METHACTON SCHOOL DISTRICT

ESL/ELL Program Plan

June 2016

Table of Contents

PENNSYLVANIA ESL CURRICULUM REGULATIONS

Title 22, Chapter 4, Section 4.26 of the Curriculum Regulations requires that the school districts provide a program for every student who is limited English proficient (LEP) or an English language learner (ELL). The regulations state: "Every school district shall provide a program for each student whose dominant language is not English for the purpose of facilitating the student's achievement of English proficiency and the academic standards under § 4.12 (relating to academic standards). Programs under this section shall include appropriate bilingual-bicultural or English as a second language (ESL) instruction."

ESL PROGRAM GOALS AND OBJECTIVES

The ESL (English as a Second Language) program is established to provide students with the academic and social structures needed for both school performance and everyday living. The program functions in grades K-12, following the Planned Course of Instruction developed for regular education in the Methacton School District.

Together with the classroom teacher, the ESL teacher develops language acquisition and cognitive academic language skills through the use of sound instructional techniques. The ESL program provides the English Language Learner (ELL) the opportunity to grasp the academic, social, and cultural aspects of the English language through the teaching of reading, writing, speaking, and listening.

The goal of the ESL program is to integrate language, cognitive and academic instruction to enable students to develop English language proficiency and core content area skills. This can be done most effectively by meeting the following objectives:

- to nurture self-pride and self-identity in each student's linguistic and cultural heritage
- to reach a level of proficiency in reading, writing, speaking, and listening as outlined in Pennsylvania's English Language Proficiency Standards and PA Core
- to demonstrate competencies in all core content areas
- to ensure that all district staff work collaboratively and share responsibility for the acculturation and instruction of ESL students

LANGUAGE ACQUISTION OVERVIEW

Cummins (2000) clarified that there are two distinct types of language proficiency: Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). He explained that ESL students frequently develop fluent surface, conversational, or Basic Interpersonal Communication Skills in the English language within two years of immersion in the target language, but their academic skills continue to lag behind grade level norms. In fact, research indicates it takes approximately five to seven years for students to acquire a new language when they are provided with meaningful guided practice and instruction.

Cummins stated that "we should not assume that non-native speakers who have attained a high degree of fluency and accuracy with everyday spoken English have the corresponding academic language proficiency. This may help us avoid labeling children who exhibit disparity as having special education needs when all they need is more time. The non-native speakers in our classes, who have exited from the ESL program, are still, in most cases, in the process of catching up with native speaking peers."

ENTRY CRITERIA

The target population for the ESL program is defined in terms of each student's competency level in English. Any student who is classified within Levels 1-4, as outlined below, should be provided English as a Second Language Instruction.

Registration and Identification

Methacton School District's student registration is conducted through a central registration process. All registering students (including ELL) must present immunization records, complete the Home Language Survey, and provide proof of residency within the Methacton School District. In accordance with state and federal laws, no ELL student will be subject to scrutiny that is not part of the normal enrollment process.

Individuals answering any question of the Home Language Survey with a response of a language other than or in addition to English will result in the student being given a formal English language proficiency screening assessment provided by one of the district's ESL teachers to determine if ESL placement and instruction is needed.

Screening Assessment and ESL Placement

A student identified as a PHLOTE (Primary Home Language other than English) will be evaluated by an ESL teacher using the W-APT Test (Grades K-12) and the Idea Proficiency Test (IPT) in kindergarten only to determine ESL instructional level placement.

ESL students shall be placed in a grade level that is appropriate according to educational experience and their age. Any deviation from an age-appropriate placement shall be based on factors other than proficiency in the English language. Principals or designees will notify parents of their child's participation in the ESL program. Progress is monitored on an on-going basis to assess students' current instructional needs.

ESL Levels and Teaching Strategies

Upon analysis of the language screening assessment results, the ELL who is categorized using one of the levels listed below will be provided instruction in the ESL program.

