

**INTERNATIONAL SCHOOL OF DAKAR**  
**Dakar, Senegal**  
**January 2006**

**ENGLISH AS A SECOND  
LANGUAGE PLAN**  
**PreK – Grade 12**

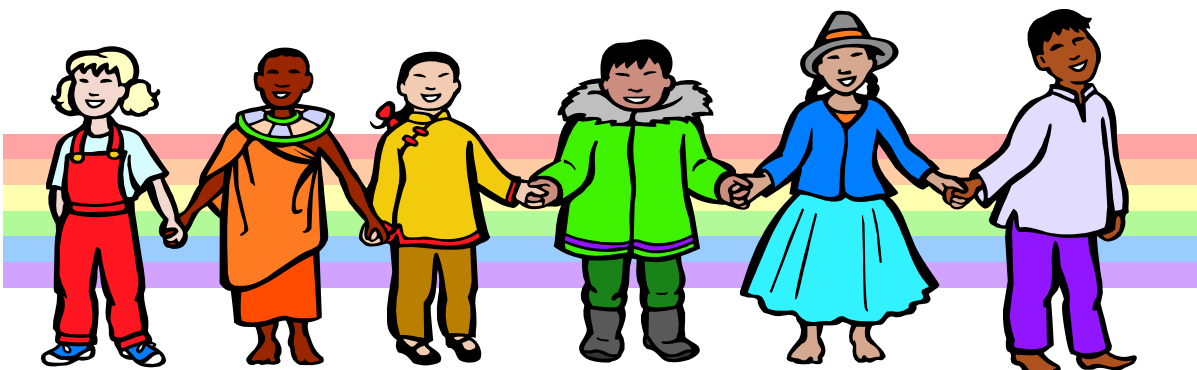


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# English Language Learner Program Plan January 2006

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*Any society which produced functionally balanced bilinguals who used both languages equally well in all contexts would soon cease to be bilinguals because no society needs two languages for the same set of functions.*

*~ Joshua Fishman*

# English Language Learner Program Guide



Developed by: Els Sueters  
English Language Learner Specialist  
January 2006

## I. MISSION

ISD has an 'international' mission which is inclusive of languages and cultures. Within this mission, English Language Learning is not perceived as remedial or special needs. Equity for all learners is maintained.

## II. PHILOSOPHY

ISD offers the perfect opportunity for the establishment of a sheltered English Language Learner Program. Parents send their children to ISD to obtain an English language education. Their goal is not to replace their children's native languages, but to add another one, so that they become bilingual. Many parents are themselves bilingual or multilingual, and provide native language instruction for their children either at home or in after school programs (e.g., after school Dutch program). ISD faculty is experienced in working with non-native English background students. A number of faculty and staff are bi- or multi-lingual.

## III. OBJECTIVE

The major objective of our English Language Learner (ELL) Program is to prepare students to function successfully in classrooms where English is the medium of instruction for all subject areas.

## IV. RESEARCH

The Teaching of English to Speakers of Other Languages (TESOL) organization has a vision of effective education for all students. The International School of Dakar subscribes to this vision:

- Effective education for English Language Learners includes native-like levels of proficiency in English.

- Effective education for English Language Learners includes the maintenance and promotion of English Language Learners' native languages in community contexts.
- All educational personnel assume responsibility for the education of English Language Learner students.
- Effective education also calls for comprehensive provision of first-rate services and full access to those services by all students.
- Knowledge of more than one language and culture is advantageous for all students.

## **V. IDENTIFICATION AND PLACEMENT**

### **ADMISSION PROCEDURES**

#### English Language Learners (ELL)

Grades Preschool through Grade 1: Students enrolling in grades Preschool through Grade 1 will be admitted with no prior knowledge of English.

Grades 2 - 9: Language proficiency testing in reading, writing, and oral language, will be required of ELL students in grades 2 - 9 applying for admission to ISD.

Grades 10 - 12: Speakers of other languages must have a near native-like fluency in English to be admitted to our high school program from another school. Therefore, assessments in reading, writing, and language will be required of entering students whose first language is not English.

All ELL students Grades 1-12: An oral interview with the student and his/her parent(s) will be conducted to determine the student's strengths and to detect previous learning problems, if any. Records from previous school(s) will be reviewed to ascertain patterns in academic development.

ISD reserves the right to deny admission to an English Language Learner whose parents refuse to have him or her served, after being recommended for placement in the program.

Provisional ELL Admission: The administration reserves the right to allow for provisional admission of students with limited English proficiency and outstanding previous school records of achievement.

### **IDENTIFICATION**

The English Language Learner program at ISD will work with all students who have difficulties accessing the mainstream curriculum due to limited English proficiency.

In order to identify limited English proficiency, all non-native English background students will be tested upon arrival at ISD. Native English proficient students not previously schooled in English medium settings will also be tested.

The English Language Learner Specialist will identify two groups of limited proficient students:

- N.E.P. (Non English Proficient students)
- L.E.P. (Limited English Proficient students)

## **PLACEMENT**

It is unwise to base the decision for placement in the English Language Learner program on one test. Instead, a **multiple measures** approach is used to assess students' English language proficiency. This approach employs a variety of measures and supplies an abundance of information to insure accurate diagnosis and informed decision-making. At ISD, the Multiple Assessment Plan (MAP) inventory includes the following data-gathering instruments:

- a) Biographical Data: Language Use Survey and Language Background Survey
- b) IDEA Oral Language Proficiency Test, Reading and Writing test
- c) Brigance Quick Inventory
- d) Oral Interview
- e) Content Teacher's Assessment Form
- f) Writing Sample
- g) Rojas Verbal and Literate Scale
- h) Bilingual Verbal Ability Test (BVAT)

Testing in the student's dominant language will help determine whether a student is eligible for resource room services.

Exit criteria are set high enough to allow limited-English proficiency students to compete with native English background students in an academic setting. On a ten-degree scale starting with absolutely "no English" and ending with "bilingual and literate," students identified as holding a proficiency level of "five" or below receive ELL pull-out instruction in addition to their sheltered academic program.

## **ENGLISH LANGUAGE LEARNER ACADEMIC LANGUAGE PROFICIENCY LEVELS**

### **Levels 1-5: Social Language Level (Basic Interpersonal Communication Skills)**

- Students at levels 1-5 are identified as **Non English Proficient (NEP)**
- It may take students from 8 months to 2 years to work through the first five levels.
- Although the language acquisition process at these stages centers around basic interpersonal communication skills, the English Language Learner Program at ISD stresses the integration of the teaching of social and academic language skills. By integrating these skills, the language acquisition process happens faster.



## STAGES 6-9

### 6 - Threshold Level of Proficiency That Separates BICS from CALPS

Experiences dramatic increase in vocabulary recognition, both oral and written. Idioms (phrases, expressions, slogans) are difficult. Knows what he or she wants to say but gropes for utterances. Frequent errors in grammar, word usage, and pronunciation.

### 7 - Near English Fluency and Literacy

Comprehends substantial parts of academic conversation. Sometimes requires repetitions in context-reduced discourse. Has confidence in speaking but some errors are common. Reads and writes texts containing complex vocabulary. Some difficulty expressing abstract language. Nearly up to grade level.

### 8 - Fluent and Literate

Comprehends much conversational and academic discourse. Idioms still present a little difficulty. Makes occasional spoken errors (e.g., prepositions and articles). Reads and writes materials commensurate with cognitive development. Works up to grade level.

### 9 - Bilingual and Literate

Comprehends academic discourse with little difficulty. Speaks fluently with few errors. Reads and writes both concrete and abstract materials. Manipulates language with relative ease and evidences metaphorical expression. Able to work up to potential in all academic areas.

