



Plan for DK-12 English Language Learners Allendale Public Schools



Frequently Used Terms

NOMS - National Origin Minority Students. Any students who speak a language other than English as his/her first or native language and *may or may not* be proficient in English.

In its first year (2002-2003), our program has identified more than 60 National Origin Minority Students (NOMS). These students speak Spanish, Chinese, Korean, Vietnamese, Russian, Bulgarian and Polish.

LEP - Limited English Proficient Students. Any student whose primary language is other than English *AND* who is insufficiently proficient in English to receive instruction exclusively from regular education programs and function on an academic par with his/her peers.

ELL – English Language Learners. Students whose primary language is other than English *AND* who is insufficiently proficient in English to receive instruction exclusively from regular education programs and function on an academic par with his/her peers.

BICS - Basic Interpersonal Communication Skills refers to a beginning-level language learner who is striving to master basic conversational skills, but who has not yet attained any level of academic English. This basic level of English that beginning students are working to achieve is also referred to as “playground English,” and usually takes on average two to three years to master.

CALP - Cognitive Academic Language Proficiency refers to the deeper, more complex, non-contextualized language which is necessary to master in order to perform at grade level in English. Students naturally attack this deeper level of proficiency after BICS have been mastered. **A lack of proficiency in this area is often said to be invisible, as it is difficult to tell simply by talking with a student that his/her proficiency is low in this area.** It usually takes 5-7 years for a student to sufficiently master CALPs so that she/he may perform at grade level.

ESL - English as a Second Language refers to classes designed to increase the English proficiency of speakers of other languages. It may also refer to programs designed for speakers of other languages learning English which do not employ the student’s native language in the language classroom or in academic support sessions.

Content-based ELL or ESL refers to classes designed to combine language acquisition with content.

Brief Summary of Legal Issues and Regulations Pertaining to LEP and Second Languages:

The commitment to breaking down the barriers that hinder opportunities of children with limited English proficiency (LEP) began with **Title VI of the Civil Rights Act of 1964 and the Equal Education Opportunity Act of 1974**. These acts clearly state that failure to provide LEP students with equal access to the teaching-learning process is a denial of their civil rights.

In 1974, in **Law v Nichols, the United States Supreme Court ruled**, based on the Civil Rights Act of 1964, that schools are required to give extra help to student who do not speak English. The decision stated that providing non-English speaking students with the same desks, books, teachers, and curriculum did not ensure that they received an equal educational opportunity.

The mission of Allendale Public Schools, in partnership with the community, it to provide the best educational environment possible, enabling all students to reach their highest potential.

Procedures for Entry into the DK-12 English Language Learning Programs:

The entry of a student into the ELL program in the Allendale Public Schools is a three-step process. Appropriate procedures for entry have been determined by the Michigan Department of Education's Office of Equity, and are described in the State Manual for Bilingual Education. These procedures, in addition to APS own procedures, are as follows:

Step 1: Identifying Students. Students who might be eligible for ELL services are identified through:

- **A Home Language Survey** (see English and Spanish versions at end of plan) sent by each building secretary to all new students in the district upon enrollment. This survey comes from Sections 380.1151-380.1158, Michigan School Code of 1976 and includes the following questions:
 - 1) What language did your son/daughter learn when he/she first began to talk?
 - 2) What language does your son/daughter primarily use at home?
 - 3) What language do you use primarily to speak to your son/daughter?
 - 4) Name the language primarily spoken by the adults at home.

Whenever the survey comes back and mentions any language spoken at home other than English or that the student first learned a language other than English, the student will automatically be considered *potentially* eligible for ELL services, and the building secretary will provide the ESL teacher with a copy of the Home Language Survey.

- **A classroom teacher's evaluation of a student's grade level skills** (see form at end of plan). When teachers believe that students are not performing at grade level and that the reason might be language-based, students are referred to the ELL program for testing. The ESL teacher is responsible for providing the evaluation form to classroom teachers who have new or enrolled ELL students or students who have already exited the DK-12 ELL programs.
- **Interview information.** When the ESL teacher interviews and tests an English Language Learning student, information regarding native language skills (speaking, reading and writing) and content background are gathered. During the interview, the ESL teacher inquires about school age relatives and friends to make sure no student who might qualify for services has been left out.
- **Academic file review.** Based on the language survey results, students' academic files will be reviewed by the ESL teacher to determine each student's academic performance and curriculum-based needs.
- Once identified, students are tested by ESL teacher for language, literacy and content (listening, speaking, comprehension, reading and writing) using the Woodcock-Muñoz Language Survey and the state-mandated English Language Proficiency Assessment (ELPA) screener. A student who scores below grade level will qualify for services. Additional measurements (depending on grade level) are also gathered by ESL teacher, including: Content grades, Rigby Reading Scores, Scholastics Inventory scores and MEAP scores.