Level 1 – Entering Stage

Students at this stage are not ready to actively produce language. They are listening

and beginning to respond and show that they understand by using nonverbal signals. Students in this stage demonstrate the following:

- respond in a nonverbal manner
- memorize written or spoken words and phrases
- rely heavily on pictures to understand assessments and text
- demonstrate limited comprehension, especially of written language

Level 2 – Emerging Stage

Students can participate in hands-on demonstrations and illustrated stories with more understanding. They can give one-word responses and initiate a conversation by pointing and using a single word. As receptive vocabulary expands, the student can respond non-verbally to a wide range of vocabulary items. Students in this stage demonstrate the following:

- improved understanding of basic interpersonal communication skills (BICS)
- comprehension of approximately 20% of the academic content they hear
- inability to comprehend most textbooks
- limited writing ability (2-5 word sentences)
- large gaps in vocabulary, grammar and reading comprehension

Level 3 – Developing Stage

Students at this stage begin speaking phrases and simple sentences. They will make errors in grammar, word order and word usage as they begin to communicate more freely. It is important to remember that errors are a necessary part of the learning process as students make progress toward fluency. Students in this stage demonstrate the following:

- understanding of most of the non-academic vocabulary used in the classroom
- ability to read and write at the level of their language proficiency
- ability to comprehend some assessments and texts
- ability to understand cause and effect
- difficulty with inferences, word order, word usage and grammar

Level 4 – Expanding Stage

Students are able to communicate their thoughts more completely. They can participate in everyday conversations without relying on concrete contextual support. Some can use language in situations in which little previous context has been established. Students in this stage demonstrate the following:

- ability to express ideas on a wide range of topics

- ability to comprehend at the level of their language proficiency
- ability to write to convey meaning and understanding
- small gaps in vocabulary and/or grammar

EXIT CRITERIA

The exit criteria provided below for English Language Learners (ELLs) represents valid and reliable evidence of a student's English language proficiency to exit from an English language instructional program.

In order to meet the required State exit criteria for Pennsylvania's English language instructional programs for ELLs, LEAs must use both of the required exit criteria listed below. In addition, LEAs must ensure that students meet one of the two additional exit criteria provided below to exit from an English language instructional program:

Required Exit Criteria:

1. Score of Basic on the annual Pennsylvania System of School Assessment (PSSA) in Reading and Mathematics.

   Special Circumstances:

   - *For students transferring from other states, out-of-state academic achievement assessment results may be considered when the academic proficiency level is comparable to Basic on the PSSA.*

   - *For students that are in a grade that is not assessed with the PSSA, LEA's must use each of the remaining criteria listed below to exit students.*

2. Score of Proficient (Level 5 – Bridging Stage, as per the Pennsylvania Language Proficiency Standards for English Language Learners) in the areas of Listening, Speaking, Reading and Writing on the annual state English language proficiency assessment (ACCESS). The Proficient (Level 5) score will be based on the total composite assessment results.

Additional Exit Criteria:

1. Final grades of C or better in core subject areas (Mathematics, Language Arts, Science and Social Studies).

2. Scores on district-wide assessments that are comparable to the Basic performance level on the PSSA.

MONITORING OF EXITED STUDENTS

The District will continue to monitor all students exited from ESL programs for a period of two years. Monitoring will include a quarterly review of academic performance/progress and any state/local assessments.

ORIENTATION TO SCHOOL

The first few days and weeks are especially difficult for the newly arrived non-English speaking student. He/she must learn not only the English language, but a whole complex cultural framework. Here are some ways you, the classroom teacher, can help make the transition to a new language and culture easier:

1. Find out as much as possible about the ESL students and his/her cultural background. Learn what he/she would like to be called and attempt to pronounce the name correctly; do NOT "Anglicize" it. Find out pertinent personal data. Be aware that student behavior or responses may be reflective of cultural background.

2. Welcome new arrivals warmly. Be friendly and empathetic to their needs. You will influence the attitude of your entire class. If you regard the arrival of a student from an unfamiliar background as an enriching experience from which everyone can learn, it will be just that.

