



English



Language



Learner

ELL Handbook

2017-2018

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The Richland School District's educational excellence inspires and prepares students to become:

- Critical thinkers;
- Passionate learners;
- Contributing and responsible members of society; and
- Successful in the global community.

Commitment Statements

We commit to:

Providing a safe environment where teachers and students share mutual respect for one another. Teachers who care about students improve the quality of learning through an understanding of diversity and a belief that all students can learn.

Providing a carefully aligned K-12 curriculum taught with quality materials, technology and research-based interventions.

Ensuring classrooms with high expectations and clear standards, strong classroom management, and effective teaching practices.

Maximizing student learning through our partnership with families and the school community.

Helping families' stay connected with their students' learning by communicating expectations and student progress, building relationships, and providing parents the tools they need to help their children succeed.

Incorporating new knowledge into practice through professional development and promoting open and shared Instructional practices with time to collaborate, evaluate and reflect.

Involving parents and community in an active role in supporting our schools including mutual sharing of new knowledge, building positive relationships and opening the schools for volunteering.

Supporting and recognizing our students for playing a vital role in their own and each other's learning as dedicated learners with positive attitudes.

Dr. Rick Schulte, Superintendent rick.schulte@rsd.edu

Dr. Nicole MacTavish-Deputy Superintendent nicole.mactavish@rsd.edu

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Introduction

Purpose

The purpose of the 2017-2018 English Language Learner (ELL) handbook is to provide staff with information about the Richland School District programs and procedures for English Language Learners.

The state Transitional Bilingual Education Program (TBIP) and federal Title III address the unique needs of eligible students, who come from linguistically and culturally diverse backgrounds. Both programs share the same goal: develop language proficiency that enables meaningful access to grade level curricula and instruction.

In state law, TBIP is a program within Washington's Basic Education Act - Chapter 28A.180 RCW. The federal Title III program supports supplemental instruction and services for language acquisition.

Definition

(WAC 392-160-005-Definitions)

A student who meets the following two conditions is eligible for the Transitional Bilingual Instructional Program (ELL Program):

- The primary language of the student is other than English; and
- The student's English skills are sufficiently lacking or absent as to delay in learning.

Washington State defines "primary language" as the language most often used by a student (not necessarily by parents, guardians, or others) for communication in the student's place of residence or the language that the student first learned.

English language learners are usually:

- Students moving to the U.S. from other countries whose native language is not English.
- Students from homes where the first language is no English.
- Students having difficulty speaking, reading, writing and understanding the English language.



English Language Learners (ELL)

Philosophy/Vision

The Richland School District uses an acceleration model that provides ELL students with powerful learning experiences that stress complex, engaging activities and direct teaching of the English language. Language and skill development is accelerated, so students can meet high standards in ALL academic areas.

Mission Statement

To help prepare the district's limited English proficient students to live successfully in an English- speaking culture and in a multilingual, multicultural world. This preparation includes providing developmentally appropriate instruction in the English language, maintaining a respect for the student's native culture and heritage, and developing a sense of self-worth and pride in the student. It will also include active parent involvement and vigorous staff development activities.

More than 600 students receive ELL services in the Richland School District and our numbers are increasing each year. These students represent more than 45 different cultures and language groups. The most common are Spanish, Arabic, Ukrainian, Chinese, Russian, Somali and Marshallese. (2017 data)

Program

The "Supportive Mainstream" model is used in our schools. In this model, students spend their day in a regular classroom accessing grade-level academic content. Consistent, focused, and effective language development instruction is provided through ELL pull-out/push-in instruction or through small group work with the classroom teacher, support teacher and/or Para educators. Many of the classroom and support teachers are trained in Project GLAD (Guided Language Acquisition Design). The ELL program employs a certificated K-12 ELL teacher and educational assistants to support the ELL student both in the classroom and in a pull-out model, by reviewing, extending or expanding the content, as well as building student proficiency in academic language that will help them fully access core content. The ELL Program staff work with the students, their families and the classroom teachers providing the needed support. The district ELL teacher provides oversight and training for all ELL staff each year.

English language learners (ELLs) are taught and assessed on their grade level standards in Language Arts, Math, Science, and other content areas.

The Washington State English Language Proficiency Standards (ELPS) <http://www.k12.wa.us/MigrantBilingual/pubdocs/ELP/WA-ELP-Standards-K12.pdf> provide learning targets for teachers as they help the ELL students learn English.

S E C T I O N

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Pathway Steps for new ELL students:

1. Intake meeting with parents to welcome them to school and find out what specific needs they have.
2. Help parents fill out and understand paperwork using Language link services or interpreter.
3. Fill out the Home Language Survey determines next steps.
4. Parent interview filled out during intake to help understand current levels in L1.
5. Give ELL placement test to help determine language proficiency or look at current ELPA 21 level in Cedars.
6. Determine what other classrooms have like language students enrolled. Enroll student in same class for language support.
7. Look at ELPA21 test results (if available) to analyze specific domain and results.
8. Use an ELD Retell GLAD strategy to assess current grammar use levels.
9. Design small group interventions utilizing: Language for Learning, Talkies, LIPS, Visualizing and Verbalizing, and GLAD strategies that focus on ELL vocabulary development.
10. Progress monitor with SOLOM tool, ELPS At a Glance tool, or other progress monitoring tools once a month to assess reading, writing, listening and speaking skills within the classroom. Adjust and monitor interventions based on progress monitoring results.
11. ELPA 21 assess each February to determine current levels.
12. Refer to resources for ELL students on following pages.

Resources used for ELL students:

Push-in interventions: Review current classroom activities, charts, curriculum materials providing extra review and practice.

In class ELL Sheltered GLAD interventions/strategies that support ELL learners with the core curriculum: Contact Sally Mack sally.mack@rsd.edu with any questions about any of the following strategies.

1. ELL review strategy
2. ELL Group Frame
3. Sentence frames
4. L1 labels on input charts
5. Levels of Questioning during input/lecture, lesson delivery
6. Use of Realia as much as possible
7. Picture files depicting photos of real items of study
8. Like-language partner
9. 4-member team approach –heterogeneous
10. Small group instruction homogeneous, heterogeneous
11. Input strategies

Possible Pull-Out interventions: contact your Instructional Specialist or Special Programs about the following:

12. Fast Forward
13. Language for Learning



Office of Superintendent of Public Instruction (OSPI) Home Language Survey

The Home Language Survey is given to ***all*** students enrolling in Washington schools.

Student Name:		Grade:	Date:
Parent/Guardian Name _____ Parent/Guardian Signature _____			
Right to Translation and Interpretation Services Indicate your language preference so we can provide an interpreter or translated documents, free of charge, when you need them.	All parents have the right to information about their child's education in a language they understand. 1. In what language(s) would your family prefer to communicate with the school? _____		
Eligibility for Language Development Support Information about the student's language helps us identify students who qualify for support to develop the language skills necessary for success in school. Testing may be necessary to determine if language supports are needed.	2. What language did your child learn first? _____ 3. What language does your child use the most at home? _____ 4. What is the primary language used in the home, regardless of the language spoken by your child? _____ 5. Has your child received English language development support in a previous school? Yes_ No___ Don't Know___		
Prior Education Your responses about your child's birth country and previous education: <ul style="list-style-type: none"> • Give us information about the knowledge and skills your child is bringing to school. • May enable the school district to receive additional federal funding to provide support to your child. <p><i>This form is not used to identify students' immigration status.</i></p>	6. In what country was your child born? _____ 7. Has your child ever received formal education outside of the United States? (Kindergarten - 12 th grade) ____ Yes ____ No If yes: Number of months: _____ Language of instruction: _____ 8. When did your child first attend a school in the United States? (Kindergarten — 12 th grade) _____ Month Day Year		

Thank you for providing the information needed on the Home Language Survey. Contact your school district if you have further questions about this form or about services available at your child's school.

Note to district: This form is available in multiple languages on <http://www.k12.wa.us/MigrantBilingual/HomeLanguage.aspx>. A response that includes a language other than English to question #2 OR question #3 triggers English language proficiency placement testing. Responses to questions #1 or #4 of a language other than English could prompt further conversation with the family to ensure that #2 and #3 were clearly understood. "Formal education" in #7 does not include refugee camps or other unaccredited educational programs for children.



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Parent Interview for Language Dominance and Past School History

Dear Parent or Guardian,

In order to provide your child with the best education possible, we need to know about his/her language and education background. There are no right or wrong answers to the questions below. Your honesty and thoughtfulness in answering these questions is greatly appreciated and will directly benefit your child's education.

About your child:

If there is more than one language spoken in your house, please feel free to include them in all your answers.

When your child was a baby:

1. What language did you speak to your child when he/she was a baby or young child?

2. In what language did your child say his/her first words? _____
3. In what language did your child speak as a baby or young child? _____
4. What language did other people in your house (other caregivers, babysitters, siblings, relatives) speak to your child when he/she was a baby or young child? _____
5. What language did you use to sing and/or read to your child when he/she was a baby or young child? _____

At the present time

1. What language is spoken in the child's home or residence most of the time? _____
2. What language do you mostly use to speak to your child now? _____
3. What language does your child mostly speak to you? _____
4. What language does your child prefer to speak to others (siblings, caregivers, babysitters, relatives)? _____
5. When you have to give your child directions quickly which language do you use? _____

Other School Experiences:

1. Did your child attend preschool? _____ If yes, what was the language used by the teachers? _____

For students entering school in a grade other than kindergarten:

1. Does your child know how to read? _____ If yes, in what language? _____
Does your child know how to write? _____ If yes, in what language? _____
Does your child know how to read and write in his/her first language? _____
2. Is this the first time the child has attended a school in the United States? _____
3. If no, where did he/she go to school previously? _____
What language was used for instruction? _____
4. Was there any interruption in your child's education? _____ If so, for how long? _____
5. Has your child ever had difficulties learning? _____ If yes, please explain briefly:

6. Has your child ever received special services to help his/her learning? _____ If yes, please explain briefly: _____
7. Is there anything more you would like to tell us about your child's prior school experience and/or learning strengths or weaknesses?

Richland School District 2016-2017			
English Language Learning Plan for: _____			
Teacher: _____		Grade Level: _____	
Language Proficiency Level:		Emerging	
<input type="checkbox"/> Parent requests translation service			
Language GOAL: Student will increase _____ from _____ to _____ by _____			
LANGUAGE PROFICIENCY LEVELS			
LISTENING <input type="checkbox"/> 1 Beginning <input type="checkbox"/> 2 Early Intermediate <input type="checkbox"/> 3 Intermediate <input type="checkbox"/> 4 Early Advanced <input type="checkbox"/> 5 Advanced	SPEAKING <input type="checkbox"/> 1 Beginning <input type="checkbox"/> 2 Early Intermediate <input type="checkbox"/> 3 Intermediate <input type="checkbox"/> 4 Early Advanced <input type="checkbox"/> 5 Advanced	READING <input type="checkbox"/> 1 Beginning <input type="checkbox"/> 2 Early Intermediate <input type="checkbox"/> 3 Intermediate <input type="checkbox"/> 4 Early Advanced <input type="checkbox"/> 5 Advanced	WRITING <input type="checkbox"/> 1 Beginning <input type="checkbox"/> 2 Early Intermediate <input type="checkbox"/> 3 Intermediate <input type="checkbox"/> 4 Early Advanced <input type="checkbox"/> 5 Advanced
Testing Accommodations (Check guidance prior to using accommodations)			
<input type="checkbox"/> Separate Location <input type="checkbox"/> Human Reader (Math Only) <input type="checkbox"/> Text-to-Speech <input type="checkbox"/> Other (see back of form)			
Classroom Support			
Speaking <input type="checkbox"/> Like Language Peers <input type="checkbox"/> Language games <input type="checkbox"/> Read Aloud	Listening <input type="checkbox"/> Input Charts/K-W-L <input type="checkbox"/> Rephrase Directions <input type="checkbox"/> Background connection	Reading <input type="checkbox"/> TPR <input type="checkbox"/> Visual Prompts <input type="checkbox"/> Realia	Writing <input type="checkbox"/> Sentence Frames <input type="checkbox"/> Visual Prompts <input type="checkbox"/> Student Interviews
Additional Support			
<input type="checkbox"/> Title 1/LAP <input type="checkbox"/> Special Education <input type="checkbox"/> ELL Services <input type="checkbox"/> Highly Capable			
<input type="checkbox"/> Pull-out support _____ times per week for _____ minutes			
<input type="checkbox"/> Push-in support _____ times per week for _____ minutes			
<input type="checkbox"/> Gen Ed in-class support _____ times per week for _____ minutes			
Parent Communication and Review of Plan			
<input type="checkbox"/> Parent Conference		<input type="checkbox"/> Parent was unable to attend conference. Information was mailed home.	
Date: _____		Date: _____	
<input type="checkbox"/> Parent Conference		Date: _____	

ELPA 21 ASSESSMENT PERFORMANCE LEVELS
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<p>1-Beginning: A student at this level displays <i>few</i> grade-level English language skills and will benefit from ELL program support.</p> <p>2-Early Intermediate: A student at this level presents evidence of <i>developing</i> grade-level English language skills and will benefit from ELL program support.</p> <p>3-Intermediate: A student at this level applies <i>some</i> grade-level English language skills and will benefit from ELL program support.</p> <p>4-Early Advanced: A student at this level demonstrates English language skills required for engagement with grade-level academic content instruction at a level comparable to non-ELLs.</p> <p>5-Advanced: A student at this level exhibits <i>superior</i> English language skills, as measured by ELPA21.</p>

Supportive Mainstream Model

<p>In Richland School District we serve our ELL students through the <i>Supportive Mainstream Model</i>. Consistent, focused, and effective language development instruction is provided through ELL pull-out/push-in instruction or through small group work with the classroom teacher. Language instruction is delivered in English by teachers who have been specifically trained in the field of second language acquisition and strategies. Instruction may occur either individually or in small groups within the mainstream classroom (push-in) or separate from the mainstream classroom (pull-out) with the focus of supporting English language development.</p>
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ADDITIONAL INFORMATION

Signatures

Parent Signature_____ Student Signature_____
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Teacher Signature_____ ELL Coordinator_____

Summary of Program Models from OSPI (revised April 2015)

Bilingual Programs	Dual Language
	<ul style="list-style-type: none"> Mixed classrooms of ELLs and native English speakers Content instruction in both languages Language of instruction is balanced with goal of 50/50 balance by completion of program Academic content is made meaningfully accessible using sheltered strategies Program length is clearly established, and TBIP exited students continue for duration of program Goal of bilingualism, biliteracy, biculturalism, and grade level academic achievement for all students
	Developmental Bilingual Education (Late Exit)
	<ul style="list-style-type: none"> Classrooms of English language learners in K-6 grades 90% of instruction using students' native language during primary grades, progressing to 50/50 balance by 5th or 6th grade Program length is clearly established, and TBIP exited students continue for duration of program Goal of bilingualism, biliteracy, and grade level academic achievement for English language learners
Alternative Instructional Programs	Transitional Bilingual Education (Early Exit)
	<ul style="list-style-type: none"> Classrooms of English language learners Instruction using students' native language initially Instruction progresses toward using only English over approximately a 3-year period Goal of English proficiency and grade-level academic achievement with gradual reduction of native language supports Alternative Instructional Programs
	Content-Based Instruction (CBI) or Sheltered Instruction (SI)
Alternative Instructional Programs	<ul style="list-style-type: none"> Classrooms of English language learners ELL teachers provide content instruction using English sheltered strategies to foster English language development and make grade-level content meaningfully accessible Goal of English language proficiency integrated with grade level academic achievement
	Supportive Mainstream
Newcomer Programs	<ul style="list-style-type: none"> Students in mainstream English speaking classrooms most of the day ELL teachers provide supplemental English language support inside or outside of the mainstream classroom Mainstream and supplemental English instruction conducted using English with specific strategies to foster English language development and make grade-level content meaningfully accessible Mainstream content teachers collaborate with ELL teacher or ELL coach to facilitate language support in content classrooms Goal of English language proficiency integrated with grade-level academic achievement
	Newcomer Programs
Newcomer Programs	<ul style="list-style-type: none"> Classrooms of beginning level newly immigrated English language learners all or part of the day Instruction conducted using English or bilingual model appropriate to district's program Teachers have specific background for working with newly arrived immigrants and students with limited formal schooling Specific criteria is established to move students into other English language development program models offered by district Goal of basic English language proficiency, basic content knowledge, and introduction to US school culture in order to prepare for other district ELL program

S E C T I O N

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General Information/FAQ's

How do students qualify for ELL services?

Language Proficiency Placement Test

Students whose primary language is a language other than English must be assessed by the tenth day of attendance with the state-approved language proficiency placement test. (ELPA21 Screener) The placement test is only for students who have been identified as potential ELLs based on the Home Language Survey and for Native American students who have been determined to be academically at risk. Please contact your ELL staff member or of the Special Programs department to determine if a placement test is required.

Students must meet eligibility requirements to qualify for ELL services. Students who score a Level 1 (Beginning/Advanced Beginning), Level 2 (Intermediate), or Level 3 (Advanced) on the ELPA21 Screener qualify for services. Students who score Level 4 (Transitional) do not qualify for ELL services.

Annual Assessment

All ELL students, including those on waivers, are assessed on the English Language Proficiency Test for the 21st Century (ELPA21) each spring. The ELPA21's assessment system measures growth in English language proficiency based on the newly developed English Language Proficiency Standards (ELPS). It provides valuable information that informs instruction and facilitates academic proficiency in English to help make sure all ELLs leave high school prepared for college and career success.

Each ELL students' ELPA21 results are provided each year and a copy of those results are found in the student's ELL file found in the cumulative file. If your student is Level 1, 2 or 3, s/he is eligible for active ELL services.

The ELPA21 assessment replaced the WELPA assessment in Washington State in 2016.