## VI. PROGRAM

### DELIVERY

#### N.E.P. Students:

- Pull-out: Non English Proficient students are pulled out for English language support during the most language-intensive subjects, especially Language Arts and Social Studies.
- Push-in: Non English Proficient students attend mainstream classes that are the most context-embedded subjects (Science and Math). Classroom teachers will tailor classroom objectives to ELL students' needs, specifically addressing the "big idea," but nevertheless exposing ELL students to thinking and study skills that run across the curriculum. While using scaffolding techniques, they will make sure students with little or no English have access to the mainstream curriculum.
- Generally, N.E.P. students will receive two periods of pull-out language support per day for a maximum period of two years.

#### L.E.P. Students:

- Limited English Proficient students are in all mainstream classes. They receive English language support during electives (high school) and in after school classes (elementary and middle school).
- The language support for L.E.P. students may go on for a maximum period of three years.

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## SHELTERED IMMERSION

ISD offers a sheltered immersion program for English Language Learners. All non-native English background students receive their instruction in English medium academic classrooms. Students not meeting the English language entrance criteria receive English language support so that they are not submerged by the demands of the mainstream curriculum.

### ESL Sheltered Immersion Program Model

Model	Language Goals	Target Population	Classroom Population	Literacy Language Used	Curriculum Model Used
Mainstream trained with ESL or literacy across all subjects  Pull-out & push-in options for scaffolding	Bilingualism	Non-English background students	Partially to fully integrated	Mother tongue and English literacy from beginning	Mainstream curriculum with English for Academic Purposes (EAP) scaffolding support: push-in and pull-out co-teaching arrangements; ESL and mainstream teachers work collaboratively

### KEY COMPONENTS OF SHELTERED IMMERSION

- Teachers collaboratively assist English Language Learners (ELL) in language development.
- **Scaffolding** is used to meet student needs. Students who are unable to complete instructional tasks independently require assistance through the use of temporary support mechanisms implemented by teachers.  
In the appendix of this guide [An ABC Book of Scaffolding Strategies](#) will provide mainstream teachers with sample scaffolding strategies. In addition, teachers will find an abundant supply of reading and writing strategies for diverse learners in the big black binder that is distributed at the start of the school year.

## VII. ELL CURRICULUM

The English Language Learner curriculum is aligned with content standards and content benchmarks. The I.S.D. mission statement is based on high standards for what students should know and be able to do. The I.S.D. curriculum offered to all I.S.D. students is standard based and assessment driven. **The ELL specialist and classroom teacher collaboratively plan curriculum delivery for English language learners.** Once content standards, skills, and assessment tasks are identified, the ELL specialist will target instructional strategies to make content accessible for English language learners, and support them in acquiring specific skills. Differentiation in formative and summative tasks will also be addressed.



In the appendix there is a framework for collaborative curriculum delivery, as well as examples of grades 2, 6, and 9 task planners, and unit planners for collaborative teaching.

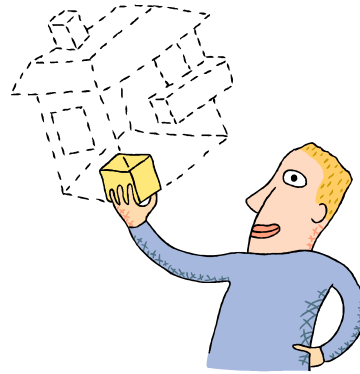
Teachers will find blank task planners and unit planners in the big, black binder. These planners help us plan for the English for Academic Purposes Scaffolding Instruction in pull-out and push-in situations.

NOTE: The International School of Dakar acknowledges Dr. Virginia Rojas, English as a Second Language researcher and trainer, for providing the curriculum model found within this handbook.

# Appendix 1:

## A Framework for Collaborative Curriculum Delivery

- **Big Idea**
- **Unit Planner**
- **Unit Planner Examples**
  - **Grade 2 Unit**
  - **Grade 2 Task Planner**
  - **Grade 6 Unit**
  - **Grade 6 Task Planner**
  - **Grade 9 Unit**
  - **Grade 9 Task Planner**



## UNIT PLANNER

<b>TITLE:</b>	<b>GRADE:</b>	<b>DURATION:</b>
<b>STANDARDS:</b>		
<b>ESSENTIAL QUESTIONS:</b>		

<b>KEY CONTENT/BENCHMARKS</b>	<b>L. A. BENCHMARKS/SKILLS</b>	
	<b>Oral</b>	<b>Reading</b>
	<b>Words</b>	<b>Writing</b>

<b><u>FORMATIVE ASSESSMENT TASKS</u></b>
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<b><u>SUMMATIVE ASSESSMENT</u></b>
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UNIT PLANNER - PAGE 2

<p><u>BEFORE</u></p>	<p><u>SCAFFOLDING</u></p>
<p><u>DURING/THROUGH</u></p>	
<p><u>AFTER</u></p>	

## UNIT PLANNER

<b>TITLE:</b> Dinosaurs & Endangered Species	<b>GRADE:</b> 2	<b>DURATION:</b> 6 weeks
<b>SCIENCE:</b> understands biological evolution & diversity of life		
<b>STANDARDS:</b> <u>SOCIAL STUDIES:</u> knows chronological relationships <u>LANGUAGE ARTS:</u> S.3 academic interaction/ R.1 acquire English vocabulary/ R.4 & 5 identify & analyze text features of genre/ R.6 gather information/ W.1-4 Writing Process		
<b>ESSENTIAL QUESTIONS:</b> What was the world like long ago? Why are some animals endangered? How can we help protect endangered animals?		

KEY CONTENT/BENCHMARKS	L. A. BENCHMARKS/SKILLS	
<p><b>Science:</b></p> <ol style="list-style-type: none"> <li>1. knows that some organisms that once lived on earth have completely disappeared</li> <li>2. knows the reasons why some organisms are endangered</li> </ol> <p><b>Social Studies:</b></p> <ol style="list-style-type: none"> <li>1. knows how to identify beginning, middle &amp; end of historical stories</li> <li>2. distinguishes among broad categories of historical time (i.e. long long ago, long ago, yesterday, today &amp; tomorrow)</li> <li>3. understands that people are more likely to believe a person's ideas if that person can give good reasons (primary vs. secondary sources)</li> <li>4. provide coherent reasons when asked why one believes something to be true or how one knows something (primary vs. secondary sources)</li> </ol>	<p><b>ORAL</b></p> <p>S.3 restate main idea// identify details that support a main idea in a literary or informational text// respond to factual &amp; inferential questions about abstract ideas// demonstrate comprehension of specific information that is heard in an academic context – especially when clarification is needed</p>	<p><b>READING</b></p> <p>R. 4 identify the elements of plot, character &amp; setting in stories// identify &amp; compare characteristics of various genre (fiction vs. nonfiction)</p> <p>R.5 identify forms &amp; purposes of informational texts// use knowledge of texts &amp; graphic features to determine the purpose &amp; meaning of text</p> <p>R.6 gather information to answer questions</p>
	<p><b>WORDS</b></p> <p>R.1 read &amp; spell essential vocabulary words// identify words that appeal to the senses in literature that is heard// use text clues to increase comprehension of vocabulary</p>	<p><b>WRITING</b></p> <p>W.1 organize ideas for differing genres</p> <p>W.2 write sentences that give information (nonfiction)/ write a story that has a beginning, middle &amp; end</p> <p>W.3 select &amp; use words to increase detail (fiction)/ identify words that can be used to make ideas clearer</p> <p>W.4 use correct mechanics &amp; eliminate sentence fragments when editing (i.e. subject/ verb/ object)</p>

<p><b><u>SUMMATIVE ORAL ASSESSMENT</u></b>          Students will read their booklets to various audiences distinguishing between the features of fiction &amp; nonfiction (i.e. fact vs. fiction). Students will answer questions.</p>	<p><b><u>ASSESSMENT TASKS</u></b> journal entries responding to fiction stories/ notebooks with information/ venn diagram/ drafts, revisions, peer editing</p>
<p><b><u>SUMMATIVE WRITING ASSESSMENT</u></b> Students will gather information from various sources &amp; use the information to write two booklets: a fictional story of a dinosaur &amp; a nonfiction story on an endangered animal.</p>	