3. Inform classmates of the needs and challenges that ESL students face. Ask them to suggest ways they can help make it easier for their newly arrived classmate to learn English and to become familiar with their new environment.

4. Take the student for a tour of the school. Introduce him/her to school personnel. Acquaint him/her with the location of the office, lunchroom, library, gym, restroom, lockers, etc. Encourage him/her to learn the titles and functions of staff members and the names of the rooms. If possible, and with permission, take pictures of staff members/rooms and label these for the student.

5. Teach essential courtesy and survival phrases. Determine frequently used words, commands, and phrases. Try to use those expressions exclusively during the first few weeks. Gradually expand your vocabulary for classroom items and directions, (e.g. Use "chalkboard" initially; vary with "blackboard," and "board" later).

6. Use the ESL staff as a resource for additional information and to ensure effective communications are occurring between home/school (Ex: Culture Gram, Transact, Language Line).

7. Assign peer buddies to the new student to serve as a guide around school and as a model for correct English usage.

CULTURE IN THE CLASSROOM

"Culture is not just a list of holidays or shared recipes, religious traditions, or language; it is a lived experience unique to each individual. As educators, it's our job to stimulate the intellectual development of children, and, in this era, it is simply not enough to operate on the axis of color-blindness. To truly engage students, we must reach out to them in ways that are culturally and linguistically responsive and appropriate, and we must examine the cultural assumptions and stereotypes we bring into the classroom that may hinder interconnectedness" (Teaching Tolerance, 2016).

"To engage students effectively in the learning process, teachers must know their students and their academic abilities individually rather than relying on racial or ethnic stereotypes or prior experience with other students of similar backgrounds. Many teachers, for example, admire the perceived academic prowess and motivation of Asian American students and fail to recognize how even a "positive" stereotype is not positive if it presses students into molds not built for them individually" (Teaching Tolerance, 2016).

The process of understanding cultural differences involves the following steps:

1. Acquire information about the culture of all ethnic groups represented in the classroom (Ex: Culture Gram, interfaith calendars, parent input).

2. Learn to be a good observer of cultural patterns.

3. Provide for cultural differences in planning and conducting instruction.

Keep in mind that various behaviors may be present due to cultural differences, for example:

- Some students may refuse to eat with their peers because they are not accustomed to eating with anyone but members of their own family.

- Some students will avoid direct eye contact with their teachers because the act of looking people directly in the eye may have a meaning other than an acknowledgement of listening in their culture.

- Some students tend to smile even when they are in disagreement with whatever is being communicated to them or when they are being reprimanded because a smile is a gesture of respect that children are obligated to show in their culture.

- Some students refuse, for cultural reasons, to participate in activities which require physical contact.

- Some students will not answer unless they know the correct answer. An incorrect answer, a guess, means "losing face."

ESL EDUCATIONAL PROGRAM

All students of the Methacton School District who 1) first spoke a language other than English; or 2) come from homes where a language other than English is spoken; or 3) speak in a language other than English will be eligible for ESL services if entry criteria is met. In Grades K-5, instruction will take place in an ESL classroom and/or through a push-in program in Language Arts classes. In Grades 6-12, instruction will take place in an ESL classroom and/or through a push-in program in Reading or English classes. Educational practices used with ELLs will correlate with approached used throughout the district in regular education classes.

A variety of educational materials – trade, supplemental, teacher-adapted or produced – are used to support the ESL educational program. Proficiency encompasses acquisition of the four domains: listening, speaking, reading, and writing as set forth in the state standards. Cognitive Academic Language Proficiency (CALP) is addressed at all levels of acquisition. Content vocabulary and comprehension needs are addressed in all levels of the program.