For more information and resources, check out the ELPA21 site:

<http://www.elpa21.org/about>

From WELPA to ELPA21: A New Annual English Language Learner (ELL) Test

What: ELPA21 (English Language Proficiency Test for the 21st Century)

When: In the spring (ask Special Programs for specific dates each year)

Who: All active ELL students Levels 1-3, all waived ELL students, and any Native American students who qualify for extra language support.

What you can expect: Students will take four test domains: Reading, Writing, Listening, and Speaking. The test will be entirely online using the same test engine as Smarter Balanced. (There will also be a short paper- and-pencil Writing section for Kinder and Grade 1 students.) Each test section should take an hour or less. Your building's ELL teachers will proctor the test. See your school's ELL teacher for more information about when the test will be given at your school.

Why: The results of this required annual state test will help teachers and parents understand how ELL students are learning English, and what other supports they need. Parents will receive a score report in the mail after the test is completed.

How often will students be tested?

All ELL students will be re-tested on the annual ELL assessment each February or March. Scores are sent home from the district office after testing scores are received from OSPI.

If they qualify for ELL services, what kind of help will they receive?

Students will receive push-in and/or pull out support from general education and ELL staff.

To see a **Family Guide** to ELPA21 (in English and Spanish), click here:

<http://www.k12.wa.us/ELPA21/Timeline.aspx>

To see **sample test items**, use Google Chrome and the following web address:

<http://www.elpa21.org/assessment-system/sample-items>

How can I request an interpreter?

Clear communication and building relationships with our ELL families is key to their success. Our main resource for interpreter services is Language Link Translator Phone Service. Please refer to form included in this guide as all interpreter services must be carefully logged and turned into Janet Young.

You may use Language Link services or request an interpreter to help you communicate either over the phone or during face-to-face conferences. If you are a staff member, please talk to your Instructional specialist, or Sally Mack (sally.mack@rsd.edu) and/or school secretary about the procedure.

ELPA 21 Proficiency Status Policy Definitions

Proficient

Students are Proficient when they attain a level of English language skill necessary to independently produce, interpret, collaborate on, and succeed in grade-level content-related academic tasks in English. This is indicated on ELPA21 by attaining a profile of Level 4 or higher in all domains. Once Proficient on ELPA21, students can be considered for reclassification.

Progressing

Students are Progressing when, with support, they approach a level of English language skill necessary to produce, interpret, and collaborate, on grade-level content-related academic tasks in English. This is indicated on ELPA21 by attaining a profile with one or more domain scores above Level 2 that does not meet the requirements to be Proficient. Students scoring Progressing on ELPA21 are eligible for ongoing program support.

Emerging

Students are Emerging when they have not yet attained a level of English language skill necessary to produce, interpret, and collaborate on grade-level content-related academic tasks in English. This is indicated on ELPA21 by attaining a profile of Levels 1 and 2 in all four domains. Students scoring Emerging on ELPA21 are eligible for ongoing program support.

Student Name: [REDACTED]
State Student ID: [REDACTED]
Grade: [REDACTED]
Test Date: Spring 2017

School: [REDACTED]
District: Richland Sd (03400)

Family Report

English Language Proficiency Assessment ELPA21

What is the ELPA21?

The English Language Proficiency Assessment for the 21st Century, or ELPA21, is a test of English language proficiency. The test is based on the English Language Proficiency Standards and addresses the language demands needed to reach college and career readiness.

What Do the ELPA21 Proficiency Levels Mean?

Level 5 Advanced: Exhibits superior grade-level English language skills as measured by ELPA21.

Level 4 Early Advanced: Demonstrates grade-level English language skills required for engagement with academic content instruction at a level comparable to non-ELs.

Level 3 Intermediate: Applies some grade-level English language skills and will benefit from English Language Program support.

Level 2 Early Intermediate: Presents evidence of developing grade-level English language skills and will benefit from English Language Program support.

Level 1 Beginning: Displays few grade-level English language skills and will benefit from English Language Program support.

YOUR CHILD'S OVERALL PROFICIENCY DETERMINATION

Proficient

Students are Proficient when they attain a level of English language skill necessary to independently produce, interpret, collaborate on, and succeed in grade-level content-related academic tasks in English. This is indicated on ELPA21 by attaining a profile of Level 4 or higher in all domains. Once Proficient on ELPA21, students can be considered for reclassification.

Your child's Overall Score (reading, writing, listening, and speaking combined) is 6201. Your child's Comprehension Score (reading and listening) is 6217.

LISTENING

Level 5

When listening, the student at Level 5 is working on: determining meanings of idiomatic expressions and figurative language in oral presentations and conversations; determining and summarizing central ideas or themes, analyzing their development and evidence discussed; construct meaning from oral presentations on academic topics and literary texts; inferring, analyzing and critiquing the intent, reasoning and use of rhetoric of a speaker.

READING

Level 5

When reading grade-appropriate text, the student at Level 5 is working on: determining the meaning of figurative language, and idiomatic expressions; accurately identifying, summarizing, analyzing, and critiquing key points, main ideas and arguments of others presented in writing; gathering and synthesizing information from multiple written sources, evaluating the reliability of each source.

SPEAKING

Level 5

When speaking, the student at Level 5 is working on: participating in extended conversations and discussions and delivering oral presentations on a range of topics, texts, and issues; asking and answering questions to probe reasoning and claims; summarizing key ideas and evidence; fully developing a claim or topic with relevant details, concepts, examples, and information; analyzing and integrating information into a clearly organized oral text.

WRITING

Level 4

When writing, the student at Level 4 is working on: producing a coherent narrative with details using compound and complex sentences; using a variety of language structures accurately in context-specific messages; constructing written claims with reasons in basic paragraph form; participating in written exchanges on a range of topics, texts, and issues; introducing and developing an informational topic with facts, details, and evidence.



S E C T I O N

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Frequently Asked Questions

HELP! I have English Language Learners in my classroom!

New learners of English are often overwhelmed by the language and culture of a new school setting. Most students entering public schools from other countries have acquired the ability to think, speak and reason in their home language. (L1) However, they come with various levels of schooling and life experiences. These factors, along with differences in learning styles and physical, social and intellectual abilities, affect the students' progress in learning must be considered in the design and delivery of their instructional programs.

Classroom adaptations for ELLs are important and required to lower the language barrier and make learning as comprehensible as possible. Refer to "Resources for teachers" section for resources.

How do students qualify for the ELL Program?

All students who register with a school in Washington State are asked to fill out a **Home Language Survey** that identifies their primary language. When a student has identified a language other than English as their first language, they will be given a state-approved language proficiency placement test within ten days of their enrollment to determine qualification of ELL program.

How ELL students are served in RSD?

The "Supportive Mainstream" model is used in all our schools. In this model, students spend their day in a regular classroom. Many of the classroom and support teachers are trained in Project GLAD (Guided Language Acquisition Design). The ELL program employs a certificated K-12 ELL teacher and educational assistants to support the ELL student both in the classroom and in a pull-out model, by reviewing, extending or expanding the content, as well as building student proficiency in academic language that will help them fully access core content. The ELL Program staff work with the students, their families and the classroom teachers providing the needed support. The district ELL teacher provides oversight and training for all ELL staff each year.

How long do students stay in the ELL Program?

ELL students who reach Level 4 and/or Level 5 in all areas (Speaking, Listening, Reading, and Writing) on the annual **ELPA21** English language proficiency test transition out of the ELL Program for the next school year. The ELPA21 is administered every year in February-March. Students who transition out of the program are monitored by the ELL Program for another two years to ensure they remain academically successful.

Students of all English language proficiency levels are placed in classrooms according to age-group. This is in accordance with Title VI of the Civil Rights Act of 1964, which protects the rights of students with limited English language proficiency (LEP) to equal access of programs and activities receiving Federal funds. It is a violation of students' rights if LEP students are retained in grade for failure to demonstrate basic skills in English.

What are the standards for English Learners?

English language learners (ELLs) are taught and assessed on their grade level standards in Language Arts, Math, Science, and other content areas. There are also **English Language Proficiency Standards** that are used by ELL Specialists and other teachers to understand what students at different levels of English proficiency should be able to do.

S E C T I O N 5

Resources for Teachers

RSD K-12 ELL Teacher

The English Language Learner teacher position includes three areas of support:

Teacher Support:

ELL teacher can facilitate whole group, small group and individual professional development to support the implementation of Sheltered Instruction strategies, such as Guided Language Acquisition Design (GLAD) and AVID ELL for students. In addition, provide on-going support through co-teacher, co-planning, instructional coaching, consulting, and collaborative assessment.

Student Support:

Although the primary responsibility for language instruction resides with the classroom teacher, the RSD ELL teacher will work within the school's student assistance teams to provide and/or facilitate language interventions for those students most in need.

Family Support

We partner with the Community in Schools Department as well as school counselors to provide support to staff in the areas of communication, translation and cultural competency. The team supports efforts in every school to engage all families and students actively through phone calls, conferences, home visits and school events.

Project G.L.A.D. in Richland School District

OCDE Project GLAD®NTC is a model of professional development dedicated to building academic language and literacy for all students, especially English language learners. For over 20 years, Project GLAD® has provided exemplary training for educators both nationally and internationally resulting in students' access to quality instruction and high-levels of success. The Guided language Acquisition Design model enhances teachers' design and delivery of standards-based instruction through an integrated approach. Project GLAD® classrooms promote an environment that respects and honors each child's voice, personal life experience, and beliefs and values their culture.

Project GLAD® has been recognized as a model reform program by California Department of Education (COE) and highlighted as a "Best Practices" program for Title III professional development by CDE.

Orange County Department of Education Project GLAD® **Training Model Elements:** The following elements make the **Guided Language Acquisition Design** promote successful, involved teachers and students:

- A unique blend of academic language and literacy that combines the research from many fields and organizes the strategies and classroom practices into a process.
- Firmly rooted in research and has been field tested for the past 18 years.
- Encourages a classroom environment that values the student, provides authentic

opportunities for the use of academic language, maintains highest standards and expectations for all students, and fosters voice and identity.

- Supports standards based instruction through integrated approaches which include Project Based Learning, language immersion and language acquisition

OCDE Project GLAD®NTC

We have 3 OCDE Project GLAD trainers in Richland School District:

Sally.Mack@rsd.edu

Erica.Quiring@rsd.edu

Kristina.Beach@rsd.edu

Project GLAD Training Opportunities:

1. Tier I 2-day Research/Theory and 4-Day classroom demonstration trainings are provided each year to RSD certified staff.
2. Review and resources for previously trained GLAD teachers are available throughout the school year.
3. Consulting and model teaching opportunities are available by contacting the RSD GLAD trainers.

Office of the Superintendent of Public Instruction (OSPI) see the following link for further resources: <http://www.k12.wa.us/MigrantBilingual/ELD.aspx>

ELL contacts:

Sally Mack - Richland School District K-12 ELL teacher and Project GLAD trainer.

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Elementary buildings have an Instructional Specialist and ELL para educators who can help you with ELL programming and services.

Group/Characteristics					
Instructional Recommendations					
A	U.S.-born ELL student making good progress Good progress means gaining one level of English Language Progress per year	Academic Development	Language Development	Cognitive Development	
	<p>Proficiency in English</p> <ul style="list-style-type: none">Developing or have attained full proficiency in social English (Basic Interpersonal Communication Skills [BICS])Developing proficiency in academic English (Cognitive Academic Language Proficiency [CALP]) <p>Proficiency in native language (L1)</p> <ul style="list-style-type: none">May have some proficiency in social languageLittle or no academic language proficiency in L1 <p>Academic performance</p> <ul style="list-style-type: none">Developing literacy in English (decoding and comprehension of grade-level texts)Making at a minimum one full year's progress each year toward grade-level achievement in all subject areasOn track to attain grade-level achievement in academic subjects within five to six years of enrollment in U.S. schools. This is less likely if students do not keep up with their primary language.	<ul style="list-style-type: none">Provide high quality PreK geared to needs of ELLs-in primary language to the extent possibleProvide scaffolded instruction for ELLs at ELP Levels 1 – 4 OR dual language instruction through 8th grade and beyond if possible.Offer concept-based, grade-level reading instruction appropriate for ELLsMath must be conceptually developed, moving linearly from concrete to abstract, using manipulatives/visuals to support the learning conversationVisuals, realia, graphic organizers, video, songs/chants, web research, online resources must be used dailyBefore and after school support program	<ul style="list-style-type: none">Provide daily, focused opportunities that addresses all four domains of Listening, Speaking, Reading, Writing [LSRW], with emphases on oral language development and academic language [CALP] instruction for ELLs at ELP Levels 1–2Basic Interpersonal language [BICS] support for ELP Level 1-2 supported in daily activitiesProvide focused ELD instruction that address four domains of LSRW with emphasis on CALP instruction for ELLs at ELP levels 3 and 4.Before and after school support programEncourage family to continue development of L1 at home.	<ul style="list-style-type: none">Offer engagement opportunities in the students' L1, whenever possiblePromote cognitive processes to transfer from L1 to English.Crystalized KnowledgeFluid ReasoningWorking MemoryProcessing SpeedLong-Term MemoryAuditory ProcessingVisual ProcessingExecutive FunctioningEncourage and foster students' knowledge base to transfer from L1 to EnglishPractice perspective taking	<ul style="list-style-type: none">Community involvementHeritage sharingStudy cultural background of the student and then;Decide how to provide a connection to: social supportcounselingmedicallegalhousingemploymentProvide social emotional learning and support to include a focus on: Self-AwarenessOptimistic ThinkingGoal Directed BehaviorSelf-ManagementSocial-AwarenessRelationship SkillsDecision MakingPersonal Responsibility

Group/Characteristics					Instructional Recommendations		
B	U.S.-born students who are struggling and/or Long-term English Language Learners Served with ELL support services for more than 5 years	Academic Development	Language Development	Cognitive Development	Social & Cultural Processes		
	Proficiency in English <ul style="list-style-type: none">Developing or have attained full proficiency in social English;Have gaps in BICS vocabulary and CALP English;May be stalled at intermediate level of proficiency on state language ELP exam even after six or more years in LEP status Proficiency in native language (L1) <ul style="list-style-type: none">Some proficiency in social languageLittle or no academic language in L1 Academic performance <ul style="list-style-type: none">Making less than 1 year of progress each year toward grade-level achievement in subject areasUsually can decode but have difficulty comprehending grade-level text or completing grade-level writing assignments.Reading/writing below level of native English speaking peersMay have L1 literacyMay have mismatch between perception of language ability and reality	<ul style="list-style-type: none">Provide scaffolded instruction in content areas for ELLs through ELP Level 4Provide literacy intervention appropriate for adolescent ELLs (meaning-based, reading comprehension strategies, analysis of complex text)Offer interventions, as needed, in the subject areas using research-based materialsOffer extended and flexible learning opportunities (e.g., extended day, weekend/evening classes, summer school)	<ul style="list-style-type: none">Provide daily, focused intervention opportunities that address all four domains (LSRW), with emphases on oral language development and academic language instruction for ELLs at ELP Levels 1 – 4Encourage family to continue development of L1 at home.	<ul style="list-style-type: none">Offer engagement opportunities in the students' L1, whenever possiblePromote cognitive processes to transfer from L1 to English.<ul style="list-style-type: none">Crystalized KnowledgeFluid ReasoningWorking MemoryProcessing SpeedLong-Term MemoryAuditoryProcessingVisual ProcessingExecutive FunctioningEncourage and foster students' knowledge base to transfer from L1 to EnglishPractice perspective taking	<ul style="list-style-type: none">Community involvementHeritage sharingStudy cultural background of the student and then;<ul style="list-style-type: none">Decide how to provide a connection to:<ul style="list-style-type: none">social supportcounselingmedicallegalhousingemploymentProvide social emotional learning and support to include a focus on:<ul style="list-style-type: none">Self-AwarenessOptimistic ThinkingGoal Directed BehaviorSelf-ManagementSocial-AwarenessRelationship SkillsDecision MakingPersonal Responsibility		

Group/Characteristics				
C	Newcomer students who are on grade-level in L1 Well educated in home country In US 2 years or less	Academic Development	Language Development	Cognitive Development Social & Cultural Processes
	<p>Proficiency in English</p> <p><i>Recent arrivals from foreign countries:</i></p> <ul style="list-style-type: none">• Beginning levels of English proficiency or above• English language may be more advanced in reading and writing than in listening and speaking <p><i>Recent arrivals from U.S. school districts with high quality bilingual/dual language programs:</i></p> <ul style="list-style-type: none">• Developing or full proficiency in social English [BICS]• Developing proficiency in academic English [CALP] <p>Proficiency in native language (L1)</p> <ul style="list-style-type: none">• Advanced or full social [BICS] and academic proficiency [CALP] in L1 <p>Academic performance</p> <ul style="list-style-type: none">• On grade level achievement in core content, electives and well-developed literacy in L1• With appropriate support, may show accelerated growth toward grade-level literacy and achievement in English• Will likely show steady progress through English Language acquisition• If native language courses are offered, credit accrual toward graduation can be rapid and successful• May have difficulty with state level achievement exams due to language, not academic content• In danger of slowed growth without instruction in primary language when the content increases in difficulty	<ul style="list-style-type: none">• Offer opportunities to accelerate progress through scaffolded content instruction via sheltered instruction model, as appropriate• Offer opportunities to enroll in accelerated math and advanced coursework• Offer opportunities to enroll in dual language programs, as appropriate	<ul style="list-style-type: none">• Provide daily, focused intervention opportunities that address all four domains (LSRW), with emphases on oral language development and academic language instruction for ELLs at ELP Levels 1 – 4• Encourage family to continue development of L1 at home.	<ul style="list-style-type: none">• Offer engagement opportunities in the students' L1, whenever possible• Promote cognitive processes to transfer from L1 to English.<ul style="list-style-type: none">○ Crystallized Knowledge○ Fluid Reasoning○ Working Memory○ Processing Speed○ Long-Term Memory○ Auditory○ Processing○ Visual Processing○ Executive Functioning• Encourage and foster students' knowledge base to transfer from L1 to English• Practice perspective taking <ul style="list-style-type: none">• Community involvement• Heritage sharing• Study cultural background of the student and then;• Decide how to provide a connection to:<ul style="list-style-type: none">○ social support○ counseling○ medical○ legal○ housing○ employment• Provide social emotional learning and support to include a focus on:<ul style="list-style-type: none">○ Self-Awareness○ Optimistic○ Thinking○ Goal Directed○ Behavior○ Self-Management○ Social-Awareness○ Relationship Skills○ Decision Making○ Personal Responsibility

