

2017-2018

ESOL Program Guide for Teachers of English Language Learners



Citrus County Schools



Program Guide for Teachers of ELLs

This document is a quick reference guide for Citrus County teachers of English Language Learners (ELLs). It answers frequently asked questions and details the responsibility of those who work with ELLs.

If you have questions about ESOL, contact the ESOL Assistant Principal at your school or your district contact.

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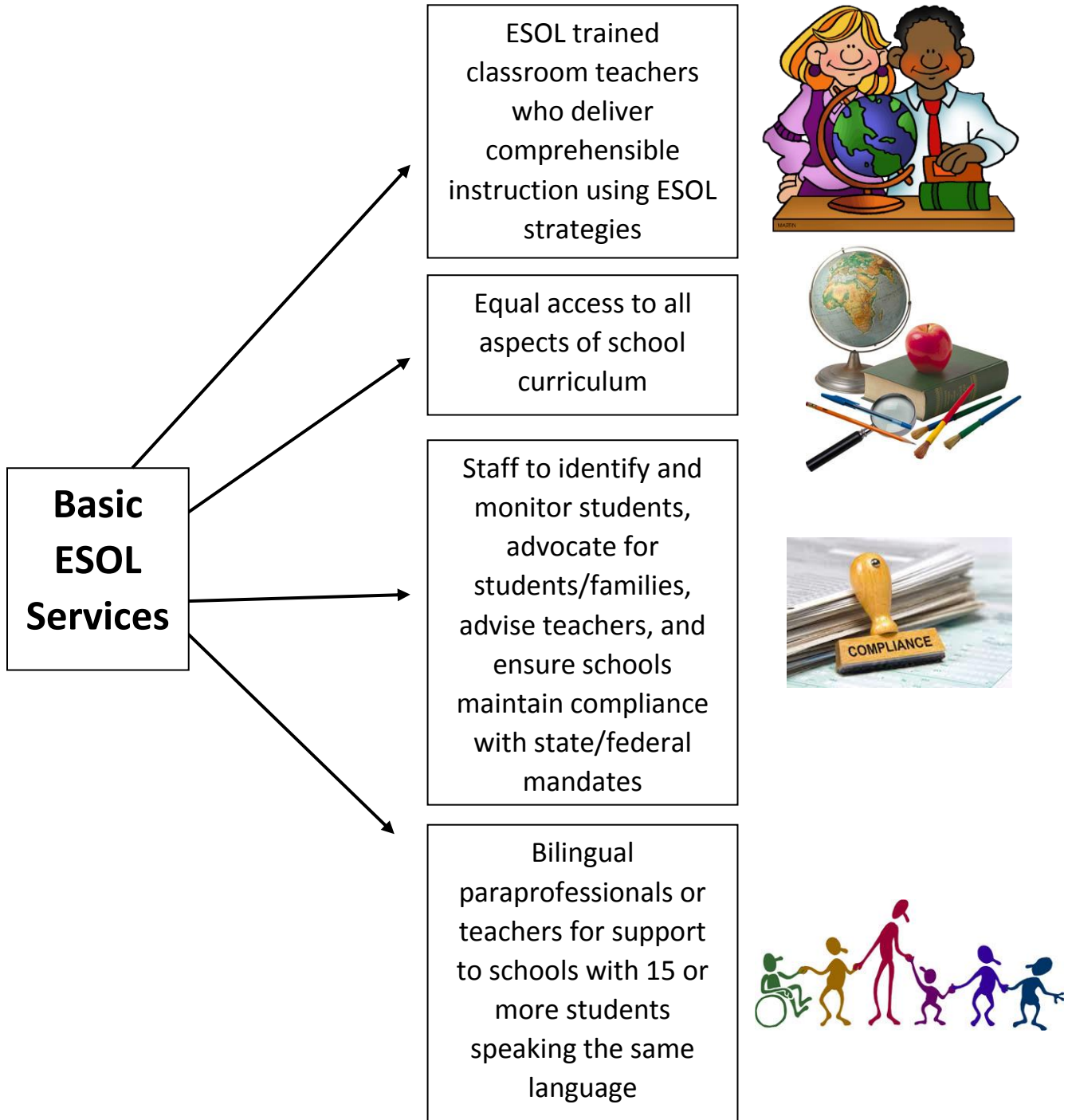
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Basics

What is ESOL?

ESOL is English for Speakers of Other Languages. ESOL is a collection of services for students who are limited English proficient. The services are to ensure students acquire English so they can be successful in school and life.



