beginning ELL gather information and draft a paragraph. Linguistic principle:
- Comprehensible Input
- Verbal Interaction (conferencing)
- Contextualized Language (graphic organizer)
- Anxiety Reduction
- Active Involvement
Non-fiction reading strategies can be used to make non-fiction texts more accessible for ELL:

Chapter title
Picture walk
Key vocabulary
Section headings
Main ideas (topic sentence)
Supporting details
T-charts
Summary (Conclusion)
Glossary

Linguistic principle: comprehensible input, contextualizing language.

Output requires differentiation of product. (e.g. graphic organizer or mother tongue writing for beginners) Input, intake and output are essential for second language acquisition to occur.
Prompts can be used to give ELL access to stories, especially when read aloud. In the lower grades (K-1) English proficient peers can act out a story while the teacher reads aloud. Linguistic principle: comprehensible input, contextualizing language.

Que question spinners can be used to generate language. Linguistic principle: Active Involvement, Verbal Interaction.

Rebus is a scaffolding strategy that can be used for beginning ELL in reading, writing, and speaking skills. Linguistic principle: Comprehensible input, Contextualizing language and anxiety reduction.

Structured sorts: most of our curriculum is about sorting: Do's & Don’ts, Good Guys & Bad Guys, Pets & Wild Life, are examples of dichotomies. Linguistic principle: categorical imperative; our brain sorts information into action, distinction, and degree.
Three Step Interview: Students share information with a partner and vice versa, then they round robin to share their partner’s report with other classmates. Linguistic principle: verbal interaction.

Use mother tongue to define, explain, clarify, and elaborate.

Venn diagrams compare and contrast. Linguistic principal: categorical imperative; our brain is set to categorize.

Word walls
-Be selective, limit to words commonly needed in writing
- Add words gradually (five a week)
- Make them accessible; use big letters and different colors
- Practice words by chanting and writing them in different ways
- Allow for a variety of review

Linguistic principle: Comprehensible input and active involvement.

Expectation chart or T-graph can be used for self assessment and meta cognitive awareness.

Reading Strategy

While reading, students take notes on texts alone or in pairs. Students will use:
1: colored markers for main ideas
2: circles for new terms
3: numbers for sequential events
4: arrows for related concepts
5: question marks for unclear issues
Pairs share with others when finished.
Linguistic principle: contextualizing language, active involvement, and verbal interaction.
Zip Cloze is a vocabulary/reading comprehension strategy that consists of deleting selected vocabulary from a text. Students use context clues to guess the missing words. This strategy emphasizes determining main ideas and reading comprehension.
Appendix 3:

A Multiple Assessment Program for English Language Learners
Multiple Assessment Program
For English Language Learners

ENGLISH LANGUAGE LEARNER PROGRAM ENTRANCE & EXIT CRITERIA

Els Sueters
English Language Learner Specialist
2005-2006
ESL MAP (MULTIPLE ASSESSMENT PROGRAM) INVENTORY

Student Name ____________________________________________________________

Native Language _________________________________________________________

Date ____________________________________________________________________

I  Language Use Survey (1st week) ___________________________________________

II  Language Background Survey (1st week) ____________________________________

III  IDEA: Oral, Reading, and Writing English Proficiency Tests (beginning and end of school year) ___

IV  Quick Brigance Diagnostic Inventory (beginning) _____________________________

V  IOWA Test Of Basic Skills (not in 1st year fall when student is below level 5, only in spring) ____________________________

VI  Oral Interview Data Form (first and last week) _______________________________

VII  Content Area Progress Report (done by content teacher after 4-6 weeks) _________________

VIII  Writing Sample (2 or 3 days after oral interview) _____________________________

IX  Rojas Academic English Proficiency Scale _________________________________

Placement / Recommendation ______________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
LANGUAGE USE SURVEY

- ESL Coordinator

Date ___________________________________________________________________________________

Student’s name __________________________________________________________________________

Birthday _______________________________________________________________________________

Native Language _________________________________________________________________________

1. The persons around me who speak English are:
   a. _______ Mother           e. Siblings
   b. _______ Father           f. Self
   c. _______ Other Relatives  g. No one
   d. _______ Friends          h. Others; identify

   ____________________________
   ____________________________
   ____________________________

2. In my home these people listen to English language radio programs or watch English language TV:
   a. _______ Mother           e. Siblings
   b. _______ Father           f. Self
   c. _______ Other Relatives  g. No one
   d. _______ Friends          h. Others; identify