ESL instruction in the Methacton School District is guided by the Planned Course of Instruction. This database provides the content and standards taught in each course. The ESL program in grades K-5 follows the Planned Course of Instruction for Language Arts and should be coordinated with classroom instruction. In grades 6-8, the ESL program follows the Planned Course of Instruction for Reading and English. In grades 9-12, ESL instruction follows the Planned Course of Instruction for English. Furthermore, ESL instruction may be provided as a replacement class or in addition to another English class at the high school level.

Through their work with our students, the ESL teacher not only provides instruction in language acquisition, but also collaborates with content area instructors to meet the needs of our ELL students. In order for success to occur in the regular classroom setting, adaptation and accommodations must be made to reach the learner at his/her instructional level. "Teachers must adapt the course of study to meet student needs. Adapting coursework does not mean diluting or being placed in lower grade levels for instruction." *[Basic Education Circular – Educating Students with Limited English Proficiency (LEP) and English Language Learners (ELL) – issued July 1, 2001.]*

Instruction/Support Recommended

The following chart represents the recommended amount of time a student should receive ESL support on a daily basis. This time varies depending on the ESL level in which the student has been identified, as well as the individual needs of the students.

Level 1:	Entering	90 minutes daily
Level 2:	Emerging	60 minutes daily
Level 3:	Developing	30 minutes daily
Level 4:	Expanding	30 minutes daily
Level 5:	Bridging	Based on Student Need
Level 6:	Reaching	Based on Student Need

Reporting Student Progress

Elementary, Middle School (K-8): All ELLs should be evaluated using the district's grading system. Consult the ESL teacher regarding questionable cases. The ESL teacher shall report student progress in the form of a progress report at the end of each marking period.

High School (9-12): ESL is a credited course. Students may take ESL in lieu of or in addition to English. In subject areas at the senior high level, ESL students receive a percentage grade. Based on the need and proficiency level of the student, they may receive a Pass or Fail grade (P/F).

STUDENT PARTICIPATION IN ACTIVITIES

The Methacton School District is committed to providing all students with equal opportunities and access to participate and be successful in both curricular and extracurricular activities regardless of race, color, national origin, gender, sexual orientation, disability, or language barrier. English Language Learners are encouraged to participate in all school programs and activities.

PUPIL PERSONNEL SERVICES

Counseling

School Counselors are available to assist all students, including students with limited English proficiency, with social and emotional issues, as well as guidance in the areas of career planning, scheduling, school-to-work transitions, post-secondary educational planning, etc.

Special Education and Gifted Education Services

Limited English proficiency is not a factor for consideration in the placement of students into Special Education and Gifted Programs. English Language Learners who qualify for gifted programs and/or are eligible for special education services will have access to these supports. Assessment and evaluations for special education and gifted programs will be conducted in the learner's primary language if required based on student need.

STAFF DEVELOPMENT RELATED TO ESL

ESL Staff

All ESL staff have opportunities to participate in appropriate professional development trainings provided by PaTTAN, the Montgomery County Intermediate Unit, or other sponsors throughout the school year.

District Professional Staff

The Methacton School District's Comprehensive Plan, adopted by the school board, outlines the Professional Development plan for the district. This includes, as required by State policy, provisions for providing training to all professional staff in areas relative to English as a Second Language. This training may take place during teacher in-service days, faculty meetings, new teacher induction, and other times deemed appropriate. In addition, ESL-related resources are disseminated to staff via email and/or are available on the district's intranet.

PROGRAM EVALUATION PROCEDURES

Program Planning and Advisory

Program planning and evaluation is an ongoing process involving the Director of Pupil Services, the district's ESL Coordinator(s), Building Principals, ESL teachers, support from the Montgomery County Intermediate Unit's ESL supervisory personnel, and parental input. A program analysis is conducted by interpreting student progress and achievement data and obtaining specific feedback with regard to curriculum, staffing, and individual student needs from the district's ESL coordinator(s) and teaching staff.

Communications with Parents/Guardians

The Methacton School District makes every attempt to inform ESL students' parents/guardians of all school matters of which other parents/guardians are notified. Translation and interpretation services are provided in the preferred language of parents as much as possible. Documents are translated using published forms, Language Line or other translation services providers. ESL teachers are also available to help parents/guardians complete any school-related documents.

