# Rowan-Salisbury
## SCHOOL SYSTEM

### Extraordinary Education Every Day

# Strategies for Supporting Newcomer English Learners

# Table of Contents

# HOW TO HELP STUDENTS SURVIVE CULTURE SHOCK

*By Colleen Miller*

Have you noticed that about halfway into the school year, new ESOL (English for Speakers of Other Languages) students, who once seemed excited and energized, seem to hit a wall? Students who once were bright-eyed and cheerful come to school looking listless and detached. More than just the mid- year doldrums, they may be in the crisis stage of the powerful phenomenon of culture shock.

## What is culture shock?

In the 1950s, a diplomat named Karl Oberg first used the term "*culture shock*" to describe the difficulties both he and his fellow expatriates experienced as they adjusted to their new lives overseas. He suggested that people depend on cues given by their familiar groups to define who they are and to support their self-concept. Without these cues, people are prone to anxiety and frustration, which can lead to physical ailments.

## The stages of culture shock:

Honeymoon          Adjustment

   Hostility     Humor

        Crisis

***Most people move through a U-curve of culture shock stages.*** **These include:**

**1. Honeymoon** – marked by enthusiasm and euphoria as students are stimulated by the novelty of their new situation.

**2. Hostility** – characterized by irritability and negativism as the excitement wears off, difficulties become realized, and self-confidence slips.

**3. Crisis** – typified by a deep sense of homesickness and/or hostility. Students may feel a sense of isolation and loss of control.

**4. Humor** – enthusiasm begins to return, especially if new language skills are acquired. Students will see the humor in their mistakes and stop being critical of themselves and of their adopted country.

**5. Adjustment** – characterized by gained biculturalism, and by a willingness to mentor new ESOL students. Culture shock subsides as students gain proficiency in the new language, become more familiar with their environment, and achieve greater success in their intercultural interactions.

By understanding the culture shock experience, and its inherent stages, teachers can better support the experience of the immigrant children in their classrooms. After all, educators don't just work to help ESOL children build an "interlanguage" between their first and second languages, but also work to build an "interculture," or a learner's bridge from a child's first cultural understanding toward a second cultural knowledge. The more scaffolding and support children have from their hosts or community, the faster they can bridge the misunderstandings.

## What are symptoms of culture shock?

*Be alert for signs of culture shock in your students.* Symptoms can include flashes of anger over minor frustrations, excessive sleepiness, unexplained crying, changes in appetite, withdrawal, aches and pains, and even depression. Helping students manage culture shock can be crucial to maintaining individual and classroom morale. The key to overcoming culture shock is to give students the tools to adapt to their new life and to help them retain their appreciation of their native culture and family traditions.

# How to help your ESOL students:

- *Teach students about culture shock.* Knowing what to expect can give students a sense of recognition and control.

- *Encourage students to continue learning their native language.* Make a dual language book library in the classroom and encourage students to borrow materials to share at home. Because knowledge transfers from one language to another, the more students read in any language, the faster they will connect to new content and skills. Also, as young students often excel at language learning, reading together with parents can help ease the detachment some immigrant children feel at home because their parents may lag behind in acquiring English. This disconnect can add to a student's level of stress. Making an excuse to cuddle up with a book can re-energize sagging spirits.

- *Establish and carefully explain classroom routines to newcomers.* By doing this, you create a classroom culture that students can settle into quickly, thus reinforcing their sense of safety.

- *Plan for projects where students can teach you and their classmates about their culture.* This will foster a feeling of mutual respect in the classroom. Each member will feel she has something valuable to contribute to your promotion of global understanding.

- *Help students connect to activities that might interest them outside of school.* Art classes, sports teams, and hobby programs can help students feel part of a new community network.

- *Encourage students to find or form support groups with other students* who may be at the same point in the U-curve of culture shock.

- *Allow time for reflection.* Teach students vocabulary for feelings. Using pictures of children showing different emotions can be helpful in teaching expression. If students are old enough, let them journal. You might encourage them to compare and contrast their old life and their new life. Also, have students explore how to handle frustrating situations and to examine moments of success.

- *Teach and model conflict resolution skills.* Have students roleplay scenarios, so when difficult real- life situations occur, they will have the tools to react in a healthy way.

- *Periodically remind students* how to get help at your school if feelings of homesickness become overwhelming.

*Colleen Miller is a University of Maryland, Baltimore County, Masters of ESOL Education student, where she is working on a thesis of the impact of Culture Shock on adolescents. She taught high school English in Japan for two years, and has been employed by Howard County, Maryland, as a secondary English teacher for 10 years.*

# HIDDEN CURRICULUM

**Hidden curriculum** refers to the unwritten, unofficial, and often unintended lessons, values, and perspectives that students learn in school. While the "formal" **curriculum** consists of the courses, lessons, and learning activities students participate in, as well as the knowledge and skills educators intentionally teach to students, the hidden curriculum consists of the unspoken or implicit academic, social, and cultural messages that are communicated to students while they are in school.

The hidden-curriculum concept is based on the recognition that students absorb lessons in school that may or may not be part of the formal course of study—for example, how they should interact with peers, teachers, and other adults; how they should perceive different races, groups, or classes of people; or what ideas and behaviors are considered acceptable or unacceptable. The hidden curriculum is described as "hidden" because it is usually unacknowledged or unexamined by students, educators, and the wider community. And because the values and lessons reinforced by the hidden curriculum are often the accepted status quo, it may be assumed that these "hidden" practices and messages don't need to change—even if they are contributing to undesirable behaviors and results, whether it's bullying, conflicts, or low graduation and college-enrollment rates, for example.

It should be noted that a hidden curriculum can reinforce the lessons of the formal curriculum, or it can contradict the formal curriculum, revealing hypocrisies or inconsistencies between a school's stated mission, values, and convictions and what students actually experience and learn while they are in school. For example, a school may publicly claim in its **mission or vision statement** that it's committed to ensuring that all students succeed academically, but a review of its performance data may reveal significant racial or socioeconomic discrepancies when it comes to test scores, graduation rates, and other measures of success. And because what is *not* taught in school can sometimes be as influential or formative as what *is* taught, the hidden curriculum also extends to subject areas, values, and messages that are omitted from the formal curriculum and ignored, overlooked, or disparaged by educators.

While the hidden curriculum in any given school encompasses an enormous variety of potential intellectual, social, cultural, and environmental factors—far too many to extensively catalog here—the following examples will help to illustrate the concept and how it might play out in schools:

- **Cultural expectations:** The academic, social, and behavioral **expectations** established by schools and educators communicate messages to students. For example, one teacher may give tough assignments and expect all students to do well on those assignments, while another teacher may give comparatively easy assignments and habitually award all students passing grades even when their work quality is low.

In the high-expectations class, students may learn much more and experience a greater sense of accomplishment, whereas students in the low-expectations class may do just enough work to get by and be comparatively uninterested in the lessons they are being taught. Similarly, schools may unconsciously hold students from different cultural backgrounds—for example, minorities, recently arrived immigrant students, or students with disabilities—to lower academic expectations, which may have unintended or negative effects on their academic achievement, educational aspirations, or feelings of self-worth.

- **Cultural values:** The values promoted by schools, educators, and peer groups, such as cliques, may also convey hidden messages. For example, some schools may expect and reward conformity while punishing nonconformity, whereas other schools might celebrate and even encourage nonconformity. In one school, students may learn that behaviors such as following the rules, acting in expected ways, and not questioning adults are rewarded, while in other schools students learn that personal expression, taking initiative, or questioning authority are valued and rewarded behaviors. Similarly, if biased or prejudicial behaviors and statements are tolerated in a school, students may embrace the values that are accepted or modeled—either explicitly or implicitly—by adults and other students.

- **Cultural perspectives:** How schools recognize, integrate, or honor diversity and multicultural perspectives may convey both intentional and unintended messages. For example, some schools may expect recently arrived immigrant students and their families to "assimilate" into American culture—for example, by requiring the students to speak English in school at all times or by not providing translated informational materials or other specialized assistance. Other schools, however, may actively integrate or celebrate the multicultural diversity of the student body by inviting students and parents to share stories about their home country, for example, or by posting and publishing informational materials in multiple languages. In one school, non-American cultures may be entirely ignored, while in another they may be actively celebrated, with students and their families experiencing feelings of either isolation or inclusion as a result.

- **Curricular topics:** The subjects that teachers choose for courses and lessons may convey different ideological, cultural, or ethical messages. For example, the history of the United States may be taught in a wide variety of ways using different historical examples, themes, and perspectives. A teacher may choose to present the history of the world or the United States from the perspective of the European settlers and explorers, or she may choose to present it from the perspective of displaced Native Americans or colonized African and Asian peoples. In the first case, teaching American history from a strictly Eurocentric perspective would likely minimize or ignore the history and suffering of Native Americans (a common educational practice in past decades). Curricular topics may also often intersect with, or be influenced by, political, ideological, and moral differences that are broadly contentious in American society—e.g., teaching evolution in science courses, multiculturalism in social studies, or sex education in health courses.