Group/Characteristics					Instructional Recommendations		
D	Newcomer students with interrupted or limited formal schooling (SIFE) Less than 2 years in US	Academic Development	Language Development	Cognitive Development	Social & Cultural Processes		
	<p>Proficiency in English</p> <ul style="list-style-type: none">• Beginning levels of English proficiency [BICS]• Little or no academic language proficiency on arrival [CALP] <p>Proficiency in native language (L1)</p> <ul style="list-style-type: none">• Proficient in social language [BICS]• Limited academic language proficiency [CALP] <p>Academic performance</p> <ul style="list-style-type: none">• Below grade level in academic subject areas in L1 and English <p>Socio-cultural characteristics</p> <ul style="list-style-type: none">• May be older than grade-level peers• May hold part- or full-time employment and be responsible to support self or family• Tend to face multiple social and personal challenges within and outside of school.	<ul style="list-style-type: none">• Provide content instruction through L1 and/or intensive scaffolded content instruction via sheltered instruction model for ELLs at ELP Levels 1-4• Offer remedial math, as needed, provided through L1 or scaffolded instruction• Provide literacy intervention appropriate for adolescent ELLs (meaning-based, reading comprehension strategies, analysis of complex text)• Offer interventions to support learning in other subject areas• Offer extended and flexible learning opportunities (e.g., weekend/evening classes, vocational program, extended time to graduation)	<ul style="list-style-type: none">• Provide daily, focused intervention opportunities that address all four domains (LSRW), with emphases on oral language development and academic language instruction for ELLs at ELP Levels 1 – 4• Encourage family to continue development of L1 at home.	<ul style="list-style-type: none">• Offer engagement opportunities in the students' L1, whenever possible• Promote cognitive processes to transfer from L1 to English.• Crystalized<ul style="list-style-type: none">○ Knowledge○ Fluid Reasoning○ Working Memory○ Processing Speed○ Long-Term Memory• Auditory<ul style="list-style-type: none">○ Processing○ Visual Processing○ Executive Functioning• Encourage and foster students' knowledge base to transfer from L1 to English• Acquire knowledge through sensory experiences and manipulation objects	<ul style="list-style-type: none">• Community involvement• Heritage sharing• Study cultural background of the student and then;<ul style="list-style-type: none">• Decide how to provide a connection to:<ul style="list-style-type: none">○ social support○ counseling○ medical○ legal○ housing○ employment• Provide social emotional learning and support to include a focus on:<ul style="list-style-type: none">○ Self-Awareness○ Optimistic Thinking○ Goal Directed Behavior○ Self-Management○ Social-Awareness○ Relationship Skills○ Decision Making○ Personal Responsibility		

Key Definitions: Cognitive Development

Crystallized Knowledge: The breadth and depth of the child's acquired knowledge within a culture, and the effective application of this knowledge. This includes language development, listening ability, vocabulary, and general information.

Fluid Reasoning: The child's ability to solve novel problems by using reasoning abilities such as induction (discovering the underlying rules or characteristics that govern a problem) and deduction or sequential reasoning (following the initial rules and following steps to solve a problem).

Mental Processing Speed: The child's ability to fluently perform mental tasks automatically, especially when under pressure to maintain focused attention or concentration.

Visual Processing: The child's ability to use visual information to learn, including perceiving, remembering, manipulating, and thinking with visual patterns.

Auditory Processing: The child's ability to use sound information to learn, including perceiving, analyzing, and synthesizing auditory patterns. This includes the ability to identify, isolate, and mentally analyze speech sounds (i.e., phonological awareness).

Short-Term Memory: The child's ability to take in and hold information in memory, and then use it within a few seconds. This includes memory span (remembering elements in order) and working memory (holding information in memory while mental processing that information). All thinking occurs in working memory, so it is critical to all learning.

Long-Term Memory: The child's ability to store and efficiently retrieve newly learned or previously learned information. This includes recall memory, associative memory, and rapid naming. Rapid recall of name information is related to reading development, and weaknesses are associated with reading disability.

Executive Functioning: The child's ability to connect past experience with present action. Used to perform activities such as planning, organizing, strategizing, paying attention to and remembering details, and managing time and space.

*Based on and adapted from the **Castell-Horn-Carroll theory**, or **CHC theory**, which is a psychological theory of human cognitive abilities that takes its name from [Raymond Cattell](#), [John L. Horn](#) and [John Bissell Carroll](#).*

Social & Cultural Process, Social Emotional Learning (SEL)

Personal Responsibility: is a child's tendency to be careful and reliable in her/his actions and in contributing to group efforts.

Optimistic Thinking: is a child's attitude of confidence, hopefulness, and positive thinking regarding herself/himself and her/his life situations in the past, present, and future.

Goal-Directed Behavior: is a child's initiation of, and persistence in completing, tasks of varying difficulty.

Social-Awareness: is a child's capacity to interact with others in a way that shows respect for their ideas and behaviors, recognizes her/his impact on them, and uses cooperation and tolerance in social situations.

Decision Making: is a child's approach to problem solving that involves learning from others and from her/his own previous experiences, using her/his values to guide her/his action, and accepting responsibility for her/his decisions.

Relationship Skills: is a child's consistent performance of socially acceptable actions that promote and maintain positive connections with others.

Self-Awareness: is a child's realistic understanding of her/his strengths and limitations and consistent desire for self-improvement.

Self-Management: is a child's success in controlling his or her emotions and behaviors, to complete a task or succeed in a new or challenging situation.

*Based on and adapted from research & work done by the **Devereux Center for Resilient Children (DCRC)**, which seeks to promote social and emotional development, foster resilience, and build skills for school and life success in children birth through school-age, as well as to promote the resilience of the adults who care for them.*

Richland School District Chart of Language Acquisition Stages & Instructional Strategies

English Language Proficiency Level (ELP) Language Acquisition Stage	Characteristics	Approximate Time Frame	Teacher Prompts
Level 1: Beginning Students often have up to 500 receptive words (those they can understand, but might not express vocally). This stage involves a "silent period" during which students may not speak but can respond using a variety of strategies. <i>Stage 1: Preproduction</i>	The student <ul style="list-style-type: none"> Has minimal comprehension Does not verbalize Nods "yes" & "no" Draws and points Performing an act (such as standing up or closing a door) Gesturing or nodding 	10 hrs-6 months	<i>Should not force students to speak until they are ready to do so.</i> Show me... Circle the... Where is...? Who has...?
Level 1: Advanced Beginning Students have usually developed close to 1000 receptive/active words (that is, words they are able to understand and use). <i>Stage 2: Early Production</i>	The student <ul style="list-style-type: none"> Can demonstrate limited comprehension By giving one or two word responses Participates using key words and familiar phrases Uses present-tense verbs 	6 mo-1 year	Yes/no questions Either/or questions Who/What/where questions One or two word answers Lists Labels
Level 2: Intermediate Students have usually developed approximately 3,000 words. Students may produce longer sentences, but often with grammatical errors that can interfere with their communication. <i>Stage 3: Speech Emergence</i>	The student <ul style="list-style-type: none"> Has good comprehension Can produce simple sentences Can use short phrases Can ask simple questions Makes grammar & pronunciation errors Frequently misunderstands jokes 	1-3 years	Why...? How...? Explain... Phrases or short sentence answers
Level 3: Advanced Students have typically developed close to 6,000 words and are beginning to speak at greater length. <i>Stage 4: Intermediate Fluency</i>	The student <ul style="list-style-type: none"> Has excellent comprehension Makes few grammatical errors Can make complex statements, state opinions, ask for clarification, and share their thoughts. 	3-5 years	What would happen if...? Why do you think...?
Level 4: Transitional Students have developed some specialized content-area (academic) vocabulary. <i>Stage 5: Advanced Fluency</i>	The student <ul style="list-style-type: none"> Has a near- native level of speech Can participate fully in grade level classroom activities, if given occasional extra support. 	5-7 years	Decide if...? • Retell...

Source: Adapted from Krashen and Terrell (1983).

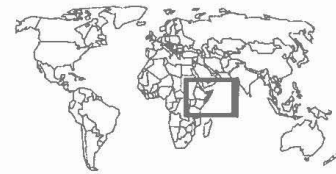
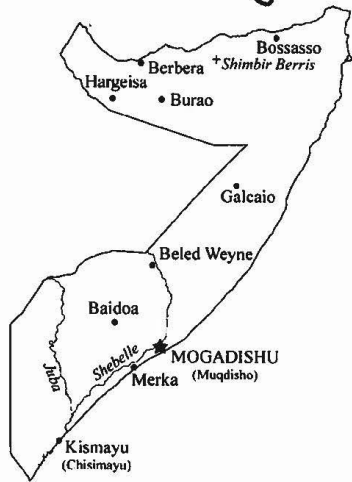
Richland School District Chart of Language Acquisition Stages & Instructional Strategies

The ELP levels at the top are the **Washington State labels**, and at the bottom of the chart are the **5 Language Acquisition/National Stages** in italics.
**It is important to structure activities that are both age and linguistically appropriate.*

Level 1: Beginning	Level 1: Advanced Beginning	Level 2: Intermediate	Level 3: Advanced & Level 4: Transitional
Do not force speech/oral production	Engage students in charades and linguistic guessing games	Conduct group discussions	Sponsor student panel discussions on thematic topics*
Slow speech emphasizing key words	Do role-playing activities	Use skits for dramatic interaction	Have students identify a social issue and defend their position*
Use of visual aids and gestures	Present open-ended sentences	Have students fill out forms and applications	Promote critical analysis and evaluation of pertinent issues
Write key words on the board with students copying them as they are presented	Promote open dialogues	Assign written compositions	Assign writing tasks that involve writing, rewriting, editing, and critiquing examples*
Use pictures and manipulatives to help illustrate concepts	Conduct student interviews with the guidelines written out	Have students write descriptions of visuals and props	Encourage critical interpretation of stories, legends, and poetry*
Use multimedia language role models and interactive dialogue journals	Use charts, tables, graphs, and other conceptual visuals	Have students write descriptions of visuals and props	Have students design questions, directions, and activities for others to follow
Encourage choral reading	Use newspaper ads and other mainstream materials to encourage language interaction	Use music, TV, and radio with class activities	Encourage appropriate storytelling
Use Total Physical Response (TPR) techniques	Encourage partner and trio reading	Show filmstrips and video with cooperative groups scripting the visuals	Practice using pictures, labels, simple, and compound sentences
Practice using pictures, one word labels (w), gesturing (l, s)	Practice using pictures, words, and phrases (w)	Practice using pictures, labels, and simple sentences (w, l, s)	Practice using complex and compound sentences w/ academic vocabulary
Stage 1: Preproduction (Silent/Receptive)	Stage 2: Early Production	Stage 3: Speech Emergence	Stage 4: Intermediate Stage 5: Advanced Proficiency

Source: Adapted from Oregon Department of Education publication The English Language Learners' Program Guide (n.d.).

<https://online.culturegrams.com>



Boundary representations are not necessarily authoritative

BACKGROUND

Land and Climate

Somalia is located on the Horn of Africa. It is slightly smaller than France or the U.S. state of Texas. In the north, the Guban is a hot, semiarid plain parallel to the Gulf of Aden. Shimbir Berris, in the Ogo Mountains, is the highest peak (7,900 feet, or 2,400 meters). The Hawd Plateau, grazing rangeland, covers most of the country's center. More fertile land lies in the south, between the Juba and Shabelle rivers, where crops are grown commercially. Lower Juba (south of the Juba River) is covered by thick bush but still supports some farming and livestock production. Drought and overgrazing have damaged much of Somalia's vegetation and wildlife.

Somalia's four seasons are *Gu* (heavy rains, April–June), *Hagaa* (dry, June–September), *Dair* (short rains, October–December), and *Jilal* (extremely dry, December–March). The climate is hot; some cities have average annual temperatures that exceed 88°F (31°C). Somalia's interior is arid, while coastal regions are more humid.

History

Early Inhabitants and Muslim Influence

Somali have inhabited the Horn of Africa for centuries, occupying an area from near the Gulf of Aden, south to the Tana River in Kenya, and west to Harar in Ethiopia. Somali ivory, ostrich feathers, leopard skins, frankincense, and myrrh were carried as far away as China along early long-distance trade routes. Peoples from India, Persia, Arabia, and Portugal

settled in coastal Somalia. Their influence on architecture, clothing, language, and customs is evident today.

Islam was introduced in the ninth century AD by Arab sheiks who married into Somali families. Arabs controlled the southern coast between the ninth and nineteenth centuries; the sultan of Oman ruled as far south as Zanzibar until the Europeans began to compete for territory.

Colonialism and Independence

In the 1880s, British Somaliland was established in the north, Italian Somaliland in the south, and French Somaliland (which became the present-day country of Djibouti) in the northwest. Somali opposed colonialism and still have bitter feelings about the era. A rebellion launched in 1900 against Britain lasted until 1920; it failed but intensified Somali nationalism, which eventually led to independence. In 1960, British and Italian Somaliland were united to form the Somali Republic.

Undermined by clan rivalries and corruption, the new parliamentary government never stabilized. Military leaders staged a successful bloodless coup in 1969. General Mohammed Siad Barre became president and suspended the constitution. He sought to reorder society and end tribal institutions by declaring Somalia a socialist state.

Civil War

Colonial divisions left many Somali living outside the borders of Somalia, which led to frequent clashes over borders for many years. During the Cold War, the Soviet Union and United States supplied arms to competing sides. The abundant weapons, controversial resettlement of refugees, corruption, and political repression all combined to spark a 1988 civil war in which the northern Somali National Movement (SNM), led

by the Isaak clan, joined forces with the United Somali Congress (USC), composed mostly of Hawiye subclans, to fight the government, led by the Darod clan. In 1991, the Siad government collapsed, and Somalia's political disintegration soon followed.

The SNM broke with the USC, denounced the 1960 union, and declared an independent Republic of Somaliland with Hargeisa as the capital. Somaliland, based on the borders of the old British Somaliland, is not internationally recognized as a sovereign state, and it is opposed by some non-Isaaks in the north. However, it does have a functioning government with its own president, and this stability has contributed to economic growth in the region.

Political Instability

In the rest of Somalia, southern alliances dissolved in 1991, and Mogadishu was split between rival Hawiye subclans. The country plunged into anarchy. By 1992, famine, disease, and war threatened to engulf the population. An effort by the United Nations halted the famine but could not establish peace. Somali began to resent the international presence, anarchy returned, and foreign troops left in 1995. Rival warlords claimed various regions.

Since 1991, uniting the country and establishing a functioning government have been extremely difficult, and attempts to promote reconciliation failed, even when key clan leaders supported them. In 1999, arms began flowing into Somalia from a border war between Ethiopia and Eritrea. Each country sought allies among Somalia's rival factions, prompting an escalation in regional fighting. Some clans banded together to escape the anarchy of the late 1990s by declaring, like Somaliland, some form of autonomy. Northeastern clans joined in 1998 to establish Puntland next to Somaliland.

Transitional Government

Many clan leaders met in 2000 to establish a transitional government, but not all factions recognized the government's authority. Warlords and politicians agreed to form a new transitional government in 2004, but it, too, failed to unite the country. In 2006, militias loyal to the Union of Islamic Courts (UIC) defeated clan warlords to take control of much of southern Somalia. Ethiopian troops invaded to support government forces and defeated the UIC militias in December 2006. UIC moderates formed the Alliance for the Re-liberation of Somalia (ARS), which later took part in peace talks. In January 2009, Ethiopia's military withdrew, and ARS leader Sheikh Sharif Sheikh Ahmed became president of the transitional government.

In August 2012, members of Parliament were sworn in as the transitional government's mandate expired, giving Somalia a more permanent government. Members of Parliament elected Hassan Sheikh Mohamoud as president in September.

The prolonged lack of a functioning national government has contributed to instability in the region. Former UIC hardliners continue their insurgency as part of al-Shabab, which formally allied itself with al-Qaeda in early 2012. In recent years, Somali pirates have seized ships off the coast of the country, demanding millions of dollars in ransom, though the number of attacks fell sharply in 2013 thanks to

anti-piracy operations and a stronger central government, among other factors. Somalia's desperate economic situation is caused in part by frequent famine.

Recent Events and Trends

- **Al-Shabab attacks:** In June 2016, members of the al-Shabab militant group attacked a hotel in the capital of Mogadishu, killing at least 16 people and wounding 55 others. The militants detonated a car bomb in front of the gate, then stormed the hotel. Al-Shabab has carried out a string of terrorist attacks in Somalia during 2015 and 2016, mostly targeting hotels. Previous attacks include an al-Shabab attack on a restaurant in Mogadishu in January 2016, which killed 20 and wounded 17 others, and an attack on a Kenyan military base the week prior. While al-Shabab has been weakened in recent years, it continues to threaten the security and stability of Somalia.

- **New president:** In February 2017, Mohamed Abdullahi Mohamed was sworn in as Somalia's new president after defeating incumbent Hassan Sheikh Mohamud in presidential elections. Though the elections were marred by bribery and corruption, they were widely regarded as a milestone for Somalia, which has not had a functioning government in over 25 years. The elections were indirect due to security reasons. Mohamed, a former prime minister, was viewed as the protest candidate and ran on a platform to fight corruption and bring stability to the country. Corruption has long been entrenched in Somali politics, rendering the state less capable of addressing Somalia's critical problems of poverty and national security.