   ____________________________
   ____________________________
   ____________________________

3. These persons I know can read in English
   a. _______ Mother           e. Siblings
   b. _______ Father           f. Self
   c. _______ Other Relatives  g. No one
   d. _______ Friends          h. Others; identify

   ____________________________
   ____________________________
   ____________________________

4. These persons I know can write in English
   a. _______ Mother           e. Siblings
   b. _______ Father           f. Self
   c. _______ Other Relatives  g. No one
   d. _______ Friends          h. Others; identify

   ____________________________
   ____________________________
5. I hear English spoken from the following people:
   a. _______ Mother  
   b. _______ Father  
   c. _______ Other Relatives  
   d. _______ Friends  
   e. Siblings  
   f. Self  
   g. No one  
   h. Others; identify
   ____________________
   ____________________
   ____________________

6. I hear English spoken in the following places:
   a. _______ Mother  
   b. _______ Father  
   c. _______ Other Relatives  
   d. _______ Friends  
   e. Siblings  
   f. Self  
   g. No one  
   h. Others; identify
   ____________________
   ____________________
   ____________________

7. I like or want to learn English because:
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

8. I don’t like or don’t want to learn English because:
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
LANGUAGE BACKGROUND SURVEY

- ESL Coordinator

Date ______________________________________________________________________________________

Student’s name ___________________________________________________________________________

Native Language _____________________________________________________________________________

1. What languages do you speak? ______________________________________________________________________________________

2. What languages does your mother speak? ___________________________________________________________________________

3. What languages does your father speak? ____________________________________________________________________________

4. How many years have you studied English? __________________________________________________________________________

5. Have you studied at another English-language school?
   _____yes        _____no

6. If so, which one and how long?
   School ________________________________________________________________
   ______________________________________________________________________
   Number of years _________________________________________________________

7. If no to question #5, where did you study English?
   ______________________________________________________________________

8. Please rate your English proficiency by circling one of the following:
   none      weak      average      good      very good      excellent

9. Which areas of English do you feel you need to improve?
   listening      speaking      reading      writing      all
Quick Screening Test
Adapted from Brigance Diagnostic Inventory of Basic Skills

Grade 1 - 6

Student’s name ____________________________________________________________

Birthday ________________________________________________________________

Age ________________________________________________________________

Grade level ________________________________________________________________

Nationality ______________________________________________________________

Date ________________________________________________________________

Previous school experience ________________________________________________________

Comments ________________________________________________________________

READ I NG
Word Recognition Grade Level:

Direction Words:

Abbreviations:

Contractions:

Oral Reading Level:

Reading Comprehension Level:

LANGUAGE ARTS
Handwriting:

Capitalization:

Punctuation:

Math Grade Level:
Quick Screening Test
Adapted from Brigance Diagnostic Inventory of Essential Skills

Grade 7 - 9

Student’s name ________________________________________________________________

Birthday ____________________________________________________________________

Age ________________________________________________________________________

Grade level __________________________________________________________________

Nationality __________________________________________________________________

Date ________________________________________________________________________

Previous school experience _____________________________________________________

Comments _____________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

READ I NG
Word Recognition Grade Level:

Oral Reading Level:

Reading Comprehension Level:

LANGUAGE ARTS
Handwriting:

Capitalization:

Punctuation:

MATH
Math Grade Level:
1. The interview should last approximately 20 minutes and should be taped. Remember, this is only a language sample for general analysis.

2. If the student has difficulty in expressing him/herself, or if he/she cannot find the exact word or expression for a specific idea, the word should be supplied. A student answering in his/her native language should be encouraged to answer in English if they can.

3. If a student does not understand a question, express it in another form before asking a new question. Remember, avoid yes/no questions.

4. Use a normal conversational tone. Avoid making the interaction a question/answer session. Explore high-interest topics.

5. The interview should not consist of questions made haphazardly. It should have a purpose and a structure which consists of four stages
   
   a. Beginning: Start with some social amenities or a simple conversation so the student will feel comfortable.

   b. Verification of linguistic level: In this stage the student’s maximum linguistic level is determined. Here, one should explore various topics and functions in order to determine the student’s linguistic consistency.

   c. Soundings: The purpose of the soundings is to determine whether the previous level is really the maximum level the student is capable of maintaining consistently. Often, the student will indicate that he/she understands the question but is not able to respond in English. Likewise, at times, a student will alternate between the native language and English.

   d. Termination: In the last stage, in order for the student to leave feeling good about him/herself and the interview, return briefly to a topic the student was able to develop well or inquire about something he/she plans to do in the future.