- **Teaching strategies:** The way that schools and teachers choose to educate students can convey both intentional and unintended messages. For example, if students earn good grades or extra credit for turning in homework on time, listening attentively, participating during class, raising their hands, and generally doing things they are told to do, the students may learn that compliance is important and that certain behaviors will be academically rewarded and allowed to compensate for learning deficiencies. On the other hand, instructional strategies such as **project-based learning** or **community-based learning**, to name just two of many possible options, may communicate specific messages—for example, that skills such as critical thinking and problem solving, and attributes such as persistence, resourcefulness, and self-motivation, are valued and important (in the case of project-based learning) or that being informed about and involved in local issues are valued and important (in the case of community-based learning).
- **School structures:** The way that a school or academic program is organized and operated can convey messages to students. For example, if **non-English-speaking students** are largely separated from their peers for most of the school day, or students with physical or learning disabilities are enrolled in specialized programs that are relegated to windowless classrooms in the basement, these organizational decisions may have unintended effects on the students' sense of cultural belonging, self-worth, or academic potential. In addition, the structure of a school program can also mirror or reinforce cultural biases or prejudices. For example, students of color and students from lower-income households are often disproportionately represented in lower-level courses, and special-education programs may inadvertently reinforce some of the social stigmas that children and adults with disabilities experience outside of school.
- **Institutional rules:** The formal rules in a school may communicate a wide variety of intentional and unintentional messages to students. For example, some schools require students to wear school uniforms, some ban certain types of attire (short skirts, clothing with images and language considered to be inappropriate), and others have very liberal or permissive clothing policies. While the intent of formal school rules and policies is to tell students how they are expected to behave, the degree to which they are enforced or unenforced, or the ways in which they are enforced, may communicate messages the undermine or contradict their stated intent. In this case, stricter dress-code policies may communicate that students will be judged on appearances both inside and outside of school, while looser policies might communicate that they will be judged on other qualities.

### Reform

Generally speaking, the concept of a hidden curriculum in schools has become more widely recognized, discussed, and addressed by school leaders and educators in recent decades. Ideas such as "**white privilege**," **equity**, **voice**, and **multicultural education**—to name just a few—have arguably led to greater tolerance, understanding, and even celebration of racial, cultural, physical, and cognitive differences in public schools. In addition, **school communities**, educators, and students are more likely than in past

decades to actively and openly reflect on or question their own assumptions, biases, and tendencies, either individually or as a part of a formal school policy, program, or instructional activity. For example, topics such a bullying and diversity are now regularly discussed in public schools, and academic lessons, assignments, readings, and materials are now more likely to include multicultural perspectives, topics, and examples. Political and social pressures, including factors such as the increased scrutiny that has resulted from online media and social networking, may also contribute to greater awareness of unintended lessons and messages in schools. For example, harmful, hurtful, or unhealthy student behaviors are now regularly surfaced on social-networking sites such as Facebook or Twitter, which often leads to greater awareness of student behaviors or social trends.

That said, a "hidden curriculum" is, by nature, obscured or unacknowledged, which means that many of its lessons and messages are difficult to perceive or measure for any number of reasons. For example, long-standing policies may become so deeply embedded in a school culture that people simply forget to question them, or a school faculty that prides itself on celebrating multicultural diversity may find it emotionally difficult to acknowledge and openly discuss behaviors that might contradict that self-perceived identity. For this reason, every school will always have some form of hidden curriculum.

# Five Stages of Second Language Acquisition

By Room 241 Team

Learning to speak and write one's native language well is often challenging enough; acquiring these skills in a second language requires even more effort, commitment, and practice.

## Mechanics of second language acquisition

Each language has its own set of rules for speaking and writing the language properly, and individuals trying to learn a new language often blur the lines between which set of rules to use. Second language learners also face a certain degree of fear or anxiety about tackling a new language, which can in turn affect how easily or how well they acquire the second language. Ann E. Oliveri, a teacher with 30 years of experience teaching English as a second language (ESL), describes second language acquisition as a learning continuum, because the person learning a new language "progresses from no knowledge of the new language to a level of competency closely resembling that of a native speaker."

## Five stages of second language acquisition

Proponents of second language acquisition theories, including Oliveri and Judie Haynes, another ESL teacher with 28 years of experience, identify five distinct stages of second language acquisition as originally espoused by linguist Stephen Krashen. These include the following:

### 1. Silent/receptive

This stage may last from several hours to several months, depending on the individual learner. During this time, new language learners typically spend time learning vocabulary and practice pronouncing new words. While they may engage in self-talk, they don't normally speak the language with any fluency or real understanding. This stage is controversial among language educators. Ana Lomba disagrees that second language learners are totally silent while they are in this first learning stage. Instead, Lomba states that "speech is fundamental in language acquisition" and learners excel in language acquisition when they apply what they learn as they learn it.

### 2. Early production

This stage may last about six months, during which language learners typically acquire an understanding of up to 1,000 words. They may also learn to speak some words and begin forming short phrases, even though they may not be grammatically correct.

### 3. Speech emergence

By this stage, learners typically acquire a vocabulary of up to 3,000 words, and learn to communicate by putting the words in short phrases, sentences, and questions. Again, they may not be grammatically correct, but this is an important stage during which learners gain greater comprehension and begin reading and writing in their second language.

4. Intermediate fluency

At this stage, which may last for a year or more after speech emergence, learners typically have a vocabulary of as many as 6,000 words. They usually acquire the ability to communicate in writing and speech using more complex sentences. This crucial stage is also when learners begin actually thinking in their second language, which helps them gain more proficiency in speaking it.

5. Continued language development/advanced fluency

It takes most learners at least two years to reach this stage, and then up to 10 years to achieve full mastery of the second language in all its complexities and nuances. Second language learners need ongoing opportunities to engage in discussions and express themselves in their new language, in order to maintain fluency in it. The key to learning a new language and developing proficiency in speaking and writing that language is consistency and practice. A student must converse with others in the new language on a regular basis in order to grow their fluency and confidence. In addition, Haynes says it's important for students to continue to work with a classroom teacher on specific content area related to the new language such as history, social studies and writing.

# 12 Ways to Support English Learners in the Mainstream Classroom

By JENNIFER GONZALEZ

A note on terminology: The acronym ESL is used less often now in schools than it used to be, because we recognize that many students who are learning English already speak several other languages, so English would not be a "second" language. I use it several times in the post because schools sometimes refer to the teachers as ESL teachers, and the term is still widely used as a search term for this topic. My intent in using the acronym is to make this post easier to find online.

You have a new student, and he speaks no English. His family has just moved to your town from Japan, and though he receives English as a Second Language (ESL) support, he will also be sitting in your room every day to give him more exposure to his new language. How can you be a good teacher to someone who barely understands you?

According to the National Center for Education Statistics (http:/nces.ed.gov/fastfacts/display.asp?id=96), an average of 9 percent of students in U.S. public schools are English Language Learners (ELLs); that number is closer to 14 percent in cities. Although many of these students start off in high intensity, whole-day English programs, most are integrated into mainstream classrooms within a year, well before their English language skills would be considered proficient. How prepared are you to teach these students? If you're like most classroom teachers, you have little to no training in the most effective methods for working with English language learners (Walker, Shafer, & Liams, 2004). So that means we have a problem here: Lots of ELL kids in regular classrooms, and no teacher training to ensure the success of that placement.

Below, three ESL teachers tell us what they know about the things regular classroom teachers can do to improve instruction for ELL students. These 12 strategies are simple, they are not very time consuming, and best of all, they will help everyone in your class learn better:

## 1. MAKE IT VISUAL

"Avoid giving instructions in the air," says Melissa Eddington (http:/melissaeddington.com/), an Ohio-based ESL teacher. "ELL kids have a harder time processing spoken language." So instructions – even basic directions for classroom procedures – should be written on the board whenever possible. Challenging concepts should be diagrammed or supported with pictures. And modeling the steps of a process or showing students what a finished product should look like can go a long way toward helping students understand. "Sometimes showing our students what to do is all they need in order to do it," Eddington says. Not only will this kind of nonlinguistic representation (http:/cultofpedagogy.com/nonlinguistic-representation/) improve comprehension for ELL students, it will help all of your students grasp concepts better.

## 2. BUILD IN MORE GROUP WORK

"Kids aren't just empty glasses that we pour stuff into and then at the end of the day they dump it back onto a test," says Kim, an ESL teacher who was the subject of my very first podcast interview (http:/cultofpedagogy.com/episode01-kim-esl/). "If you really want the kids to learn, they've got to be engaged." That means less teacher-led, whole-class instruction, and more small groups, where students can practice language with their peers in a more personal, lower-risk setting. And if ELL students attend your class with a resource teacher, make use of that person: In most cases the resource teacher doesn't have to work exclusively with the ESL students; they can work with smaller groups that happen to contain these students, helping to improve the teacher-student ratio and give kids more time to practice.

## 3. COMMUNICATE WITH THE ESL TEACHER

Mary Yurkosky, a former ESL teacher in Massachusetts, credits much of her students' success to the strong relationship she had with the regular classroom teachers. "The classroom teachers were always talking to me about what they were doing in their classes," she says. "They made it so easy for me to support them: If a teacher was going to be doing a unit on plants, I could make sure we used some of that same vocabulary in the ESL class." Ideally, this could be systematized, where ESL teachers could regularly get copies of lesson plans or collaborate with regular classroom teachers to build solid back-and-forth support, but "it doesn't have to be that much work," Yurkosky insists. "Just talk to each other. Talk about what's going on in your classrooms, invite each other to special presentations, share what your students are learning, and the words will naturally find their way into the ESL class."

## 4. HONOR THE "SILENT PERIOD"

Many new language learners go through a silent period (http:/www.everythingesl.net/inservices/pre_producti_silent_period_93415.php), during which they will speak very little, if at all. "Don't force them to talk if they don't want to," says Eddington, "A lot of students who come from cultures outside of America want to be perfect when they speak, so they will not share until they feel they are at a point where they're perfect." Just knowing that this is a normal stage in second language acquisition should help relieve any pressure you feel to move them toward talking too quickly.