Acronyms & ESOL Terms to Know



- **ACCESS for ELLs 2.0:** Assessing Comprehension and Communication in English State-to-State (current annual ESOL assessment measuring English language proficiency; effective 2016)
- **CELLA:** Comprehensive English Language Learning Assessment (former annual ESOL assessment measuring English language proficiency; ended 2015)
- **DEUSS:** Date of Entry into a U.S. School
- **DNQ:** did not qualify (for ESOL services)
- **ELL:** English Language Learner (this refers to the student)
- **ESE:** Exceptional Student Education
- **ESL:** English as a Second Language
- **ESOL:** English for Speakers of Other Languages (this refers to the program)
- **FES:** Fluent-English Speaking
- **HLS:** Home Language Survey
- **IEP:** Individual Education Plan
- **IPT:** Initial Placement Test (former ESOL screener used prior to fall 2016)
- **Immigrant:** a student who is: age 3-21; *and* was not born in any State, the District of Columbia, or Puerto Rico; *and* has not been attending one or more schools in any one or more States for more than 3 full academic yrs.
- **LEP:** Limited English Proficient (formerly used to identify ELLs, not used now)
- **LES:** Limited-English Speaking
- **LF:** a data entry code for an exited ELL who is currently being monitored for the follow-up period (2 years)
- **LP:** a data entry code for a student who is pending ESOL testing to determine eligibility status
- **LY:** a data entry code for an active ELL who is receiving services
- **LZ:** a data entry code for a former ELL whose follow-up period has concluded (is dismissed from ESOL)
- **NES:** Non-English Speaking
- **PMP:** Progress Monitoring Plan
- **WIDA:** the national consortium Florida joined which focuses on instruction and assessment for ELLs
- **Tier Placement:** a data entry code to indicate the language proficiency of an active ELL receiving services (LY) for the purposes of the ACCESS for ELLs 2.0 assessment
- **ZZ:** a data entry code for a student who did not qualify for ESOL or is not ESOL

Note: The terms ESOL and ELL are often used interchangeably when referring to students, issues, and services.

The Consent Decree and the District ELL Plan

The Consent Decree is the state of Florida's framework for compliance with the following federal and state laws and jurisprudence regarding the education of English language learner students:

- Title VI and VII Civil Rights Act of 1964
- Office of Civil Rights Memorandum (Standards for Title VI Compliance) of May 25, 1970
- Requirements based on the Supreme Court decision in Lau v. Nichols, 1974
- Equal Education Opportunities Act of 1974
- Requirements of the Vocational Education Guidelines, 1979
- Requirements based on the Fifth Circuit court decision in Castañeda v. Pickard, 1981
- Requirements based on the Supreme Court decision in Plyler v. Doe, 1982
- Americans with Disabilities Act (PL 94-142)
- Florida Education Equity Act, 1984
- Section 504 of the Rehabilitation Act of 1973

<http://www.fldoe.org/academics/eng-language-learners/consent-decree.stml>

The Consent Decree addresses the civil rights of ELL students, foremost among those their right to equal access to all education programs. In addressing these rights, the Consent Decree provides a structure that ensures the delivery of the comprehensible instruction to which ELL students are entitled.

The Consent Decree guides the work done by ESOL departments across the state. As part of the Consent Decree, the ESOL program must submit a district ELL plan every three years. This plan must be approved by the Bureau of Student Achievement through Language Acquisition at the Florida Department of Education. The plan must include the following information:

- Entry, exit and post-reclassification monitoring procedures
- Instructional, categorical and student services
- Provisions for employing and training qualified staff
- Description of the district's Parent Leadership Council (PLC)

Citrus County's current District ELL Plan is located on the ESOL website at:

http://esol.citruschools.org/uploads/3/1/1/0/31101325/citrus_county_district_ell_plan_2016-2019.pdf



Identification

When students register for school in Citrus County, parents must complete a home language survey comprised of the following three questions:

1. Does this student have a first language other than English?
2. Does this student most frequently speak a language other than English?
3. Is a language other than English used at home by the adults?

If any of these questions receives an affirmative answer, the student must be referred for testing to determine ESOL eligibility. Kindergarten students are screened using the W-APT assessment, and students in grades 1-12 are assessed with the WIDA screener. Based on the results of the screening assessment, it will be determined if the student is eligible for ESOL services. In some cases, an ELL committee will be convened to determine eligibility for questionable cases.

Detailed eligibility criteria are described in the District ELL Plan.



Notification of ESOL Student Placement

If an ESOL student is placed in your classroom, your ESOL assistant principal will notify you with a letter. Within this letter, you will be informed of any training requirements you must meet. If the student is new to the state, it may take up to twenty school days before a student is screened for eligibility requirements. Once a determination is made regarding the student's status, you will be notified. Each ESOL student has an orange folder in his/her cumulative file which contains all ESOL paperwork and documentation.



Exiting the ESOL Program

Students must meet a set of criteria before exit from the ESOL program is considered. The current exit criteria are as follows:

- Scores of “Proficient” at the applicable grade level on each statewide English Language Proficiency Assessment subtest administered annually pursuant to Rule 6A-6.09021, F.A.C.; and,
- Scores on applicable FSA in ELA or FSAA, as follows:
 - For students in grades K-2, the statewide English Language Proficiency Assessment is the only assessment required;
 - For students in grades 3-9, earning a passing score on the grade level FSA in ELA or the FSAA, pursuant to Rule 6A-1.09430, F.A.C.; or
 - For students in grades 10-12, a score on the 10th grade FSA in ELA, or a score on the FSAA, pursuant to Rule 6A-1.09430, F.A.C., or a score on the 10th grade FCAT in Reading, pursuant to Rule 6A-1.09422, F.A.C., sufficient to meet applicable graduation requirements, or an equivalent concordant score pursuant to Section 1008.22, F.S.

Students who have received 6 years of ESOL services may be considered for exit through an ELL Committee Meeting.

Students who are determined to be better served through another program may be considered for exit through an ELL Committee Meeting.