- **Drought and food shortages:** In March 2017, the Somali government declared its current drought a national disaster, estimating about 6 million Somali to be in need of food aid. Following two consecutive wet seasons with little rainfall, Somalia is preparing for acute food shortages across the country. Some fear that the current drought could progress to widespread famine. If so, it would be the third famine in Somalia in only 25 years, with the most recent taking place between 2010 and 2012. The lack of clean water has resulted in an increase of waterborne diseases, taking a heavy toll on malnourished Somali.

THE PEOPLE

Population

Because Somalia has not held a census since before the collapse of the government, population statistics for the country are estimates. The majority of the population lives in rural areas. Related to the Afar, Oromo, and other Cushitic peoples living on the Horn of Africa, ethnic Somali constitute 85 percent of the population. The remainder includes the Somali-speaking Hamari in Mogadishu, a related Arabic-speaking people living in other coastal cities, the Bajun (farmers and fishermen of Swahili origin), the Barawani (who speak a Swahili dialect), and other Bantu-speaking farmers living mostly along the Shabelle River.

Somali society is organized into large extended clan families. There are four large clans (Darod, Hawiye, Dir, and

S E C T I O N 6

Kindergarten: English Language Proficiency (ELP) Standards At A Glance

ELP Standard		By the end of each English language proficiency level, an ELL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
K.1	An ELL can . . . construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.	with prompting and support (including context and visual aids), use a very limited set of strategies to: <ul style="list-style-type: none">• identify a few key words from read-alouds and oral presentations of information or stories.	with prompting and support (including context and visual aids), use an emerging set of strategies to: <ul style="list-style-type: none">• identify some key words and phrases from read-alouds and oral presentations.	with prompting and support (including context and visual aids), use a developing set of strategies to: <ul style="list-style-type: none">• identify main topics• ask and answer questions about key details from read-alouds and oral presentations.	with prompting and support (including context and visual aids), use an increasing range of strategies to: <ul style="list-style-type: none">• identify main topics• answer questions about key details or parts of stories• retell events from read-alouds, picture books, and oral presentations.	with prompting and support (including context and visual aids), use a wide range of strategies to: <ul style="list-style-type: none">• identify main topics• answer questions about key details• retell familiar stories from read-alouds, picture books, and oral presentations.
K.2	An ELL can . . . participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	<ul style="list-style-type: none">• listen with limited participation in short conversations• respond to simple yes/no and some wh- questions about familiar topics.	<ul style="list-style-type: none">• participate in short conversations• respond to simple yes/no and wh- questions about familiar topics.	<ul style="list-style-type: none">• participate in short conversations• follow some rules for discussion• respond to simple yes/no and wh- questions about familiar topics.	<ul style="list-style-type: none">• participate in conversations and discussions• ask and answer simple questions• follow increasing number of rules for discussion about a variety of topics.	<ul style="list-style-type: none">• participate in conversations and discussions• ask and answer questions• follow rules for discussion about a variety of topics.
K.3	An ELL can . . . speak and write about grade-appropriate complex literary and informational texts and topics.	<ul style="list-style-type: none">• communicate simple information or feelings about familiar topics or experiences.	<ul style="list-style-type: none">• communicate simple information or feelings about familiar topics, experiences, or events.	<ul style="list-style-type: none">• communicate information or feelings about familiar topics, experiences, or events.	<ul style="list-style-type: none">• tell or dictate simple messages about a variety of topics, experiences, or events.	<ul style="list-style-type: none">• make simple oral presentations• compose short written texts about a variety of topics, experiences, or events.
K.4	An ELL can . . . construct grade-appropriate oral and written claims and support them with reasoning and evidence.	<ul style="list-style-type: none">• express a feeling or opinion about a familiar topic showing limited control.	<ul style="list-style-type: none">• express an opinion or preference about a familiar topic showing emerging control.	<ul style="list-style-type: none">• express an opinion or preference about a familiar topic or story showing developing control.	<ul style="list-style-type: none">• express an opinion or preference about a variety of topics or stories showing increasing control.	<ul style="list-style-type: none">• express an opinion or preference about a variety of topics or stories showing increasing control.
K.5	An ELL can . . . conduct research and evaluate and communicate findings to answer questions or solve problems.	with prompting and support from adults, <ul style="list-style-type: none">• recall information from experience or from a provided source.	with prompting and support from adults, <ul style="list-style-type: none">• recall information from experience or use information from a provided source to answer a question.	with prompting and support from adults, <ul style="list-style-type: none">• recall information from experience or use information from provided sources to answer a question showing developing control.	with prompting and support from adults, <ul style="list-style-type: none">• recall information from experience or use information from provided sources to answer a question showing increasing control.	with prompting and support from adults, <ul style="list-style-type: none">• recall information from experience or use information from provided sources to answer a question showing increasing control.
K.6	An ELL can . . . analyze and critique the arguments of others orally and in writing.	[Standard introduced at Level 4.]	[Standard introduced at Level 4.]	[Standard introduced at Level 4.]	with prompting and support, <ul style="list-style-type: none">• identify a reason an author or speaker gives to support a point.	with prompting and support, <ul style="list-style-type: none">• identify appropriate reasons an author or speaker gives to support main points.
K.7	An ELL can . . . adapt language choices to purpose, task, and audience when speaking and writing.	[Standard introduced at Level 4.]	[Standard introduced at Level 4.]	[Standard introduced at Level 4.]	<ul style="list-style-type: none">• show a developing awareness of the difference between appropriate language for the playground and language for the classroom.	<ul style="list-style-type: none">• show awareness of differences between informal ("playground speech") and language appropriate to the classroom• use some words learned through conversations, reading, and being read to.
K.8	An ELL can . . . determine the meaning of words and phrases in oral presentations and literary and informational text.	with prompting and support (including context and visual aids), <ul style="list-style-type: none">• recognize the meaning of a few frequently occurring words In simple oral presentations and read-alouds about familiar topics, experiences, or events.	with prompting and support (including context and visual aids), <ul style="list-style-type: none">• recognize the meaning of some frequently occurring words and phrases In simple oral presentations and read-alouds about familiar topics, experiences, or events.	with prompting and support (including context and visual aids), <ul style="list-style-type: none">• answer questions to help determine the meaning of some words and phrases In simple oral presentations and read-alouds about familiar topics, experiences, or events.	with prompting and support (including context and visual aids), <ul style="list-style-type: none">• answer and sometimes ask questions about the meaning of words and phrases In simple oral presentations and read-alouds about a variety of topics, experiences, or events.	with prompting and support (including context and visual aids), <ul style="list-style-type: none">• answer and ask questions about the meaning of words and phrases In simple oral presentations and read-alouds about a variety of topics, experiences, or events.
K.9	An ELL can . . . create clear and coherent grade-appropriate speech and text.	[Standard introduced at Level 3.]	[Standard introduced at Level 3.]	with support (including visual aids, context), <ul style="list-style-type: none">• retell several events from experience or a familiar story with developing control of some frequently occurring linking words (e.g., and, then).	with support (including visual aids, context), <ul style="list-style-type: none">• retell a simple sequence of events from experience or a familiar story with increasingly independent control of frequently occurring linking words.	with support (including visual aids), <ul style="list-style-type: none">• retell a short sequence of events from experience or a familiar story, with a beginning, middle, and end using frequently occurring linking words.
K.10	An ELL can . . . make accurate use of standard English to communicate in grade-appropriate speech and writing.	with support (including context and visual aids), <ul style="list-style-type: none">• recognize and use a small number of frequently occurring nouns and verbs• understand and respond to simple questions.	with support (including context and visual aids), <ul style="list-style-type: none">• recognize and use frequently occurring nouns, verbs, and short phrases• respond to yes/no and wh- questions• produce a few simple sentences In shared language activities.	with support (including context and visual aids), <ul style="list-style-type: none">• recognize and use frequently occurring regular plural nouns, verbs, and prepositions• use and respond to question words• produce simple sentences In shared language activities.	with support (context and visual aids), <ul style="list-style-type: none">• recognize and use frequently occurring regular plural nouns, verbs, and prepositions• use and respond to question words• produce and expand simple sentences In shared language activities.	with increasing independence, <ul style="list-style-type: none">• use frequently occurring regular plural nouns, verbs, prepositions, and question words• ask and answer interrogatives (wh-questions)• produce and expand simple sentences In shared language activities.

ELP Standards At A Glance

Special thanks to Oregon Department of Education for developing this resource.

Grade 1: English Language Proficiency (ELP) Standards At A Glance

ELP Standard		By the end of each English language proficiency level, an ELL can ...				
		Level 1	Level 2	Level 3	Level 4	Level 5
1.1	An ELL can ... construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.	with prompting and support (including context and visual aids), use a very limited set of strategies to: • identify a few key words from read-alouds, picture books, and oral presentations.	use an emerging set of strategies to: • identify key words and phrases from read-alouds, simple written texts, and oral presentations.	use a developing set of strategies to: • identify main topics, • answer questions about key details • retell some key details or events from read-aloud texts, simple written texts, and oral presentations.	use an increasing range of strategies to: • identify main topics • ask and answer questions about an increasing number of key details • retell familiar stories or episodes of stories from read-alouds, written texts, and oral presentations.	use a wide range of strategies to: • identify main topics • ask and answer questions about key details • retell stories, including key details from read-alouds, written texts, and oral presentations.
1.2	An ELL can ... participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	• listen to short conversations • respond to simple yes/no and some wh- questions about familiar topics.	• participate in short conversations • take turns • respond to simple yes/no and wh- questions about familiar topics.	• participate in short discussions, conversations, and short written exchanges • follow rules for discussion • ask and answer simple questions about familiar topics.	• participate in discussions, conversations, and written exchanges • follow rules for discussion • ask and answer questions • respond to the comments of others • make comments of his or her own about a variety of topics and texts.	• participate in extended discussions, conversations, and written exchanges • follow rules for discussion • ask and answer questions • build on the comments of others • contribute his or her own comments about a variety of topics and texts.
1.3	An ELL can ... speak and write about grade-appropriate complex literary and informational texts and topics.	• communicate simple information or feelings about familiar topics or experiences.	• communicate simple messages about familiar topics, experiences, or events.	• deliver short simple oral presentations • compose short written texts about familiar topics, stories, experiences, or events.	using simple sentences and drawings or illustrations, • deliver short simple oral presentations • compose written texts about a variety of texts, topics, experiences, or events.	including a few descriptive details, • deliver oral presentations • compose written texts about a variety of texts, topics, experiences, or events.
1.4	An ELL can ... construct grade-appropriate oral and written claims and support them with reasoning and evidence.	• express a preference or opinion about familiar topics or experiences.	• express an opinion about familiar topics, experiences, or events.	• express an opinion • give a reason for the opinion about familiar stories, experiences, or events.	• express opinions • give a reason for the opinion about a variety of texts, topics, experiences, or events.	• express opinions • introduce the topic • give a reason for the opinion • provide a sense of closure about a variety of texts, topics, experiences, or events.
1.5	An ELL can ... conduct research and evaluate and communicate findings to answer questions or solve problems.	with prompting and support from adults, • participate in shared research projects • gather information • label information from provided sources showing limited control.	with prompting and support from adults, • participate in shared research projects • gather information • summarize some key information from provided sources showing emerging control.	with prompting and support from adults, • participate in shared research projects • gather information • summarize information from provided sources showing developing control.	with prompting and support from adults, • participate in shared research projects • gather information • summarize information • answer a question from provided sources showing increasingly independent control.	with prompting and support from adults, • participate in shared research projects • gather information • summarize information • answer a question from provided sources showing independent control.
1.6	An ELL can ... analyze and critique the arguments of others orally and in writing.	[Standard introduced at Level 2.]	with prompting and support, • identify a reason an author or a speaker gives to support a point.	• identify one or two reasons an author or a speaker gives to support the main point.	• identify reasons an author or a speaker gives to support the main point.	• identify appropriate reasons an author or a speaker gives to support the main point.
1.7	An ELL can ... adapt language choices to purpose, task, and audience when speaking and writing.	[Standard introduced at Level 3.]	[Standard introduced at Level 3.]	• show a developing awareness of the difference between appropriate language for the playground and language for the classroom. • use some words learned through conversations, reading, and being read to.	• show awareness of differences between informal "playground speech" and language appropriate to the classroom • use some words learned through conversations, reading, and being read to.	• shift appropriately between informal "playground speech" and language appropriate to the classroom most of the time • use words learned through conversations, reading, and being read to.
1.8	An ELL can ... determine the meaning of words and phrases in oral presentations and literary and informational text.	with prompting and support (including context and visual aids), • recognize the meaning of a few frequently occurring words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events.	with prompting and support (including context and visual aids), • answer and sometimes ask simple questions to help determine the meaning of frequently occurring words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events.	using sentence-level context and visual aids, • answer and sometimes ask questions to help determine the meaning of some less frequently occurring words and phrases in oral presentations, read-alouds, and simple texts about familiar topics, experiences, or events.	using sentence context, visual aids, and some knowledge of frequently occurring root words and their inflectional forms, • answer and ask questions to help determine the meaning of less common words, phrases, and simple idiomatic expressions in oral presentations and written texts about a variety of topics, experiences, or events.	using context, some visual aids, and knowledge of morphology (e.g., simple inflectional endings such as -ed, -ing, and some common prefixes), • answer and ask questions to help determine or clarify the meaning of words, phrases, and idiomatic expressions in oral presentations and written texts about a variety of topics, experiences, or events.
1.9	An ELL can ... create clear and coherent grade-appropriate speech and text.	[Standard introduced at Level 2.] • retell an event • present simple information with emerging control of some frequently occurring linking words.	with support (including visual aids and modeled sentences), • retell an event • present simple information with developing control of some frequently occurring linking words (e.g., and, so) and temporal words (e.g., first, then).	with support (including modeled sentences), • retell (in speech or writing) a simple sequence of events in the correct order • present simple information with developing control of some frequently occurring linking words (e.g., and, so) and temporal words (e.g., first, then).	• recount two or three events in sequence • present simple information about a topic with increasingly independent control of some temporal words (e.g., next, after) and some frequently occurring linking words (and, so).	• recount a more complex sequence of events in the correct order • introduce a topic • provide some facts about a topic using temporal words to signal event order and using frequently occurring conjunctions (linking words or phrases).
1.10	An ELL can ... make accurate use of standard English to communicate in grade-appropriate speech and writing.	with support (including context and visual aids), • understand and use a small number of frequently occurring nouns and verbs, • understand and use very simple sentences • respond to simple questions.	with support (including visual aids and sentences), • recognize and use frequently occurring nouns, verbs, prepositions, and conjunctions (e.g., and, but, or) • produce simple sentences.	with support (including modeled sentences), • use some singular and plural nouns • use verbs in the present and past tenses • use frequently occurring prepositions and conjunctions • produce and expand simple sentences in response to prompts.	• use an increasing number of singular and plural nouns, and verbs • use present and past verb tenses with appropriate subject-verb agreement • use frequently occurring prepositions and conjunctions • produce and expand simple and some compound sentences in response to prompts.	• use singular and plural nouns with matching verbs, • use past, present, and future verb tenses • use frequently occurring prepositions and conjunctions • produce and expand simple and compound sentences in response to prompts.

ELP Standards At A Glance
Special thanks to Oregon Department of Education for developing this resource.