Step 2: Determining Student Eligibility. The State Board of Education, according to section 388.705 of the Michigan Compiled Laws, states that *any of the following standards shall be used to determine the eligibility of a student for ELL services:*

1. A potentially eligible student who is enrolled in grades DK-2 and who has been determined eligible based on a consultation between the school district and the student's parents.
2. A potentially eligible student who is enrolled in grades 1-5 and whose Rigby score is below the grade-level benchmark.
3. A potentially eligible student who is enrolled in grades DK-12 and whose scores on the Woodcock-Muñoz Language Survey show at the 40th Percentile or below in speaking, reading and writing.
4. A potentially eligible student who is enrolled in grades DK-12 and who scores below proficient on the Fall ELPA screener.
5. A potentially eligible student who is enrolled in grades DK-12 and who scores at or below the fortieth percentile on an English reading test, or sub-test, approved by APS ESL program.**
6. A student declared ineligible in previous years because of test results shall be considered eligible if re-testing in later years produces scores at or below the fortieth percentile.**
7. A school district shall not determine eligibility on the basis of test scores more than 6 months old.***

** APS will use the Woodcock-Muñoz starting school year 2003-2004 as a measure of a student's English language proficiency. The test includes reading and oral subtests. Other tests such as the **Rigby** test can determine eligibility for services.

*** Students already receiving ESL services are tested in the spring of each school year, so that eligibility for services in the fall is based on a recent test score. Students new to the district are tested upon enrollment, so that eligibility decisions for these students are also based upon recent scores. Since the DK-12 ELL programs were new in 2002-2003, students have been tested in the fall and in the spring. As the district switches to a different test in 2003-04 (Woodcock-Muñoz Language Survey), students tested in the spring with the IPT-Oral will be tested using the new test in the fall and also in the spring. Starting with school year 2004-05, students will only be tested in the spring unless they are new to the district or a new baseline must be established.

Step 3: The Parent/Guardian Letter. According to the State Board of Education, a student who is determined eligible does not receive ESL services until his/her parents/guardians have been notified (see attached elementary and secondary forms in English and Spanish at end of plan). This notification comes in the form of a simple letter, preferably in the child's home language and in English. The letter should inform the parents/guardians about the services provided, exit rates and that they have the right to visit the ELL

classes as well as refuse services. An eligible student becomes ineligible if a parent or guardian withdraws the student from the program. Parents/guardians must fill out and sign a waiver form (see form at end of plan) which is kept in the student's file.

The parent/guardian letter will be mailed by the ESL teacher within 30 days after school starts or within 2 weeks if a student arrives after the start of the school year.

Overall Program Goals:

The DK-12 ELL program focuses on three specific areas:

1. Communication skills (listening, comprehension and speaking)
2. Literacy (reading and writing)
3. Content acquisition

The Allendale DK-12 ELL programs will be divided into the four different levels: 1. Lower elementary (DK-2), 2. Upper elementary (Grades 3-4), 3. Middle school (Grade 5-8) and 4. High school (Grades 9-12).

At the lower and upper elementary levels, support for ELL students depends on their oral fluency level and literacy skills. Students are pulled out for sheltered English by the ESL teacher and the ESL paraprofessional and receive language support in the classroom (ESL teacher and ESL paraprofessional) based on their language needs. At the DK-K level, the support focuses on listening and speaking skills with the emergence of reading and writing. Literacy skills become the main focus at the Pre-1st-1st grade levels with emerging content support. At the 2nd-grade level, content-based ESL becomes the norm up to grade 5 unless students arrive in our district with no English background. A period of intensive English acquisition then precedes the content-based approach.

Another intervention at the elementary level has been the implementation of a computer-based language and early literacy curriculum that allows for pullout in groups in the computer lab CALLA (Computer Assisted Language Acquisition).

Also, a voluntary Summer Reading program with bi-monthly meetings at the Township Library has been implemented since 2006-07 to assist K-12 ELL students with language and literacy.

At the secondary level, literacy, content-based ESL and content support in scheduled, for credit ESL (English Language Arts) classes are the models for intervention. Again, the strategies and the activities used depend on the proficiency level of each student (listening, speaking, reading, writing and content background).

Language, content and cultural support for some secondary ELL students also takes place in the evening on Wednesdays and Thursdays during Homework Center. Volunteer pre-service teachers from the local school of education (Grand Valley State University) and the ESL teacher and ESL paraprofessional work on language and content either one-on-one or in small groups.

Allendale Public Schools DK-12 ELL Programs are based on the most recent language acquisition theories:

The Allendale Public Schools DK-12 ELL Programs use research-based methods (Brain research, learning styles, Second Language Acquisition Theories and differentiation of instruction) and best practices to provide meaningful instruction.

The Allendale Public Schools DK-12 ELL Programs use the following methods and best practices (keeping in mind that language and content development are age-based):

- Emphasis on Steven Krashen's Second Language Acquisition Theories, including affective filter, comprehensible input, I+1 progression and silent reading
- Emphasis on using student-produced language to develop literacy skills
- Addressing a range of students' learning styles, multiple intelligences, interests and cultural backgrounds
- Integrated learning of oral language, reading, and writing
- Integrated learning and content instruction with a thematic approach
- Meaningful lessons, units promoting concepts development
- Emphasis on inquiry, discovery and problem-solving
- Emphasis on developing metacognitive skills
- Relevant, engaging and challenging instruction in a safe environment where students respect others and take risks
- Drawing on students' background experiences, cultures and languages
- Building background knowledge by providing concrete experience (creating schema)
- Cooperative learning in an interactive environment
- Use of native language when necessary to foster understanding and show the importance of first language
- Scaffolding of instruction: promote a higher level of learning
- Modeling expected behaviors and information processing
- Use of text and multimedia in native language (when literacy level is appropriate) to foster content acquisition while developing language skills
- Use of Realia, manipulatives, visuals, and multicultural materials
- Developing an after-school program to provide additional opportunity for language interaction and content acquisition
- Promoting family-school partnerships