Exited students (LF) are monitored for 2 years by the ESOL assistant principal to ensure the student is successful in school.

Unique situations and exceptions are handled on an individual basis through consideration by the ELL Committee.



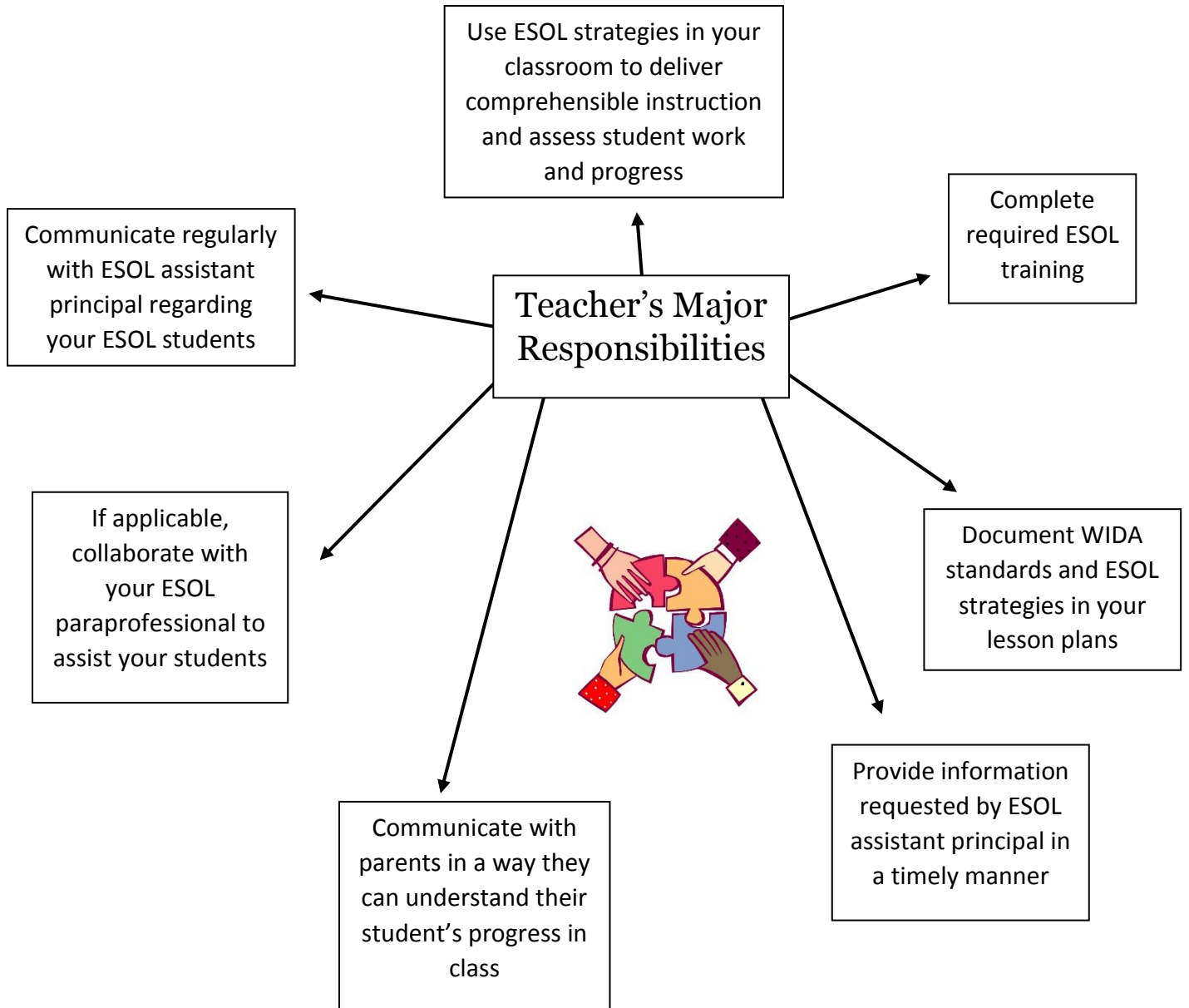
ESOL and ESE

Being an English Language Learner (ELL) does not mean a student cannot be gifted or have a learning disability. A student may need services from both departments and is assured the right of access to these services. When the ESOL/ESE student's Individual Education Plan (IEP) is written, the current level of English proficiency and how it will be addressed must be included in the IEP. The ESOL assistant principal must attend IEP meetings for ESOL students.



Responsibilities

Teacher Requirements



Documenting Standards

Your lesson plans are your legal documentations showing the use of WIDA standards and ESOL strategies when teaching your ELLs. This documentation protects you, your school, and your district. In 2015-16, Florida joined the WIDA Consortium which focuses on high-quality instruction and assessment for ELLs. The standards which must be documented in your lesson plans are below:

	Standard	Abbreviation	Code
English Language Development Standard 1	English language learners communicate for Social and Instructional purposes within the school setting	Social and Instructional Language	ELD.K12.ELL.SI.1
English Language Development Standard 2	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts	The language of Language Arts	ELD.K12.ELL.LA.1
English Language Development Standard 3	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics	The language of Mathematics	ELD.K12.ELL.MA.1
English Language Development Standard 4	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science	The language of Science	ELD.K12.ELL.SC.1
English Language Development Standard 5	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies	The language of Social Studies	ELD.K12.ELL.SS.1

Additionally, at the end of this guide, you will find a list of ESOL strategies you may want to document in your lesson plans. Any teacher with an ESOL student assigned to them must be able to document the WIDA standards and ESOL strategies being used in class to make the content comprehensible for your ELLs.