Parent/Guardian Engagement

The district will make continuous efforts to encourage parent/guardian participation in their child's educational program and provide parent engagement opportunities throughout the school year that focus on the district's supports and services, programs, activities, and community resources.

INTERPRETERS AND TRANSLATORS

When an interpreter/translator is needed to ensure that District staff is able to communicate effectively with the parents/guardians of an ESL student during a conference or meeting, the following procedure will be followed to obtain services:

1. The staff member will contact Language Line (or other designated translation provider) and request the necessary services, while providing the time, language of parents/guardians, and location of the meeting.

2. Upon receiving confirmation and receipt of the translation services, the appropriate school personnel will email/interoffice mail this documentation to the pupil services department so the payment can be processed. A copy of this document should also be provided to the school office secretary.

3. If documents need to be translated in the parents/guardians' native language, the ESL teacher or appropriate school personnel may contact and provide the pupil services department with copies of these documents. The pupil services department will arrange the translation services and notify the ESL teacher when the translated documents have been received.

<p style="text-align: center;">**SUGGESTED TEACHING STRATEGIES**</p>

Developing Oral Skills in a Second Language

How do the patterns that children follow when acquiring a first language relate to the steps that children follow when learning a second language? Language researchers Dulay, Burt, and Brashen found many similarities between acquiring oral skills in a first language and then acquiring them in a second language. For example, they made the following observations:

1. Like first language learners, second language learners organize the language they hear in their own individual and systematic way. They learn the new language in stages, acquiring simple structures first, then more complex ones. Second language learners acquire new structures only when they are mentally ready, regardless of the manner of frequency or presentation.

2. If a second language is learned before puberty, the learner will achieve oral proficiency more quickly than if the second language is learned after puberty.

3. The richer the learner's exposure to natural communication in the new language, the faster he/she will learn the new language; however, the content of the language must be comprehensible to the learner. Talking with the learner about everyday events and accompanying speech with facial expressions, gestures, and visual clues will make the language input comprehensible. It is also necessary to speak slowly and clearly, (not loudly) with second language learners and to use short, simple sentences.

4. Relaxed and self-confident learners acquire the second language faster than those who feel tense or unsure of themselves. If a teacher repeatedly corrects students' language, this does does not insure that they will stop making errors. Furthermore, learners benefit more from the language they hear from their peers and from people with whom they identify than from formal instruction in a classroom.

Keep in mind:

- Second language learners must also learn a new culture.

- A large part of the task of learning a second language is acquiring a new labeling system for concepts that have already been developed in the native language.

- Second language learners have a first language that can be used as reference in acquiring the second language. However, the first language influences the second language mostly in pronunciation. This is especially true for older learners.

- Older language learners can use their advanced intellectual powers to analyze the new Language; however, this does not help them to speak the language fluently.

General Teaching Strategies

Reduce anxiety; provide activities where success is likely!

Students who feel smart, learn faster. Conversely, the more anxiety students experience, the less alert they are to language input. Students learn best in low-anxiety situations, where they are challenged at an appropriate level. Give students choices among activities and lots of encouragement.

ESL students will be weakest in auditory learning. Your teaching needs to provide illustrations, dramatic gestures, actions, emotions, voice variety, blackboard sketches, photo demonstrations, and hands-on materials. This type of instruction will build concept development, as well as language.

Make lessons comprehensible and memorable.

Enrich your lessons with visual aids and your personality. Write key words on the board, read them aloud, and define them with pictures or illustrations. These activities will help to anchor important vocabulary from oral lessons.

Let ESL students know they are included.

Make eye contact with your ESL students, mention their names during your reading or presentation, smile, wink, and occasionally stand near their desks so they know you have not forgotten them.

Create a social context for learning.

Pair or group the ESL students with other students so they are not isolated, but part of a team. Provide roles to group members designating what the ESL student can contribute.