What research tells us about how long it takes to become fluent in English (language and content):

Leading Second Language Acquisition experts such as Steven Krashen and Jim Cummins and experience in the field have shown us that the rate of language and content acquisition (becoming fluent and able to function at grade level) depends on several factors, including:

- Age when the student starts learning the second language (the earlier the better). The challenges students face are exacerbated when they start learning a language after puberty.
- Fluency and literacy level (speaking, reading, writing) in the native language. The more literate the students are, the easier it will be to transfer the skills from their native language to the target language.
- Content background. This represents how much formal education the students have received and how prepared they are to handle academic content.
- Level of motivation, personality and immigration status (personal, educational and professional goals). Stability is an important factor.
- Quality of the support programs both during the school day, after school and at home (language proficiency and literacy skills).

It takes an average of **two to three years** to develop Basic Interpersonal Communication Skills (**BICS**). This is the daily language type of conversation. An example of a BICS conversation would be:
"Hi, how are you? I like your new hair. Where did you go?"

It takes between **five to seven years** in order to develop Cognitive Academic Language Proficiency (**CALP**) -- the language needed to read, really comprehend an assignment and produce quality, grade-level work. With the demands of the MEAP test, another two years should be added.

Instructional and Service Components Comprising the ELL Program:

- 1. Parent/Guardian Contacts.** APS strives to make the parents and guardians of our language minority students as comfortable as possible in dealing with their child's school. To this end, many important school documents and forms are sent home in the native language of the student when possible. Additionally, translations of important letters in Spanish (90 % of our parents/guardians speak Spanish) are sent home during the year. Parents' calls are placed in the native language when possible, and an interpreter can be available during parent-teacher conferences. A web site has been designed by the ESL teacher to allow access to information about the programs and also to find resources for language acquisition. A brochure in English and Spanish providing information about our programs is also mailed home (see example at end of plan). Additional communication includes mailing information on home activities that help ELL students acquire listening, speaking, reading and writing skills in English and Spanish.
- 2. Middle School and High School ELL classes for Language Arts Credits.** These classes ESL I and ESL II allow ELL students to develop skills in all five areas (see curricula with objectives and standards for both classes at end of plan). The objectives for ESL I (aimed at CALP 2 students) can be modified to accommodate CALP 1 students if necessary.
- 3. Scheduled Language and Academic Support.** Pullout sessions following the model already mentioned.
- 4. After-school Language and Academic Support.** Language, content and cultural support for some secondary ELL students also will take place in the evening on Wednesdays and Thursdays during Homework Center. Volunteers and ESL teacher work on language and content either one-on-one or in small groups. This after-school intervention will be developed in the years to come as ELL students need more time and support to fully develop the skills to produce grade-level quality work.
- 5. Assistance with career planning and higher education goals.** This includes counseling and finding scholarships that are specifically geared toward language minority students.
- 6. Alignment of 6-12 ELL curriculum with national and state ELL standards and benchmarks and APS curriculum.** This will be tackled by the ESL teacher who will ask content teachers for the 2 concepts they consider the most important (see form at the end of plan). Based on teachers' responses, the ESL teacher will develop across-the-content thematic units to combine language acquisition, literacy and content.

Proficiency Levels and Instruction

CALP 1 Negligible English / CALP 2 Very Limited English

CALP 1 and 2 students generally receive between 6 and 10+ hours a week of language and content support in grades 6– 12. Students at the DK-5 level receive between 1 and 5 hours of support a week in ½ hour pull-out sessions. Additional classroom language support is provided on a need basis.

CALP 3 Limited English / CALP 4 Advanced English

CALP 3 and 4 students generally receive between 1 and 3 hours of English and Academic support a week. Academic support includes assistance with classroom assignments and expansion on difficult material covered in class. This includes after school assistance during Homework Center once or twice a week.

Staffing and Resources for the DK-12 ELL Programs:

Staffing includes:

- A full-time ESL teacher who teaches the Middle School and High School ELL classes and works with DK-4 students in pullout sessions.
- Peer volunteers (ELL students who have exited the programs).
- Volunteer pre-service teachers (5 hours/week).
- Reading Specialists at the DK-4 level depending on needs.
- If ELL students are also Special Education, additional support is provided by the Special Education Department.
- PAL program support when necessary. The PAL program is a peer mentor and tutor program at the secondary level.

Resources:

Resources are provided by the district and through a Title III grant managed by the ESL teacher. Additional private funding is also sought whenever available.

Professional Development for ELL staff and content area teachers:

Professional development for the ESL teacher is ongoing and includes state and national conferences, literacy development as well as visiting other ELL programs in the area to gather information on methodology, programs and support.