ELL Committee

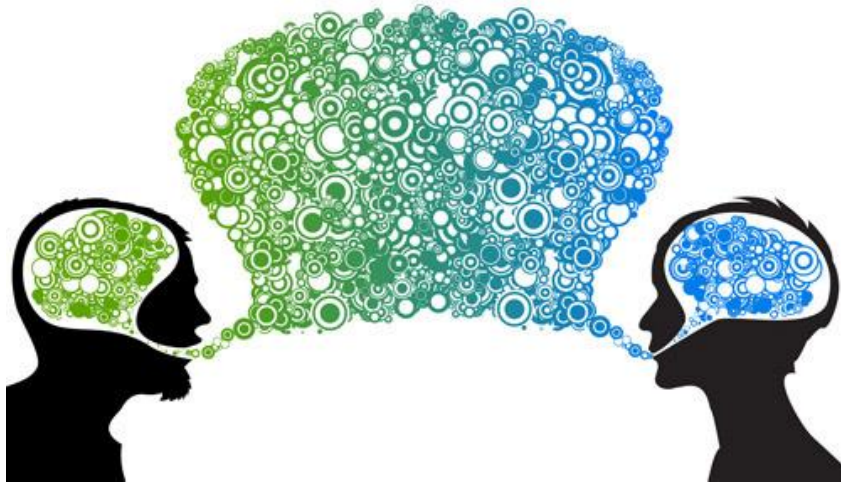
An ELL committee shall be convened any time a decision must be made regarding an ELL student. The ELL Committee consists of a minimum of three members. Members of the ELL committee includes content-area teachers, ESOL assistant principal, other administrators, guidance counselors, social workers, school psychologists or other educators as appropriate for the situation. The parent/guardian is always invited to serve on the ELL Committee for his/her child. If the parent/guardian cannot attend the meeting, the ELL Committee must attempt to contact the parent/guardian after the meeting to communicate the discussion regarding the student. Minutes of each ELL committee must be taken and stored in the ELL orange folder.



Communicating with Parents

Communicating with parents of your ELLs is vital. There is often a language barrier when communicating with parents. However, this is not an excuse for not keeping parents informed of student progress in class. A few ways of communicating with non-English-speaking parents include:

- Use translated district forms (several district forms are translated into Spanish)
- Ask for assistance from bilingual paraprofessional (if applicable) or other personnel
- Ask for assistance from your ESOL assistant principal
- Reach out to other schools for ideas
- Utilize Google translate



Communicating with ESOL Assistant Principal

At each school, an assistant principal is the coordinator of the school's ESOL program. It is vital to stay in communication with the assistant principal and anyone else who assists with the implementation of the ESOL program. You must communicate with your ESOL assistant principal in the following situations:

- Scheduling IEP conferences
- Scheduling parent conferences
- Considering state/district test accommodations
- Considering retention
- Considering referral for other programs (remedial programs/tier II/III support, ESE, gifted)
- Moving a student to another teacher or team
- Sharing student progress

Training

Training Requirements

Any teacher who instructs ELLs is required to take training depending upon what content area you teach.

- Category 1- Primary Language Arts or English; Reading or Intensive Reading- 300 hours, endorsement, or certification
- Category 2- Science, Social Studies, Math, or Computer Literacy- 60 hours
- Category 3- All other subjects- 18 hours
- Category 4- Guidance Counselors or Administrators- 60 hours



Training Registration

Citrus County offers ESOL courses online free of charge during the fall and spring. Current course offerings are available at the Professional Development website at: <http://pd.citruschools.org/>. Additionally, the district will reimburse teachers for a passing score on the ESOL certification exam. For further information, contact the Professional Development Department.



ESOL Endorsement

Category I teachers (English, Language Arts, Reading, and Intensive Reading) are required to add the ESOL endorsement or certification to their certificate. The ESOL Endorsement can be added once you have completed the 300 hours of required coursework. The ESOL certification exam can be taken once you have taken 120 hours of coursework. Teachers must pay for the certification exam upfront but the district reimburses for a passing score on the exam. Contact the Professional Development department for further questions or concerns.



Out-of-Field/Out-of-Compliance

If you are teaching Language Arts or English to ESOL students and you haven't finished all of your required ESOL training, you are out-of-field. Out-of-compliance means you have not fulfilled your training requirements in the allotted time, which is a condition of employment. We must follow state and federal mandates. ESOL training is mandatory. In addition, schools found to be out-of-compliance may be fined and lose funds. Questions about your out-of-field or out-of-compliance status may be directed to the Human Resources Department.



Helpful Information

Tips for Working with Non-English Speakers

“When you think you’ve modeled enough, do it one more time!”