## UNIT PLANNER – PAGE 2

<u>BEFORE</u>	<u>SCAFFOLDING</u>
<p>Read alouds &amp; shared reading experiences to <u>identify characteristics of genre</u> (fiction vs. nonfiction)</p> <p>Agreement Circles/Find the Fib/ Draw What I Say/ Same Different Cooperative Strategies – to help students <u>understand real vs. imaginary</u></p> <p>Structured Sort Activity – students distinguish between fictional &amp; real dinosaurs to <u>provide coherent answers about what is true &amp; how one knows</u></p> <p>Venn Diagram for <u>conceptual clarity of real vs. imaginary/ fiction vs. nonfiction</u> as model – then students do venn on their own – use Cooperative Strategy Crack My Venn to have students practice <u>restating of main ideas &amp; supporting details &amp; identifying of primary vs. secondary sources</u></p> <p>Who Am I? Cooperative Strategy to have students practice <u>describing (use of adjectives) dinosaurs &amp; identify causes of extinction</u></p>	<p>picture walks before read alouds &amp; shared readings/ co-teaching</p> <p>have ELL focus on big idea –real vs. imaginary – with either yes/ no response OR with nonverbal response holding cards up</p> <p>group ELL with proficient bilingual peers for sorting activity – groups of 3's with rotating jobs of sorter, recorder, &amp; responder/ co-teaching</p> <p>ask parents to reinforce concept of real vs. imaginary in mother tongue</p> <p>ELL complete 5W &amp; senses graphic organizer with ESL teacher before venn task</p> <p>venn in groups of 3's – ELL has task of illustrator/ co-teaching</p> <p>ELL use completed graphic organizers for task</p>
<u>DURING</u>	
<p>Comprehension Game Reading Strategy for vocabulary &amp; elements of plot, character &amp; setting</p> <p><u>Any or all of the following reading strategies:</u></p> <p>Do You Hear What I Hear? - for <u>gathering information</u> for nonfiction notebooks</p> <p>Echo Reading – as <u>rehearsal for oral reading</u> of completed books</p> <p>Split Screen Strategy – to <u>identify &amp; add words that appeal to the senses</u></p> <p>Say Something – to practice <u>using text clues to increase comprehension</u></p> <p>Sketch to Stretch Strategy – to help students <u>visualize what they read for journals/ notes</u></p> <p>Talking Drawings – to prepare students to imagine what dinosaurs might have 'said' to <u>help organize ideas</u> for booklets &amp; what endangered species might 'say' to protect themselves</p>	<p>Color code game cards by difficulty level for vocabulary &amp; questions (different material/ same task)/ co-teaching</p> <p>Inherently scaffolded but may need questions translated</p> <p>Inherently scaffolded but ESL teacher may reinforce pronunciation &amp; intonation</p> <p>Semantic Gradient Scale vocabulary strategy with ESL teacher OR Word Wall of adjectives for all</p> <p>Wait time – let ELL volunteer when ready</p> <p>Buddy ELL either with same language OR with very verbal partner</p> <p>ELL can copy from text as long as they understand what they are copying (comprehension level)</p>

<p>Guided Reading - to focus on <u>distinguishing text features of fiction vs. nonfiction/ sequence/ full sentences</u></p> <p>Independent Reading - to introduce concepts of <u>gathering information</u> for notebooks &amp; <u>responding</u> to fictional stories</p>	<p>Homogeneous grouping for guided reading so all students are working on same concept at their level of (same task - different material)/ co-teaching</p> <p>Use books in mother tongue OR books with more visuals than text - have ELL use cartoon strips for journal entries focusing on beginning, middle &amp; end - have ELL use illustrations for notebooks</p>
<p style="text-align: center;"><b><u>AFTER</u></b></p> <p>Stir the Class/ Numbered Heads Together/ Team Stand-n-Share/ Team-Pair-Solo Cooperative Strategies - to have students <u>respond to factual &amp; inferential questions</u> THEN put information in journals &amp; notebooks</p> <p>Partners Share Cooperative Strategy journals &amp; notebooks help students <u>organize ideas for differing genres</u></p> <p style="text-align: center;"><b><u>Use four kinds of writing (K-2 package) - to write two booklets</u></b></p> <p>Shared writing for drafting  Interactive writing for revising  Guided writing for editing  Independent writing for responding to others' booklets</p>	<p>Give ELL factual questions until they can move to inferential questions (differentiate questions)/ co-teaching</p> <p>ELL can enter information into journals &amp; notebooks in visual format, mother tongue, or with the aid of an assistant or ESL teacher</p> <p>Have ELL use illustrations from notebooks to label the illustrations using a picture or bilingual dictionary - then putting labels into phrases - then phrases into sentences to get drafts - SAME for cartoon strips for fiction story/ co-teaching</p> <p>Pair ELL with bilingual partner for revising &amp; with same 'mistake maker' for editing</p> <p>Give ELL stickers with comments for independent feedback to others' booklets</p>

Content	Skills	Assessment	Strategies	Scaffolding
<p><u>Week 1</u> <u>5 days</u></p> <p>How do we know what is real and what is make believe?</p>	<p>identify characteristics of genre (fiction vs. non-fiction)</p> <p>understand real vs. imaginary concept</p> <p>provide coherent answers about what is true &amp; how one knows</p> <p>restating of main ideas &amp; supporting details &amp; identifying sources</p>	<p><u>formative task:</u></p> <p>gather information</p> <p>oral retellings</p> <p>drawing</p> <p>sorted statements</p> <p><u>evidence of:</u></p> <p>Venn diagram <u>graphic organizer</u></p>	<p><u>pre-reading each day:</u></p> <p>picture walks</p> <p><u>during reading:</u></p> <p>read alouds/ shared reading &amp; <u>cooperative learning strategies</u> - agreement circles/ find the fib/ draw what I say/</p> <p><u>post-reading each day:</u></p> <p>structured sort strategy</p> <p>completion of venn diagram for real vs. imaginary/ crack my venn cooperative learning strategy</p>	<p><u>parallel co-teaching</u></p> <p>ask parents to reinforce concept of real vs. imaginary in mother tongue</p> <p><u>station co-teaching:</u></p> <p>ELL respond with yes/ no or with nonverbal cards (<u>differentiated task &amp; material</u>)</p> <p>group ELL with proficient bilingual peers for sorting - 3's with jobs of sorter, recorder, &amp; responder - <u>peer co-teaching</u></p> <p>ELL complete 5W &amp; senses graphic organizer with ESL teacher before venn</p> <p>venn in groups of 3's - ELL job of illustrator/ recorder - <u>peer co-teaching</u></p>



## UNIT PLANNER

<b>TITLE:</b> Myths, Legends & Folktales <b>GRADE:</b> 6 <b>DURATION:</b> 4 wks
<b>STANDARDS:</b> <u>Language Arts</u> : identify and analyze text elements and techniques as used in literary genres/ pre-writing/ writing/ revising/ editing
<b>ESSENTIAL</b>
<b>QUESTIONS:</b> How are myths, legends & folktales unique? Why do they endure?