The ESL teacher provides professional development for content teachers and paraprofessionals during staff meetings and days designated for staff professional development. These interventions include training on

APS ELL procedures, second language acquisition strategies (see packet at end of plan), material adaptation and state or in-house testing accommodations (see form developed in 2003-04 for this purpose at the end of plan).

Activities/Outreach for Parental and Community Involvement:

Our newly created DK-12 ELL programs will have regular contacts with families via a Web Site in English and Spanish and written communication delivered by the students in English and Spanish (Spanish being the language of about 90% of our parents/guardians). We will keep families informed of what we are doing in the ELL classrooms and also ask for their input when working on specific projects. For example, one of the projects is to develop a video of personal experiences (our ELL students) in regards to acquiring the English language and adapting to a new culture. To help their students brainstorm, families will be encouraged to discuss at home what strategies worked as students found themselves in a new environment. We will make this video available to the teachers in the district when it is finished.

We will also produce “Welcome to Our Schools Videos” in the next few years in Spanish and English (Elementary, MS and HS). These videos will be scripted, filmed and edited by our ELL students at the MS/HS.

Communication with parents also will take place by phone and mail in English and Spanish (form at end of plan) when necessary and during Parent/Teacher conferences (with translator if possible). Conferences are held during the day and the evening to accommodate for different schedules.

Activities and outreach for families will take place as we work with local church groups to develop an adult program that will allow parent/guardians to develop language and literacy skills with their students. When families participate in their students’ acquisition of the language, it creates bonds and a greater ability to serve as role model. It demonstrates that language acquisition is a priority in a competitive society.

Testing Accommodations for ESL Students
Allendale Public Schools
2003-2004

Name of Teacher:

Content:

ELL students working with ESL teacher, aides or tutors are allowed to receive the following support during a test taken in the ESL room (**check all that apply**):

_____ Extended time

_____ Rephrasing or translating of directions and questions

_____ Re-teaching of concepts before taking the test

_____ Open book in ESL room

_____ Re-teaching of concepts + open book

Signature: _____

Date: _____

Exit Criteria

A student is exited from the ELL programs when **ALL** the following criteria are met:

DK-12

1. Student test scores (Woodcock-Muñoz Language Survey) show that the student is speaking, reading and writing at grade level.
2. Classroom teachers attest that the student is doing grade-level work in all content.
3. The student is receiving a passing grade in each subject area.

Based on research, students are expected to learn to speak English in about three (3) years and perform at grade level (literacy and content) in five (5) to seven (7) years.

A team consisting of the content teacher(s), ESL teacher, administrators, parents/guardians (see Spanish and English forms at end of plan) and any other teacher who works with the student (i.e. special education teacher) makes the decision whether the student is ready for exit from the program. When the student has met all the criteria, and an exit form is completed (see form at end of plan), copies of the form are placed in the student's ESL file and sent to the parents/guardians in their first language (if possible) if they were not present at meeting. When written notification is not available, the parents/guardians will be notified of exit from the program through oral communication.

The ESL program staff monitors the student for two years following exit. The student may re-enter the program if needed. All ELL students (including students who have exited the programs) will be tested using the WMLS in May to assess their progress and evaluate their needs for re-entry. Students' content grades and Rigby reading scores (if applicable) will also be reviewed by the ESL teacher to insure adequate progress.

District's methods for evaluating the effectiveness of our DK-12 ELL programs:

Once a year, the DK-12 ELL programs are reviewed to assess the progress made by ELL students. The baseline obtained in early September (WMLS) is compared to the result from the retest in May of each year to determine how students moved between the different CALP levels. Rigby reading scores (Elementary students) are also compiled to assess literacy progress. Grades and state test results are reviewed to assess progress in specific content areas.

Program goals and deadlines are also evaluated to make sure that they are met.

Curricula for ESL 1 & 2 (CALP 1: Negligible English, CALP 2: Very Limited English) and ESL 3 & 4 (CALP 3: Limited English, CALP 4: Advanced English)

If a student at the high school level functions at a CALP 1 level, the curriculum for ESL I would be modified to reflect the significant difference in language proficiency.

Research and experience in the field show that students in ESL classes (even at CALP level 1+2) benefit from a content-based approach to lesson planning and delivery. Language and content instruction are integrated so that ELL students develop academic knowledge and skills in specific content areas at the same time as they develop their language skills.

General Curriculum Expectations

The expectations identified for each course describe the knowledge and skills that students are expected to develop and demonstrate in their class work, on tests, and in various other activities on which their achievement is assessed and evaluated.

The expectations in our HS ESL courses are organized into the following four strands:

Oral and Visual Communication. Expectations require students to understand, interpret, and use oral English, and related visual cues, in a variety of contexts and media.

Reading. Expectations require students to read a variety of informational and literary texts for different purposes, using a range of reading strategies effectively.

Writing. Expectations require students to communicate clearly in writing for a variety of purposes and audiences.

Social and Cultural Competence. Expectations require students to understand and value their own cultures, to appreciate the variety of languages and cultures at APS, and to demonstrate social and cultural competence in a wide range of situations.

Technology will be integrated within the four strands.