- Pair your new student with a buddy. If possible, choose a student who speaks the same language. This student isn’t a teacher or tutor but can provide additional support to help the student understand directions. Always choose a patient and kind student who is willing to be a buddy to the new student.
- Use lots of gestures and images/pictures. Adding visuals can make content more comprehensible. If you focus on verbal communication only, the student can become overwhelmed or bored.
- Take advantage of technology such as Google images and Google translate. Use Google images to instantly show the student a visual of what you’re talking about. Also, you can use Google translate to help bridge the communication gap.
- Avoid idioms as much as possible. Understanding idiomatic phrases is a difficult skill. Most ELLs do not master idioms until they are nearing English proficiency.
- Speak slowly and clearly, especially when you are speaking directly to the new student.
- Do not correct student’s errors when he/she attempts to speak in English. Instead of correcting, celebrate the student’s effort to communicate in English. When the opportunity arises, model the correct way to say the phrase.
- Start small with writing. Writing is difficult for students who don’t speak English. For example, sentence starters are a great structure for ELLs. It teaches them sentence structures and allows them to practice vocabulary acquired. If possible, allow the student to use a picture dictionary when writing.
- Picture dictionaries also come in handy during writing. For example, on a following day, you might open the picture dictionary to a food page, and students can write, “I like blueberries.” or “I don’t like apples.”
- Provide native language dictionaries. Students with proficiency in their native language can use dictionaries to translate their thoughts into English. The Title III/ESOL department can provide dictionaries for most languages.
- Differentiate learning objectives/goals for your ELLs. For example, use matching, fill-in-the-blank, or sentence frames to gauge the student’s mastery of the objective. Provide sensory, graphic, and interactive instructional supports to help ELLs better master content.
- Maintain a positive attitude. All students read body language very well. They will know whether they are warmly accepted in your classroom.



Stages of Second Language Acquisition

Stage	Characteristics	Approximate Time Frame	Teacher Prompts
Preproduction	The student <ul style="list-style-type: none"> • Has minimal comprehension. • Does not verbalize. • Nods "Yes" and "No." • Draws and points. 	0–6 months	<ul style="list-style-type: none"> • Show me ... • Circle the ... • Where is ...? • Who has ...?
Early Production	The student <ul style="list-style-type: none"> • Has limited comprehension • Produces one- or two-word responses. • Uses key words and familiar phrases. • Uses present-tense verbs. 	6 months–1 year	<ul style="list-style-type: none"> • Yes/no questions • Either/or questions • Who ...? • What ...? • How many ...?
Speech Emergence	The student <ul style="list-style-type: none"> • Has good comprehension. • Can produce simple sentences. • Makes grammar and pronunciation errors. • Frequently misunderstands jokes. 	1–3 years	<ul style="list-style-type: none"> • Why ...? • How ...? • Explain ... • Questions requiring phrase or short-sentence answers
Intermediate Fluency	The student <ul style="list-style-type: none"> • Has excellent comprehension. • Makes few grammatical errors. 	3–5 years	<ul style="list-style-type: none"> • What would happen if ...? • Why do you think ...? • Questions requiring more than a sentence response
Advanced Fluency	The student has a near-native level of speech.	5–7 years	<ul style="list-style-type: none"> • Decide if ... • Retell ...

<http://www.ascd.org/publications/books/108052/chapters/The-Stages-of-Second-Language-Acquisition.aspx>



Stages of Cultural Adjustment

STAGE 1: “The Honeymoon”—Initial Euphoria/Excitement

- Excitement with new sounds, sights, smells.
- Superficial involvement in the host culture (like a tourist).
- Intrigue with both similarities and differences between the new culture and your home culture.
- Lots of interest in learning, very motivated and cooperative.
- You feel as if you will be able to handle anything (“I am not going to have any problems adjusting!”).

STAGE 2: “Culture Shock”—Irritation/Hostility

- The novelty of the new culture has worn off, and you now focus primarily on the differences between the new culture and your home culture.
- Small differences feel like major catastrophes. You become overly concerned with and stressed out by problems and feel helpless and frustrated.
- Stereotypes and prejudices surface; you feel as if the host nationals are cold, unhelpful, snobbish.
- You search out friends who are like you.
- You are homesick. You miss your friends and family back home.

STAGE 3: Gradual Adjustment, Humor, and Perspective

- You are becoming more familiar with the new culture and its “logic” and values. Cultural cues become easier to read.
- You feel more comfortable and less isolated, and you even begin to prefer some aspects of the new culture to your home culture.
- You feel that “As long as I am here, I should make the most of it.”
- You experience periodic personal highs and lows, as adjustment gradually takes place.
- Your sense of humor returns. You can laugh at certain ways of doing things that previously just annoyed you and even to laugh at yourself from time to time.
- Since you are past the initial, emotional stages of cultural adjustment, you can now enter a stage of “deeper learning.” You begin to see a multitude of approaches to your life in a new country and to question some of your assumptions about the world. This can be both exciting and unnerving.

STAGE 4: “Feeling at Home”—Adaptation and Biculturalism

- The “new” culture is no longer new; instead, the “foreign” country you live in now feels like another home.
- The aspects of the culture that are different from home no longer affect you in a negative way. You can function to your full potential.
- Just like you do at home, you appreciate certain aspects of the foreign culture and are critical of others.