## 5. ALLOW SOME SCAFFOLDING WITH THE NATIVE LANGUAGE

Although it has been a hotly debated topic in the language-learning community, allowing students some use of their first language (L1) in second-language (L2) classrooms is gaining acceptance (https:/isabelavillasboas.wordpress.com/2013/08/04/l1-in-the-l2-classroom-from-a-sin-to-apossibility/ https:/isabelavillasboas.wordpress.com/2013/08/04/l1-in-the-l2-classroom-froma- sin-to-a-possibility/). When a student is still very new to a language, it's okay to pair him with other students who speak his native language. "Some students are afraid to open their mouths at all for fear of sounding stupid or just not knowing the words to use," Yurkosky says. "Letting them explain things or ask questions in their first language gets them to relax and feel like a part of the class." And this doesn't only apply to spoken language. If you give students a written assignment, but the ELL student doesn't yet have the proficiency to handle writing his response in English, "Don't make them just sit there and do nothing," Eddington says. "Allow them to write in their first language if they're able. This allows them to still participate in journal writing or a math extended response, even if you can't read what they write." There has even been some evidence that allowing second-language learners to pre-write and brainstorm in L1 results in higher-quality writing in L2 in later stages of the writing process (Yigzaw, 2012).

## 6. LOOK OUT FOR CULTURALLY UNIQUE VOCABULARY

"For most of these kids, their background knowledge is lacking, especially with things that are unique to American or westernized culture," says Eddington. It's important to directly teach certain vocabulary words: "Show them videos of what it looks like to toss pizza dough, show pictures of a juke box or a clothing rack – things that are not common in their own language." One way to differentiate (http:/cultofpedagogy.com/starter-kit-differentiated-instruction/) for ELL students is to consider the whole list of terms you're going to teach for a unit, and if you think an ELL student may be overwhelmed by such a long list, omit those that are not essential to understanding the larger topic at hand.

## 7. USE SENTENCE FRAMES TO GIVE STUDENTS PRACTICE WITH ACADEMIC LANGUAGE

All students, not just English language learners, need practice with academic conversations. Sentence frames – partially completed sentences like "I disagree with what _____ said because…" – show

students how to structure language in a formal way. Keep these posted in a highly visible spot in your classroom and require students to refer to them during discussions and while they write. For this kind of language to really sink in, though, Kim says it has to become a regular part of class. "They won't do it if it's not the norm in the class, because they'll be embarrassed to use it among their peers," she says. "But if they can put it off on the teacher and say, Oh, well, you know, Miss Kim makes me talk like this, then they don't look as hoity-toity as they would otherwise."

## 8. PRE-TEACH WHENEVER POSSIBLE

If you're going to be reading a certain article next week, give ESL students a copy of it now. If you plan to show a YouTube video tomorrow, send a link to your ESL students today. Any chance you can give these students to preview material will increase the odds that they'll understand it on the day you present it to everyone else. "That kind of thing is wonderful," Yurkosky says. "The kids feel so empowered if they've had a chance to look at the material ahead of time."

## 9. LEARN ABOUT THE CULTURAL BACKGROUND OF YOUR STUDENT

Our second-language populations grow more diverse every year. Taking the time to learn the basics of where a child comes from — exactly, not 'somewhere in the Middle East/South America/Asia/Africa' — tells the student that you respect her enough to bother. Kim remembers one time when she had to set the record straight about the diverse South American population at her school: "I was listening to the teachers talking about the 'Mexican' kids in our building," she says, "and I was like, 'We don't have any Mexicans.'" Not taking the time to at least correctly identify a child's country of origin, much like not bothering to pronounce their name correctly, is a kind of macroaggression (http:/cultofpedagogy.com/gift-of-pronunciation/), a small, subtle insult that communicates hostility toward people of color. Make a commitment to be someone who bothers to get it right. Once you have the country straight, take things up a notch by learning about students' religious and cultural practices. If he is a practicing Muslim, he should be told if one of the pizzas you ordered for the class party has sausage on it. If she comes from a culture where eye contact with adults is viewed as disrespectful, you'll know not to force her to look you in the eye when she's talking.

## 10. BUT DON'T MAKE A CHILD SPEAK FOR HIS ENTIRE CULTURE

In her podcast interview (http:/cultofpedagogy.com/episode01-kim-esl/), Kim shared a story about watching a teacher ask a new Iraqi student how he felt about the war in his country, right in the middle of class. "That's not cultural inclusiveness," she explains. "I've seen teachers do this and then pat themselves on the back. The students' English is limited so they can't express themselves very well, and they don't want to 'represent'; they just want to be there." If you anticipate a theme coming up in your class that's going to be relevant to one of your students, have a conversation with them in advance, or check with your ESL teacher to see if they think it's appropriate for in-class discussion.

## 11. SHOW THEM HOW TO TAKE THEMSELVES LESS SERIOUSLY

By modeling the risk-taking that's required to learn a new language, you help students develop the courage to take their own risks, and to have a sense of humor about it. "I tried to say the word 'paint' (pinta) in Portuguese and instead I said the word for 'penis' (pinto). They all roared with laughter while I stood there with a What?? look on my face," Yurkosky says. "When they explained what I'd said, I laughed so hard! I told them that laughing was fine because sometimes mistakes are really funny, but ridicule is never okay."

## 12. BUT ALWAYS TAKE THEM SERIOUSLY

One of Kim's pet peeves about how teachers interact with English language learners is the way they often see students' efforts as 'cute,' missing the whole point of what the student is trying to say. "A student will be desperate to communicate, and the teacher will get distracted by the delivery and miss the message," she says. "That's painful for me to watch." It bothers her when teachers mistake a lack of language for a lack of intelligence or maturity. When a child can't express themselves as well as they would in their native language, it's far too easy to assume the concepts just aren't in their heads. "It breaks my heart when I hear teachers say (ELL kids) don't know anything," says Eddington. "These are brilliant kids and they know a lot. They just can't tell us in English yet." Make a conscious effort to see past the accent and the mispronunciations and treat every interaction — every student — with the respect they deserve. "They're doing twice the job of everybody else in the class," Kim adds, "even though the result looks like half as much." ♦

**FURTHER READING**
**The ESL/ELL Teacher's Survival Guide** (https:/amzn.to/1IVAPmm) is one of the highest-rated books on teaching English-language learners available. In addition to offering an overview of the research on second language learners and best practices in teaching ESL, it also includes a whole section on teaching ESL in the content areas and another specifically geared toward teaching ELL students in mainstream classrooms.

**7 Easy Ways to Support Student Writing in Any Content Area**
(https:/www.cultofpedagogy.com/content-area-literacywriting/)

**Interview with an ESL Teacher**
(https:/www.cultofpedagogy.com/episode01-kim-esl/)

# How to Create a Welcoming Classroom Environment

Chances are that your English language learners (ELLs) come from a culture with traditions and family values that differ from mainstream American culture. These young children not only have the challenge of learning a new language, but also of adjusting to an unfamiliar cultural setting and school system. Imagine what it would be like to step into a foreign classroom where you didn't understand the language, rules, routines, or expected behavior.

On a daily basis, ELLs are adjusting to new ways of saying and doing things. As their teacher, you are an important bridge to this unknown culture and school system. There are a number of things you can do to help make ELLs' transitions as smooth as possible.

## Stages of Cultural Accommodation

In the same way that ELLs go through stages of English language learning, they may also pass through stages of cultural accommodation. These stages, however, may be less defined and more difficult to notice. Being aware of these stages may help you to better understand "unusual" actions and reactions that may just be part of adjusting to a new culture.

- **Euphoria:** ELLs may experience an initial period of excitement about their new surroundings.
- **Culture shock:** ELLs may then experience anger, hostility, frustration, homesickness, or resentment towards the new culture.
- **Acceptance:** ELLs may gradually accept their different surroundings.
- **Assimilation/adaptation:** ELLs may embrace and adapt to their surroundings and their "new" culture.

## Classroom Strategies: Helping Your ELLs Adjust to New Surroundings

Although there are no specific teaching techniques to make ELLs feel that they belong in a new culture, there are ways for you to make them feel welcome in your classroom:

## Learn their names

Take the time to learn how to pronounce your ELLs' names correctly. Ask them to say their name. Listen carefully and repeat it until you know it. If a student's name is Pedro, make sure you do not call him /peedro/ or Peter. Also, model the correct pronunciation of ELLs' names to the class so that all students can say the correct pronunciation.

## Offer one-on-one assistance when possible

Some ELLs may not answer voluntarily in class or ask for your help even if they need it. ELLs may smile and nod, but this does not necessarily mean that they understand. Go over to their desk to offer individual coaching in a friendly way. For convenience, it may be helpful to seat ELLs near your desk.

## Assign a peer partner

Identify a classmate who really wants to help your ELL as a peer. This student can make sure that the ELL understands what he or she is supposed to do. It will be even more helpful if the peer partner knows the ELL's first language.

## Post a visual daily schedule

Even if ELLs do not yet understand all of the words that you speak, it is possible for them to understand the structure of each day. Whether through chalkboard art or images on Velcro, you can post the daily schedule each morning. By writing down times and having pictures next to words like lunch, wash hands, math, and field trip, ELLs can have a general sense of the upcoming day.

## Use an interpreter

On-site interpreters can be very helpful in smoothing out misunderstandings that arise due to communication problems and cultural differences. If an on-site interpreter (a paid or volunteer school staff position) is not available, try to find an adult - perhaps another parent who is familiar with the school or "knows the system" – who is willing to serve this purpose. In difficult situations, it would not be appropriate for another child to translate.

ELLs can make unintentional "mistakes" as they are trying hard to adjust to a new cultural setting. They are constantly transferring what they know as acceptable behaviors from their own culture to the U.S. classroom and school. Be patient as ELLs learn English and adjust.