ESL 1 & 2 (CALP 1: Negligible English, CALP 2: Very Limited English)

General Course Objectives

By the end of this course, students will:

- Participate in conversations on familiar topics in social situations;
- Recognize and respond appropriately to body language, pauses, and common stress and intonation patterns in English speech;
- Understand and use some key subject-specific vocabulary in classroom discussions when visual aids are used;
- Communicate orally, using accepted word order, common tenses, and other features of English grammar with some accuracy and consistency;
- Use appropriately some features of language that indicate different levels of formality in English;
- Demonstrate comprehension of key information from media works.
- Read and respond to text using a variety of strategies
- Write short pieces using the steps of the writing process

Curriculum content

Developing Fluency in Oral Communication

By the end of this course, students will:

- Maintain face-to-face conversations on familiar topics;
- Determine meaning by requesting clarification and restating information when necessary;
- Listen to others and stay on topic in group discussions;
- Offer and respond to greetings, introductions, invitations, farewells, compliments, and apologies;
- Use the telephone to obtain some specific information (e.g., determine movie schedules, transportation arrival and departure times, store opening and closing times);
- Use short sentences and phrases to tell stories, recount events, provide directions or instructions, and give opinions; use tone of voice, gestures, and other non-verbal cues to help clarify meaning when describing events, telling stories, and stating opinions;
- Use the customary stress and intonation patterns of English speech to emphasize meaning or to express feelings (e.g., add emphasis to certain words; use intonation to express surprise).

Developing Accuracy in Oral Communication

By the end of this course, students will:

- Use in simple contexts, some key vocabulary learned in other subject areas (e.g., explain how to solve a mathematics problem);
- Restate important information from presentations that include visual aids (e.g., pictures, charts, models);
- Ask others the meaning of words for clarification;
- Use common tenses, adjectives, adverbs, conjunctions, prepositions, common idioms, some two-word verbs, and some interrogative and negative constructions appropriately and with some consistency.

Using English in Socially and Culturally Appropriate Ways

By the end of this course, students will:

- Use and respond appropriately to common non-verbal signals (e.g., gestures, handshakes, eye contact);
- Exchange information about cultural variations in non-verbal communication (e.g., discuss the gestures, facial expressions, or conventions of eye contact of various cultures);
- Demonstrate knowledge of appropriate verbal behavior in a variety of contexts (e.g., conventions for making requests, interrupting, leave-taking).

Developing Media Knowledge and Skills

By the end of this course, students will:

- View, read, and listen to media works to obtain information and complete assigned tasks (e.g., school announcements, television and radio news, newspaper advertisements, CD-ROMs, online databases, etc.

Reading and Responding

By the end of this course, students will:

- Demonstrate understanding of fiction and non-fiction texts designed or adapted for second-language learners (e.g., by completing graphic organizers, participating in teacher-led discussions, retelling content, relating information to background knowledge, and making a personal response);
- Read and respond to a variety of materials selected for study and pleasure (e.g., explain a preference for a book; participate in a literature study group or informal class discussion);
- Use classroom, school, and local libraries to find reading materials for study and personal enjoyment.

Developing Vocabulary

By the end of this course, students will:

- Use context and familiar vocabulary in texts to infer the meaning of new words;
- Use vocabulary-acquisition strategies (e.g., check learner dictionaries; recognize common prefixes, suffixes, and word families);
- Use knowledge of common sound-symbol relationships and dictionary pronunciation guides to aid in pronouncing new words).

Using Reading Strategies for Comprehension

By the end of this course, students will:

- Extract information from specific features of text (e.g., headings, margin notes, glossaries, charts, diagrams, photos);
- Demonstrate comprehension of teacher-prepared texts and summaries (e.g., through completion of cloze passages related to the content of text);
- State the main idea of individual passages that contain familiar vocabulary; skim text with familiar vocabulary or content for overall comprehension (e.g., find the main idea; determine the author's purpose);
- Scan text with familiar vocabulary or content for specific information (e.g., locate key information in a mathematics problem expressed in narrative form);
- Demonstrate comprehension of syntactic cues (e.g., possessives, verb phrases, comparatives, progressive tenses, and conjunctions), with teacher guidance.

Developing Research Skills

By the end of this course, students will:

- Locate information in subject-specific non-fiction sources (e.g., math posters, natural science series, abridged biographies);
- Use a graphic organizer provided by the teacher to extract information from pre-selected texts (e.g., to find examples or supporting details).

Writing

Relating Purpose to Form

By the end of this course, students will:

- Write short journal entries, notes, dialogues, narratives, autobiographies, reports, personal responses, and letters, with teacher guidance;
- Respond appropriately to written questions based on familiar academic content (e.g., by writing short sentences or phrases, by completing graphic organizers).

Applying the Writing Process

By the end of this course, students will:

- Generate and organize ideas for writing, using graphic organizers provided by the teacher (e.g., charts, webs, and timelines);
- Compose a first draft of a simple composition;
- Use simple word-processing software to compose and edit pieces of writing;
- Use simple graphics software to format and embellish pieces of writing.