KEY CONTENT/BENCHMARKS	L. A. BENCHMARKS/SKILLS	
Can distinguish elements of folktales, legends, & myths (i.e. similarities & differences)	<p style="text-align: center;"><b>ORAL</b></p> Uses strategies to enhance listening comprehension (take notes, paraphrases, summarizes)  Plays a variety of roles in group discussions  Asks & answers questions  Presents orally using appropriate tone & volume	<p style="text-align: center;"><b>READING</b></p> Uses reading skills & strategies to understand a variety of literary texts (myths, legends & folktales)  Knows the defining characteristics of such texts  Understands elements of character development, use of language (i.e. dialogue), setting, & conflict/ resolution for plot
	<p style="text-align: center;"><b>WORDS</b></p> list words & phrases to support the audience, purpose & topic of the writing task/ generate technical, specific & abstract words or phrases related to the writing task  use knowledge of correct mechanics/ spelling/ & sentence structure and usage when editing	<p style="text-align: center;"><b>WRITING</b></p> Generate questions/ identify the structures & length of the writing task/ organize information/  write a story with well-developed characters, setting, dialogue, & conflict/ resolution that includes sufficient descriptive detail  use agreed-upon scoring guide for revising & editing/ rearrange & lengthen sentences/ improve transitions/ add images & sensory details/ use idiomatic expressions/ formal vs. informal/

<b><u>SUMMATIVE ORAL ASSESSMENT</u></b> oral sharing with audience (peers)	<b><u>ASSESSMENT TASKS</u></b> organizers, drafts, revisions, peer editing
<b><u>SUMMATIVE WRITING ASSESSMENT</u></b> Over a four-week period of reading a myth/ legend & folktale, students will employ the writing process to develop one original folktale, legend, or myth. The work will contain literary structures and elements typical of its genre.	

UNIT PLANNER – PAGE 2

<u>BEFORE</u>	<u>SCAFFOLDING</u>
<p>Show films or vignettes of myths, legends, folktales to <u>enhance listening comprehension</u> OR reads sections with whole class using Pen-in-Hand Reading Strategy (i.e. <u>take notes</u>) OR both of these - have students <u>ask &amp; answer questions</u> about how the stories are the same &amp; different using cooperative strategies of Find Someone Who/ Find the Fib/ Mix Pair Discuss</p>	<p>Showing films is the scaffolding strategy of contextualization</p> <p>Pen-in-Hand is a modeling scaffolding strategy/ co-teaching</p> <p>Write in names for ELL students of who they should find or pair with</p>
<p>Q-Strips reading strategy <u>to generate questions prompts</u> produced by spinners to put on wall for jigsaw groups</p>	<p>ESL teacher prepares ELL using strips beforehand OR give ELL strategic strips/ co-teaching</p>
<p>Story Impressions Reading Strategy OR Open Word Sort/ Word Bank/ Word Chains Vocabulary Strategies <u>to list words &amp; phrases to support structure and meaning within and among paragraphs</u> - put up phrase wall</p>	<p>Pair students with bilinguals who can translate OR have ESL teachers preview the task with ELL/ put in notebooks for ELL</p>
<p>Jigsaw Groups <u>to play a variety of roles in group discussions</u> - home groups of 3 - students will each read either a myth, legend, or folktale - expert groups will complete vocabulary story maps to <u>show elements of character development, use of language, setting, conflict/ resolution</u> - home groups will share story maps in order to complete triple venn diagram as evidence of <u>knowing defining characteristics of myths, legends, &amp; folktales</u></p>	<p>Leveled readers to match students to reading level OR provide shadow reading in mother tongue - select a folktale which is universal or particular to ELL culture/ co-teaching</p> <p>ESL teacher can use the following reading strategies with ELL simultaneously or beforehand: interactive reading guide, one-to-one tutoring, guided reading, REAP,</p>
<p style="text-align: center;"><b><u>Students can use any of the reading strategies:</u></b></p> <p>coding strategy, collaborative strategic reading, DRTA, elaborative interrogation, peer reading, Scintillating Sentences &amp;</p>	

<p>Quizzical Quotes (<u>understanding &amp; Using dialogue</u>) – plays a variety of roles in group discussions</p>	<p>SMART, think alouds, two-minute preview, visual reading guide</p>
<p style="text-align: center;"><b><u>DURING/THROUGH</u></b></p> <p>Missing Words/ Word Bank/ Word Boxes/ Word Cards Vocabulary Strategies/ <u>to generate specific &amp; abstract words or phrases related to the writing task</u></p> <p>Use cooperative learning strategies of either Team Story Maps/ Write What I Say/ Paraphrase Passport/ RallyTable/ Talking Chips to complete story maps in order <u>to identify the structures &amp; length of the writing task/ organize information into a multi-paragraph format</u> for their individual drafts</p> <p><u>WRITER'S WORKSHOP (SEE WRITING PACKAGE)</u> Use completed story map to <u>draft a story with well-developed characters, setting, &amp; conflict/ resolution that includes sufficient descriptive detail</u></p> <p>Talk- write approach (see writing package) to <u>have students generate dialogue</u> into drafts</p> <p>Cooperative Learning Strategy Teammates Consult (teacher poses questions for each round) to come up with <u>agreed-upon scoring guide to review content &amp; organization to prepare for final editing</u></p> <p><u>WRITING CONFERENCES/ FOUR KINDS OF SHARING/ EXEMPLARS WITH SCORING GUIDE/ PICTURE PERFECT/</u></p> <ul style="list-style-type: none"> <li>▪ <u>Rearrange sentences, use a variety of sentence lengths/ patterns, &amp; combine sentences in order to make writing more clear or interesting to the reader</u></li> </ul>	<p>ESL teachers reinforces vocabulary &amp; demonstrates how these words can be used in writing draft</p> <p>Inherently scaffolded since students do not have to work alone to complete story maps/ co-teaching</p> <p>Use completed story maps to number paragraphs for ELL/ co-teaching</p> <p>Modify the length of the writing task for ELL to include introductory, two or three supporting &amp; concluding paragraphs/ Let ELL work in pairs to draft story</p> <p>Have ELL draft in mother tongue if they are able OR have ELL write using cartoon strips organizer with annotated text to accompany – focus on dialogue to develop character &amp; plot – work for more detail by using 5 senses chart/ co-teaching</p> <p>ELL seated strategically to be last one to contribute</p> <p>See writing package for all of the following: Have ELL <u>color code</u> drafts for revising</p> <p>ESL teacher uses GUIDED WRITING PROCEDURE &amp; <u>exemplars</u> either in class at a station for struggling students OR out of class with ELL</p> <p>ESL teacher provides <u>explicit instruction on sentence types</u></p>

<ul style="list-style-type: none"> <li>▪ <u>Revise writing to ensure coherence &amp; to improve transitions between ideas</u></li> <li>▪ <u>Add images/ sensory details and incorporate idiomatic expressions that are relevant to its purpose</u></li> </ul> <p>PEER EDITING CHECKLISTS TO:</p> <ul style="list-style-type: none"> <li>▪ <u>Use knowledge of correct mechanics/ spelling/ &amp; sentence structure and usage when editing</u></li> </ul>	<p>A <u>page with two columns</u> for sentence variety</p> <p>ESL teacher uses <u>explicit mediation strategy</u> to help ELL recognize &amp; self-correct errors</p>
<p style="text-align: center;"><b><u>AFTER</u></b></p> <p>Cooperative Learning Strategy Partners to rehearse <u>using appropriate tone &amp; volume</u></p> <p>Orally present using cooperative learning strategy "Myths/ Folktales/ Legends" Poems for Two Voices - students of same story type get together to present to each other</p>	<p>ESL teacher audio tapes story - then audio tapes ELL practicing so they can listen to both over and over</p> <p>Inherently scaffolded since ELL will present to small group &amp; will have partner</p>

# Grade 6 Task Planner

Content	Skills	Assessment	Strategies	Scaffolding
<p><u>Week 2</u> <u>5 days</u></p> <p>How are myths, legends, &amp; folktales unique?</p>	<p>Generate specific words &amp; abstract words or phrases related to the writing task</p> <p>identify the structures &amp; length of the writing task</p> <p>organize information into a multi-paragraph format</p> <p>draft a story with well-developed characters, setting &amp; conflict/ resolution that includes sufficient detail</p>	<p>vocabulary records</p> <p>story maps</p> <p><u>formative task:</u> draft</p>	<p><u>Vocabulary Strategies:</u> Missing Words/ Word Bank/ Word Boxes/ Word Cards Vocabulary using <u>station co-teaching to differentiate</u></p> <p><u>Cooperative Learning Strategies:</u> Team Story Maps/ Write What I Say/ Paraphrase Passport/ Rallytable/ Talking Chips to complete story maps</p> <p><u>Differentiation Strategy:</u> Writer's Workshop using <u>parallel co-teaching</u></p>	<p>ELL teacher reinforces vocabulary &amp; models how words can be used in drafting during pull out</p> <p>Inherently scaffolded since students do not have to work alone to complete story maps (ELL students bring interactive reading guides completed in week 1 reading strategies) - <u>peer co-teaching</u></p> <p>Use completed story maps to number paragraphs for ELL / modify length of writing task/ ELL work in pairs/ draft in mother tongue as needed <u>OR</u> complete cartoon strips with text focusing on detail</p>