Grade Band 2-3: English Language Proficiency (ELP) Standards At A Glance

ELP Standard		By the end of each English language proficiency level, an ELL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
2-3.1	An ELL can . . . construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.	use a very limited set of strategies to: <ul style="list-style-type: none">Identify a few key words and phrases from read-alouds, simple written texts, and oral presentations.	use an emerging set of strategies to: <ul style="list-style-type: none">Identify some key words and phrasesIdentify the main topic or message/lesson from read-alouds, simple written texts, and oral presentations.	use a developing set of strategies to: <ul style="list-style-type: none">Identify the main topic or messageanswer questionsretell some key details from read-alouds, simple written texts, and oral presentations.	use an increasing range of strategies to: <ul style="list-style-type: none">determine the main idea or messageIdentify or answer questions about some key details that support the main idea/messageretell a variety of stories from read-alouds, written texts, and oral presentations.	use a wide range of strategies to: <ul style="list-style-type: none">determine the main idea or messagetell how key details support the main idearetell a variety of stories from read-alouds, written texts, and oral presentations.
2-3.2	An ELL can . . . participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	<ul style="list-style-type: none">listen to and occasionally participate in short conversationsrespond to simple yes/no and some wh- questions. about familiar topics.	<ul style="list-style-type: none">participate in short conversations, discussions, and written exchangestake turnsrespond to simple yes/no and wh- questions about familiar topics.	<ul style="list-style-type: none">participate in short discussions and written exchangesfollow the rules for discussionask questions to gain information or clarify understandingrespond to the comments of otherscontribute his or her own comments about familiar topics and texts.	<ul style="list-style-type: none">participate in discussions, conversations, and written exchangesfollow the rules for discussionask and answer questionsbuild on the ideas of otherscontribute his or her own ideas about a variety of topics and texts.	<ul style="list-style-type: none">participate in extended discussions, conversations, and written exchangesfollow the rules for discussionask and answer questionsbuild on the ideas of othersexpress his or her own ideas about a variety of topics and texts.
2-3.3	An ELL can . . . speak and write about grade-appropriate complex literary and informational texts and topics.	<ul style="list-style-type: none">communicate simple information about familiar texts, topics, experiences, or events.	<ul style="list-style-type: none">deliver simple oral presentationscompose written texts about familiar texts, topics, experiences, or events.	<ul style="list-style-type: none">deliver short oral presentationscompose written narrativescompose informational texts about familiar texts, topics, experiences, or events.	<ul style="list-style-type: none">deliver short oral presentationscompose written narrativescompose informational texts about a variety of texts, topics, experiences, or events.	<ul style="list-style-type: none">with some detail,deliver oral presentationscompose written narrativescompose informational texts about a variety of texts, topics, experiences, or events.
2-3.4	An ELL can . . . construct grade-appropriate oral and written claims and support them with reasoning and evidence.	<ul style="list-style-type: none">express an opinion about a familiar topic.	<ul style="list-style-type: none">express an opinion about a familiar topic or story.	<ul style="list-style-type: none">express an opiniongive one or more reasons for the opinion about a familiar topic or story.	<ul style="list-style-type: none">introduce a topicexpress opinionsgive several reasons for the opinions about a variety of topics.	<ul style="list-style-type: none">introduce a topicexpress opinionsgive several reasons for the opinionsprovide a concluding statement about a variety of topics.
2-3.5	An ELL can . . . conduct research and evaluate and communicate findings to answer questions or solve problems.	with prompting and support, <ul style="list-style-type: none">carry out short individual or shared research projectsgather information from provided sourceslabel information.	with prompting and support, <ul style="list-style-type: none">carry out short individual or shared research projectsrecall information from experiencegather information from provided sourcesrecord some information/observations in simple notes.	with prompting and support, <ul style="list-style-type: none">carry out short individual or shared research projectsrecall information from experiencegather information from provided sourcesrecord information/observations in orderly notes.	with prompting and support, <ul style="list-style-type: none">carry out short individual or shared research projects,recall information from experiencegather information from multiple sourcessort evidence into provided categories.	<ul style="list-style-type: none">carry out short individual or shared research projects,recall information from experiencegather information from multiple sourcessort evidence into categories.
2-3.6	An ELL can . . . analyze and critique the arguments of others orally and in writing.	with prompting and support, <ul style="list-style-type: none">use a few frequently occurring words and phrases to identify a point an author or a speaker makes.	with prompting and support, <ul style="list-style-type: none">Identify a reason an author or a speaker gives to support the main point.	<ul style="list-style-type: none">tell how one or two reasons support the main point an author or a speaker makes.	<ul style="list-style-type: none">tell how one or two reasons support the specific points an author or a speaker makes.	<ul style="list-style-type: none">describe how reasons support the specific points an author or a speaker makes.
2-3.7	An ELL can . . . adapt language choices to purpose, task, and audience when speaking and writing.	<ul style="list-style-type: none">recognize the meaning of some words learned through conversations, reading, and being read to.	<ul style="list-style-type: none">show increasing awareness of differences between informal "playground speech" and language appropriate to the classroomuse some words learned through conversations, reading, and being read to.	<ul style="list-style-type: none">compare examples of the formal and informal use of English(at Grade 3), use an increasing number of general academic and content-specific words in conversations and discussions.	<ul style="list-style-type: none">adapt language choices, as appropriate, to formal and informal contexts(at Grade 3), use a wider range of general academic and content-specific words in conversations and discussions.	<ul style="list-style-type: none">adapt language choices, as appropriate, to formal and informal contexts(at Grade 3), use a wide variety of general and content-specific academic words and phrases in conversations or in short written texts.
2-3.8	An ELL can . . . determine the meaning of words and phrases in oral presentations and literary and informational text.	relying heavily on visual aids, context, and knowledge of morphology in his or her native language, <ul style="list-style-type: none">recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions In simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.	using context, visual aids, and knowledge of morphology in his or her native language, <ul style="list-style-type: none">ask and answer questions about the meaning of frequently occurring words, phrases, and expressions In simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.	using context, some visual aids, reference materials, and a developing knowledge of English morphology, <ul style="list-style-type: none">determine the meaning of less-frequently occurring words and phrases, content-specific words, and some idiomatic expression In oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.	using context, some visual aids, reference materials, and an increasing knowledge of morphology (root words, some prefixes), <ul style="list-style-type: none">determine the meaning of less-frequently occurring words and phrases and some idiomatic expressions(at Grade 3) some general academic and content-specific vocabulary In oral discourse, read-alouds, and written texts about a variety of topics, experiences, or events.	using context, reference materials, and morphology (e.g., root words, simple inflectional endings such as -ed, -ing, and some common prefixes), <ul style="list-style-type: none">determine the meaning of less-frequently occurring words, phrases, some idiomatic expressions(at Grade 3) some general academic and content-specific vocabulary In oral presentations and written texts about a variety of topics, experiences, or events.
2-3.9	An ELL can . . . create clear and coherent grade-appropriate speech and text.	with support (including context and visual aids), and using non-verbal communication, <ul style="list-style-type: none">communicate simple information about an event or topicuse a narrow range of vocabulary and syntactically simple sentences with limited control.	with support (including visual aids and modeled sentences), <ul style="list-style-type: none">communicate simple information about a topicrecount two events in sequenceuse frequently occurring linking words (e.g., and, then) with emerging control.	with support (including modeled sentences), <ul style="list-style-type: none">present a few pieces of information about a topicrecount a short sequence of eventsuse common linking words (e.g., and, but, next, after) to connect ideas or events with developing control.	with increasingly independent control, <ul style="list-style-type: none">introduce an informational topicpresent facts about the topicrecount a sequence of events, using temporal words (before, after, soon)use linking words (e.g., because, and, also) to connect ideas or events.	with independent control, <ul style="list-style-type: none">introduce an informational topicpresent facts about the topicuse temporal words to recount a coherent sequence of events,use linking words (e.g., because, and, also) to connect ideas and eventsprovide a concluding statement about the topic.
2-3.10	An ELL can . . . make accurate use of standard English to communicate in grade-appropriate speech and writing.	with support (including context and visual aids), <ul style="list-style-type: none">understand and use a small number of frequently occurring nouns and verbsrespond to simple questions.	with support (including visual aids and modeled sentences), <ul style="list-style-type: none">recognize and use some frequently occurring collective nouns (e.g. group)recognize and use some frequently occurring verbs, adjectives, adverbs, and conjunctionsproduce simple sentences in response to prompts.	with support (including modeled sentences), <ul style="list-style-type: none">use some collective nounsuse the past tense of some frequently occurring irregular verbsuse some frequently occurring adjectives, adverbs, and conjunctionsproduce and expand simple and some compound sentences.	<ul style="list-style-type: none">use collective nounsuse the past tense of frequently occurring irregular verbsuse an increasing number of adjectives, adverbs, and conjunctionsproduce and expand simple, compound, and (at Grade 3) a few complex sentences.	<ul style="list-style-type: none">use collective and commonly occurring abstract nouns (e.g. childhood)use the past tense of frequently occurring irregular verbsuse coordinating and commonly used subordinating conjunctions, adjectives, and adverbsproduce and expand simple, compound, and (at Grade 3) some complex sentences.

ELP Standards At A Glance

Special thanks to Oregon Department of Education for developing this resource.

Grade Band 4-5: English Language Proficiency (ELP) Standards At A Glance

ELP Standard		By the end of each English language proficiency level, an ELL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
4-5.1	An ELL can . . . construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.	use a very limited set of strategies to: • identify a few key words and phrases from read-alouds, simple written texts, and oral presentations.	use an emerging set of strategies to: • identify the main topic • retell a few key details from read-alouds, simple written texts, and oral presentations.	use a developing set of strategies to: • determine the main idea or theme, and • retell a few key details • retell familiar stories from read-alouds, simple written texts, and oral presentations.	use an increasing range of strategies to: • determine the main idea or theme, and • explain how some key details support the main idea or theme • summarize part of a text from read-alouds, written texts, and oral presentations.	use a wide range of strategies to: • determine two or more main ideas or themes • explain how key details support the main idea or themes • summarize a text from read-alouds, written texts, and oral presentations.
4-5.2	An ELL can . . . participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	• participate in short conversations • participate in short written exchanges • actively listen to others • respond to simple questions and some wh- questions about familiar topics.	• participate in short conversations • participate in short written exchanges • actively listen to others • respond to simple questions and wh- questions about familiar topics and texts.	• participate in short conversations and discussions • participate in short written exchanges • respond to others' comments • add some comments of his or her own • ask and answer questions about familiar topics and texts.	• participate in conversations and discussions • participate in written exchanges • build on the ideas of others • express his or her own ideas • ask and answer relevant questions • add relevant information and evidence about a variety of topics and texts.	• participate in extended conversations and discussions • participate in extended written exchanges • build on the ideas of others • express his or her own ideas clearly • pose and respond to relevant questions • add relevant and detailed information using evidence • summarize the key ideas expressed about a variety of topics and texts.
4-5.3	An ELL can . . . speak and write about grade-appropriate complex literary and informational texts and topics.	• communicate simple information about familiar texts, topics, events, or objects in the environment.	• deliver short oral presentations • compose written texts about familiar texts, topics, and experiences.	including a few details, • deliver short oral presentations • compose written narratives or informational texts about familiar texts, topics, and experiences.	including some details, • deliver short oral presentations • compose written narratives or informational texts about a variety of texts, topics, and experiences.	including details and examples to develop a topic, • deliver oral presentations • compose written narrative or informational texts about a variety of texts, topics, and experiences.
4-5.4	An ELL can . . . construct grade-appropriate oral and written claims and support them with reasoning and evidence.	• express an opinion about a familiar topic.	• construct a simple claim about a familiar topic • give a reason to support the claim.	• construct a claim about familiar topics • introduce the topic • provide a few reasons or facts to support the claim.	• construct a claim about a variety of topics • introduce the topic • provide several reasons or facts to support the claim • provide a concluding statement.	• construct a claim about a variety of topics • introduce the topic • provide logically ordered reasons or facts to support the claim • provide a concluding statement.
4-5.5	An ELL can . . . conduct research and evaluate and communicate findings to answer questions or solve problems.	• recall information from experience • gather information from a few provided sources • label some key information.	• recall information from experience • gather information from provided sources • record some information.	• recall information from experience • gather information from print and digital sources to answer a question • identify key information in orderly notes.	• recall information from experience • gather information from print and digital sources to answer a question • record information in organized notes, with charts, tables, or other graphics, as appropriate • provide a list of sources.	• recall information from experience • gather information from print and digital sources • summarize key ideas and information in detailed and orderly notes, with graphics as appropriate • provide a list of sources.
4-5.6	An ELL can . . . analyze and critique the arguments of others orally and in writing.	• identify a point an author or speaker makes.	• identify a reason an author or speaker gives to support a main point • agree or disagree with the author or speaker.	• tell how one or two reasons support the specific points an author or speaker makes or fails to make.	• describe how reasons support the specific points an author or speaker makes or fails to make.	• explain how an author or speaker uses reasons and evidence to support or fail to support particular points • (at grade 5) identify which reasons and evidence support which points.
4-5.7	An ELL can . . . adapt language choices to purpose, task, and audience when speaking and writing.	• recognize the meaning of some words learned through conversations, reading, and being read to.	with emerging control, • adapt language choices to different social and academic contexts • use some words learned through conversations, reading, and being read to.	with developing control, • adapt language choices according to purpose, task, and audience • use an increasing number of general academic and content-specific words, phrases, and expressions in conversation, discussions, and short written text.	with increasing ease, • adapt language choices and style (includes register) according to purpose, task, and audience • use a wider range of general academic and content-specific words and phrases in speech and writing.	• adapt language choices and style according to purpose, task, and audience • use a wide variety of general academic and content-specific words and phrases in speech and writing.
4-5.8	An ELL can . . . determine the meaning of words and phrases in oral presentations and literary and informational text.	relying heavily on context, visual aids, and knowledge of morphology in his or her native language, • recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.	using context, some visual aids, reference materials, and knowledge of morphology in his or her native language, • determine the meaning of some frequently occurring words, phrases, and expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.	using context, visual aids, reference materials, and a developing knowledge of English morphology, • determine the meaning of frequently occurring words and phrases • determine the meanings of some idiomatic expressions in texts about familiar topics, experiences, or events.	using context, reference materials, and an increasing knowledge of English morphology, • determine the meaning of general academic and content-specific words, phrases • determine the meaning of a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events.	using context, reference materials, and knowledge of English morphology, • determine the meaning of general academic and content-specific words and phrases • determine the meaning of figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events.
4-5.9	An ELL can . . . create clear and coherent grade-appropriate speech and text.	with support (including context and visual aids), and using non-verbal communication, • communicate simple information about an event or topic • use a narrow range of vocabulary and syntactically simple sentences with limited control.	with support (including visual aids and modeled sentences), • communicate simple information about a topic • recount a simple sequence of events in order • use frequently occurring linking words (e.g., and, then) with emerging control.	with support (including modeled sentences), • introduce an informational topic • present one or two facts about the topic • recount a short sequence of events in order • use an increasing range of temporal and other linking words (e.g., next, because, and, also) • provide a concluding statement with developing control.	• introduce an informational topic • develop the topic with facts and details • recount a more detailed sequence of events, with a beginning, middle, and end • use transitional words and phrases to connect events, ideas, and opinions (e.g., after a while, for example, in order to, as a result) • provide a conclusion with increasingly independent control.	• introduce an informational topic • develop the topic with facts and details • recount a more detailed sequence of events, with a beginning, middle, and end • use a variety of linking words and phrases to connect ideas, information, or events • provide a concluding statement or section.
4-5.10	An ELL can . . . make accurate use of standard English to communicate in grade-appropriate speech and writing.	with support (including context and visual aids), • recognize and use a small number of frequently occurring nouns, noun phrases, and verbs • understand and respond to simple questions.	with support (including visual aids and modeled sentences), • recognize and use some frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, and conjunctions • produce simple sentences in response to prompts.	with support (including modeled sentences), • use some relative pronouns (e.g., who, whom, which, that), • use some relative adverbs (e.g., where, when, why), • use some prepositional phrases • produce and expand simple and compound sentences.	• use relative pronouns (e.g., who, whom, which, that), • use relative adverbs (e.g., where, when, why), • use prepositional phrases • use subordinating conjunctions • produce and expand simple, compound, and a few complex sentences.	• use relative pronouns (e.g., who, whom, which, that), • use relative adverbs (e.g., where, when, why) • use prepositional phrases • use subordinating conjunctions • use the progressive and perfect verb tenses • produce and expand simple, compound, and complex sentences.

ELP Standards At A Glance
Special thanks to Oregon Department of Education for developing this resource.