6. Although the interview is not a test of grammar it is necessary to determine if the student controls certain elements of English syntax, morphology vocabulary and pronunciation. You should carefully determine which elements are the most important according to the expectations set by your school for specific grade levels.
ORAL INTERVIEW DATA FORM

- ESL Coordinator

Date ________________________________________________________________________________

Student Name ________________________________________________________________________

Native Language _____________________________________________________________________

LISTENING

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CONTENT AREA PROGRESS REPORT

STUDENT’S NAME : ________________________________

SUBJECT : ______________________________________

TEACHER : ______________________________________

DATE : _______________________________________

|---------------------------|------------------|------------------|------------------|-----------------|

LISTENING AND SPEAKING
Student is easily understood by teacher and others

Student’s oral language does not interfere with class performance; i.e., discussions, reports, oral reading

Student is able to follow oral directions

READING AND WRITING
Student’s written errors are of the type produced by most other students in class

Student is able to successfully complete reading assignments

Student has the ability to complete in-class assignments and tests within the allotted time
### SOCIAL AND CULTURAL

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<tr>
<td>Student has been observed interacting positively with other students in class</td>
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<td>Student seeks teacher’s help when needed</td>
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<tr>
<td>Student successfully seeks help from peers and tutors when needed</td>
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<td>Student exhibits the self-confidence necessary to participate in class activities</td>
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### GRADES

Grade are adjusted because of student’s lack of English proficiency

<table>
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<tr>
<th>GRADES:</th>
<th>1st Quarter</th>
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<th>1st Semester</th>
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Grades are based on:

- ______ Regular class objectives
- ______ Special objectives designed for this student

### COMMENTS:

______________________________________________________________________________________

______________________________________________________________________________________
ESL ACADEMIC LANGUAGE PROFICIENCY SCALE – (ROJAS, 1990)

Student’s Name _______________________________  Native Language _________________________________
Date ________________________________________

9 - - -BILINGUAL AND LITERATE. Comprehends academic discourse with little difficulty. Speaks fluently with few errors. Reads and writes both concrete and abstract materials. Manipulates language with relative ease and evidences metaphorical expression. Able to work up to potential in all academic subjects.

8 - - -FLUENT AND LITERATE. Comprehends much conversational and academic discourse. Idioms can still present a little difficulty. Makes occasional spoken errors (e.g.) prepositions and articles). Reads and writes materials commensurate with cognitive development. Works up to grade level.

7 - - -NEAR ENGLISH FLUENCY AND LITERACY. Comprehends substantial parts of academic conversations. Sometimes requires repetitions in context-reduced discourse. Has confidence in speaking but some errors are common. Reads and writes texts containing complex vocabulary. Some difficulty expressing abstract language. Nearly up to grade level.

6 - - -THRESHOLD LEVEL OF PROFICIENCY THAT SEPARATES BICS FROM CALPS. Experiencing dramatic increase in vocabulary recognition, both oral and written. Idioms are difficult. Knows what he or she wants to say but gropes for utterances. Frequent errors in grammar, word usage, and pronunciation.

5 - - -USES LANGUAGE TO EXCHANGE SOCIAL INFORMATION AND TO EXTRACT MEANING FROM SIMPLE TEXTS. Some difficulty with comprehension. Speaks hesitantly making frequent errors in grammar word usage, and pronunciation. Lapses into silence. Reads very simple texts: Writes with fairly restricted structures and vocabulary. About two years below native speakers in language skills.

4 - - -ADEQUATE CONVERSATIONAL SKILLS IN HIGHLY CONTEXTUALIZED SETTINGS. Decodes written symbols. Writes dictated items.

3 - - -ROUTINE CONVERSATIONAL EXCHANGES. Comprehends when speaker repeats, gestures, and uses concrete referents. Speaks haltingly, if at all. Shows some recognition of written segments. Not literate in English.

2 - - -BASIC SURVIVAL ENGLISH. Receptive and somewhat expressive. Occasionally comprehends chunks of discourse.

1 - - -THE SILENT PERIOD. Receptive vocabulary but depends almost entirely upon gestures, facial expressions, objects, pictures, a phrase dictionary, and often a translator.

0 - - -NO ENGLISH