## Invite their culture into the classroom

Encourage ELLs to share their language and culture with you and your class. Show-and-tell is a good opportunity for ELLs to bring in something representative of their culture, if they wish. They could also tell a popular story or folktale using words, pictures, gestures, and movements. ELLs could also try to teach the class some words from their native language.

## Use materials related to your ELLs' cultures

Children respond when they see books, topics, characters, and images that are familiar. Try to achieve a good balance of books and materials that include different cultures. Visit our recommended bilingual books section.

## Label classroom objects in both languages

Labeling classroom objects will allow ELLs to better understand their immediate surroundings. These labels will also assist you when explaining or giving directions. Start with everyday items, such as "door/puerta," "book/libro," and "chair/silla."

## Include ELLs in a non-threatening manner

Some ELLs may be apprehensive about speaking out in a group. They might be afraid to make mistakes in front of their peers. Their silence could also be a sign of respect for you as an authority – and not a sign of their inability or refusal to participate. Find ways to involve ELLs in a non-threatening manner, such as through Total Physical Response activities and cooperative learning projects.

## Involve ELLs in cooperative learning

Some ELLs are used to working cooperatively on assigned tasks. What may look like cheating to you is actually a culturally acquired learning style — an attempt to mimic, see, or model what has to be done. Use this cultural trait as a plus in your classroom. Assign buddies or peer tutors so that ELLs are able to participate in all class activities. Also, check out these cooperative learning strategies you can use with ELLs.

## Help your ELLs follow established rules

All students need to understand and follow your classroom rules from the very beginning, and ELLs are no exception. Teach them your classroom management rules as soon as possible to avoid misunderstandings, discipline problems, and feelings of low self-esteem. Here are a few strategies that you can use in class:

- Use visuals like pictures, symbols, and reward systems to communicate your expectations in a positive and direct manner.

- Physically model language to ELLs in classroom routines and instructional activities. ELLs will need to see you or their peers model behavior when you want them to sit down, walk to the bulletin board, work with a partner, copy a word, etc.

- Be consistent and fair with all students. Once ELLs clearly understand what is expected, hold them equally accountable for their behavior.

**WIDA Supports for ELs**

Support is an instructional strategy or tool used to assist students in accessing content necessary for classroom understanding or communication. Support may include teaching techniques, such as modeling, feedback or questioning. Other types of support involve students using visuals or graphics, interacting with others or using their senses to help construct meaning of oral or written language (TESOL, 2006). We believe that support is important for all learners to gain access to meaning through multiple modalities, but it is absolutely essential for ELLs. For this reason, we incorporate support within the MPIs through English language proficiency level 4. We feel that support for ELLs needs to be present in both instruction and assessment on both a formative and summative basis.

Supports within the MPIs may be sensory, graphic or interactive; examples of these different types of supports are found in Figures 3G and H. Although not extensive, these lists offer some suggestions for teachers to incorporate into instruction and assessment of ELLs.

## Figure 3G: Examples of Sensory, Graphic and Interactive Supports

| Sensory Supports | Graphic Supports | Interactive Supports |
| --- | --- | --- |
| • Real-life objects (realia)<br>• Manipulatives<br>• Pictures & photographs<br>• Illustrations, diagrams & drawings<br>• Magazines & newspapers<br>• Physical activities<br>• Videos & Films<br>• Broadcasts<br>• Models & figures | • Charts<br>• Graphic organizers<br>• Tables<br>• Graphs<br>• Timelines<br>• Number lines | • In pairs or partners<br>• In triads or small groups<br>• In a whole group<br>• Using cooperative group structures<br>• With the Internet (Web sites) or software programs<br>• In the native language (L1)<br>• With mentors |

<u>Sensory Supports</u>

Some sensory supports are applicable across all ELP standards, as exemplified in Figure 3G. Others are specific to the language of a content area. Figure 3H expands the notion of the use of sensory support by giving specific examples for ELP standards 2 through 5. The use of these sensory supports in activities, tasks and projects helps promote the development of students' academic language proficiency.

## Figure 3H: Specific Examples of Sensory Supports

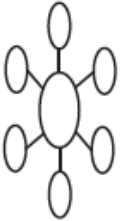| Supports related to the language of Language Arts | Supports related to the language of Mathematics | Supports related to the language of Science | Supports related to the language of Social Studies |
|---|---|---|---|
| Illustrated word/phrase walls<br><br>Felt or magnetic figures of story elements<br><br>Sequence blocks<br><br>Environmental print<br><br>Posters or displays<br><br>Bulletin boards<br><br>Photographs<br><br>Cartoons<br><br>Audio books<br><br>Songs/Chants | Blocks/Cubes<br><br>Clocks, sundials and other timekeepers<br><br>Number lines<br><br>Models of geometric figures<br><br>Calculators<br><br>Protractors<br><br>Rulers, yard/meter sticks<br><br>Geoboards<br><br>Counters<br><br>Compasses<br><br>Calendars<br><br>Coins | Scientific instruments<br><br>Measurement tools<br><br>Physical models<br><br>Natural materials<br><br>Actual substances, organisms or objects of investigation<br><br>Posters/Illustrations of processes or cycles | Maps<br><br>Globes<br><br>Atlases<br><br>Compasses<br><br>Timelines<br><br>Multicultural artifacts<br><br>Arial & satellite photographs<br><br>Video clips |

Adopted from Gottlieb, M. (2006). *Assessing English language learners: Bridges from language proficiency to academic achievement*. Thousand Oaks, CA: Corwin Press.

<u>Graphic Supports</u>

The most commonly used graphic support associated with social, instructional and academic language is the graphic organizer. Graphic organizers, such as semantic maps, venn diagrams or T charts, are useful tools for ELLs. These graphic supports allow students to demonstrate their understanding of ideas and concepts without having to depend on or produce complex and sustained discourse. It cannot be assumed, however, that ELLs understand the concept behind and automatically know how to use particular graphic organizers. Therefore, teachers must model examples of their use and give students time to practice with each one.

Figure 3J provides specific ideas of how graphic organizers may be used with each language proficiency standard. As it does not delineate examples by grade level cluster, teachers' knowledge of their students and the curriculum is important in translating these suggestions into instructional assessment activities.

**Figure 3J: Examples of Use of Graphic Organizers across the ELP Standards**

| ELP standard | 1- Social and Instructional language | 2- The language of Language Arts | 3- The language of Mathematics | 4- The language of Science | 5- The language of Social Studies |
|---|---|---|---|---|---|
| Venn Diagrams - Comparing and Contrasting Two Entities | • Two friends or family members<br>• Two traditions | • Two characters<br>• Two settings<br>• Two genres | • Two operations<br>• Two geometric figures<br>• Two forms of proportion | • Two body systems or organs<br>• Two animals or plants | • Two conflicts<br>• Two forms of government<br>• Two forms of transportation |
| T-Charts - Sorting or Categorizing Objects or Concepts | • Colors<br>• Classroom objects | • Facts/Opinions<br>• Points of view<br>• Pros/Cons | • Area/Perimeter<br>• Fractions/Decimals<br>• Addition/Subtraction | • Forms of matter<br>• Forms of energy<br>• Senses<br>• Vertebrates/Invertebrates | • Types of transportation<br>• Types of habitats |
| Cycles - Producing a Series of Connected Events or a Process | • Conflict/Resolution<br>• School or classroom routines | • Plot lines | • Steps in problem-solving | • Scientific inquiry<br>• Life cycles<br>• Water cycle | • Elections in a democracy<br>• Passage of a law |
| Cause and Effect - Illustrating a Relationship | • Classroom or school rules<br>• Health and safety at home or in school | • Responses of characters to events | • Variables in algebraic equations<br>• Geometric theorems | • Chemical reactions<br>• Adaptation<br>• Weather events | • Political movements<br>• Economic trends |
| Semantic Webs - Connecting Categories to Themes or Topics | • Personal interests<br>• Idiomatic expressions<br>• Multiple meanings of words and phrases | • Root words and affixes<br>• Main idea/Details | • Types and features of polygons<br>• Types and characteristics of angles | • Foods and their nutritional ingredients<br>• Types and characteristics of rocks | • Types of human and civil rights<br>• Impact of economic policies |

Adopted from Gottlieb, M. (2006). *Assessing English language learners: Bridges from language proficiency to academic achievement*. Thousand Oaks, CA: Corwin Press.

Excerpted from *Understanding the WIDA English Language Proficiency Standards: A Resource Guide* (2007) www.wida.us.

# The GO TO Strategies:  Scaffolding Options for Teachers of English Language Learners, K-12

http://www.cal.org/what-we-do/projects/project-excell/the-go-to-strategies

# 8 Strategies for Scaffolding Instruction

With the advent of the common-core standards, our thinking about how to support second language learners has become super important. Our current focus for supportive instruction may be on grammar and vocabulary or we may be modifying the texts English Language Learners (ELLs) work with during a lesson so they're at a more "appropriate level."  Under the standards developed through the Common Core State Standards Initiative, however, instruction for ELLs will have to move beyond modifying lesson materials and teaching fundamental components of language.  Educators now have to ensure that we are teaching ALL kids, no matter their language background or where they are academically, how to grapple with complex, grade level information and texts.

So how do we do this?  Well, a piece of it is thinking more carefully about what supports or scaffolds we can add to our instruction.