## UNIT PLANNER

<b>TITLE:</b> Over-fishing in Today's Oceans	<b>GRADE:</b> 9	<b>DURATION:</b> 3 wks
<p><b>STANDARDS:</b> <u>Science:</u> Cultural Contributions &amp; Historical Perspectives/ Nature &amp; Process of Technology/ Diversity &amp; Biological Evolution (Life Science)/Human Interaction &amp; Impact (Environmental Studies)/ <u>Cross Content Workplace Readiness:</u> Critical Thinking, Decision Making &amp; Problem-Solving Skills, Information Technology &amp; Tools/ <u>Language Arts:</u> Reading/ Writing/ Media Literacy</p> <p><b>ESSENTIAL</b></p> <p><b>QUESTIONS:</b> How can we as individuals make a difference on our world?</p>		

KEY CONTENT/BENCHMARKS	L. A. BENCHMARKS/SKILLS	
<p><u>SCIENCE:</u> recognize that scientific theories reflect the social &amp; political climate of their time/ know that scientists work together to solve problems/ describe the major events &amp; people in the history of science &amp; technology, in conjunction with other world events/ analyze a product or system to determine the problem it was designed to solve, the design constraints, trade-offs &amp; risks involved in using the product or system, how the product or system might fail, &amp; how the product or system might be improved/ recognize how feedback loops work/ compare &amp; contrast practices</p> <p><u>WORKPLACE READINESS:</u> select appropriate tools &amp; technology/ demonstrate skills needed to access &amp; use technology-based materials through keyboarding, &amp; information retrieval &amp; management/access &amp; assess information using both technological &amp; print resources,/recognize &amp; define a problem / use models, relationships &amp; observations to clarify problems &amp; potential solutions/ use the library media center as a critical resource/ organize, synthesize &amp; evaluate information/ evaluate the validity of solutions/ draw conclusions</p>	<p><b>ORAL</b></p> <p>Discuss problems related to the increasing use of technologies</p> <p>Discuss how changing environmental conditions can result in evolution or extinction</p>	<p><b>READING</b></p> <p>Recognize propaganda &amp; bias in written texts</p> <p>Evaluate media for credibility</p>
	<p><b>WORDS</b></p> <p>essential terms</p>	<p><b>WRITING</b></p> <p>Analyze main ideas &amp; supportive details</p> <p>Analyze text using patterns of organization, such as cause &amp; effect, comparison &amp; contrast</p> <p>Cite sources of information</p> <p>understand that written communication affects the behavior of others</p>

<p><b><u>SUMMATIVE ORAL ASSESSMENT</u></b></p>  <p><b><u>SUMMATIVE WRITING ASSESSMENT</u></b></p> <p>Over a three-week period, students are to utilize the public library to research over-fishing in the world's oceans and produce a publishable letter to the editor of the local newspaper. In the letter, they are to describe the extent of the problem, propose a solution, and both anticipate and rebut a contrasting point of view.</p>	<p><b><u>ASSESSMENT TASKS</u></b> research notes, references, problem/solution graphic organizer, rebuttal</p>
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UNIT PLANNER – PAGE 2

<u>BEFORE</u>	<u>SCAFFOLDING</u>
<p>use Knowledge Rating Vocabulary Strategy (see vocabulary package) to foster prior knowledge about <u>essential terms</u> from the unit</p> <p>use cooperative learning strategy Roundtable to model <u>that scientists work together</u> - have students use proposition/ support outlines (see reading package) along with letters to the editors about similar problems to practice <u>recognizing propaganda, recognize &amp; define a problem, clarify decisions to be made, identify &amp; evaluate validity of alternative solutions, interpret &amp; analyze data to draw conclusions, analyze text patterns - cause &amp; effect, analyze main ideas &amp; supportive details, organize/ synthesize &amp; evaluate information for appropriateness &amp; completeness</u></p> <p>K-W-L chart - have students complete the 'K' &amp; 'W' using the cooperative strategy of Similarity Groups (after research, they complete the 'L' for notes, <u>citing sources of information</u> as a reference list) to <u>recognize that scientific theories reflect the social &amp; political climate of our time &amp; the impact of major events &amp; people in the history of science &amp; technology</u></p>	<p>Have ESL teacher preview or translate words with ELL; ask ESL teacher to use Independent Word Learning Strategy with ELL</p> <p>model the completion of one outline on an overhead</p> <p>pair ELL with linguistic or similar-interests buddies/ co-teaching</p> <p>use a letter to the editor from a bilingual publication (English &amp; Spanish side by side)</p> <p>select an issue which might be culturally relevant (e.g. Vieques)</p> <p>K-W-L is an inherently scaffolded strategy because it is process oriented - have ESL teachers preview &amp; review chart with ELL</p>
<p>VIR</p> <p>( &amp; community or research workplace if possible) - to learn <u>how to select appropriate tools &amp; technology, to effectively access &amp; use technology-based materials, access technology-based communication &amp; information, access &amp; assess information using technological &amp; print resources, identify &amp; access resources, sources of information, &amp; services in the school &amp; library</u></p> <p>Use cooperative learning strategy Sages Share to have students complete steps graphic organizer for how to access information in library media center as <u>per above benchmarks</u></p>	<p>ANT (732) 940-1860 vprojas@aol.com</p> <p>Try to have a bilingual on hand who can translate on tour OR have a bilingual or ESL teacher preview &amp; review the main points</p> <p>Have students audiotape presentations &amp; Sages Share presentation so they can listen later to translate steps into a steps graphic organizer</p>

<p style="text-align: center;"><b><u>DURING/THROUGH</u></b></p> <p><u>use reading strategies (see reading package):</u>  <u>anticipation guides to practice recognizing what is opinion or propaqanda &amp; bias in texts</u></p> <p>concept collection to practice collecting evidence as crucial to <u>propaganda &amp; bias in text &amp; to evaluate media for credibility/ organize, synthesize &amp; evaluate information for appropriateness &amp; completeness/ monitor &amp; evaluate their own thinking</u></p> <p>investigative teams to practice discussing problems related to <u>the increasing use of technologies &amp; how changing environmental conditions can result in evolution or extinction</u></p> <p>scored discussion - to orally review all that has been learned about selected issues</p>	<p>Have ESL teacher prepare interactive reading guides (see reading package)</p> <p>Have librarian identify useful listserves &amp; CD Roms for ELL</p> <p>ELL use mother tongue for self-evaluation of thinking</p> <p>ELL have jobs of headline writer or graphic artist in Investigative Teams/ co-teaching</p>
<p style="text-align: center;"><b><u>AFTER</u></b></p> <p>SPAWN (see reading package) as post-reading/ prewriting strategy to provide evidence of <u>analyze a product or system to determine the problem it was designed to solve, the design constraints, trade-offs &amp; risks involved, how the product or system might fail, &amp; how the product or system might be improved, recognize how feedback loops are used, recognize &amp; define a problem, clarify decisions to be made, monitor &amp; evaluate own thinking, identify &amp; evaluate validity of alternative solutions, use models/ relationships/ &amp; observations to clarify problems &amp; potential solutions/ compare &amp; contrast practices that affect the use &amp; management of resources</u></p> <p><u>Problem Solution Journals</u> – students use 'L' chart of K-W-L charts to complete journal – then journal is used to draft letter using previous letters as exemplars</p> <p><u>Use any or all of the following writing strategies (see writing package):</u>  discussion continuum, cubing, brain writing, writing conferences, post its, likert rating scale, a page with two columns, assessment conference session – <u>to understand that written communication can affect the behavior of others</u></p>	<p>ELL go after at least two rounds of other students so they have role models</p> <p>assign ELL journalist role – have ESL teachers preview &amp; review differing opinions of issues/ co-teaching</p> <p>Ask ESL teacher to compare &amp; contrast passive &amp; active writing styles</p> <p>Give ELL specialized verb lists (see vocabulary package) to assist with active verb choice</p>