Grade Band 6-8: English Language Proficiency (ELP) Standards At A Glance

ELP Standard		By the end of each English language proficiency level, an ELL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
6-8.1	An ELL can . . . construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.	use a very limited set of strategies to: • identify a few key words and phrases in oral communications and simple written texts.	use an emerging set of strategies to: • identify the main topic in oral communications and simple written texts • retell a few key details.	use a developing set of strategies to: • determine the central idea or theme in simple oral presentations or written text • explain how the theme is supported by specific details • summarize part of the text.	use an increasing range of strategies to: • determine two or more central ideas or themes in oral presentations or written text • explain how the central ideas/themes are supported by specific textual details • summarize a simple text.	use a wide range of strategies to: • determine central ideas or themes in oral presentations or written text • explain how the central ideas/themes are developed by supporting ideas or evidence • summarize a text.
6-8.2	An ELL can . . . participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	• participate in short conversational and written exchanges on familiar topics • present simple information • respond to simple questions and some wh-questions.	• participate in short conversational and written exchanges on familiar topics and texts • present information and ideas • respond to simple questions and wh-questions.	• participate in conversations, discussions, and written exchanges on familiar topics and texts • build on the ideas of others • express his or her own ideas • ask and answer relevant questions • add relevant information.	• participate in conversations, discussions, and written exchanges on a variety of topics, texts, and issues • build on the ideas of others • express his or her own ideas • ask and answer relevant questions • add relevant information and evidence • paraphrase the key ideas expressed.	• participate in extended conversations, discussions, and written exchanges about a variety of topics, texts, and issues • build on the ideas of others • express his or her own ideas clearly • pose and respond to relevant questions • add relevant and specific evidence • summarize the key ideas • reflect on the key ideas expressed.
6-8.3	An ELL can . . . speak and write about grade-appropriate complex literary and informational texts and topics.	• communicate simple information about familiar texts, topics, and experiences.	• deliver short oral presentations • compose written narratives or informational texts • develop texts with some details about familiar texts, topics, experiences, or events.	• deliver short oral presentations • compose written narratives or informational texts • develop texts with some details about familiar texts, topics, and experiences.	• deliver oral presentations • compose written narratives or informational texts • develop texts with some specific details about a variety of texts, topics, and experiences.	• deliver oral presentations • compose written narratives or informational texts • develop texts with relevant details, ideas, or information about a variety of texts, topics, and experiences.
6-8.4	An ELL can . . . construct grade-appropriate oral and written claims and support them with reasoning and evidence.	• express an opinion about a familiar topic.	• construct a claim about a familiar topic • give a reason to support the claim.	• construct a claim about a familiar topic • introduce the topic • provide several supporting reasons or facts in a logical order • provide a concluding statement.	• construct a claim about a variety of topics • introduce the topic • provide sufficient reasons or facts to support the claim • provide a concluding statement.	• construct a claim about a variety of topics • introduce the topic • provide compelling and logically ordered reasons or facts that effectively support the claim • provide a concluding statement.
6-8.5	An ELL can . . . conduct research and communicate findings to answer questions or solve problems.	• gather information from a few provided sources • label collected information.	• gather information from provided sources • record some data and information.	• gather information from multiple provided print and digital sources • summarize or paraphrase observations, ideas, and information, with labeled illustrations, diagrams, or other graphics, as appropriate • cite sources.	• gather information from multiple print and digital sources • use search terms effectively • quote or paraphrase data and conclusions of others, using charts, diagrams, or other graphics, as appropriate • cite sources • use a standard format for citations.	• gather information from multiple print and digital sources • use search terms effectively • [at Grade 8] evaluate the credibility of each source • quote or paraphrase the data and conclusions of others using charts, diagrams, or other graphics, as appropriate • cite sources • use a standard format for citations.
6-8.6	An ELL can . . . analyze and critique the arguments of others orally and in writing.	• identify a point an author or a speaker makes.	• identify the main argument an author or a speaker makes • identify one reason an author or a speaker gives to support the argument.	• explain the argument an author or a speaker makes • distinguish between claims that are supported by reasons and evidence from those that are not.	• analyze the argument and specific claims made in texts or speech • determine whether the evidence is sufficient to support the claims • cite textual evidence to support the analysis.	• analyze and evaluate the argument and specific claims made in texts or speech/presentations • determine whether the evidence is sound and the reasoning is sufficient to support the claims • cite textual evidence to support the analysis.
6-8.7	An ELL can . . . adapt language choices to purpose, task, and audience when speaking and writing.	• recognize the meaning of some words learned through conversations, reading, and being read to.	with emerging control, • adapt language choices according to task and audience • begin to use frequently occurring general academic and content-specific words and phrases in conversations and discussions.	with developing ease, • adapt language choices and style according to purpose, task, and audience • use an increasing number of general academic and content-specific words and phrases in speech and short written texts • show developing control of style and tone in oral or written text.	with increasing ease, • adapt language choices and style according to purpose, task, and audience • use a wider range of general academic and content-specific academic words and phrases • maintain consistency in style and tone throughout most of oral or written text.	with ease, • adapt language choices and style according to purpose, task, and audience • use a wide variety of complex general academic and content-specific academic words to precisely express ideas • maintain an appropriate and consistent style and tone throughout an oral or written text.
6-8.8	An ELL can . . . determine the meaning of words and phrases in oral presentations and literary and informational text.	relying heavily on context, visual aids, and knowledge of morphology in their native language, • recognize the meaning of a few frequently occurring words and simple phrases in texts about familiar topics, experiences, or events.	using context, visual aids, reference materials, and knowledge of morphology in their native language, • determine the meaning of frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events.	using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes and root words), • determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in texts about familiar topics, experiences, or events.	using context, reference materials, and an increasing knowledge of English morphology, • determine the meaning of general academic and content-specific words and phrases, and a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events.	using context, reference materials, and knowledge of English morphology, • determine the meanings of general academic and content-specific words and phrases, idiomatic expressions, and figurative and connotative language (e.g., metaphor, personification) in texts about a variety of topics, experiences, or events.
6-8.9	An ELL can . . . create clear and coherent grade-appropriate speech and text.	with support (including context and visual aids) and non-verbal communication, • communicate simple information about an event or topic • use a narrow range of vocabulary and syntactically simple sentences	with support (including modeled sentences), • recount a brief sequence of events in order • introduce an informational topic • present one or two facts about the topic • use some commonly occurring linking words (e.g., next, because, and, also) • provide a concluding statement	• recount a short sequence of events, with a beginning, middle, and end • introduce and develop an informational topic with a few facts and details • use common transitional words and phrases to connect events, ideas, and opinions (e.g., after a while, for example, in order to, as a result) • provide a conclusion with developing control.	• recount a more detailed sequence of events or steps in a process, with a beginning, middle, and end • introduce and develop an informational topic with facts and details • use a variety of transitional words and phrases to connect events, ideas, and opinions (e.g., however, on the other hand, from that moment on) • provide a concluding section with increasingly independent control.	• recount a complex sequence of events or steps in a process, with a beginning, middle, and end • introduce and effectively develop an informational topic with facts and details • use a wide variety of transitional words and phrases to show logical relationships between events and ideas • provide a concluding section.
6-8.10	An ELL can . . . make accurate use of standard English to communicate in grade-appropriate speech and writing.	• recognize and use a small number of frequently occurring nouns, noun phrases, and verbs • understand and respond to simple questions.	with support (including visual aids and sentences), • use nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases • produce simple and compound sentences.	with support (including modeled sentences), • use relative pronouns (e.g., who, whom, which, that), relative adverbs (e.g., where, when, why), subordinating conjunctions, and prepositional phrases • produce and expand simple, compound, and a few complex sentences.	• use an increasing number of intensive/reflexive pronouns (e.g., myself, ourselves) and verbs in the active and passive voices • place phrases and clauses within a sentence • recognize and correct most misplaced and dangling modifiers • produce and expand simple, compound, and complex sentences.	• use intensive/reflexive pronouns • use verbs in the active and passive voices • place phrases and clauses within a sentence • recognize and correct misplaced and dangling modifiers • produce and expand simple, compound, and complex sentences.

ELP Standards At a Glance
Special thanks to Oregon Department of Education for developing this resource.

Grade Band 9-12: English Language Proficiency (ELP) Standards At A Glance

ELP Standard		By the end of each English language proficiency level, an ELL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
9-12.1	An ELL can . . . construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.	use a very limited set of strategies to: • identify a few key words and phrases in oral communications and simple oral and written texts.	use an emerging set of strategies to: • identify the main topic • recall a few key details in oral presentations and simple oral and written texts.	use a developing set of strategies to: • determine the central idea or theme in oral presentations and written texts • explain how the theme is developed by specific details in the texts • summarize part of the text.	use an increasing range of strategies to: • determine two central ideas or themes in oral presentations and written texts • analyze the development of the themes/ideas • cite specific details and evidence from the texts to support the analysis • summarize a simple text.	use a wide range of strategies to: • determine central ideas or themes in presentations and written texts • analyze the development of the themes/ideas • cite specific details and evidence from the texts to support the analysis • summarize a text.
9-12.2	An ELL can . . . participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	• participate in short conversational and written exchanges on familiar topics • present information • respond to simple yes/no questions and some wh-questions.	• participate in short conversational and written exchanges on familiar topics and texts • present information and ideas • respond to simple questions and wh-questions.	• participate in conversations, discussions, and written exchanges on familiar topics, texts, and issues • build on the ideas of others • express his or her own ideas • ask and answer relevant questions • add relevant information and evidence • restate some of the key ideas expressed.	• participate in conversations, discussions, and written exchanges on a range of topics, texts, and issues • build on the ideas of others • express his or her own ideas clearly • support points with specific and relevant evidence • ask and answer questions to clarify ideas and conclusions • summarize the key points expressed.	• participate in extended conversations, discussions, and written exchanges on a range of substantive topics, texts, and issues • build on the ideas of others • express his or her own ideas clearly and persuasively • refer to specific and relevant evidence from texts or research to support his or her ideas • ask and answer questions that probe reasoning and claims • summarize the key points and evidence discussed.
9-12.3	An ELL can . . . speak and write about grade-appropriate complex literary and informational texts and topics.	• communicate information about familiar texts, topics, experiences, or events.	• deliver short oral presentations • compose written narratives or informational texts about familiar texts, topics, experiences, or events.	• deliver short oral presentations • compose written informational texts • develop the topic with a few details about familiar texts, topics, or events.	• deliver oral presentations • compose written informational texts • develop the topic with some relevant details, concepts, examples, and information • integrate graphics or multimedia when useful about a variety of texts, topics, or events.	• deliver oral presentations • compose written informational texts • fully develop the topic with relevant details, concepts, examples, and information • integrate graphics or multimedia when useful about a variety of texts, topics, or events.
9-12.4	An ELL can . . . construct grade-appropriate oral and written claims and support them with reasoning and evidence.	• express an opinion about a familiar topic.	• construct a claim about familiar topics • introduce the topic • give a reason to support the claim • provide a concluding statement.	• construct a claim about familiar topics • introduce the topic • provide sufficient reasons or facts to support the claim • provide a concluding statement.	• construct a claim about a variety of topics • introduce the topic • provide logically ordered reasons or facts that effectively support the claim • provide a concluding statement.	• construct a substantive claim about a variety of topics • introduce the claim • distinguish it from a counter-claim • provide logically ordered and relevant reasons and evidence to support the claim and to refute the counter-claim • provide a conclusion that summarizes the argument presented.
9-12.5	An ELL can . . . conduct research and evaluate and communicate findings to answer questions or solve problems.	• gather information from a few provided print and digital sources • label collected information, experiences, or events.	• gather information from provided print and digital sources • summarize data and information.	• carry out short research projects to answer a question • gather information from multiple provided print and digital sources • evaluate the reliability of each source • paraphrase key information in a short written or oral report • include illustrations, diagrams, or other graphics • provide a list of sources.	• carry out both short and more sustained research projects to answer a question • gather and synthesize information from multiple print and digital sources • use search terms effectively • evaluate the reliability of each source • integrate information into an organized oral or written report • cite sources appropriately.	• carry out both short and more sustained research projects to answer a question or solve a problem • gather and synthesize information from multiple print and digital sources • use advanced search terms effectively • evaluate the reliability of each source • analyze and integrate information into a clearly organized oral or written text • cite sources appropriately.
9-12.6	An ELL can . . . analyze and critique the arguments of others orally and in writing.	• identify a point an author or a speaker makes.	• identify the main argument an author or speaker makes • identify one reason an author or a speaker gives to support the argument.	• explain the reasons an author or a speaker gives to support a claim • cite textual evidence to support the analysis.	• analyze the reasoning and use of rhetoric in persuasive texts or speeches, including documents of historical and literary significance • determine whether the evidence is sufficient to support the claim, and • cite specific textual evidence to support the analysis.	• analyze and evaluate the reasoning and use of rhetoric in persuasive texts, including documents of historical and literary significance • determine whether the evidence is sufficient to support the claim, and • cite specific textual evidence to thoroughly support the analysis.
9-12.7	An ELL can . . . adapt language choices to purpose, task, and audience when speaking and writing.	• recognize the meaning of some words learned through conversations, reading, and being read to.	• adapt language choices to task and audience with emerging control • use some frequently occurring general academic and content-specific words in conversation and discussion.	• adapt language choices and style according to purpose, task, and audience • use an increasing number of general academic and content-specific words and expressions in speech and written text • show developing control of style and tone in oral or written text.	• adapt language choices and style according to purpose, task, and audience • use a wider variety of complex general academic and content-specific words and phrases • adopt and maintain a formal style in speech and writing, as appropriate.	• adapt language choices and style according to purpose, task, and audience with ease • use a wide variety of complex general academic and content-specific words and phrases • employ both formal and more informal styles effectively, as appropriate.
9-12.8	An ELL can . . . determine the meaning of words and phrases in oral presentations and literary and informational text.	relying heavily on context, visual aids, and knowledge of morphology in their native language, • recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in texts about familiar topics, experiences, or events.	using context, visual aids, reference materials, and knowledge of morphology in their native language, • determine the meaning of frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events.	using context, some visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes and root words), • determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in texts about familiar topics, experiences, or events.	using context, increasingly complex visual aids, reference materials, and an increasing knowledge of English morphology, • determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events.	using context, complex visual aids, reference materials, and consistent knowledge of English morphology, • determine the meaning of general academic and content-specific words and phrases, figurative and connotative language (e.g., irony, hyperbole), and idiomatic expressions in texts about a variety of topics, experiences, or events.
9-12.9	An ELL can . . . create clear and coherent grade-appropriate speech and text.	with support (including context and visual aids) and non-verbal communication, • communicate basic information about an event or topic • use a narrow range of vocabulary and syntactically simple sentences	with support (including modeled sentences), • recount a short sequence of events in order, • introduce an informational topic • provide one or two facts about the topic • use common linking words to connect events and ideas (e.g., first, next, because)	• recount a sequence of events, with a beginning, middle, and end • introduce and develop an informational topic with facts and details • use common transitional words and phrases to connect events, ideas, and opinions (e.g., after a while, for example, as a result) • provide a conclusion	• recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure • introduce and develop an informational topic with facts, details, and evidence • use a variety of more complex transitions to link the major sections of text and speech and to clarify relationships among events and ideas • provide a concluding section or statement with increasingly independent control.	• recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order • introduce and effectively develop an informational topic with facts, details, and evidence • use complex and varied transitions to link the major sections of text and speech and to clarify relationships among events and ideas • provide a concluding section or statement.
9-12.10	An ELL can . . . make accurate use of standard English to communicate in grade-appropriate speech and writing.	with support (including modeled sentences), • recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions • understand and respond to simple questions.	with support (including modeled sentences), • use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions • produce simple and compound sentences.	with support (including modeled sentences), • use simple phrases (e.g., noun, verb, adjective, adverbial, prepositional) • use simple clauses (e.g., independent, dependent, relative, adverbial) • produce and expand simple, compound and a few complex sentences.	• use increasingly complex phrases (e.g., noun, verb, adjective, adverbial and participle, prepositional, and absolute) • use increasingly complex clauses • produce and expand simple, compound, and complex sentences.	• use complex phrases and clauses • produce and expand simple, compound, and complex sentences.

ELP Standards At A Glance
Special thanks to Oregon Department of Education for developing this resource.

Name:

Teacher:

Grade:

Fall

Winter

Spring

English as an Additional Language (EAL) Listening & Speaking Continuum

New to English

Early Acquisition

Becoming Familiar

- Listens attentively to an English speaker with guidance.
- Follows one-step directions.
- Uses context cues to respond appropriately to classroom routines.
- Responds to greetings with nods and gestures.
- Responds to simple questions with guidance.
- Expresses needs in English with single words and gestures.
- Responds during classroom discussions with nods and gestures.
- Participates non-verbally in the classroom.
- Names simple objects with guidance.
- Repeats English words and phrases with guidance.
- Echoes single words and/or short phrases.
- Produces single words and/or stock phrases with guidance.
- Demonstrates enthusiasm about learning English.

- Begins to follow illustrated stories and classroom instruction
- Follows two-step directions.
- Responds to greetings with single words and/or phrases.
- Begins to respond to simple questions with one-word answers.
- Begins to express needs and give basic information (e.g., "I'm fine" and "this car").
- Participates orally in classroom discussions with guidance.
- Uses some basic classroom vocabulary.
- Understands everyday classroom and subject area language with guidance.
- Begins to repeat new English words and phrases clearly.
- Begins to communicate using short phrases and simple language patterns, producing telegraphic sentences (e.g., "I want to go shop buy toy").
- Practices English and tries new words and phrases.

- Begins to listen attentively to an English speaker.
- Follows multi-step directions.
- Begins to use English in social situations.
- Responds to greetings with phrases.
- Responds to simple questions with more than one-word answers.
- Uses different language functions in discussions (e.g., predicting and describing) with guidance.
- Participates in classroom discussions and offers opinions and feedback with guidance.
- Begins to understand classroom and subject area language.
- Begins to use expanding vocabulary that is less context-bound.
- Begins to speak English clearly.
- Communicates using short phrases and simple language patterns.
- Begins to use connected discourse (e.g., "Yesterday I go pool and I swam.").

Becoming Competent

Becoming Fluent

Fluent

- Begins to contribute to group discussions and offer opinions and/or feedback during discussions.
- Paraphrases oral information with guidance.
- Uses English in social situations.
- Begins to respond to more complex questions.
- Expresses needs and gives information independently.
- Begins to ask questions to clarify content and meaning.
- Begins to use more complex language functions (e.g., hypothesizing and reasoning) within an academic context.
- Begins to use an extensive vocabulary, using some abstract and specialized subject area words.
- Understands classroom and subject area language with repetition, rephrasing, or clarification.
- Speaks English clearly.
- Produces longer, more complex utterances using phrases, clauses, and sequence words (e.g., "next" and "then").
- Begins to use correct form when asking questions.
- Begins to use correct verb tense to express present, past, and future.
- Shows interest in improving language skills and accuracy.

- Listens attentively to an English speaker.
- Listens to others and offers opinions and/or feedback.
- Begins to paraphrase oral information.
- Uses language appropriately across the curriculum for different purposes and audiences.
- Responds to complex questions independently.
- Asks questions to clarify content and meaning.
- Develops awareness that there are appropriate forms and styles of language for different purposes and audiences.
- Begins to speak with confidence in front of a group.
- Uses more extensive vocabulary, using abstract and specialized subject area words independently.
- Understands classroom and subject area language at nearly normal speed.
- Speaks English with near-native fluency; any hesitation does not interfere with communication.
- Begins to vary speech appropriately using intonation/ stress.
- Uses correct form when asking questions.
- Speaks confidently and uses new vocabulary flexibly.

- Contributes to group discussion with ideas and appropriate suggestions.
- Paraphrases oral information independently.
- Communicates competently in social and academic settings.
- Participates and performs competently in all subject areas.
- Employs a full range of language functions independently, using abstract and complex language to express ideas and opinions appropriate to age.
- Speaks with confidence in front of a group.
- Understands a wide range of classroom and subject area language with native competence.
- Uses vocabulary approximating that of a native speaker.
- Speaks as fluently as a native speaker.
- Varies speech appropriately using intonation and stress independently.
- Uses a wide range of language patterns and complex compound tenses to create properly connected discourse (e.g., "Tomorrow I will be going on a long trip and I will see my good friend.").

Listening and Comprehension

Oral Expression

Vocabulary

Pronunciation and Fluency

Grammar

Attitude

Student Oral Language Observation Matrix (SOLOM)

The SOLOM is not a test per se. A test is a set of structured tasks given in a standard way. The SOLOM is a rating scale that teachers can use to assess their students' command of oral language on the basis of what they observe on a continual basis in a variety of situations - class discussions, playground interactions, and encounters between classes. The teacher matches a student's language performance in a five mains - listening comprehension, vocabulary, fluency, grammar, and pronunciation - to descriptions on a five-point scale for each (See Figure 1). The scores for individual domains can be considered, or they can be combined into a total score with a range of five through 25, where approximately 19 or 20 can be considered proficient. SOLOM scores represent whether a student can participate in oral language tasks typically expected in the classroom at his or her grade level.

Because it describes a range of proficiency from non-proficient to fluent, the SOLOM can be used to track annual progress. This, in turn, can be used in program evaluation, and as some of the criteria for exit from alternative instructional programs. However, to be used for these purposes, it is important to ensure that all teachers who use it undergo reliability training so that scores are comparable across teachers. For this purpose, a training video has been produced by Montebello School District in California.