Through my experience working as a classroom teacher in an urban school with a large number of second language learners, along with two years experience as our school's English Language Acquisition Teacher Leader, I have identified eight "scaffolding strategies" that I believe should always be considered when planning instruction for second language learners:
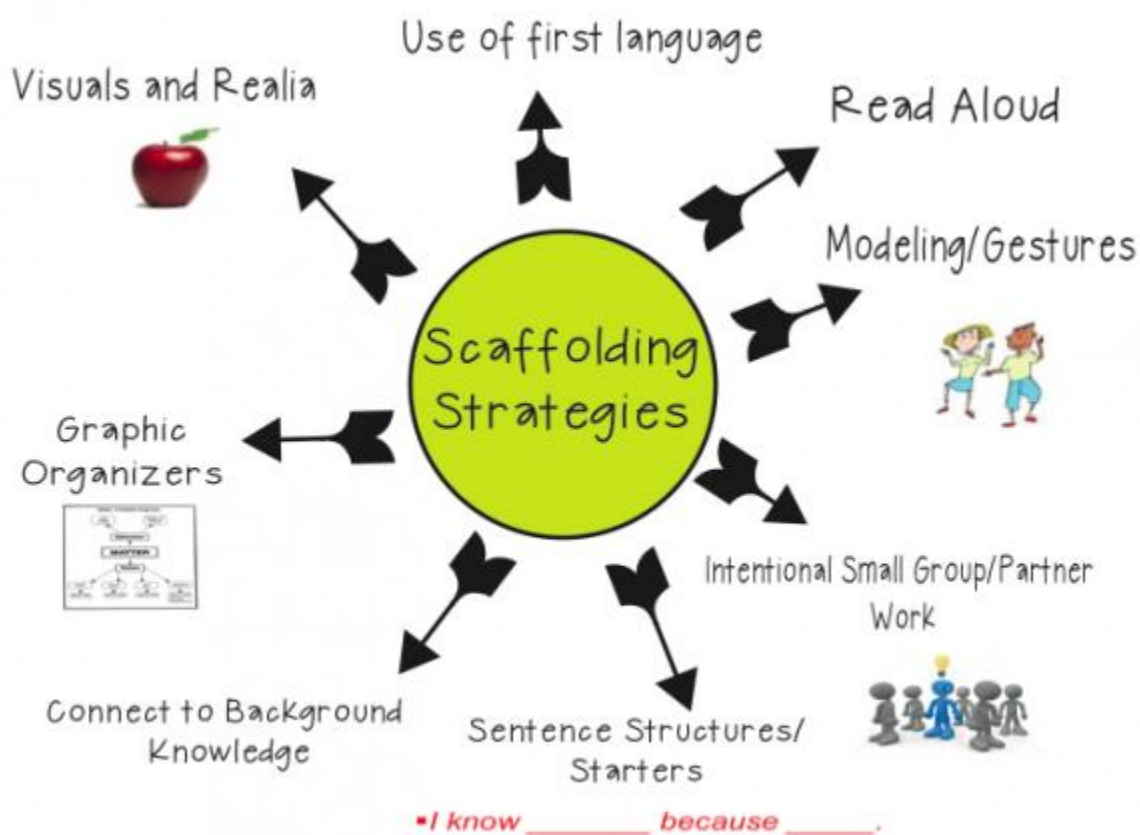


**Click Here for the 8 Scaffolding Strategies Printable**

When I set out to plan a lesson, I always consider how to use any or all of these eight scaffolding strategies to support comprehension and language development.

# 1. Visuals and Realia

Whenever I can I include realia, or real life, tangible objects in my lessons.  I have found that realia is super supportive for vocabulary development and engagement.  For example, I recently selected a text about coral reefs for a close read lesson.  I wasn't sure students would know what "coral" was, so I brought in an actual piece of coral to pass around.  If you don't have realia available for a lesson, use visuals or images!  You can frequently find me on Google images, looking for that just right visual to support my lesson.

# 2. Modeling/Gestures

If you were to observe me teaching a lesson, you would likely see me making all kinds of funny looking gestures.  Funny looking maybe, but supportive definitely!  When all you do is talk/lecture to students who don't speak English as their first language, most of what you say will probably fly right over their head.  Modeling and gestures help bring your words to life.  Couple this with the use of supportive visuals and say hello to comprehension!

# 3. Connect to Background Knowledge

When planning for the "hook" or introduction in a lesson, I consider what background knowledge students might have that I can connect to.  For example, I might show them a picture of something related to our lesson and ask them a question about it.  Connecting previous knowledge/learning to new learning is always a great support for ELLs.

# 4. Graphic Organizers

Graphic organizers may not be an appropriate scaffold for every lesson, but they are for many!  You can create your own or use one of the many free ones to be found on the www.  Graphic organizers can be used as a tool to help students organize their thinking when responding to a text.  They key is not to make them too complicated or they may end up being exactly the opposite of a useful thinking support.

# 5. Sentence Structures/Starters

Sentence structures can be a great support for English Language Learners.  I often use them during the close of a lesson in the debrief or share.  You can also slightly differentiate graphic organizers or recording sheets you provide students by adding sentence structures.

# 6. Read Aloud

Reading a grade level, complex text aloud to students at the start of the lesson can serve three important purposes:  support engagement, support fluency, and give ELLs some access to the text they'll be working with.  When reading a text aloud to students, it's important that it is displayed in a way that all students can easily see it.

# 7. Intentional Small Group/Partner Work

To support students during independent work time, you can consider small group or partner work.  I say "intentional" small group/partner work because it's important to consider how and why you're pairing certain students.  Pairing two students just because one is a "high" reader and the other is a less sophisticated reader can quickly backfire if you haven't considered how their personalities/work styles might pair up.  Additionally, if you have chosen to provide a small group of

students with additional support, just be aware of how much support you're providing…hopefully not too much!  We don't want to take away all the challenges that a text/lesson presents.

# 8. Use of First Language

If a student's first language is available to you, then by all means make use of it as a scaffold.  I'm not implying that the whole lesson should be translated.  However if you can translate important vocabulary words, make connections between concepts presented, or translate specific instructions then go for it!

As a final note, even if you do not work with ELLs, try to keep in mind that good instruction for second language learners is great instruction for all kids!

https://www.mshouser.com/teaching-tips/8-strategies-for-scaffolding-instruction

**WIDA supports education systems where the Can Do Philosophy empowers…**

• Linguistically diverse students and their peers to share their experiences, knowledge, cultures, skills, and interests, while supporting one another.

• Families to advocate on behalf of their children's beliefs and aspirations about education and success in life, to share their social, cultural and linguistic capital with their learning community, and to nurture growth and learning at home and in the community.

• Communities to shape perspectives of educators, practitioners, students, and families through diverse experiences and offer resources and supports to build upon the learning happening in school.

• Educators to unleash learners' potential and serve as their advocates in culturally responsive ways, to continue to grow their capacities by learning from their students, to inspire active engagement of students and families, and to collaborate to promote effective strategies and seek solutions together.

• Administrators to build systems uniting schools and communities with a vision, time, and space for meaningful collaboration in support of language development and academic achievement of language learners.

• Researchers and Policymakers to positively influence the focus and direction of programs, schools, and systems in serving the interests of language learners, highlighting students' unique characteristics and needs to advocate for positive change.

## WIDA enacts the Can-Do Philosophy through its…

• Standards that allow educators to recognize and support their students' academic language development and academic achievement, serving as a foundation for curriculum, instruction, and assessment.

• Assessments that build awareness of language learners' strengths and provide valuable information
to educators, students, and families. WIDA's assessment design includes built-in supports that allow learners to show what they can do and serves as a model for classroom, school, and district language proficiency assessment.

• Professional Learning that is sustainable and transformative, focusing on teaching and learning that supports language learners and their families by building on their strengths. Further, it promotes dynamic collaboration among educators and meaningful student engagement.

• Research that provides timely, meaningful, and actionable results to educators, advancing awareness of the role of language learning in achievement along with the unique traits attributable to language learners. Our research design concentrates on supporting data-based decision-making and sound policy throughout education systems.

# WIDA CONSORTIUM

## Can Do Descriptors: Grade Level Cluster 1-2

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

| | Level 1 Entering | Level 2 Beginning | Level 3 Developing | Level 4 Expanding | Level 5 Bridging | Level 6 - Reaching |
|---|---|---|---|---|---|---|
| **LISTENING** | • Follow modeled, one-step oral directions (e.g., "Find a pencil.") <br> • Identify pictures of everyday objects as stated orally (e.g., in books) <br> • Point to real-life objects reflective of content-related vocabulary or oral statements <br> • Mimic gestures or movement associated with statements (e.g., "This is my left hand.") | • Match oral reading of stories to illustrations <br> • Carry out two- to three-step oral commands (e.g., "Take out your science book. Now turn to page 25.") <br> • Sequence a series of oral statements using real objects or pictures <br> • Locate objects described orally | • Follow modeled multi-step oral directions <br> • Sequence pictures of stories read aloud (e.g., beginning, middle, and end) <br> • Match people with jobs or objects with functions based on oral descriptions <br> • Classify objects according to descriptive oral statements | • Compare/contrast objects according to physical attributes (e.g., size, shape, color) based on oral information <br> • Find details in illustrated, narrative, or expository text read aloud <br> • Identify illustrated activities from oral descriptions <br> • Locate objects, figures, places based on visuals and detailed oral descriptions | • Use context clues to gain meaning from grade-level text read orally <br> • Apply ideas from oral discussions to new situations <br> • Interpret information from oral reading of narrative or expository text <br> • Identify ideas/concepts expressed with grade-level content-specific language | |
| **SPEAKING** | • Repeat simple words, phrases, and memorized chunks of language <br> • Respond to visually-supported (e.g., calendar) questions of academic content with one word or phrase <br> • Identify and name everyday objects <br> • Participate in whole group chants and songs | • Use first language to fill in gaps in oral English (code switch) <br> • Repeat facts or statements <br> • Describe what people do from action pictures (e.g., jobs of community workers) <br> • Compare real-life objects (e.g., "smaller," "biggest") | • Ask questions of a social nature <br> • Express feelings (e.g., "I'm happy because…") <br> • Retell simple stories from picture cues <br> • Sort and explain grouping of objects (e.g., sink v. float) <br> • Make predictions or hypotheses <br> • Distinguish features of content-based phenomena (e.g., caterpillar, butterfly) | • Ask questions for social and academic purposes <br> • Participate in class discussions on familiar social and academic topics <br> • Retell stories with details <br> • Sequence stories with transitions | • Use academic vocabulary in class discussions <br> • Express and support ideas with examples <br> • Give oral presentations on content-based topics approaching grade level <br> • Initiate conversation with peers and teachers | |