Developing Accuracy in Written Communication

By the end of this course, students will:

- Compose short papers containing simple and compound sentences;
- Use common tenses and verb phrases, adjectives, adverbs, and some conjunctions in their writing;
- Use a variety of simple sentence patterns in their writing;
- Use vocabulary-acquisition strategies to spell words correctly (e.g., knowledge of prefixes, suffixes, and word families);
- Check spelling, using a variety of resources (e.g., learner dictionaries, word lists, spell checkers);
- Use capitals for proper nouns, commas to separate items in lists, and quotation marks for direct speech, with some consistency.

Social and Cultural Competence

Developing Awareness and Skills

By the end of this course, students will:

- Compare and contrast the traditions and behavioral norms of a number of cultures (e.g., compare gender roles, schooling, family structures);
- Demonstrate awareness of the variety of languages in the community and school environment (e.g., share information about first-language media gathered from class or school surveys).

Assessment tools

Language assessment will have two definite aspects:

1. Ongoing with the teacher's evaluation of student's language, literacy and content progress as well as assessment based on Hampton-Brown High Point series and its Assessment Handbook
2. In September and in May using the normative Woodcock-Muñoz Language Survey as a measure of a student's English language proficiency. Test domains include oral language, reading, writing, and broad English. Scores obtained include age and grade equivalents, five levels of language proficiency

Resources and materials

- **Hampton-Brown** High Point "The Basics" Series with Student Book, Teacher's Edition, Reading and Language Practice Book Set, Assessment Handbook and Reading Basics Package.
- Language, literacy and content software, including Games in English.
- Lightspan series (reading comprehension)
- Board games, including Shopping at the Mall, Create a Story, Borderline, Name that Country.
- Music CDs for cloze exercises and DVD movies

State and National Standards

High Point Connection to Michigan Language Arts Standards and TESOL Standards

The Michigan English Language Arts Content Standards and Benchmarks

Content Standard 1: All students will read and comprehend general and technical material.

The Reading strand of the scope and sequence addresses this standard, covering the benchmarks through the sub-strands for Reading Strategies and Comprehension

Content Standard 2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs and compositions.

This standard is addressed through the strands of the Scope and Sequence for Writing and for Grammar, Usage, Mechanics and Spelling

Content Standard 3: All students will focus on meaning and communication as they listen, speak, view, read and write in personal, social, occupational, and civic contexts.

This standard is addressed primarily through the Scope and Sequence strand for Listening, Speaking, Viewing and Representing. See also the strands for Reading as well as Concepts and Vocabulary.

Content Standard 4: All students will use the English language effectively.

The strand for Language Development addresses this standard through its two sub-strands, Social and Academic Language Functions and Language Patterns and Structures.

Content Standard 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity of our society.

High Point offers a wide variety of literature genres from both the classic and contemporary canons, including fiction, nonfiction, drama, poetry, myths, etc. The selections also include literature representing the diversity of the United States and global society. The Literary Analysis and Appreciation strand of the program addresses the benchmarks related to responding to and evaluating literature.

Content Standard 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience.

The various aspects of this standard are addressed through several strands of High Point, including the strands for Listening, Speaking, Viewing and Representing; Writing; Reading; and Literary Analysis and Appreciation.

Content Standard 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading and writing.

This standard is addressed through the Learning Strategies sub-strand within the Cognitive Academic Skills strand, as well as the Reading Strategies strand within the

Reading strand.

Content Standard 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics—including text structure, figurative and descriptive language, spelling, punctuation, and grammar—to construct and convey meaning.

Aspects of this standard and its benchmarks are covered in various program strands, including the Literary Devices sub-strand of the Literary Analysis and Appreciation strand; Writing; and Grammar, Usage, Mechanics and Spelling.

Content Standard 9: All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts.

The Literary Analysis and Appreciation strand, through its sub-strands for Responding to Literature and Evaluating Literature, addresses this standard and its benchmarks.

Content Standard 10: All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others.

The various aspects of this standard are addressed in the Evaluating Literature sub-strand within Literary Analysis and Appreciation and in the Research Skills sub-strand within Cognitive Academic Skills.

Content Standard 11: All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.

This standard is addressed through the strands for Cognitive Academic Skills, Writing, and Technology and Media.

Content Standard 12: All students will develop and apply personal, shared and academic criteria for the enjoyment, appreciation, and evaluation of their own and others' oral, written, and visual texts.

This standard is addressed in the strands for Literary Analysis and Appreciation and Writing. The assessment tools for High Point also including tools for self- and peer-evaluation.

TESOL Goals, Standards and Descriptors

Goal 1, Standard 1: To use English to communicate in social setting: Students will use English to participate in social interactions.

The sub-strand Social and Academic Language Functions within the strand for Language Development and Communication addresses this standard. Students are involved in social interactions throughout the program in lessons the Unit Launch and Theme Opener lessons, the Build Language and Vocabulary lessons, the Respond lessons.

Goal 1, Standard 2: To use English in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.

The strands for Language Development and Communication, Reading, and Cultural Perspectives address this standard. As students read, discuss and respond to the authentic, multicultural literature selections and participate in writing projects throughout program they work within this standard.

Goal 1, Standard 3: To use English to communicate in social settings: Students will use learning strategies

to extend their communicative competence.

This standard is addressed primarily through the Language Development and Communication strand and the Learning strategies sub-strand within the Cognitive Academic Skills strand. The descriptors and progress indicators for this standard also indicate the learning objectives in the area of research skills and technology. These aspects would be addressed through the Research Skills sub-strand under Cognitive Academic Skills and the Technology and Media strand.