The SOLOM does not require a dedicated testing situation. To complete it, teachers simply need to know the criteria for the various ratings and observe their students' language practices with those criteria in mind. Therein lies the greatest value of the SOLOM and similar approaches:

- It fixes teachers' attention on language-development goals;
- It keeps them aware of how their students are progressing in relation to those goals;
- It reminds them to set up oral-language-use situations that allow them to observe the student, as well as provide the students with language-development activities.

While observing, teachers should be attuned to the specific features of a student's speech that influenced their rating. They can use this information as a basis of instruction. The SOLOM is sufficiently generic to be applicable to other language besides English. The SOLOM is not commercially published. It was originally developed by the San Jose Area Bilingual Consortium and has undergone revisions with leadership from the Bilingual Education Office of the California Department of Education. It is within the public domain and can be copied, modified, or adapted to meet local needs.

Directions for Administering the SOLOM:

Based on your observation of the student, indicate with an "X" across the category which best describes the student's abilities.

- The SOLOM should only be administered by persons who themselves score at level "4" or above in all categories in the language being assessed.
- Students scoring at level "1" in all categories can be said to have no proficiency in the language.

SOLOM Teacher Observation Student Oral Language Observation Matrix					
Student's Name:		Grade:		Date:	
Language Observed:		Administered By (signature):			
	1	2	3	4	5
A. Comprehension	Cannot be said to understand even simple conversation.	Has great difficulty following what is said. Can comprehend only social conversation spoken slowly and with frequent repetitions.	Understands most of what is said at slower-than-normal speed with repetitions.	Understands nearly everything at normal speech. Although occasional repetition may be necessary.	Understands everyday conversation and normal classroom discussions.
B. Fluency	Speech so halting and fragmentary as to make conversation virtually impossible.	Usually hesitant; often forced into silence by language limitations.	Speech in everyday conversation and classroom discussion frequently disrupted by the student's search for the correct manner of expression.	Speech in everyday conversation and classroom discussions generally fluent, with occasional lapses while the student searches for the correct manner of expression.	Speech in everyday conversation and classroom discussions fluent and effortless; approximating that of a native speaker.
C. Vocabulary	Vocabulary limitations so extreme as to make conversation virtually impossible.	Misuse of words and very limited; comprehension quite difficult.	Student frequently uses wrong words; conversation somewhat limited because of inadequate vocabulary.	Student occasionally uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.	Use of vocabulary and idioms approximate that of a native speaker.
D. Pronunciation	Pronunciation problems so severe as to make speech virtually unintelligible.	Very hard to understand because of pronunciation problems. Must frequently repeat in order to make him/herself understood.	Pronunciation problems necessitate concentration on the part of the listener and occasionally lead to misunderstanding.	Always intelligible, although the listener is conscious of a definite accent and occasional inappropriate intonation patterns.	Pronunciation and intonation approximate that of a native speaker.
E. Grammar	Errors in grammar and word order so severe as to make speech virtually unintelligible.	Grammar and word order errors make comprehension difficult. Must often rephrase and/or restrict him/herself to basic patterns.	Makes frequent errors of grammar and word order that occasionally obscure meaning.	Occasionally makes grammatical and/or word order errors that do not obscure meaning.	Grammar and word order approximate that of a native speaker.

S E C T I O N

7

LANGUAGE LINK TRANSLATOR PHONE SERVICE

Steps for contacting service:

- a. Call Language Link: 1-877-650-8023
- b. Provide representative with:
 - a. District Account #: 8547
 - b. School Account #: _____
 - c. Phone extension #: _____
 - d. Language needed: _____
- c. Ask For:
 - a. Job #: _____
 - b. Translator ID #: _____
- d. Log:
 - a. Start time: _____
 - b. Finish time: _____
 - c. Date: _____

For languages other than Spanish, schedule your interpreter ahead of time, you may call to set up your days, times and languages needed. You will be given "job numbers" for your appointments. Please complete the top & bottom section of this form and return to Janet Young.

Teacher/User Name: _____ Students' Name _____

Reason for call: _____

Other information: _____

Office use only:

Budget code:

sent to Janet Young:

2016-17 Translator List - 4/19/17

Language	Name	Phone	Availability/Notes	Address
Albanian	Besa Sylejmani	509-205-5492	besap@live.com	HHS Custodian
Arabic	Rana Deep	460-3952	Prefers conferences all in one day	4624 Belgian, Pasco 99301
	Hana Gharari	551-4672	Hana_gar@yahoo.com	Arabic & Italian
	Haleemah Al-Ali	438-4372	h_aal@yahoo.com	
	Anwar Arikaby	713-5725	AnwarArikaby@gmail.com	para sub
	Bakr Alsuraider	509-619-5942	(pronounced "Becker")	1746 Jadwin Ave #D Rhld
Chinese	Yien Chen	430-8177	374-0388	2500 W. Deschutes, Kenn 99336
Kurdish	Dalshad Namuq	628-7081		8912 Maltese Dr Pasco
Loatian	Lawrence Pranikay	RSD e-mail	Only after school & desperate situation	RSD EMPLOYEE
Marshalese	Dana Ankien	440-5738 vm 792-6686	Dana_Ankien@ccstudent.edu	
Portuguese	Jane Toth	967-6051	Jane.Toth@rdsd.edu	SPED Office
Russian/ Ukranian	Oksana Grinchuk	628-2276	vikmason@gmail.com	4278 Jasper Street, Rich. 99352
Russian	Brian McShane	946-2368-H 205-0752-C	BMcSHANE1@YAHOO.COM	1118 Wright Ave, Richland, WA 99352
Spanish	Gabriela Caiceros	Para Jefferson	Food Service Tapteal	509-947-6538
	Mayra DeLeon	Secretary	Mayra.DeLeon@rdsd.edu	ext 6050
	Edith Gomez	Para L&C	Cruzeditfh@me.com	509-420-0381
	Mary Garfias	Para Jefferson	Mary.Garfias@rdsd.edu	967-6250
	Maria Escamilla	Para EMS	Sowatm@yahoo.com	315-729-9493
	Liliana Pena Lopez	Para Tapteal	lily_pena11@yahoo.com	509-654-2166
PRIORITY CALL FIRST	RSD Employee		Pay at regular schedule	
Language Link		877-650-8023	Acct# 8547	Your extension and Building
Wwll spoken	Federico Devoe	947-0327	fdveoe1@juno.com	2895 W. Ella, Pasco, 99301
				\$45.00 per first hr

Language	I Speak...
Amharic	ጽንጽዎትን የመልክቱን
Arabic	أنا أتحدث اللغة العربية
Bosnian	Ja govorim bosanski
Burmese	ကျွန်တော်/ကျွန်မ မြန်မာလိုပြောတတ်ပါတယ်။
Chinese	我講中文
Chhuukese	Ngang u fosun ika kapasen Chuuk
Farsi	من فارسی صحبت می کنم
French	Je parle français
Hindi	मैं हिंदी बोलता हूँ
Hmong	Kuv has lug Moob
Ilocano	Agsaonak ti Ilokano
Japanese	私は日本語を話す
Karen	ယဝဲကညီကျိၣ်
Khmer	ខ្ញុំនិយាយភាសាខ្មែរ
Korean	한국어 합니다
Laotian	ຂ້ອຍປາກົວາສາລາວ
Marshallese	Ij Kajin Majōl
Nepali	म नेपाली बोल्छु
Oromo	Ani Afaan Oromoo nan dubbadhu
Portuguese - BR	Eu falo português do Brasil
Punjabi	ਮੈਂ ਪੰਜਾਬੀ ਬੋਲਦਾ/ਬੋਲਦੀ ਹਾਂ।
Romanian	Vorbesc românește
Russian	Я говорю по-русски
Samoaan	E mafai ona ou talanoa fa'a Samoa
Somali	Waxaan ku hadlaa af-Soomaali
Spanish	Yo hablo español
Swahili	Ninaongea Kiswahili
Tagalog	Marunong akong mag-Tagalog
Tamil	நான் தமிழ் பேசுவேன்
Telugu	నేను తెలుగు మాట్లాడుతారు
Thai	ข้าพเจ้าพูดภาษาไทย
Tigrigna	ጽንጽ ትግርኛ እዛረብ እዩ
Turkish	Türkçe konuşurum
Ukrainian	Я розмовляю українською мовою
Urdu	میں اردو بولتا ہوں
Vietnamese	Tôi nói tiếng Việt





Is this Special Education Referral Appropriate for an English Language Learner?

Here is a checklist to help assure that school personnel have collected all pertinent information available in order to determine if a referral for special education is warranted.

Yes	No	Don't know	A CHECKLIST
			1. Does the child have age-appropriate development in L1?
			a. Is the child's vocabulary in L1 well-developed? b. Was the child's L1 fluent and well-developed when he/she began learning English?
			2. Has the student's personal data and family history been investigated and reviewed? a. A complete profile has emerged and no factors (high degree of mobility, missing parents, poverty, poor attendance, etc) that could possibly contribute to the student's difficulty have been identified.
			3. Has the student's health data, both past and present, been investigated and reviewed? a. A complete health profile has emerged and no factors (impaired hearing or vision, chronic dental pain, malnutrition, post-traumatic stress syndrome etc.) that could possibly contribute to the student's difficulty have been identified.
			4. Have the student's school records (past and present) been located, reviewed and analyzed? If past records are not available, have other means of gathering this data been implemented? a. Has the student participated in bilingual/ESL programs in previous years b. Has the student had the benefit of uninterrupted formal schooling throughout his/her educational career? c. Has the student's previous schooling been at the same level of rigor as his/her current schooling? d. Does the language of instruction in the student's previous schooling match the language of instruction in the student's current learning environment?

Yes	No	Don't know	A Checklist Continued
			5. Has data been collected, reflecting both strength and difficulties, regarding the student's linguistic and literacy development? a. Results from assessment in previous years are available for review. b. Results of current standardized language proficiency test (always in L2 and in L1 whenever possible- WELPA/ ELPA21) and are less than a year old. c. Student work samples in L1 and L2 (oral language samples, reading samples, writing samples, and performance-based assessments) have been collected over time, reviewed and analyzed. d. Teacher observations/narratives document and concur with work samples about the student's language use in the learning environment.
			6. Has data been collected regarding the student's academic achievement? a. Results from assessments in previous years are available. b. Student work samples (oral language, reading samples, writing samples and performance-based assessments) across content area have been collected over time, reviewed and analyzed. c. Teacher observations/narratives document and concur with work samples about the student's academic achievement.
			7. Has data been collected regarding the student's cultural development? a. The student's culture has been identified and staff is cognizant of similarities and potential mismatches or conflicts with the dominant or school culture.
			8. Have appropriate interventions, capitalizing on student's strengths and reflective of "best practice" in ESL education been implemented and documented in an attempt to remedy the student's difficulty? a. Does the teacher(s) have sufficient training to implement the interventions? b. Does the teacher(s) have sufficient materials and resources to implement the interventions? c. Is there sufficient documentation to articulate the success or failure of a suggested intervention? Consider both time and a variety of contexts.
			9. Have other additional programming alternatives been tried in addition to ESL strategies? (Title1, LAP, after-school programs, one-on-one tutoring, reading assistance, counseling, social work, extra-curricular activities etc.
			10. Have all the student's teachers, his/her parents and other personnel worked together to create a linguistically, academically and culturally appropriate and supportive learning environment for the student experiencing difficulty?
			Notes or comments:

ELL Student Information Tool

Student:	DOB:	Grade:	ID:		
Student's primary language:		Student's secondary language:			
Additional languages:					
Years of formal education in primary language:		Years of formal education in English:			
Can student read/write in primary language: <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, what level can they read/write in primary language:					
Attendance history:	Number of schools attended:	Retained <input type="checkbox"/> Yes <input type="checkbox"/> No When:			
Current ELL programing model: <input type="checkbox"/> Dual Language <input type="checkbox"/> Late Exit <input type="checkbox"/> Early Exit <input type="checkbox"/> Sheltered Instruction (SI) or Content-Based Instruction(CBI) <input type="checkbox"/> Supportive Mainstream <input type="checkbox"/> Newcomer <input type="checkbox"/> None Length of time in model:					
Any other previous ELL programing models: <input type="checkbox"/> Dual Language <input type="checkbox"/> Late Exit <input type="checkbox"/> Early Exit <input type="checkbox"/> Sheltered Instruction or Content-Based <input type="checkbox"/> Supportive Mainstream <input type="checkbox"/> Newcomer <input type="checkbox"/> None Length of time in model:					
Strategies Used <input type="checkbox"/> GLAD <input type="checkbox"/> ELL AVID <input type="checkbox"/> Other:					
Student Proficiency Report of Basic Interpersonal Communication (BIC)					
ELPA 21 Data	Student Level		Peer Analysis/TBIP (S. Psych)		
Overall					
Listening					
Speaking					
Reading					
Writing					
Student Cognitive Academic Language Proficiency (CALP) level					
Formative Assessment	Beginning/ ELP Lev. 1	Adv. Beg/ ELP Lev. 2	Intermediate/ ELP Lev. 3	Advanced/ ELP Lev. 4	Transitional/ ELP Lev. 5
Listening					
Speaking					
Reading					
Writing					
<i>*Using ELPS at a Glance, Student Oral Language Observation Matrix (SOLOM), teacher</i>					

Previous Interventions and time frame		
Reading		
Writing		
Math		
Social/Emotional		
What testing accommodations has the student received: <input type="checkbox"/> Readers on math <input type="checkbox"/> Text to speech Test in Native language <input type="checkbox"/> Other:		
Culture Matrix (please only chose one yes) Acculturation <input type="checkbox"/> Yes <input type="checkbox"/> No Student's home culture and native language honored along with new culture and language.		
Bicultural Ambivalence <input type="checkbox"/> Yes <input type="checkbox"/> No Student accepts neither home culture and native language nor new culture and language.		
Rejection <input type="checkbox"/> Yes <input type="checkbox"/> No Student's intentional rejection of new culture and language for that of home culture and native language.		
Assimilation <input type="checkbox"/> Yes <input type="checkbox"/> No Student's home culture and native language rejected/replaced by new culture and language.		

Please keep in mind:

- Given an ideal background where the student has received at least 4 years formal education in the students native language and can speak and write fluently and proficiently in the students native language and then provided Bilingual ELL programming; the length of time it takes to reach grade-level performance in 2nd language (L2) is a minimum 4 years.
- For an ELL to become proficient in academic areas it usually takes from 5-7 years in English in an Alternative Instructional model to become academically proficient. (i.e. GLAD)
- If the student has no prior schooling or has no support in native language development, it may take 7-10 years for ELLs to catch up to their peers.

S E C T I O N 8

Working with English Language Learners and Newcomers

An ELL Toolkit

Compiled by Sally Mack 2017

© Teachers need to create lessons and experiences that take into consideration the ELL student's academic and language needs.

Stages of Second Language Acquisition

All new learners of English progress through the same stages to acquire language. However, the length of time each student spends at a particular stage may vary greatly.

Stage I: Pre-production

This is the silent period. English language learners may have up to 500 words in their receptive vocabulary but they are not yet speaking. Some students will, however, repeat everything you say. They are not really producing language but are parroting. If your new English language learner is not speaking, don't worry. Most newcomers go through a stage during which they do not produce language. This doesn't mean they are not learning. The silent period may last for a few days or a year depending on a variety of factors. It occurs before ELLs are ready to produce oral language. ELLs should not be forced to speak before they are ready and we don't want to embarrass students by putting them on the spot. These new learners of English can:

- Listen attentively and they may even be able to copy words from the board.
- Respond to pictures and other visuals.
- Understand and duplicate gestures and movements to show comprehension. Total Physical Response methods will work well with them.

Teachers should focus attention on listening comprehension activities and on building a receptive vocabulary. English language learners at this stage will need much repetition of English. They will benefit from a "buddy" who speaks their language. Remember that the school day is exhausting for these newcomers as they are overwhelmed with listening to English language all day long. English language learners at this stage will need much repetition of English. They will benefit from a "buddy" who speaks their language. Remember that the school day is exhausting for these newcomers as they are overwhelmed with listening to English language all day long.

Stage II: Early production

This stage may last up to six months and students will develop a receptive and active vocabulary of about 1000 words. During this stage, students can usually speak in one- or two- word phrases. They can use short language chunks that have been memorized although these chunks may not always be used correctly.

Here are some suggestions for working with students in this stage of English language learning:

- Ask yes/no and either/or questions.
- Accept one or two word responses.

- Give students the opportunity to participate in some of the whole class activities.
- Use pictures and realia to support questions.
- Modify content information to the language level of ELLs.
- Build vocabulary using pictures.
- Provide listening activities.
- Simplify the content materials to be used. Focus on key vocabulary and concepts.

When teaching elementary age ELLs, use simple books with predictable text. Support learning with graphic organizers, charts and graphs. Begin to foster writing in English through labeling and short sentences. Use a frame to scaffold writing.

Stage III: Speech emergence

Students have developed a vocabulary of about 3,000 words and can communicate with simple phrases and sentences. They will ask simple questions that may or may not be grammatically correct, such as "May I go to bathroom?" ELLs will also initiate short conversations with classmates. They will understand easy stories read in class with the support of pictures. They will also be able to do some content work with teacher support. Here are some simple tasks they can complete:

- Sound out stories phonetically.
- Read short, modified texts in content area subjects.
- Complete graphic organizers with word banks.
- Understand and answer questions about charts and graphs.
- Match vocabulary words to definitions.
- Study flashcards with content area vocabulary.
- Participate in duet, pair and choral reading activities.
- Write and illustrate riddles.
- Understand teacher explanations and two-step directions.
- Compose brief stories based on personal experience.
- Write in dialogue journals.

Dialogue journals are a conversation between the teacher and the student. They are especially helpful with English language learners. Students can write about topics that interest them and proceed at their own level and pace. They have a place to express their thoughts and ideas.