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

# WIDA CONSORTIUM

## Can Do Descriptors: Grade Level Cluster 1-2

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

| | Level 1 Entering | Level 2 Beginning | Level 3 Developing | Level 4 Expanding | Level 5 Bridging | Level 6 - Reaching |
|---|---|---|---|---|---|---|
| **READING** | • Identify symbols, icons, and environmental print<br>• Connect print to visuals<br>• Match real-life familiar objects to labels<br>• Follow directions using diagrams or pictures | • Search for pictures associated with word patterns<br>• Identify and interpret pre-taught labeled diagrams<br>• Match voice to print by pointing to icons, letters, or illustrated words<br>• Sort words into word families | • Make text-to-self connections with prompting<br>• Select titles to match a series of pictures<br>• Sort illustrated content words into categories<br>• Match phrases and sentences to pictures | • Put words in order to form sentences<br>• Identify basic elements of fictional stories (e.g., title, setting, characters)<br>• Follow sentence-level directions<br>• Distinguish between general and specific language (e.g., flower v. rose) in context | • Begin using features of non-fiction text to aid comprehension<br>• Use learning strategies (e.g., context clues)<br>• Identify main ideas<br>• Match figurative language to illustrations (e.g., "as big as a house") | |
| **WRITING** | • Copy written language<br>• Use first language (L1, when L1 is a medium of instruction) to help form words in English<br>• Communicate through drawings<br>• Label familiar objects or pictures | • Provide information using graphic organizers<br>• Generate lists of words/phrases from banks or walls<br>• Complete modeled sentence starters (e.g., "I like ____.")<br>• Describe people, places, or objects from illustrated examples and models | • Engage in prewriting strategies (e.g., use of graphic organizers)<br>• Form simple sentences using word/phrase banks<br>• Participate in interactive journal writing<br>• Give content-based information using visuals or graphics | • Produce original sentences<br>• Create messages for social purposes (e.g., get well cards)<br>• Compose journal entries about personal experiences<br>• Use classroom resources (e.g., picture dictionaries) to compose sentences | • Create a related series of sentences in response to prompts<br>• Produce content-related sentences<br>• Compose stories<br>• Explain processes or procedures using connected sentences | |

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

# Can Do Descriptors: Grade Level Cluster 3-5

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

| | Level 1 Entering | Level 2 Beginning | Level 3 Developing | Level 4 Expanding | Level 5 Bridging | Level 6 - Reaching |
|---|---|---|---|---|---|---|
| **LISTENING** | • Point to stated pictures, words, or phrases<br><br>• Follow one-step oral directions (e.g., physically or through drawings)<br><br>• Identify objects, figures, people from oral statements or questions (e.g., "Which one is a rock?")<br><br>• Match classroom oral language to daily routines | • Categorize content-based pictures or objects from oral descriptions<br><br>• Arrange pictures or objects per oral information<br><br>• Follow two-step oral directions<br><br>• Draw in response to oral descriptions<br><br>• Evaluate oral information (e.g., about lunch options) | • Follow multi-step oral directions<br><br>• Identify illustrated main ideas from paragraph-level oral discourse<br><br>• Match literal meanings of oral descriptions or oral reading to illustrations<br><br>• Sequence pictures from oral stories, processes, or procedures | • Interpret oral information and apply to new situations<br><br>• Identify illustrated main ideas and supporting details from oral discourse<br><br>• Infer from and act on oral information<br><br>• Role play the work of authors, mathematicians, scientists, historians from oral readings, videos, or multi-media | • Carry out oral instructions containing grade-level, content-based language<br><br>• Construct models or use manipulatives to problem-solve based on oral discourse<br><br>• Distinguish between literal and figurative language in oral discourse<br><br>• Form opinions of people, places, or ideas from oral scenarios | |
| **SPEAKING** | • Express basic needs or conditions<br><br>• Name pre-taught objects, people, diagrams, or pictures<br><br>• Recite words or phrases from pictures of everyday objects and oral modeling<br><br>• Answer yes/no and choice questions | • Ask simple, everyday questions (e.g., "Who is absent?")<br><br>• Restate content-based facts<br><br>• Describe pictures, events, objects, or people using phrases or short sentences<br><br>• Share basic social information with peers | • Answer simple content-based questions<br><br>• Re/tell short stories or events<br><br>• Make predictions or hypotheses from discourse<br><br>• Offer solutions to social conflict<br><br>• Present content-based information<br><br>• Engage in problem-solving | • Answer opinion questions with supporting details<br><br>• Discuss stories, issues, and concepts<br><br>• Give content-based oral reports<br><br>• Offer creative solutions to issues/problems<br><br>• Compare/contrast content-based functions and relationships | • Justify/defend opinions or explanations with evidence<br><br>• Give content-based presentations using technical vocabulary<br><br>• Sequence steps in grade-level problem-solving<br><br>• Explain in detail results of inquiry (e.g., scientific experiments) | |

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

# Can Do Descriptors: Grade Level Cluster 3-5

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

| | Level 1 Entering | Level 2 Beginning | Level 3 Developing | Level 4 Expanding | Level 5 Bridging | Level 6 - Reaching |
|---|---|---|---|---|---|---|
| **READING** | • Match icons or diagrams with words/concepts <br> • Identify cognates from first language, as applicable <br> • Make sound/symbol/word relations <br> • Match illustrated words/phrases in differing contexts (e.g., on the board, in a book) | • Identify facts and explicit messages from illustrated text <br> • Find changes to root words in context <br> • Identify elements of story grammar (e.g., characters, setting) <br> • Follow visually supported written directions (e.g., "Draw a star in the sky.") | • Interpret information or data from charts and graphs <br> • Identify main ideas and some details <br> • Sequence events in stories or content-based processes <br> • Use context clues and illustrations to determine meaning of words/phrases | • Classify features of various genres of text (e.g., "and they lived happily ever after"—fairy tales) <br> • Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram) <br> • Find details that support main ideas <br> • Differentiate between fact and opinion in narrative and expository text | • Summarize information from multiple related sources <br> • Answer analytical questions about grade-level text <br> • Identify, explain, and give examples of figures of speech <br> • Draw conclusions from explicit and implicit text at or near grade level | **Level 6 - Reaching** |
| **WRITING** | • Label objects, pictures, or diagrams from word/phrase banks <br> • Communicate ideas by drawing <br> • Copy words, phrases, and short sentences <br> • Answer oral questions with single words | • Make lists from labels or with peers <br> • Complete/produce sentences from word/phrase banks or walls <br> • Fill in graphic organizers, charts, and tables <br> • Make comparisons using real-life or visually-supported materials | • Produce simple expository or narrative text <br> • String related sentences together <br> • Compare/contrast content-based information <br> • Describe events, people, processes, procedures | • Take notes using graphic organizers <br> • Summarize content-based information <br> • Author multiple forms of writing (e.g., expository, narrative, persuasive) from models <br> • Explain strategies or use of information in solving problems | • Produce extended responses of original text approaching grade level <br> • Apply content-based information to new contexts <br> • Connect or integrate personal experiences with literature/content <br> • Create grade-level stories or reports | |

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

## Can Do Descriptors: Grade Level Cluster 6-8

**WiDA** CONSORTIUM

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

| | Level 1 Entering | Level 2 Beginning | Level 3 Developing | Level 4 Expanding | Level 5 Bridging |
|---|---|---|---|---|---|
| **LISTENING** | • Follow one-step oral commands/instructions<br>• Match social language to visual/graphic displays<br>• Identify objects, people, or places from oral statements/ questions using gestures (e.g., pointing)<br>• Match instructional language with visual representation (e.g., "Use a sharpened pencil.") | • Follow multi-step oral commands/instructions<br>• Classify/sort content-related visuals per oral descriptions<br>• Sequence visuals per oral directions<br>• Identify information on charts or tables based on oral statements | • Categorize content-based examples from oral directions<br>• Match main ideas of familiar text read aloud to visuals<br>• Use learning strategies described orally<br>• Identify everyday examples of content-based concepts described orally<br>• Associate oral language with different time frames (e.g., past, present, future) | • Identify main ideas and details of oral discourse<br>• Complete content-related tasks or assignments based on oral discourse<br>• Apply learning strategies to new situations<br>• Role play, dramatize, or re-enact scenarios from oral reading | • Use oral information to accomplish grade-level tasks<br>• Evaluate intent of speech and act accordingly<br>• Make inferences from grade-level text read aloud<br>• Discriminate among multiple genres read orally |
| **SPEAKING** | • Answer yes/no and choice questions<br>• Begin to use general and high frequency vocabulary<br>• Repeat words, short phrases, memorized chunks<br>• Answer select WH-questions (e.g., "who," "what," "when," "where") within context of lessons or personal experiences | • Convey content through high frequency words/ phrases<br>• State big/main ideas of classroom conversation<br>• Describe situations from modeled sentences<br>• Describe routines and everyday events<br>• Express everyday needs and wants<br>• Communicate in social situations<br>• Make requests | • Begin to express time through multiple tenses<br>• Retell/rephrase ideas from speech<br>• Give brief oral content-based presentations<br>• State opinions<br>• Connect ideas in discourse using transitions (e.g., "but," "then")<br>• Use different registers inside and outside of class<br>• State big/main ideas with some supporting details<br>• Ask for clarification (e.g., self-monitor) | • Paraphrase and summarize ideas presented orally<br>• Defend a point of view<br>• Explain outcomes<br>• Explain and compare content-based concepts<br>• Connect ideas with supporting details/evidence<br>• Substantiate opinions with reasons and evidence | • Defend a point of view and give reasons<br>• Use and explain metaphors and similes<br>• Communicate with fluency in social and academic contexts<br>• Negotiate meaning in group discussions<br>• Discuss and give examples of abstract, content-based ideas (e.g., democracy, justice) |