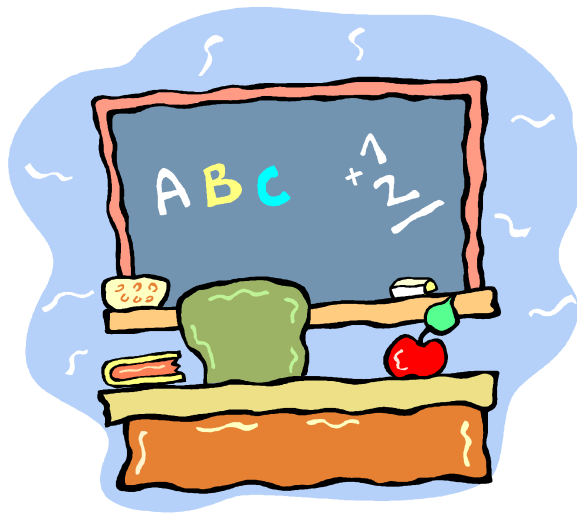


# Grade 9 Task Planner

Content	Skills	Assessment	Strategies	Scaffolding
<p><b><u>Weeks 1 &amp; 2</u></b> <b><u>5 - 8 days</u></b></p> <p><b><u>Science standards:</u></b></p> <p>Cultural contributions &amp; historical perspectives</p> <p>Nature &amp; process of technology</p> <p>Diversity &amp; Biological Evolution</p> <p>Human Interaction &amp; Impact</p>	<p><b><u>Vocabulary:</u></b> Essential terms</p> <p><b><u>Reading:</u></b> Recognize propaganda &amp; bias in written texts/ identify &amp; evaluate validity of alternative solutions</p> <p><b><u>Technology &amp; workplace readiness:</u></b> Select appropriate tools &amp; technology/ effectively access &amp; use technology-based materials, communication &amp; information/ access &amp; assess information/ identify sources/</p> <p>Analyze a product or system to determine the problem it was designed to solve/ the design constraints/ trade offs &amp; risks/ how the system might fail or be improved/ recognize how feedback loops are used/ recognize &amp; define a problem/ identify &amp; evaluate validity of alternative solutions</p>	<p><b><u>Formative task:</u></b> utilize library to conduct research</p> <p>Questions &amp; notes</p> <p>'L' notes into outline</p> <p>problem solution journals</p>	<p><b><u>Pre-Research Vocabulary &amp; Modeling Strategies:</u></b> Knowledge Rating Scale Vocabulary Strategy</p> <p>Sample letters - students complete <b><u>proposition/ support outlines in cooperative roundtable</u></b></p> <p><b><u>During Research:</u></b> Proposition Support Outline Reading Strategy</p> <p>Library visits/ Modeling using <b><u>one teach, one drift co-teaching &amp; cooperative learning strategy Sages Share</u></b></p> <p><b><u>After research/ pre-writing:</u></b> SPAWN reading strategy using <b><u>differentiation strategy of flexible groupings &amp; peer co-teaching</u></b></p>	<p>ELL teacher previews or translates words with students &amp; completes Independent Word Learning Strategy for ELL during pull out support</p> <p>ELL teacher provides sample letters in mother tongue &amp; helps select topics which are culturally relevant</p> <p><b><u>Graphic Organizer for Pre-Research</u></b> K-W-H-L chart to cite references take notes</p> <p>Have bilingual student on hand to translate tour OR have ELL teacher preview &amp; review main points</p> <p>Tape record Sages Share presentation so ELL can listen later to put information into steps organizer</p>

## Appendix 2:

# An ABC Book of Scaffolding Strategies for English Language Learners



**An ABC Book of**

**Scaffolding Strategies**

**for**

**English**

**Language Learners**

Developed by: Els Sueters  
English Language Learner/ English as a Second Language Specialist

Below you will find a sample of scaffolding activities. For a full array of scaffolding activities, please look for the Reading and Writing Strategies for Diverse Learners section in the big black binder that was handed out at the beginning of the school year.

All strategies discussed below are linked to the five main linguistic principles, namely:

- Anxiety Reduction
- Verbal Interaction
- Active Involvement
- Comprehensible Input
- Contextualizing Information.

Enjoy!

**A**nxiety Reduction is with Comprehensible Input one of Stephen Krashen's most important linguistic principles. When anxiety is high, the brain shuts down and no learning will be done. Therefore, I invite you to read on and find out about the different strategies that help lower anxiety...

## Bingo

Scaffolding activity that can be done as a review activity to reinforce, internalize new concepts, and vocabulary.

Vocabulary is acquired by wanting to name one's world. If you don't know your vocabulary you will never get to a discourse level. Discourse leads to proficiency.

Vocabulary + Syntax = Proficiency

Linguistic principles:

- Active involvement
- Verbal interaction

## Continuums:

Bonnie Campell Hill wrote Developmental Continuums: A Framework for Literacy Instruction and Assessment K-8.

Her work is available in the professional development section in the I.S.D. library. It presents Language Arts as a continuum; her framework allows us to approach literacy as developmental process, rather than a linear one.

**D**ifferentiation is effective to use in classrooms where students possess a *range of skills and funds of knowledge*. It is also effective for ELL because it allows for modification of assessment tasks, instructional strategies, & materials. It can be linked to Krashen's principles of comprehensible input and anxiety reduction. One effective example of differentiation is the jigsaw strategy. Others include alternative assessment, flexible groupings, learning contracts, centers, & tiered assignments.

## **E**mpathy

Teachers and peers with empathy help reduce anxiety levels that English Language Learners may experience (especially the tongue-tied and the inhibited).

## **F**lexible grouping

- Total Group
- Alone
- Pairs
- Small groups

Flexible grouping is a way to differentiate and provide scaffolding for English Language Learners. They will do better in this set up due to the high level of interaction. Linguistic principle: Verbal Interaction and Anxiety Reduction.

**G**enerated language as opposed to scripted language. If scripted language comes from teachers, generated language comes from students. To get away from scripted language, give students a cueing system as a scaffold to break the scripted language, e.g. Found Poem.

Linguistic principle: Verbal Interaction and Active Involvement.

**H**ennings-Sequence Strategy is a writing strategy you will find on page 158 of the Writing Strategies for Diverse Learners. It helps writers clarify the organization of information. Linguistic principle: Comprehensible Input, Contextualizing Information.

**I**nput, intake & output are essential for second language acquisition to occur. Input needs to be made comprehensible (e.g. visuals & pictures for beginners, text chunking or films for intermediates and advanced). Intake can be enhanced through a relaxed atmosphere and through interactive processing activities (e.g. cooperative learning in heterogeneous and flexible groupings). Output needs differentiation of product (e.g. graphic organizer or mother tongue writing for beginners, 3 paragraph composition for intermediates, 5 paragraph essays for advanced) and process strategies (e.g. the writing process).

**J**igsaw strategies fit into a cooperative learning structure: each teammate has part of the answer or a clue card; teammates must put their info together to solve the problem. Linguistic principle: Verbal Interaction and Active Involvement.



**K**-W-L chart is a chart used to start teacher and students on a unit. Essentially, the chart discovers what is already known on a topic, what we want to find out about a topic, and how we're going to find out about it. To assess what was learned, assessment tasks drive the unit. Scaffolding strategies are identified to support the learning process.