Goal 2, Standard 1: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

The descriptors for this standard include mostly language functions which are addressed in the Language Development and Communication strand in the Social and Academic Language Functions sub-strand. However, aspects related to this standard may be found throughout virtually every strand of the Scope and Sequence and in every lesson.

Goal 2 Standard 2: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

This standard is primarily addressed in the Critical Thinking sub-strand under Cognitive Academic Skills. Students work with this standard, and its descriptors and progress indicators, as they summarize and respond to the literature selections and participate in the Content-Area Connections lessons.

Goal 2, Standard 3: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.

The strands for Reading and the Cognitive Academic Skills address this standard most directly. However, some aspects of this standard are also addressed in the strand for Listening, Speaking, Viewing and Representing.

Goal 3, Standard 1: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.

This standard is addressed through the strands for Listening, Speaking, Viewing and Representing and Language Development and Communication. The Cultural Perspectives strand also addresses aspects of this standard.

Goal 3, Standard 2: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.

This standard is addressed through the strand for Listening, Speaking, Viewing and Representing.

Goal 3, Standard 3: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.

The strands for Language Development and Communication and Listening, Speaking, Viewing and Representing address this standard.

In addition to the direct connections to these standards through the program Scope and Sequence, the instructional design of High Point is particularly suited to the needs of English learners. Instruction consistently, and at every turn, provides a focus on activating prior knowledge, building background and providing context. There is a focus on building language and vocabulary with specially designed lessons to lay the foundation for each and every theme study. The Teacher's Editions provide

multi-level strategies to tailor instruction to the needs of students at varying levels of language proficiency. Instructional overheads and blackline masters provide additional visual support, beyond the Student Book, for teaching key concepts related to language arts, grammar and writing, and language development. Audio support is also provided for the Build Language and Vocabulary Lessons as well as for each of authentic literature selections.

ESL 3 & 4 (CALP 3: Limited English, CALP 4: Advanced English)

Course objectives

This ESL 2 course is designed to improve students' accuracy in using English in classroom situations, and to help them understand the changing world around them. Students will study and interpret a range of texts and produce a variety of forms of writing. Activities will also help students develop their oral presentation skills and acquire study skills (including note-taking and summarizing skills) that will enhance their ability to learn in all subjects.

Curriculum content

Developing Fluency in Oral Communication

By the end of this course, students will:

- Initiate and take part in conversations on a range of topics in a variety of social situations;
- Use tone of voice and gestures to clarify meaning in conversations (e.g., stress key content words to specify meaning);
- Participate actively in group work, cooperative games, and teamwork;
- Use a variety of strategies to participate in small-group discussions (e.g., ask questions to clarify a point; elaborate and/or modify statements to find a basis for agreement);
- Use appropriate openings and closings in oral presentations (e.g., introduce a topic by asking a question; summarize key points)

Developing Accuracy in Oral Communication

By the end of this course, students will:

- Use common grammatical patterns with accuracy (e.g., make subject and verb agree; make verb tenses consistent; make possessive pronouns agree with antecedents);
- Use some transition words and phrases to link ideas (e.g., to show sequence, to compare and contrast).

Using English in Socially and Culturally Appropriate Ways

By the end of this course, students will:

- Determine appropriate language use in a variety of social contexts (e.g., at a school assembly, on the sports field...);
- Rehearse language in a variety of social contexts (e.g., role-play different styles of greetings and apologies to peers or teachers; role-play a telephone conversation making an appointment with a friend, a school counselor, or a prospective employer);
- Recognize and use the style of language appropriate to formal meetings.

Developing Media Knowledge and Skills

By the end of this course, students will:

- Respond through discussion to a variety of media works;
- Identify some features of language used in advertisements to market various products to specific audiences (e.g., repetitions and synonyms, non-standard spellings such as *lite*);
- Compare information about current events and issues from more than one media source (e.g., television and newspaper accounts of the same event); create a video commercial or print advertisement using features of language appropriate for the intended audience (e.g., create an advertising campaign for the student council).

Reading and Responding

By the end of this course, students will:

- Read and respond to a variety of fiction and non-fiction materials selected for study and pleasure (e.g., participate in literature study groups; give short book talks; write book reports);
- Identify a writer's or character's point of view in short novels;
- Describe the function of various story elements in short works of fiction (e.g., character, plot, setting);
- Identify elements of style appropriate to various text forms.

Developing Vocabulary

By the end of this course, students will:

- Demonstrate knowledge of some key specialized terms in different subject areas;
- Use dictionaries and a thesaurus to build vocabulary.

Using Reading Strategies for Comprehension

By the end of this course, students will:

- Extract information from specific features/sections of grade-level texts (e.g., footnotes, chapter summaries, tables, illustrated figures);
- Recognize patterns of word structure and derivation and use them to determine meaning (e.g., *origin/original/originate*);
- Demonstrate comprehension of passages containing complex verb forms, with teacher guidance (e.g., sections of grade-level texts containing the past-perfect tense, passive verbs, or conditional structures).