<https://www.princeton.edu/oip/practical-matters/Cultural-Adjustment.pdf>



ESOL Strategies by Domain

To be proficient in a language, students need to develop proficiency in four domains: listening, speaking, reading and writing. Intentional practice each day in content area classes will help students to acquire the language they need to be successful in school. Here are some strategies that could be incorporated into daily practice. Although the tasks are separated by domain, many of them are integrated. In other words, they help develop language in two or more domains.

Listening

- **Listening Triads**- Place students into groups of three and give each a number from one to three. Write three statements or concepts on the board (can use graphics to support). Statement/concept 1 is explained to the group by Student 1 and so on. (i.e. social studies: 1- What is a local community? 2- What is a national community? 3- What is a global community?)
- **Hands Up**- Students are given a set of questions based on a text. The text is read aloud, and as students hear the information, they raise their hands. The questions should be in the order that information is given in the text.
- **In Addition**- Students offer information about a topic. Others listen carefully and add onto the first idea. Sentence starters can be used to help add to the ideas (i.e. One thing I could add... I have a different idea about that...)
- **Closing Affirmation**- A large part of African Pedagogy, affirmations help students acknowledge their role in learning. The affirmation is read aloud sentence by sentence by the group leader. The group repeats the affirmation. The same affirmation can be used for the close of each day. Affirmations can be written by a class.
- **Information Extraction**- A task could be written for students to listen to facts or opinions. You could use a documentary, film, or recording of a debate. For facts, prepare a sheet in chronological order corresponding to facts as they are presented. Students then transfer the information to the sheet as they are listening. They could make predictions about information before listening as well.
- **Picture Dictation**- Students have several individual pictures that correspond to a story, text, or sequence to an experiment. As the story, text or directions are read aloud, the students put the pictures into the right sequence.
- **Describe and Draw**- This can be a teacher-directed or pairs activity. One student draws a series of shapes (could be related to academic content). The partner cannot see what is drawn. The artist gives instructions to the partner about how to recreate the drawing. (i.e. Draw a circle in the middle of the page. Then, draw a triangle in the middle).
- **Barrier "Games"**- These are activities that are done in pairs and involve solving a problem. They involve an "information gap" where each player has different information needed to solve the problem. Players should not be able to see the other's information but should communicate to each other to solve the problem together.

Speaking

- **Stand and Deliver/Just a Minute**- Invite students to talk about a subject for one minute without hesitation and repetition. If the student hesitates or repeats, another student may gently interrupt and take on the topic. This should be modeled so no one feels discouraged about participation. Encourage students to keep trying to make it to the one minute mark (Note: It may be easier to start with Social/Instructional language such as: "Talk about your best friend" before moving into language of content areas.").
- **Inquiry and Elimination**- Choose a large picture showing a range of objects within a set. One member of the group chooses one picture from the set. The others must guess what it is by asking yes or no questions only. This

works best if you limit the number of questions that can be asked and encourage students to ask questions that elicit the maximum amount of information.

- **Taboo-** Students can make cards about content concepts. One student must describe the idea on the card without saying the taboo words. This can be played in teams for points.
- **Opening Affirmations-** Start each day with a “call and response” that is positive and affirms that all students in your classroom are learners.
- **Think/Pair/Share-** Pose a question or idea or math problem to students. Ask them to think about it individually to form ideas. Allow them time to work with a partner to work on the problem and construct an answer together. Partners then share their work with the whole group. This is a powerful idea that can and should be used in multiple content areas.
- **String Along-** Have students each choose from a baggie filled with string or yarn of varying lengths. Give a topic and some time for them to reflect on what they will say. (i.e. “Tell us something about your best friend” or “Tell us about your favorite...”). After a moment to think about the prompt, students take turns talking. They talk about the subject while slowly wrapping the string around a finger. When the string runs out, the talking stops and moves to the next student.
- **One Minute Buzz-** Say to the class, “For one minute (perhaps shorter for younger students) talk with your partner about what we just learned. What was the important learning for you?” Ask students to be prepared to share this with the class (i.e. the buzz can be about the water cycle or a math concept).
- **Luck of the draw fishbowl-** Place students’ names in a container and pick two or three names at the end of class. The students whose names are chosen prepare a brief summary of specific information recently learned for the next class meeting.

Reading

- **Modeled Reading/Read-aloud/Think-aloud-** Students listen to the teacher read aloud from a variety of genres. Teachers choose text according to personal and classroom interests, content topics, authors and strategies being taught. Special attention is paid to fluent, expressive oral reading. Selected teaching points are based on observation and assessment and target students’ current needs. Read-alouds teach vocabulary, concepts, comprehension strategies, and writing crafts and traits. Teachers frequently reread texts to teach additional concepts and extend learning. In a think-aloud, teachers pause and interject their own thinking about the text. A think-aloud will model specific reading comprehension strategies and provide students with a model for metacognition. Read-alouds are usually paired with think-alouds so that the teacher is reading and thinking aloud as he/she demonstrates fluent reading and the metacognitive process (thinking about one’s thinking).
- **Shared Reading-** The teacher and student engage in an interactive reading experience using a common text and/or a text with large print. This interaction may be structured so that the teacher reads aloud while students read along orally or silently. Usually, the teacher rereads the text many times over a period of days with students joining in orally during repeated readings. The use of big books, large charts, pocket charts, transparencies, or multiple copies of text ensures that everyone can see the print. In shared reading, attention focuses on specific teaching points based on observation and assessment to target students’ current needs. Teaching points may include concepts of print, rhyming, predicting, letter or word recognition, building common background knowledge, demonstrating and practicing intonation and pausing, and practicing fluency.
- **Jigsaw Reading-** Students are placed into groups of four and are given different passages about a topic containing information that the whole group needs about a question or hypothesis. Passages can be assigned at the student’s independent level. Each student reads the passage independently while taking notes. The group

convenes and shares information. With the shared information, they form an answer to the hypothesis or question (This can be used at a listening station as well.).