**Level 6 - Reaching**

WiDA CONSORTIUM

# Can Do Descriptors: Grade Level Cluster 6-8

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

| | Level 1 Entering | Level 2 Beginning | Level 3 Developing | Level 4 Expanding | Level 5 Bridging | Level 6 - Reaching |
|---|---|---|---|---|---|---|
| **READING** | • Associate letters with sounds and objects<br>• Match content–related objects/pictures to words<br>• Identify common symbols, signs, and words<br>• Recognize concepts of print<br>• Find single word responses to WH- questions (e.g., "who," "what," "when," "where") related to illustrated text<br>• Use picture dictionaries/ illustrated glossaries | • Sequence illustrated text of fictional and non-fictional events<br>• Locate main ideas in a series of simple sentences<br>• Find information from text structure (e.g., titles, graphs, glossary)<br>• Follow text read aloud (e.g., tapes, teacher, paired-readings)<br>• Sort/group pre-taught words/ phrases<br>• Use pre-taught vocabulary (e.g., word banks) to complete simple sentences<br>• Use L1 to support L2 (e.g., cognates)<br>• Use bilingual dictionaries and glossaries | • Identify topic sentences, main ideas, and details in paragraphs<br>• Identify multiple meanings of words in context (e.g., "cell," "table")<br>• Use context clues<br>• Make predictions based on illustrated text<br>• Identify frequently used affixes and root words to make/extract meaning (e.g., "un-," "re-," "-ed")<br>• Differentiate between fact and opinion<br>• Answer questions about explicit information in texts<br>• Use English dictionaries and glossaries | • Order paragraphs<br>• Identify summaries of passages<br>• Identify figurative language (e.g., "dark as night")<br>• Interpret adapted classics or modified text<br>• Match cause to effect<br>• Identify specific language of different genres and informational texts<br>• Use an array of strategies (e.g., skim and scan for information) | • Differentiate and apply multiple meanings of words/ phrases<br>• Apply strategies to new situations<br>• Infer meaning from modified grade-level text<br>• Critique material and support argument<br>• Sort grade-level text by genre | |
| **WRITING** | • Draw content-related pictures<br>• Produce high frequency words<br>• Label pictures and graphs<br>• Create vocabulary/concept cards<br>• Generate lists from pre-taught words/phrases and word banks (e.g., create menu from list of food groups) | • Complete pattern sentences<br>• Extend "sentence starters" with original ideas<br>• Connect simple sentences<br>• Complete graphic organizers/ forms with personal information<br>• Respond to yes/no, choice, and some WH- questions | • Produce short paragraphs with main ideas and some details (e.g., column notes)<br>• Create compound sentences (e.g., with conjunctions)<br>• Explain steps in problem-solving<br>• Compare/contrast information, events, characters<br>• Give opinions, preferences, and reactions along with reasons | • Create multiple-paragraph essays<br>• Justify ideas<br>• Produce content-related reports<br>• Use details/examples to support ideas<br>• Use transition words to create cohesive passages<br>• Compose intro/body/ conclusion<br>• Paraphrase or summarize text<br>• Take notes (e.g., for research) | • Create expository text to explain graphs/charts<br>• Produce research reports using multiple sources/ citations<br>• Begin using analogies<br>• Critique literary essays or articles | |

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

33

# Can Do Descriptors: Grade Level Cluster 9-12

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

| | Level 1 Entering | Level 2 Beginning | Level 3 Developing | Level 4 Expanding | Level 5 Bridging | Level 6 - Reaching |
|---|---|---|---|---|---|---|
| **LISTENING** | • Point to or show basic parts, components, features, characteristics, and properties of objects, organisms, or persons named orally<br>• Match everyday oral information to pictures, diagrams, or photographs<br>• Group visuals by common traits named orally (e.g., "These are polygons.")<br>• Identify resources, places, products, figures from oral statements, and visuals | • Match or classify oral descriptions to real-life experiences or visually-represented, content-related examples<br>• Sort oral language statements according to time frames<br>• Sequence visuals according to oral directions | • Evaluate information in social and academic conversations<br>• Distinguish main ideas from supporting points in oral, content-related discourse<br>• Use learning strategies described orally<br>• Categorize content-based examples described orally | • Distinguish between multiple meanings of oral words or phrases in social and academic contexts<br>• Analyze content-related tasks or assignments based on oral discourse<br>• Categorize examples of genres read aloud<br>• Compare traits based on visuals and oral descriptions using specific and some technical language | • Interpret cause and effect scenarios from oral discourse<br>• Make inferences from oral discourse containing satire, sarcasm, or humor<br>• Identify and react to subtle differences in speech and register (e.g., hyperbole, satire, comedy)<br>• Evaluate intent of speech and act accordingly | |
| **SPEAKING** | • Answer yes/no or choice questions within context of lessons or personal experiences<br>• Provide identifying information about self<br>• Name everyday objects and pre-taught vocabulary<br>• Repeat words, short phrases, memorized chunks of language | • Describe persons, places, events, or objects<br>• Ask WH- questions to clarify meaning<br>• Give features of content-based material (e.g., time periods)<br>• Characterize issues, situations, regions shown in illustrations | • Suggest ways to resolve issues or pose solutions<br>• Compare/contrast features, traits, characteristics using general and some specific language<br>• Sequence processes, cycles, procedures, or events<br>• Conduct interviews or gather information through oral interaction<br>• Estimate, make predictions or pose hypotheses from models | • Take a stance and use evidence to defend it<br>• Explain content-related issues and concepts<br>• Compare and contrast points of view<br>• Analyze and share pros and cons of choices<br>• Use and respond to gossip, slang, and idiomatic expressions<br>• Use speaking strategies (e.g., circumlocution) | • Give multimedia oral presentations on grade-level material<br>• Engage in debates on content-related issues using technical language<br>• Explain metacognitive strategies for solving problems (e.g., "Tell me how you know it.")<br>• Negotiate meaning in pairs or group discussions | |

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

# Can Do Descriptors: Grade Level Cluster 9-12

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

<table>
<tr><th></th><th>Level 1<br>Entering</th><th>Level 2<br>Beginning</th><th>Level 3<br>Developing</th><th>Level 4<br>Expanding</th><th>Level 5<br>Bridging</th><th>Level 6 - Reaching</th></tr>
<tr>
<td>READING</td>
<td>
<ul>
<li>Match visual representations to words/phrases</li>
<li>Read everyday signs, symbols, schedules, and school-related words/phrases</li>
<li>Respond to WH- questions related to illustrated text</li>
<li>Use references (e.g., picture dictionaries, bilingual glossaries, technology)</li>
</ul>
</td>
<td>
<ul>
<li>Match data or information with its source or genre (e.g., description of element to its symbol on periodic table)</li>
<li>Classify or organize information presented in visuals or graphs</li>
<li>Follow multi-step instructions supported by visuals or data</li>
<li>Match sentence-level descriptions to visual representations</li>
<li>Compare content-related features in visuals and graphics</li>
<li>Locate main ideas in a series of related sentences</li>
</ul>
</td>
<td>
<ul>
<li>Apply multiple meanings of words/phrases to social and academic contexts</li>
<li>Identify topic sentences or main ideas and details in paragraphs</li>
<li>Answer questions about explicit information in texts</li>
<li>Differentiate between fact and opinion in text</li>
<li>Order paragraphs or sequence information within paragraphs</li>
</ul>
</td>
<td>
<ul>
<li>Compare/contrast authors' points of view, characters, information, or events</li>
<li>Interpret visually- or graphically-supported information</li>
<li>Infer meaning from text</li>
<li>Match cause to effect</li>
<li>Evaluate usefulness of data or information supported visually or graphically</li>
</ul>
</td>
<td>
<ul>
<li>Interpret grade-level literature</li>
<li>Synthesize grade-level expository text</li>
<li>Draw conclusions from different sources of informational text</li>
<li>Infer significance of data or information in grade-level material</li>
<li>Identify evidence of bias and credibility of source</li>
</ul>
</td>
<td rowspan="2" style="vertical-align:top">
<ul>
<li>Produce research reports from multiple sources</li>
<li>Create original pieces that represent the use of a variety of genres and discourses</li>
<li>Critique, peer-edit and make recommendations on others' writing from rubrics</li>
<li>Explain, with details, phenomena, processes, procedures</li>
</ul>
</td>
</tr>
<tr>
<td>WRITING</td>
<td>
<ul>
<li>Label content-related diagrams, pictures from word/phrase banks</li>
<li>Provide personal information on forms read orally</li>
<li>Produce short answer responses to oral questions with visual support</li>
<li>Supply missing words in short sentences</li>
</ul>
</td>
<td>
<ul>
<li>Make content-related lists of words, phrases, or expressions</li>
<li>Take notes using graphic organizers or models</li>
<li>Formulate yes/no, choice and WH- questions from models</li>
<li>Correspond for social purposes (e.g., memos, e-mails, notes)</li>
</ul>
</td>
<td>
<ul>
<li>Complete reports from templates</li>
<li>Compose short narrative and expository pieces</li>
<li>Outline ideas and details using graphic organizers</li>
<li>Compare and reflect on performance against criteria (e.g., rubrics)</li>
</ul>
</td>
<td>
<ul>
<li>Summarize content-related notes from lectures or text</li>
<li>Revise work based on narrative or oral feedback</li>
<li>Compose narrative and expository text for a variety of purposes</li>
<li>Justify or defend ideas and opinions</li>
<li>Produce content-related reports</li>
</ul>
</td>
</tr>
</table>

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

# Assessing ESL Students in the Subject Classroom

Assessment is a multi-faceted issue that has been the focus of considerable attention in education over the past decades. Before discussing assessment as it directly pertains to ESL students, it is helpful to offer a brief overview of its major aspects.