Developing Research Skills

By the end of this course, students will:

- Select appropriate materials for research on classroom topics;
- Compare information from various sources for classroom research (e.g., print and non-print magazines and newspapers, CD-ROMs);
- Take notes from a variety of sources, using graphic organizers such as charts and tables as a guide.

Writing

By the end of this course, students will:

- Take notes in some detail as preparation for writing on familiar topics;
- Compose papers, stories, poems, and dialogues;
- Write expository paragraphs related to classroom assignments or on topics of personal interest.

Applying the Writing Process

By the end of this course, students will:

- Revise first drafts to clarify ideas and improve organization using 6-trait of writing rubric;
- Link simple paragraphs about a central idea, using common transition words (e.g., *first, next, then, both*) to indicate relationships such as sequence of events or points of comparison;
- Edit their own writing, with attention to specific language features identified by the teacher (e.g., tense consistency, subject-verb agreement, use of articles);
- Use word-processing software to compose and edit their writing;
- Use graphics software to publish their writing.

Developing Accuracy in Written Communication

By the end of this course, students will:

- Use a variety of simple, compound, and complex sentences in their writing;
- Use appropriately, and with some accuracy, common tenses and verb phrases, adjectives, adverbs, conjunctions, prepositions of direction and time, and interrogative and negative constructions;
- Use passive voice, conditionals, and adverb and adjective phrases in some written work;
- Use a colon before a list of items;
- Use parentheses to insert an explanation or afterthought into a sentence;
- Use correct spelling and punctuation for common abbreviations;
- Use learner dictionaries, thesauri, and spell checkers to develop vocabulary and to check the accuracy of spelling;
- Use some visual features of text for emphasis (e.g., italics, boldface, and underlining).

Social and Cultural Competence

Developing Awareness and Skills

By the end of this course, students will:

- Explain the relationship between some important aspects of geography and history and current American issues;
- Demonstrate understanding of and sensitivity to the wide variety of cultures and languages at APS (e.g., explain the benefits and challenges of living among diverse cultures);
- Initiate and participate in conversations about current events and issues.

Assessment tools

1. Ongoing with teacher's evaluation of student's language, literacy and content progress as well as assessment (grammatical concepts) from Grammar & Writing Skills textbook.
2. Developing writing skills are assessed using the 6-trait-of-writing rubric.
3. In September and in May using the normative Woodcock-Muñoz Language Survey as a measure of a student's English language proficiency. Test domains include oral language, reading, writing, and broad English. Scores obtained include age and grade equivalents, five levels of language proficiency

Resources and materials

- Great American Stories: An ESL Reader (Second Edition) Prentice Hall Regents
- Grammar & Writing Skills, Mark Twain Media/Carson-Dellosa Publishing Co.
- The Research Paper Handbook (Good Year Books)
- Local Newspapers
- Music CDs for cloze exercises and DVD movies
- Horsing Around: Teaching Idioms, Globe Fearon/Pearson Learning Group

State and National Standards

Michigan English Language Arts Benchmarks

Strand I Meaning and Communication

Content Standard 3

All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.

This will be achieved by having students respond to daily news and with the stories and the writing assignments found in Great American Stories.

Strand II Language

Content Standard 4

All students will use the English language effectively. This standard will be addressed on a daily basis during exchanges.

Strand III Literature

Content Standard 5

All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society. Great American Stories: An ESL Reader (Second Edition) Prentice Hall Regents and Horsing Around: Teaching Idioms, Globe Fearon/Pearson Learning Group will provide the basis for exploring literature and diversity.

Strand IV Voice

Content Standard 6

All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience. Using music and diverse musicians/bands, students will produce multimedia presentations with a written component to present to an audience a musical genre and artists.

Strand VI Genre and Craft of language

Content Standard 8

All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics — including text structure, figurative and descriptive language, spelling, punctuation, and grammar — to construct and convey meaning.

Pre-reading activities (building schema), reading comprehension questions and post-reading personal reactions will be important aspect of the ESL II class.

Strand VII Depth of Understanding

Content Standard 9

All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts.

Thematic units combining literary issues will address this standard.

Strand VIII Ideas on Action

Content Standard 10

All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others. The personal dimension (connecting with our experience and the experience of others) will take place while reading daily newspapers and while addressing literary issues.

Strand IX Inquiry and Research

Content Standard 11

All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.

Students will use primary sources as well as electronic information to build their position as they write on different issues.

Strand X Critical Standards

Content Standard 12

All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own and others' oral, written, and visual texts.

This standard will be addressed using self-editing and the peer editing process based on the 6-trait-of-writing rubric.

Allendale Public Schools DK-12 ELL Programs Forms

Home Language Survey

ESL student Evaluation

Parent Notification and Elementary Student Placement (English)

Parent Notification and Elementary Student Placement (Spanish)

Parent Notification and Secondary Student Placement (English)

Parent Notification and Secondary Student Placement (Spanish)

Waiver of LEP testing and Services

APS ESL brochure (English)

APS ESL brochure (Spanish)

Crucial Concepts by Grade Level and Content Area

Training Packet for Content Teachers

Testing Accommodations

Notification of ESL Exit Meeting (English)

Notification of ESL Exit Meeting (Spanish)

ESL student Exit Information