For upper elementary and secondary students, a bilingual dictionary is a powerful tool for communication and confidence building. Students should each have a personal copy (soft cover, light weight) and carry it with them.

Tailor assignments to fit the ability of the student.

Adjust and limit reading assignments. Provide additional visuals and hands-on activities wherever you can. Adapt content to match students' abilities.

Slow down – Your rate of speech is important to consider, especially for ESL students with limited English proficiency (Level 1-2)

Tailor your oral questions to get better feedback

Questions not only give you feedback on the student's understanding, but also are an excellent language teaching tool. Here is a hierarchy of questions to ask ESL students:

- Ask the ESL students to point to items in a picture, words on the blackboard, or locations on a map. If they cannot understand the directions or the vocabulary, have another student demonstrate the answer. Then ask the ESL student the same question using e same words.

- Ask simple, illustrated questions that can be answered with yes or no. (Example: Holding a picture of the White House and pointing to places on a map ask, "Is the White House in California?" "Is the White House in Washington, D.C.?")

- Ask questions that may be answered in a single word or phrase, supply the answer embedded in an answer or question. (Example: "Is the White House in California or in Washington, D.C.?")

- Watch your students' body language. A student may know an answer but be fearful, and raise his hand hesitantly only a few inches. Catch that and support the student in gaining the confidence to answer.

One-word answers are sufficient. Do not require your ESL students to put oral answers in complete sentences. This will reduce their ability to participate. Accept one-word answers and sometimes supply the sentence in your acknowledgement.

Teacher:	Where is the White House?
Student:	Washeeton, nee cee
Teacher:	Right! The White House is in Washington, D.C.

Allow more time to answer. The typical time lag a teacher allows after a question in mainstream class discussion is five seconds. An ESL student may know the answer but need an allowance of 15 to 20 seconds to get through the extra thinking time required to frame the answer verbally.

If an ESL student gives a wrong answer, acknowledge it as a good try. Change the question to an either/or choice where the students has to merely identify the answer rather than recall it.

With homework assignments, check the student's work, and then encourage him/her to write answers on the blackboard. Students may be less threatened by writing answers rather than saying them.

What if their pronunciation is off? If the pronunciation of a correct answer is abominable, say "That's right!" and state the answer correctly. Don't ask your ESL student to repeat the answer in front of the class, as it may raise anxiety to have this much public attention. Save corrections and pronunciation coaching for when you are working in small groups or on a one-to-one basis.

If you have sensitized your students, they will be supportive when the newcomers are answering questions. Let English speakers know it is crucial that they be empathetic and not judgmental.

Write out this list of response for your ESL students and have them practice saying them.

> "I don't understand the question."
> "I understand the question, but I don't know the answer."
> "I know the answer, but I can't say it."
> "Please wait."

Don't frustrate your beginning ESL students by asking analytical questions requiring a good deal of fluency to answer (Example: How, why, what happened, what is the difference between….).

Independent Work:

ESL students need to learn that they are accountable for the productive use of their time even when they are not involved with the class lesson. Helping them develop good work habits and self-direction will take some of your time, but it will be well worth it.

Copy Work:

One of the first things ESL students can do is copy work. Match the student's abilities with what they copy to develop some skill. For example, students whose native language does not use the Roman alphabet will benefit from copying the following:

- individual letters (be sure they know the correct letter formation)

- their own names, names of classmates

- objects in the classroom

- words from a picture dictionary

Provide samples to be copied on lined paper rather than the blackboard so they may write directly under the words you have written, noticing letter formation and the positions of the letters on and below the lines.

Progress to:

- stories that have been read to them

- captions under pictures in their content texts

- a paragraph from a content textbook

Copying exercises develop fine motor skills, letter formation, left-to-right progression, vocabulary, spelling, word order, punctuation, sentence structure, and content-area knowledge.

Other activities for entry level ESL students:

Word Lists: Show students how to fold a paper lengthwise, write the English words on one column and the meaning in their language in the second column. By covering each column they can test themselves on the meaning and recognition of English words.