**L**ine-ups are a cooperative learning structure. Students line up by characteristics, estimates, or assigned items. Linguistic principle: Active Involvement.

**M**odeling patterns is a scaffolding strategy that can be used to help beginning ELL gather information and draft a paragraph.

Linguistic principle:

Comprehensible Input

Verbal Interaction (conferencing)

Contextualized Language (graphic organizer)

Anxiety Reduction

Active Involvement

**N**on-fiction reading strategies can be used to make non-fiction texts more accessible for ELL:

Chapter title

Picture walk

Key vocabulary

Section headings

Main ideas (topic sentence)

Supporting details

T-charts

Summary (Conclusion)

Glossary

Linguistic principle: comprehensible input, contextualizing language.

**O**utput requires differentiation of product. (e.g. graphic organizer or mother tongue writing for beginners) Input, intake and output are essential for second language acquisition to occur.

**P**rompts can be used to give ELL access to stories, especially when read aloud. In the lower grades (K-1) English proficient peers can act out a story while the teacher reads aloud. Linguistic principle: comprehensible input, contextualizing language.

**Q**ue question spinners can be used to generate language. Linguistic principle: Active Involvement, Verbal Interaction.

**R**ebus is a scaffolding strategy that can be used for beginning ELL in reading, writing, and speaking skills. Linguistic principle: Comprehensible input, Contextualizing language and anxiety reduction.

**S**tructured sorts: most of our curriculum is about sorting: Do's & Don'ts, Good Guys & Bad Guys, Pets & Wild Life, are examples of dichotomies. Linguistic principle: categorical imperative; our brain sorts information into action, distinction, and degree.

**T**hree Step Interview: Students share information with a partner and vice versa, then they round robin to share their partner's report with other classmates. Linguistic principle: verbal interaction.

**U**se mother tongue to define, explain, clarify, and elaborate.

**V**enn diagrams compare and contrast. Linguistic principle: categorical imperative; our brain is set to categorize.

**W**ord walls

-Be selective, limit to words commonly needed in writing

- Add words gradually (five a week)
- Make them accessible; use big letters and different colors
- Practice words by chanting and writing them in different ways
- Allow for a variety of review

Linguistic principle: Comprehensible input and active involvement.

**X**pectation chart or T-graph can be used for self assessment and meta cognitive awareness.

## Reading Strategy **y**

While reading, students take notes on texts alone or in pairs. Students will use:

- 1: colored markers for main ideas
- 2: circles for new terms
- 3: numbers for sequential events
- 4: arrows for related concepts
- 5: question marks for unclear issues

Pairs share with others when finished.

Linguistic principle: contextualizing language, active involvement, and verbal interaction.

**Z**ip Cloze is a vocabulary/reading comprehension strategy that consists of deleting selected vocabulary from a text. Students use context clues to guess the missing words. This strategy emphasizes determining main ideas and reading comprehension.

## **Appendix 3:**



# **A Multiple Assessment Program for English Language Learners**

# Multiple

# Assessment

# Program

## For English Language Learners

ENGLISH LANGUAGE LEARNER PROGRAM ENTRANCE & EXIT CRITERIA

Els Sueters

English Language Learner Specialist

2005-2006



ESL MAP (MULTIPLE ASSESSMENT PROGRAM) INVENTORY

Student Name \_\_\_\_\_

Native Language \_\_\_\_\_

Date \_\_\_\_\_

I Language Use Survey (1st week) \_\_\_\_\_

II Language Background Survey (1st week) \_\_\_\_\_

III IDEA: Oral, Reading, and Writing English Proficiency Tests (beginning and end of school year) \_\_\_\_\_

IV Quick Brigance Diagnostic Inventory (beginning) \_\_\_\_\_

V IOWA Test Of Basic Skills (not in 1st year fall when student is below level 5, only in spring)  
\_\_\_\_\_

VI Oral Interview Data Form (first and last week) \_\_\_\_\_

VII Content Area Progress Report (done by content teacher after 4-6 weeks) \_\_\_\_\_

VIII Writing Sample (2 or 3 days after oral interview) \_\_\_\_\_

IX Rojas Academic English Proficiency Scale \_\_\_\_\_

Placement / Recommendation \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

LANGUAGE USE SURVEY

- ESL Coordinator

Date \_\_\_\_\_

Student's name \_\_\_\_\_

Birthday \_\_\_\_\_

Native Language \_\_\_\_\_

1. The persons around me who speak English are:

- a. \_\_\_\_\_ Mother
- b. \_\_\_\_\_ Father
- c. \_\_\_\_\_ Other Relatives
- d. \_\_\_\_\_ Friends
- e. Siblings
- f. Self
- g. No one
- h. Others; identify

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. In my home these people listen to English language radio programs or watch English language TV:

- a. \_\_\_\_\_ Mother
- b. \_\_\_\_\_ Father
- c. \_\_\_\_\_ Other Relatives
- d. \_\_\_\_\_ Friends
- e. Siblings
- f. Self
- g. No one
- h. Others; identify

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. These persons I know can read in English

- a. \_\_\_\_\_ Mother
- b. \_\_\_\_\_ Father
- c. \_\_\_\_\_ Other Relatives
- d. \_\_\_\_\_ Friends
- e. Siblings
- f. Self
- g. No one
- h. Others; identify

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. These persons I know can write in English

- a. \_\_\_\_\_ Mother
- b. \_\_\_\_\_ Father
- c. \_\_\_\_\_ Other Relatives
- d. \_\_\_\_\_ Friends
- e. Siblings
- f. Self
- g. No one
- h. Others; identify

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. I hear English spoken from the following people:

- |          |                 |                     |
|----------|-----------------|---------------------|
| a. _____ | Mother          | e. Siblings         |
| b. _____ | Father          | f. Self             |
| c. _____ | Other Relatives | g. No one           |
| d. _____ | Friends         | h. Others; identify |

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6. I hear English spoken in the following places:

- |          |                 |                     |
|----------|-----------------|---------------------|
| a. _____ | Mother          | e. Siblings         |
| b. _____ | Father          | f. Self             |
| c. _____ | Other Relatives | g. No one           |
| d. _____ | Friends         | h. Others; identify |

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7. I like or want to learn English because:

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8. I don't like or don't want to learn English because:

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---

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LANGUAGE BACKGROUND SURVEY

- ESL Coordinator

Date \_\_\_\_\_

Student's name \_\_\_\_\_

Native Language \_\_\_\_\_

1. What languages do you speak? \_\_\_\_\_

2. What languages does your mother speak? \_\_\_\_\_

3. What languages does your father speak? \_\_\_\_\_

4. How many years have you studied English? \_\_\_\_\_

5. Have you studied at another English-language school?

\_\_\_\_\_yes

\_\_\_\_\_no

6. If so, which one and how long?

School \_\_\_\_\_

\_\_\_\_\_

Number of years \_\_\_\_\_

7. If no to question #5, where did you study English?

\_\_\_\_\_

8. Please rate your English proficiency by circling one of the following:

none

weak

average

good

very good

excellent

9. Which areas of English do you feel you need to improve?

listening

speaking

reading

writing

all

Quick Screening Test  
Adapted from Brigance Diagnostic Inventory of Basic Skills

Grade 1 - 6

Student's name \_\_\_\_\_

Birthday \_\_\_\_\_

Age \_\_\_\_\_

Grade level \_\_\_\_\_

Nationality \_\_\_\_\_

Date \_\_\_\_\_

Previous school experience \_\_\_\_\_

Comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

READING

Word Recognition Grade Level:

Direction Words:

Abbreviations:

Contractions:

Oral Reading Level:

Reading Comprehension Level:

LANGUAGE ARTS

Handwriting:

Capitalization:

Punctuation:

Math Grade Level:

Quick Screening Test  
Adapted from Brigance Diagnostic Inventory of Essential Skills