## Assessment overview

In essence, assessment is of three types: initial, formative and summative. Initial assessment consists of the measures undertaken by the teacher to determine what students already know about a topic or what they can do. Initial assessment is often used to place students in a particular course or level. Formative assessment comprises the ongoing checks that the teacher makes to determine if the students are acquiring the knowledge and skills that are the objectives of the unit. Formative assessment allows the teacher to adjust the focus of forthcoming instruction. Summative assessment is the evaluation conducted at the end of a unit to determine how well the students have learned the content and skills they have been taught. Summative assessment is often the basis for a report or grade that is conveyed to the student's parents. Other ways of categorizing assessment which overlap with the three categories discussed above include:

formal / informal, alternative, authentic, peer and self-assessment. Formal assessment includes written examinations or classroom presentations, and usually results in a grade. Informal assessment

includes observations, interviews and checklists. The term alternative assessment is most commonly used to differentiate it from traditional assessment by pen-and-paper tests. Portfolio assessment is a popular form of alternative assessment. Authentic assessment is the term to describe the use of real-world tasks to demonstrate how far the student has acquired the essential knowledge and skills that are the focus of the unit of instruction. As such, an authentic assessment task differs from, for example, a traditional multiple-choice format. Peer-assessment is the evaluation by a peer of an

another student's work in progress. This is most often conducted using a checklist provided by the teacher, at a stage where the student can act on the feedback to improve the work. Self-assessment is the assessment by the students themselves of their understanding and skills. It can take place during the course of a unit (formative) or at the end (summative). Feedback is an integral part of the assessment process. Indeed, many types of formative assessment can themselves be regarded as feedback. Robust research† tells us that feedback is essential to development, provided that it is timely, relevant and action-oriented. Summative feedback usually involves grading according to a set of criteria determined by the teacher. The fair grading of ESL students is a tricky issue.

The assessment of ESL students

Note: The discussion here will be limited to the assessments that teachers create for their own groups of students. This excludes all standardized testing and assessments set by outside authorities such as examination boards. In view of the complex, multi-faceted nature of assessment in general, it is not surprising that there is no single or simple solution to the thorny question of how to fairly and reliably assess the subject knowledge, understanding and skills of ESL students in content classrooms. Indeed, the issue is even more complicated due to an additional facet or variable, namely the level of English proficiency of the ESL student. Nevertheless, it is hoped that the comments and suggestions offered below will make it possible for mainstream teachers to create assessment that are fair and reliable measures of the content knowledge and skills of the ESL students in their classes at all stages of their English language development. The fundamental problem is determining how students can demonstrate knowledge and understanding when their English is limited. This limited English makes both language input and language output difficult. Input is the language that students must understand in order to undertake the assessment task (in other words, the written or oral instructions given by the teacher). Output is the language that students must produce in fulfilment of the task requirements. The solution to the problem in respect of any given assessment may be one or a combination of three practices: provision of an alternative task, modification of the task, and offering various other accommodations.

Providing ESL students with a different way to demonstrate knowledge and skills (i.e. alternative assessment) is often the only sensible choice for those with low English proficiency. Having them do the same assessment as the native speakers in the class can be a demoralizing experience – particularly if they understand the content but do not yet have the English to articulate this understanding. There are numerous types of alternative assessment which reduce or even remove the language input and output demands of a task. These including nonverbal strategies such as pointing or drawing and role plays, graphic organizers and sentence starts. Portfolios, containing a variety of different work products (such as writing samples, labelled diagrams or pictures, checklists, audio files), are a good way for students to demonstrate their developing knowledge and skills. They can be used as an alternative to summative assessments based on final written examinations. Here is a brief overview of alternative assessments for ESL students. In many cases, particularly for students who are more proficient in English, teachers may wish all students to do the same written assessment. This is where modifications of the language input have a part to play. There are several aspects of written language that can make it more difficult for ESL students to quickly understand what the assessment task requires of them. Modifying the language of the task can be done without changing its content or cognitive challenge. This makes for a test that is fair for ESL students. Elsewhere on this site is detailed advice on identifying and modifying aspects of written language input that are likely to cause difficulty:

Preparing ESL-friendly worksheets and tests.
As for output, ESL students can be given a version of the test that contains sentence starts or sentence frames. This reduces the amount of English that they must produce themselves. The third way to ensure a fair test for ESL students is to offer them various accommodations. The most obvious and important of these is to allow them more time to complete the assessment. Other strategies include: permitting use of a dictionary, reading the question aloud to the student, explaining the question or words in it orally, allowing the student to give the answer in the mother tongue, which is then translated by an English-proficient native peer, having the ESL teacher pre-teach key vocabulary, showing the test paper to students in advance so that they know what to

expect, discussing model answers to tasks similar to those on the test, discussing how the assessment will be graded (e.g. via a rubric), not including language criteria in the calculation of the final grade. Some of these accommodations may be considered appropriate for all students, not just those with limited English proficiency.

Feedback and grading

Clearly, subject teachers have various ways of giving ESL students appropriate feedback about their developing subject knowledge and skills. The question arises, however, as to the feedback they should be giving about language errors. There are suggested answers elsewhere on this site: grammar, spelling, pronunciation. Determining a fair grade for a piece of work done by an ESL student is a complex matter. Theoretically, it is desirable if the grade for individual students at their various levels of English proficiency is based on what they can do, rather than what they can't. But in practice it is often difficult to achieve consistency, fairness and transparency for all students. This site has a brief answer to the question How should I grade my ESL students? which might work for some teachers in some assessment contexts.

A final thought

It is a good idea to consult with the student's ESL teacher when planning to give an important

assessment. He or she can offer advice on the language demands of the assessment tasks and suggest

appropriate accommodations based on the language proficiency of the student. ESL teachers at FIS are always happy to undertake the linguistic modifications that are necessary to make for a more manageable task - or even to write an alternative assessment so that the student has the best chance to demonstrate understanding and skills.

### EL Newcomer Regular Classroom Observation Checklist

**Student Name: _____**            **School: _____**

**Grade Level : _____**            **Teacher(s): _____**

**Before Classroom Visit:**
- US Entry Date
- Country of Birth and Native Language (possible L1 resources)
- ACCESS or WAPT scores
- Student with Interrupted Formal Education (SIFE)
- Sociocultural Factors (arrival in US, culture shock, et.)
- L1 Literacy Pre-Assessment
- _____
- _____
- _____

**During Classroom Visit:**
- Observing Teacher Strategies & Behaviors
  - Placement of Student Seating
  - Integration of Visuals to Match Oral Instruction
  - Monitoring of EL Newcomer Engagement
  - Best Instructional Practices  Inclusive of EL Newcomer
  - Promotion of Listening/Speaking/Reading/Writing skills
  - Modified assignments and assessments to match English language proficiency
  - Text-Rich Classroom Environment
  - Comprehensible Speech
  - WIDA Classroom Supports
  - _____
  - _____
  - _____

**During Classroom Visit (con't):**
- Observing EL Newcomer Student Participation & Behaviors
  - Proximity of EL Newcomer to teacher
  - Level of Student Focus and Engagement on Teacher during Whole Group Instruction

- ○ Appropriate use of Language Buddy Pairs
- ○ Comprehensibility of Assigned Academic language and content tasks
- ○ Appropriateness of student behaviors impacted by cultural factors
- ○ Student Materials Available and Organized
- ○ _____
- ○ _____
- ○ _____
- ○ _____

**After**
- Feedback/Notes from Teacher and Student Classroom Observation(s) Feedback Form
- Share the Toolkit "Strategies for Supporting and Instructing EL Newcomer Students"
- Follow-up with content and language rich resources
- Plan for Possible Future EL Newcomer Observations and ongoing Support
- _____
- _____
- _____
- _____

**EL Newcomer Classroom Observation Feedback Form**

| Student Name: | Grade Level: | School Name: |
|---|---|---|
|  |  |  |

| Teacher Name:<br>Subject Area:<br><br>**LOOK FOR:**<br>   ➔ Placement of Student Seating<br>   ➔ Integration of Visuals to Match Oral Instruction<br>   ➔ Monitoring of EL Newcomer Engagement<br>   ➔ Best Instructional Practices Inclusive of EL Newcomer<br>   ➔ Promotion of Listening/Speaking/Reading/Writing skills<br>   ➔ Modified assignments and assessments to match English language proficiency<br>   ➔ Text-Rich Classroom Environment<br>   ➔ Comprehensible Speech<br>   ➔ WIDA Classroom Supports | Observations: | Recommendations: |
|---|---|---|

**\*Created by Alamance-Burlington School System ESL Department (North Carolina) 2016**