"I Like" Books: Have students cut pictures out of magazines to make booklets of personal likes and dislikes. Have them use their bilingual dictionaries to find words to label their pictures.

Enhanced Relatedness:

Include assignments that relate to the ESL student's native country, literature, flag, customs, and life experiences. This combines comprehensible input with meaningful content.

Allow ESL students to help with class chores such as sharpening pencils, erasing the boards, sorting papers, watering the plants, etc. Acknowledge them for jobs well done.

Instructional Suggestions for Classroom Teachers

Source: Bilingual Syntax Measure Technical Handbook; The Psychological Corporation: Harcourt, Brace and Jovanovich; xxxx.

Level 1: Entering Stage

1. Do not expect children in Level 1 to volunteer to speak in English, even though they may be able to imitate English words and phrases during class drills.

2. Focus on listening-comprehension activities.

   a. Teach the student to understand concrete vocabulary words that refer to familiar physical objects or to concrete actions that are easily demonstrated by the teacher and acted out by the children. For example: ball, milk, eat.

   b. Conduct activities where the student can interpret the meaning of what they hear by means of the actions that accompany what is said, such as games, learning to make things, or taking care of class pets and plants. If available, appropriate educational television should be used. Te best activities are those that the teacher can demonstrate while speaking, so that the child can understand the activity without having to rely on the verbal part of the activity.

   c. Teach students to understand easily demonstrable instruction – such as "Please bring me the paper," where the teacher can point to the paper and gesture, or "Please open the door," where the teacher can point to the door and gesture.

3. Teach short songs or rhymes.

4. Teach verbal routines such as "Good morning", "Thank you", "Hello", "Goodbye."

5. Label objects in your classroom (desk, window, sink, etc.).

6. Begin with comprehensive input, speaking slowly and clearly. A picture, story, song, or chant will set the stage for what you want your students to learn. In this initial stage, the teacher provides the information while students listen.

7. Encourage students to follow simple directions which involve pointing, touching, or drawing.

8. Provide visual aids and concrete objects when introducing vocabulary. The clearer you can make the meaning of each vocabulary item, the faster your students will learn.

9. Encourage students to join in singing, chanting, and telling stories as you introduce new vocabulary. At the beginning, their participation may be mostly nonverbal. At first they may join only on an occasional word or just on the chorus of a song. Later on, they will gradually become more confident and comfortable about using English words and sentences.

10. Provide opportunities for role play. At first students can act out scenes, stories, songs, and chants without producing speech.

11. Use body language and gestures to illustrate meaning. Nonverbal communication is an extremely important adjunct to verbal language for students at this stage.

12. Model activities for students. It is important to not only give the directions for an activity, but to act out so that there is no doubt in the students' minds about what they are supposed to do. Verbal instructions without cues may be difficult for students to follow.

13. Check comprehension frequently to find out who may have been left behind and needs some help catching up.

14. Do not talk louder than necessary. It sounds angry and does not increase comprehension.

15. If your new English language learner is not speaking, do not worry. Most newcomers go through a stage during which they do not produce language, commonly referred to as the "silent period." This silent period represents an interval of time during which the student is unable or unwilling to communicate orally in the new language. This silent period may last for a few days or a year depending on a variety of factors, such as personality, native culture, and the teacher's instruction. The silent period does not mean that the student is not learning.

Level 2: Emerging Stage

1. Carry on the same types of activities used with Level 1 students, but allot a certain amount of time for speaking activities. These may include:

   a. Teaching the student to produce nouns, verbs, and adjectives that refer to familiar concrete objects and actions, such as drink, give, book, milk, big, and yellow. Try to teach such words in context, rather than as isolated items.

   b. Asking who, what, and yes-no questions about actions and objects the child can see.

   c. Conducting role playing activities that use the vocabulary and verbal routines that have been selected for teaching.