Grade 7 - 9

Student's name \_\_\_\_\_

Birthday \_\_\_\_\_

Age \_\_\_\_\_

Grade level \_\_\_\_\_

Nationality \_\_\_\_\_

Date \_\_\_\_\_

Previous school experience \_\_\_\_\_

Comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**READING**

Word Recognition Grade Level:

Oral Reading Level:

Reading Comprehension Level:

**LANGUAGE ARTS**

Handwriting:

Capitalization:

Punctuation:

**MATH**

Math Grade Level:

## ORAL INTERVIEW DIRECTIONS

1. The interview should last approximately 20 minutes and should be taped. Remember, this is only a language sample for general analysis.
2. If the student has difficulty in expressing him/herself, or if he/she cannot find the exact word or expression for a specific idea, the word should be supplied. A student answering in his/her native language should be encouraged to answer in English if they can.
3. If a student does not understand a question, express it in another form before asking a new question. Remember, avoid yes/no questions.
4. Use a normal conversational tone. Avoid making the interaction a question/answer session. Explore high-interest topics.
5. The interview should not consist of questions made haphazardly. It should have a purpose and a structure which consists of four stages
  - a. Beginning: Start with some social amenities or a simple conversation so the student will feel comfortable.
  - b. Verification of linguistic level: In this stage the student's maximum linguistic level is determined. Here, one should explore various topics and functions in order to determine the student's linguistic consistency.
  - c. Soundings: The purpose of the soundings is to determine whether the previous level is really the maximum level the student is capable of maintaining consistently. Often, the student will indicate that he/she understands the question but is not able to respond in English. Likewise, at times, a student will alternate between the native language and English.
  - d. Termination: In the last stage, in order for the student to leave feeling good about him/herself and the interview, return briefly to a topic the student was able to develop well or inquire about something he/she plans to do in the future.
6. Although the interview is not a test of grammar it is necessary to determine if the student controls certain elements of English syntax, morphology vocabulary and pronunciation. You should carefully determine which elements are the most important according to the expectations set by your school for specific grade levels.

## ORAL INTERVIEW DATA FORM

- ESL Coordinator

Date \_\_\_\_\_

Student Name \_\_\_\_\_

Native Language \_\_\_\_\_

### LISTENING

Memory	1	2	3	4	5
Discrimination	1	2	3	4	5
Comprehension	1	2	3	4	5
Effort	1	2	3	4	5

### SPEAKING

Pronunciation	1	2	3	4	5
Foreign Accent	1	2	3	4	5
Intelligibility	1	2	3	4	5
Ease	1	2	3	4	5

### GRAMMAR

Verb Tenses	1	2	3	4	5
Verb Formation	1	2	3	4	5
Modals	1	2	3	4	5
Pronouns	1	2	3	4	5
Adjectives	1	2	3	4	5
Adverbs	1	2	3	4	5
Articles	1	2	3	4	5
Prepositions	1	2	3	4	5
Plurality	1	2	3	4	5
Possessives	1	2	3	4	5
Word Order	1	2	3	4	5



## VOCABULARY

Comprehension	1	2	3	4	5
Production	1	2	3	4	5
Scope	1	2	3	4	5
Accuracy	1	2	3	4	5
Adequacy	1	2	3	4	5
Idiomatic	1	2	3	4	5

## FLUENCY

Effort	1	2	3	4	5
Speed	1	2	3	4	5
Comprehensibility	1	2	3	4	5

# ISD



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Website : [www.isd.sn](http://www.isd.sn)

## CONTENT AREA PROGRESS REPORT

STUDENT'S NAME : \_\_\_\_\_

SUBJECT : \_\_\_\_\_

TEACHER : \_\_\_\_\_

DATE : \_\_\_\_\_

	NONE OF THE TIME	SOME OF THE TIME	MOST OF THE TIME	ALL OF THE TIME
--	---------------------	---------------------	---------------------	--------------------

### ***LISTENING AND SPEAKING***

Student is easily understood by teacher and others \_\_\_\_\_

Student's oral language does not interfere with class performance; i.e., discussions, reports, oral reading \_\_\_\_\_

Student is able to follow oral directions \_\_\_\_\_

### ***READING AND WRITING***

Student's written errors are of the type produced by most other students in class \_\_\_\_\_

Student is able to successfully complete reading assignments \_\_\_\_\_

Student has the ability to complete in-class assignments and tests within the allotted time \_\_\_\_\_

NONE OF THE TIME	SOME OF THE TIME	MOST OF THE TIME	ALL OF THE TIME
---------------------	---------------------	---------------------	--------------------

***SOCIAL AND CULTURAL***

Student has been observed interacting positively with other students in class	_____	_____	_____	_____
Student seeks teacher's help when needed	_____	_____	_____	_____
Student successfully seeks help from peers and tutors when needed	_____	_____	_____	_____
Student exhibits the self-confidence necessary to participate in class activities	_____	_____	_____	_____

***GRADES***

Grade are adjusted because of student's lack of English proficiency	_____	_____	_____	_____
---	-------	-------	-------	-------

**GRADES:**

_____	_____	_____
1 <sup>st</sup> Quarter	2 <sup>nd</sup> Quarter	1 <sup>st</sup> Semester
_____	_____	_____
3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter	2 <sup>nd</sup> Semester

Grades are based on: \_\_\_\_\_ Regular class objectives  
 \_\_\_\_\_ Special objectives designed for this student

**COMMENTS:**

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ESL ACADEMIC LANGUAGE PROFICIENCY SCALE – (ROJAS, 1990)

Student's Name \_\_\_\_\_ Native Language \_\_\_\_\_

Date \_\_\_\_\_

9 - - -BILINGUAL AND LITERATE. Comprehends academic discourse with little difficulty. Speaks fluently with few errors. Reads and writes both concrete and abstract materials. Manipulates language with relative ease and evidences metaphorical expression. Able to work up to potential in all academic subjects.

8 - - -FLUENT AND LITERATE. Comprehends much conversational and academic discourse. Idioms can still present a little difficulty. Makes occasional spoken errors (e.g.) prepositions and articles). Reads and writes materials commensurate with cognitive development.  
Works up to grade level.

7 - - -NEAR ENGLISH FLUENCY AND LITERACY. Comprehends substantial parts of academic conversations. Sometimes requires repetitions in context-reduced discourse. Has confidence in speaking but some errors are common. Reads and writes texts containing complex vocabulary. Some difficulty expressing abstract language.  
Nearly up to grade level.

6 - - -THRESHOLD LEVEL OF PROFICIENCY THAT SEPARATES BICS FROM CALPS.  
Experiencing dramatic increase in vocabulary recognition, both oral and written. Idioms are difficult. Knows what he or she wants to say but gropes for utterances. Frequent errors in grammar, word usage, and pronunciation.

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5 - - -USES LANGUAGE TO EXCHANGE SOCIAL INFORMATION AND TO EXTRACT MEANING FROM SIMPLE TEXTS. Some difficulty with comprehension.  
Speaks hesitantly making frequent errors in grammar word usage, and pronunciation. Lapses into silence. Reads very simple texts: Writes with fairly restricted structures and vocabulary. About two years below native speakers in language skills.

4 - - -ADEQUATE CONVERSATIONAL SKILLS 1N HIGHLY CONTEXTUALIZED SETTINGS.  
Decodes written symbols. Writes dictated items.

3 - - -ROUTINE CONVERSATIONAL EXCHANGES. Comprehends when speaker repeats, gestures, and uses concrete referents. Speaks haltingly, if at all. Shows some recognition of written segments. Not literate in English.

-----  
2 - - -BASIC SURVIVAL ENGLISH. Receptive and somewhat expressive.  
Occasionally comprehends chunks of discourse.

1 - - -THE SILENT PERIOD. Receptive vocabulary but depends almost entirely upon gestures, facial expressions, objects, pictures, a phrase dictionary, and often a translator.

0 - - -NO ENGLISH