- **Reader's Theater**- Reader's theater provides an opportunity to review or extend a modeled or shared reading. Students can be grouped heterogeneously because parts can be assigned based on language and literacy strengths. Simple props such as masks or puppets (provided or created) can increase motivation.
 - Reader's Theater routine: (multiple copies of text are needed)
 - Leader reads the story aloud.
 - Everyone reads the story together.
 - Partners read the story aloud.
 - Everyone is assigned a part.
 - Students practice their parts on their own.
 - Students practice their parts together.
 - Students perform for the class.
- **Story Innovation**- Use an original story as the basis for creating a new one. Working in groups (or as a teacher-led activity), key words are changed to create a new story while retaining the underlying structure. For example, the characters could be changed and events are changed to fit the new characters. As changes are made, the story is written on a piece of chart paper. Students take turns making suggestions and reading the story as it is created to ensure that it makes sense.
- **Sequencing**- Cut up sections of text (i.e. a sequence of events related to an historical event) and place them in envelopes. Hand them out to small groups and give the groups time to organize them into logical order. The sections could be glued and then they can discuss and defend their decisions in a larger group.
- **Wallpapering**- Give groups of students small pieces of paper to write down one thing they know about a topic or one idea that they have about a controversial issue. Students then stick the pieces of paper on the wall. Students walk around the room and read other students' ideas. Later they can comment on the ideas of others: "I agree with the student who said...", "I didn't know that...", or "I don't think that's right..."
- **3-2-1**- Have students write three things that they consider to be important to remember from what they have read, two things they would like to investigate further, and one thing they would like to do for a project.

Writing

- **Dictogloss**- Students listen to the teacher reading a passage without writing anything. On the second read, students write as much as they can. Students then work in pairs to try to recreate the passage. Then students move to groups of four to negotiate what they heard. The passage can be read again with students self-correcting the passage or can be collected for information.
- **Snowballing**- Pair up students and ask them to discuss a theme, topic, or story. Give them three minutes to discuss and write down their most important ideas on separate pieces of paper. Have them crumple their ideas and throw into the center of the room. The pair joins another pair to make a group of four, and they have another three minutes to come up with three new ideas to add to the snowball pile. You can continue making bigger groups. Read from the "snowball pile" or have students choose a "snowball" to write about that day.
- **Word Splash**- A key content-related word is written on board for students to spontaneously add words/phrases associated with the topic.
- **Graffiti Write**- Groups of students respond to content-related question prompts introducing a topic on stations around the room in a sequential manner. Allow them to go through the stations at least two times to respond to the ideas of others.
- **Response Journal**- Students react regularly in journal form to question prompts based on what they have read.

- **Sticky Notes-** With sticky notes, have students write down “I wonder if. . .” or “This reminds me of. . .” prompts to demonstrate possible questions or thoughts. This can also be used for comprehension strategies (predicting, making connections).
- **Exit Slips-** Have students provide a brief written summary of what they have read just prior to the end of the lesson.
- **Sequencing-** Use a set of pictures that illustrate a sequence. Individually, in pairs, or in groups, students put the pictures in the proper order. They describe the sequence and problem-solve until they come to agreement on the order. Students then write about the sequence or create an original story. A challenging adaptation is to give each student in a group one card and tell them not to show the card. Each student describes the card (anyone can start). When all have finished describing the cards, the group negotiates the order of the cards based on the descriptions. They then place the cards in order based on the discussion.






<https://www.sde.idaho.gov/el-migrant/el/files/classroom/activities/Content-Strategies-by-Domain.pdf>



Instructional Supports/Graphic Organizers

Language Supports for Differentiation and Scaffolding		
Sensory Supports	Graphic Supports	Interactive Supports
<ul style="list-style-type: none"> ☒ Real-life objects (realia) ☒ Pictures & photographs ☒ Manipulatives ☒ Physical activities ☒ Models & figures ☒ Illustrations, diagrams, & drawings ☒ Magazines & newspapers ☒ Videos & films ☒ Broadcasts ☒ Other visuals 	<ul style="list-style-type: none"> ☒ Charts ☒ Graphic organizers ☒ Tables ☒ Graphs ☒ Timelines ☒ Number lines 	<ul style="list-style-type: none"> ☒ Whole class ☒ In pairs or partners ☒ In triads or small groups ☒ Cooperative group structure ☒ With the Internet (websites) or software ☒ Use of native language (L1) ☒ With mentors