Stage IV: Intermediate fluency

English language learners at the intermediate fluency stage have a vocabulary of 6000 active words. They are beginning to use more complex sentences when speaking and writing and are willing to express opinions and share their thoughts. They will ask questions to clarify what they are learning in class. These English language learners will be able to work in grade level math and science classes with some teacher support. Comprehension of English literature and social studies content is increasing. At this stage, students will use strategies from their native language to learn content in English. Student writing at this stage will have many errors as ELLs try to master the complexity of English grammar and sentence structure. Many students may be translating written assignments from native language. They should be expected to synthesize what they have learned and to make inferences from that learning. This is the time for teachers to focus on learning strategies. Students in this stage will also be able to understand more complex concepts.

Stage V: Advanced Fluency

It takes students from 4-10 years to achieve cognitive academic language proficiency in a second language. Student at this stage will be near-native in their ability to perform in content area learning. Most ELLs at this stage have been exited from ESL and other support programs. At the beginning of this stage, however, they will need continued support from classroom teachers especially in content areas such as history/social studies and in writing.

Challenges for ELLs in Content Area Learning

Here are some specific challenges that ELLs face when learning to read material in English:

- An abundance of idioms and figurative language in English texts
- Density of unfamiliar vocabulary
- Use of homonyms and synonyms
- Grammar usage especially the "exceptions to the rules"
- Word order, sentence structure and syntax
- Difficult text structure with a topic sentence, supporting details and conclusion
- Unfamiliarity with the connotative and denotative meanings of words
- ELLs may not have practice in expressing an opinion about text.
- Use of regional US dialects
- Fear of participation and interaction with mainstream students
- Story themes and endings can be inexplicable
- Literary terms for story development are not understood
- Unfamiliarity with drawing conclusions, analyzing characters and predicting outcomes
- Imagery and symbolism in text are difficult

Challenges for ELLs in Mathematics

© Mathematics is not just arithmetic. Problem solving is not just language but a thought process. Students from other cultures may be more concerned with getting the correct response than with the process. They may not be able to justify their answers.

Difficulties that ELLs face when learning mathematics:

- Formation of numbers varies from culture to culture.
- Use of decimal point and comma vary from culture to culture.
- Students have no experience with our measurement system; it is an abstract to them.
- Math is not spirally taught in many cultures. So students may not know a lot about geometry, for example.
- Many students have never seen or worked with manipulatives. They may not take a lesson using manipulatives seriously.
- Students learn math by rote memory.
- Math curricula in their countries may be primarily calculation.
- Word problems may not be introduced until much later.
- Estimating, rounding, and geometry are not often taught as early in other cultures.
- Mathematical terms do not always translate well.
- Mental math may be the norm. Students may not show work in addition, subtraction, multiplication and division or they may show work in a different way.

Specific Challenges for ELLs in Science

© ELLs may lack of background knowledge in science. Our "hands-on" approach is different from what they are used to. Drawing conclusions on their own may be difficult for ELLs. In their own culture students may not have been trained to make guesses.

Challenges that ELLs face when studying science:

The vocabulary of science presents a huge difficulty. There are a special set of terms for the student to learn. Even simple words that the student may know could have another meaning in science.

- Material is covered very fast.
- Directions are often multistep and difficult.
- There are too many concepts explained on each page of a science text.
- Cooperative learning may not fit in with students experiences in learning.
- Visuals may be confusing and difficult to understand.
- Sentence structure is complex and the passive voice is used in textbooks.
- What was taught in class does not always match the assessment.
- ELLs are not used to science labs or equipment.
- Students lack background in scientific method.
- There is no standard form of delivery of information.

Challenges for ELLs in Social Studies

© Social studies and U.S. history provide the biggest challenge to ELLs in their content classes. They have very limited background knowledge to activate. ELLs lack prior knowledge of U.S. and U.S. history, geography, and current events needed. Many students will memorize information for a test, but it has no relevance for them so the information is quickly forgotten.

ELLs' difficulties when studying social studies

- Use of higher level thinking skills for reading and writing.
- Lack of familiarity with historical terms, government processes, and vocabulary.
- Social Studies text contains complex sentences, passive voice, and extensive use of pronouns.
- ELLs may not be used to expressing their personal opinions.
- Nationalistic and cultural focus of maps.
- Concepts which do not exist in all cultures are difficult. This includes privacy democratic processes, rights of citizens, free will.
- No concept of movement within the structure of a society.
- ELLs are seldom asked to contribute an alternate view that reflects conditions in other countries.
- Use in our schools of "timeline" teaching vs. learning history by "dynasty" or "period."
- Difficulty with understanding what is said by the teacher and being able to take notes.
- Amount of text covered and the ELLs' inability to tell what is important in the text and what is not important.

25 Quick Tips for Classroom Teachers

Put any five (or more) of the following tips into practice and your English language learners will benefit from the differentiated and scaffolded instruction. Do you want to create an effective learning environment for your English language learners? Pick five ideas that you have never tried from the list below and implement them in your content area or mainstream classroom. You will be surprised to see how much the learning of ELLs improves.

Before Teaching the Lesson

1. Determine the English language learning level of your ELLs. Be realistic about what you expect ELLs to do.
2. Plan ahead. Think about how you will make the content comprehensible to your ELLs. Consider the following questions:
 - How will you link the content to the students' previous knowledge?
 - How will you build background information? Show a video or read a book aloud about your topic first.
 - What language and concepts need to be pre-taught?
 - How can you develop content area vocabulary? What visuals will you need?
3. Reflect on how you can teach to oral, visual, auditory, and kinesthetic learning modalities.
4. Prepare teaching aids such as maps, charts, pictures, graphic organizers, pictorial inputs and flashcards before the lesson is taught.
5. Add vocabulary word banks to student activities. Determine key vocabulary to focus on.
6. Adapt text so that the concepts are paraphrased in easier English. Eliminate non-essential details.
7. Find non-fiction books in the library written at a lower level about the topic you are teaching.

During the Lesson

8. Build on what ELLs already know. Using observation charts, picture files, inquiry charts, KWL, will help pre-assess prior knowledge.
9. Scaffold vocabulary and sentence structures used. Pre-teach and reinforce vocabulary in context through the use of graphic organizer categories, smart cards (for review)
10. Use embedded or yes/no questions; give ELLs questions you will ask in advance so that they can prepare.
11. Introduce concrete concepts and vocabulary first.
12. Teach students to categorize their information using graphic organizers, and pictorial inputs. Create semantic and story maps.
13. Demonstrate highlighting techniques so that students can highlight important information.
14. Review and repeat important concepts and vocabulary. Review pictorial inputs, graphic organizers etc to reinforce learning.

15. Provide concrete "real" examples and experiences whenever possible. Picture files of "real" photos help build schema for topics.
16. Teach ELLs to find definitions for key vocabulary in the text.
17. Help ELLs become acquainted with their textbooks (table of contents, glossary, index, etc.)
18. Model your thinking processes for students using "think-alouds". Teach metacognition strategies and give them time to practice those skills.
19. Tape record part of your lesson to reinforce learning or provide peer/staff review of learning by using DOK questioning and review strategies.
20. During the demonstration/lecture/interactive input part of the lesson give students 10/2 breaks to stop and discussion specific aspects of the lesson to negotiate for meaning.

After the lesson

21. Give students opportunities to respond to new instruction in a learning log or response journal.
22. Provide follow-up activities that reinforce vocabulary and concepts using hands on activities and review strategies.
23. Have students work in small groups or pairs so that language and concepts are reinforced.
24. Adjust homework assignment to your ELLs' English language proficiency level and/or academic ability.
25. Modify assessment so that your ELLs have an opportunity to show what they have learned through project based assessments, performance tasks etc...

Teaching Strategies for Classroom Teachers of ELLs

1. Making Content Comprehensible- is paramount for ELL success

Language is not "soaked up." The learner must understand the message that is conveyed. Comprehensible input is a hypothesis first proposed by Stephen Krashen. (Krashen, 1981) He purports that ELLs acquire language by hearing and understanding messages that are slightly above their current English language level. When newcomers are assigned to a mainstream classroom and spend most of their day in this environment it is especially critical for them to receive comprehensible input from their teachers and classmates. If that teacher provides information by using traditional lecture in the front of a classroom, the English language learner will not be receiving this input.

Students have a greater chance of mastering content concepts and skills when:

- Lessons are visual in presentation. Visual representation of new vocabulary using graphic organizers, graphs, maps, photographs, pictorial input, drawings and charts introduces new vocabulary and concepts in a comprehensible way.
 - G.L.A.D. strategies: Cognitive Content Dictionary, Pictorial input, comparative input, picture files,
- Students are given opportunities to manipulate content in a variety of ways as a response to their learning
 - G.L.A.D. strategies: "Smart Cards", picture files, Learning Logs
- Content is taught through semantic and story maps students learn to organize information.
 - G.L.A.D. strategies: Narrative Input, story maps, Process Grid
- Given multiple opportunities to practice that content in a variety of ways hitting on a variety of modalities
 - G.L.A.D. strategies: Chants, poems, team tasks, group tasks, small groups,
- Practice is in relevant, meaningful ways with immediate application that includes "hands-on" experiences that increase levels of student engagement.
 - G.L.A.D. strategies: individual learning logs, team tasks, projects, alternative assessments
- Practice content vocabulary is taught through explicit instruction-
 - G.L.A.D. strategies: Cognitive Content Dictionary, individual CCD, graphic organizers, inputs, process grids, smart cards

2. ELL students need to connect abstract concepts with concrete experiences: Material should be organized, created (chart learning), counted, classified (concept mapping) divided into categories.

Plan for hands-on practice and cognitive strategies that encourage students to interact with and clarify content in a variety of ways:

- Divide content into meaningful short chunks 10/2 strategy where visual, interactive lecture occurs for 10 minutes and students are given 2 minutes to negotiate for understanding with an elbow or team partner where they discuss specific content that supports targets.
- Use index card review or "Smart Cards" to review content vocabulary. Provide opportunities for content to be rearranged, dismantled, reconstructed, and reproduced several different times to increase student success of retaining materials and building more schema.
- Provide time for practice in should 10-15 minute increments. Follow up graphic organizer with a learning response log where students are asked to recreate, write about, sketch and take notes on interactive lecture.
- New learning should have several short practices close together. Revisit the pictorial input/graphic organizer and review with students using smart cards: vocabulary cards and pictures that can be added to graphic organizer as you review. Give them more time to "chunk and chew" the information with an elbow partner.
- Ask them to add to their notes in their response log to make learning application more meaningful and the depth of knowledge of the task can increase with repeated practice.
- Older learning should be practices distributed further apart-review material periodically. ELL students require small group or 1:1 review of content and vocabulary to make it more meaningful.
- Give students immediate feedback on how well they have done. Collect Learning Logs and keep communication lines open through Interactive Journals

3. Determine Key concepts for the unit and define language and content objectives for each lesson.

Teachers write the key concept and/or target for a unit of study in student-friendly language and post it in the room. New learning should be tied to this concept. Additionally, teachers should begin each lesson by writing a content objective on the board. At the end of the lesson, students should be asked if the objective was met. Classroom teachers also need to set language objectives for the students in their class. A language objective might be to learn new vocabulary, find the nouns in a lesson, or apply a grammar rule.

4. Use Cooperative Learning Strategies

Lecture style teaching excludes ELLs from the learning in a classroom. We don't want to relegate ELLs to the fringes of the classroom doing a separate lesson with a classroom aide or ESL teacher. Working in small groups is especially beneficial to ELLs who have an authentic reason to use academic vocabulary and real reasons to discuss key concepts. ELLs benefit from cooperative learning structures such as sitting in teams of four. Give students a job in a group. Monitor that they are participating. Promote language development through social interaction opportunities such as T-Graph for Social Skills, Team task, and team projects.

- Solving problems in cooperative groups as part of community building provides engagement opportunities for every ELL student. Never feeling alone and knowing that they can rely on team mates for support is helpful to every student. The goal is to provide students with different ways to practice language and learn content at the same time practicing cooperation strategies.
- Engaging in team discussions, team chats, class discussions where everyone is always expected to contribute with team support, prevents ELLs from being left out.
- Partnering students for practice activities, projects and during independent work time provides needed support and provides for comprehensible output from the students.
- Discussing and "doing" make abstract concepts concrete. Using metacognitive strategies to think about their thinking and discuss new learning helps them make more connections

5. Modify classwork, testing and homework for ELLs

Content area assignments, homework and assessments needs to be differentiated for ELLs. Teachers should allow shortened assignments, alternative types of assessment: oral, drawings, physical response (e.g., act-it-out), and manipulatives as well as modification to the test. Homework and assessment should be directly linked to classroom instruction and students should be provided with study guides so that they know what to study. Teaching them basic study skills such as visualizing concepts to create mental images and creating graphic organizers helps them remember concepts.

Remember that the ELLs in your class may not be able to take notes in the traditional way, so sketches and simple labels are often their best way to remember information. If they sketch their own examples of a concept it will help them connect new materials to prior knowledge.

Research shows that the best way to assess ELLs is to build assessment into instructional activities.

A typical ELL review/formative assessment might include:

- Ask newcomers to **point to** a picture or word to demonstrate basic knowledge. "Point to the penguin."
- Using visual cues, **ask simple yes/no questions** such as "Are penguins mammals?"

- Embed the response in the question using "either/or". "Is a penguin a mammal or a bird?"
- Break complex questions into several steps. Simplify your vocabulary. Instead of asking "What characteristics do mammals share?" say "Look at the mammals. Find the bear, the dog and the cat. How are they the same?"
- Ask simple "how" and "where" questions that can be answered with a phrase or a short sentence. "Where do penguins live?" Do not expect your ELLs to answer broad open-ended questions.

6. Abstract concepts and new information needs to be applied in a personally relevant way. A few strategies might include:

- Sketching and writing for brain imprinting. Listen and Sketch, sketching on Observation Charts, learning logs
- Writing in a diary format through a character
- Relating it to their own culture and adding their first language vocabulary as needed. Adding L1 vocabulary, cognates to charts makes them even more meaningful for ELL students
- Making and playing a game for content review (Jeopardy, Bingo, and Wheel of Fortune...)
- Creating a semantic map, story map, graphic organizer in a format that they are comfortable with.
- Writing test questions to ask another student
- Teaching concepts to another student

7. Be aware of culture shock

The emotional upheaval of moving can be devastating to any child. These symptoms are compounded when the child comes from a different culture and does not speak English.

What is Culture Shock?

Newcomers who act out in the classroom are probably suffering from culture shock. This is a term used to describe the feelings people have when they move to an unfamiliar culture. Immigrant children may become withdrawn and passive or they may be aggressive. The more different the new culture is from their own, the greater the shock. Newcomers have left behind family members, friends, teachers and pets. They have lost their language and culture. Often they do not have support of their family and parents who are in shock too. Every child reacts differently to moving to a new place. Most go through four states of culture shock at different rates and often in different order.

- **Euphoric or Honeymoon Stage-** They are excited about their new lives. Everything is wonderful and they are having a great time learning about their environment.

- **Culture Shock Stage-** the ELL students starts to see the differences between the new and the native cultures. Students feel overwhelmed at this stage. Students at this stage may seem sleepy, irritable, disinterested or depressed. Some students may become aggressive and act out their frustrations.
- **Integration Stage-** Newcomer starts to deal with difference between the old and new cultures. They learn to integrate their own beliefs with those of the new culture. Some will start to replace old values with new ones. Some will starts to find ways to exist in both cultures. Parents may start to become alarmed at this stage as they do not want their children to lose their language and culture.
- **Acceptance Stage-** Newcomers are now able to enter and prosper in the mainstream culture. They accept both cultures and combine them into their lives. Some students will adopt the mainstream culture at school and follow the values of the home culture outside of school.

8. Help Your Newcomers Develop Pride in Their Heritage

Do you know how to use the diversity in your classroom to help your newcomers develop pride in their native languages and cultures? Try some of these ideas.

© Newcomers offer a rich resource from which mainstream teachers and students can learn about other languages and cultures. Some simple things you can do to develop pride are:

- Ask bilingual parents to do cultural demonstrations in mainstream classrooms.
- Encourage newcomers to share their language skills by teaching their classmates to pronounce their home-language words on the labels placed around the classroom.
- Display pictures in your classroom from the students' home countries.
- Have newcomers write in a home-language diary, read books in their home language, draw pictures of people and places in their home countries, and listen to native language music (with headphones).

You don't want to discourage the maintenance of home languages. The more proficient they are in their first language the easier acquiring a second language becomes. Whatever your students learn in their home-languages will eventually be transferred to English.

9. Tie Culture to Curriculum

Tie the cultures of your second language learners to your curriculum whenever possible. We know that all children bring to school a wealth of experiences from their families, homes, neighborhoods and communities. Children with diverse linguistic and cultural backgrounds have stories and experiences that are unique. Teachers should use these experiences and the environment of their classrooms to help children begin to understand other cultures. They should build on the knowledge their students and families have of the countries they come from and the cultures they represent.

The diversity in many classrooms provides a starting point for children to begin to understand and value the many distinct cultures of the world. Teachers should take advantage of this natural resource that is in their classrooms. This helps American children to respect the cultures of other people and, at the same time, it helps children from diverse backgrounds develop pride in their heritage. When students see their home cultures and languages being studied in the classroom, their culture has been validated. This helps to develop positive self- esteem in culturally and linguistically diverse children.

Technology Resources for English Language Learners and Newcomers

<http://www.literacycenter.net> - a free early childhood language learning site. French, Spanish, German, English

<http://www.starfall.com> - free site for Pre-K-1 reading and math games

<http://www.storylineonline.net> - links to a variety of quality literature being read aloud.

<https://www.storvplace.org/activity-library> - free resource of books, chants and activities for Pre-school children.

<https://www.pebblego.com> - a commercial site, but free to Richland School District students with content stories written in non-fiction format. Supports science, social studies and is very popular with k-5 students or older newcomers as a great non-fiction research site.

<http://www.enchantedlearning.com> - K-12 educational material in a wide range of topics to download as teacher/student resources including printable books.

<http://www.educational-freeware.com/online/gamegoo.aspx> - reviews of the best free learning games, software and websites.

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