2. Don't worry about correct grammar at this stage and don't make children correct their grammatical errors, since this only embarrasses the student who is just beginning to speak English. Instead, give the grammatical version of the student's sentence without asking the student to repeat it. This is what most parents do when their children are learning to speak their first language.

3. For the present, accept gestures and words in the student's native language (in place of English language words) but give the grammatical version of such sentences with no indication of disapproval and without asking the student to repeat the sentences. Students at this level learn grammar best through listening to native English speech in real conversations, not by being corrected.

4. Continue using strategies from the Non-English Proficiency Stage

5. Ask yes/no questions
   Describe the question (Is this dress blue?)
   Predict questions (Will there be a horse on the next page?)
   Generalizations (Does the sun ever shine at night?)

6. Ask choice questions with the answer in the question (Do you like cats or dogs?)

7. Ask WH questions that require one-word answers (What color is this flower?)

Level 3: Developing Stage

1. Carry on the same types of activities used with Level 2 students, but spend more time on speaking activities than on listening comprehensive activities.

2. Teach a content activity that is easily demonstrated, such as growing plants; caring for animals; making Valentines, flowers, airplanes, greeting cards, etc., where the accompanying verbal explanation is in sentences with simple tenses and concrete visual references. Use the activity as a motivation to encourage the student to speak.

3. Conduct storytelling activities with heavy use of visuals. Ask the student "how", "why", and "what happened then" questions where they may use visuals to answer questions.

4. Use role-playing activities and communication games where the students receive speaking practice and have an opportunity to makeup some of the dialogue on their own.

5. It is best if teachers refrain from correcting the grammatical errors that Level 3 child make. It is better to repeat the grammatically correct sentence after the student in a gentle manner than to ask the student for a repetition of it. Level 3 students, like Level 2 students, benefit most by hearing native English speakers communicate. Since Level 3 students are beginning to use English to communicate their own ideas and opinions, it is essential for teachers to respond to the students' ideas and opinions, rather then to focus on the grammatical errors.

6. Continue to use highly conceptualized lessons so that students understand what the subject matter is all about.

7. Introduce key vocabulary items through songs, chants, stories, and hands-on demonstrations.

8. Model correct sentence structure, grammar, and pronunciation.

9. Provide students with positive role models. Group them with peers at a more advanced stage and with children who are English language speakers.

Level 4: Expanding Stage

Subject matter can be successfully taught in English to Level 4 students; however, when the students are communicating what they have learned, they will still make certain grammatical errors. Disregard the error, as they will disappear when the students reaches English proficiency.

1. Strategies from the third stage such as modeling are still very important.

2. "Shelter" new content area concepts and vocabulary by using visual aids, music, chants, etc., to introduce them. Realize that even though students can do an excellent job in understanding and talking about one topic, they may need a lot of support in talking about another seemingly simple topic.

3. Ask critical thinking questions. Encourage students to ask and answer questions that start with the words "why" and "how."

Level 5: Bridging Stage

Students who are exited from the district's ESL program are monitored for two years. During this time, the ESL teacher collects data through observations, grades, and performance on state and local assessments. If at any time the data indicates the student is at risk of academic failure due to a language proficiency deficit, modifications or adaptations may be made, including reenrollment in the ESL program.

APPENDIX

Glossary of ESL Terms/Acronyms

ACCESS for ELLs	Assessing Comprehension and Communication in English State to State for English Language Learners
AMAOs	Annual Measurable Achievement Objectives
BICS	Basic Interpersonal Communication Skills
CALP	Cognitive Academic Language Proficiency
ELL	English Language Learners
ELP Standards	English Language Proficiency Standards
ESL	English as a Second Language
IPT	Idea Proficiency Test
LEP	Limited English Proficiency
NEP	Non-English Proficient
PHLOTE	Primary or Home Language Other than English
W-APT	WIDA-ACCESS Placement Test
WIDA	World-Class Instructional Design and Assessment Consortium
WIDA ACCESS	Annual State Test required for ELLs to determine proficiency