Specific Examples of Sensory Supports			
Supports related to the language of Language Arts	Supports related to the language of Mathematics	Supports related to the language of Science	Supports related to the language of Social Studies
<ul style="list-style-type: none"> ☒ Illustrated word/phrase walls ☒ Felt or magnetic figures of story elements ☒ Sequence blocks ☒ Environmental print ☒ Posters or displays ☒ Bulletin boards ☒ Photographs ☒ Cartoons ☒ Audio books ☒ Songs/chants 	<ul style="list-style-type: none"> ☒ Blocks/cubes ☒ Clocks, sundials, and other timekeepers ☒ Number lines ☒ Models of geometric figures ☒ Calculators ☒ Protractors ☒ Rulers, yard/meter sticks ☒ Geoboards ☒ Counters ☒ Compasses ☒ Calendars ☒ Coins 	<ul style="list-style-type: none"> ☒ Scientific instruments ☒ Measurement tools ☒ Physical models ☒ Natural materials ☒ Actual substances, organisms or objects of investigation ☒ Posters/illustrations of processes or cycles 	<ul style="list-style-type: none"> ☒ Maps ☒ Globes ☒ Atlases ☒ Compasses ☒ Timelines ☒ Multicultural artifacts ☒ Aerial & satellite photographs ☒ Video clips

Examples of Use of Graphic Organizers across the ELD Standards					
ELD Standard	1- Social and Instructional language	2- The language of Language Arts	3- The language of Mathematics	4- The language of Science	5- The language of Social Studies
 Venn Diagrams- comparing and contrasting two entities	<ul style="list-style-type: none"> ☒ Two friends or family members ☒ Two traditions 	<ul style="list-style-type: none"> ☒ Two characters ☒ Two settings ☒ Two genres 	<ul style="list-style-type: none"> ☒ Two operations ☒ Two geometric figures ☒ Two forms of proportion 	<ul style="list-style-type: none"> ☒ Two body systems or organs ☒ Two animals or plants 	<ul style="list-style-type: none"> ☒ Two conflicts ☒ Two forms of government ☒ Two forms of transportation
 T-charts- sorting or categorizing objects or concepts	<ul style="list-style-type: none"> ☒ Colors ☒ Classroom objects 	<ul style="list-style-type: none"> ☒ Facts/opinions ☒ Points of view ☒ Pros/cons 	<ul style="list-style-type: none"> ☒ Area & perimeter ☒ Fractions & decimals ☒ Addition & subtraction 	<ul style="list-style-type: none"> ☒ Forms of matter ☒ Forms of energy ☒ Senses ☒ Vertebrates & invertebrates 	<ul style="list-style-type: none"> ☒ Types of transportation ☒ Types of habitats
 Cycles- producing a series of connected events or a process	<ul style="list-style-type: none"> ☒ Conflict/resolution ☒ School or classroom routines 	<ul style="list-style-type: none"> ☒ Plot lines 	<ul style="list-style-type: none"> ☒ Steps in problem-solving 	<ul style="list-style-type: none"> ☒ Scientific inquiry ☒ Life cycles ☒ Water cycles 	<ul style="list-style-type: none"> ☒ Elections in a democracy ☒ Passage of a law
 Cause and effect- illustrating a relationship	<ul style="list-style-type: none"> ☒ Classroom or school rules ☒ Health and safety at home or in school 	<ul style="list-style-type: none"> ☒ Responses of characters to events 	<ul style="list-style-type: none"> ☒ Variables in algebraic equations ☒ Geometric theorems 	<ul style="list-style-type: none"> ☒ Chemical reactions ☒ Adaptation ☒ Weather events 	<ul style="list-style-type: none"> ☒ Political movements ☒ Economic trends
 Semantic webs- connecting categories to themes or topics	<ul style="list-style-type: none"> ☒ Personal interests ☒ Idiomatic expressions ☒ Multiple meanings of words or phrases 	<ul style="list-style-type: none"> ☒ Root words and affixes ☒ Main idea/details 	<ul style="list-style-type: none"> ☒ Types and features of polygons ☒ Types and characteristics of angles 	<ul style="list-style-type: none"> ☒ Foods and their nutritional ingredients ☒ Types and characteristics of rocks 	<ul style="list-style-type: none"> ☒ Types of human and civil rights ☒ Impact of economic policies

Websites

- **Citrus County Schools ESOL Department:** <http://esol.citruschools.org>
This site contains information about the district’s ESOL program/ELL Plan, resources/forms for school-based ESOL coordinators, coursework information for teachers working towards compliance, answers to frequently asked ESOL questions, and recommended websites to support ELLs.
- **FLDOE Bureau of Student Achievement through Language Acquisition (SALA):**
<http://www.fldoe.org/academics/eng-language-learners/>
This site, from the Florida Department of Education, offers guidance on FL’s policies for ELLs, and contact information for the ELL Parent Hotline.
- **FL’s WIDA Webpage:** <https://www.wida.us/membership/states/Florida.aspx>
This site contains state specific information on ELL assessments like the W-APT, WIDA Screener, and ACCESS for ELLs 2.0. The “Parent Information” section contains parent/guardian letters and handouts in several languages.
- **WIDA:** <https://www.wida.us/>
WIDA advances academic language development and academic achievement for linguistically diverse students through high quality standards, assessments, research, and professional development for educators. This site contains information on the English Language Development (ELD) framework, the ELD standards, [and “Can-Do” descriptors by grade level.](#)

