

Overview

English Language Learner (ELL) Instructional Framework

The West Chester Area School District (WCASD) English Language Learner (ELL) Framework is based on research about effective instructional practices for English language learners (ELLs), as well as position papers and recommendations on teaching English to ELLs developed by World-Class Instructional Design and Assessment (WIDA), the National Council of Teachers of English (NCTE), Teaching English to Speakers of Other Languages (TESOL), the Pennsylvania Department of Education (PDE), the United States Department of Education Office of English Language Acquisition (OELA), and the WCASD Language Arts curriculum.

The ELL Framework includes the following components of a comprehensive program:

- (1) Development of Basic Interpersonal Communication Skills (BICS) including:
 - a. Daily oral speaking and listening skills
 - b. Appropriate social interaction
 - c. Integration of new cultural norms and values
- (2) Development of Cognitive Academic Language Proficiency (CALP) including:
 - a. Development of receptive (reading and listening) and productive (writing and speaking) academic skills
 - b. Development of language acquisition and content learning strategies
 - c. The transfer of background knowledge and skills learned/acquired in the primary language(s) to English.

Key points used in the development of the WCASD ELL Framework:

- The ELL instructional framework aligns with PA Early Learning Standards (Pre-K), Pennsylvania Language Arts Standards, Pennsylvania English Language Proficiency Standards, PDE's SAS ELL Overlay, the WIDA Standards, the WCASD Language Arts Curriculum (including the Elementary Literacy Framework), and National Standards established by Teachers of English to Speakers of Other Languages (TESOL).
- Careful attention was paid to PSSA eligible content.
- The ELL instructional framework outlines instructional foci and English language proficiency levels. Skills, strategies, techniques, and/or resources may be introduced at earlier proficiency levels as appropriate. The implication is that skills and strategies that are a focus at an earlier proficiency level will be sustained throughout all levels as English proficiency increases.
- Content vocabulary development is a key instructional focus at all levels.
- English proficiency development builds on students' home language development as well as the skills and strategies developed as English is acquired.
- English proficiency level is determined using multiple assessments that include but are not limited to a standardized language proficiency assessment that measures reading, writing, speaking, and listening. In most cases, students should be able to demonstrate skills and strategies that are identified for their proficiency level in this document before moving to the next proficiency level. Skills that are identified at multiple proficiency levels may be assessed for transitions as needed.
- Number of skills sustained and related academic vocabulary should increase as proficiency level increases.
- Research suggests that it may take on average 5-8 years to develop cognitive academic language proficiency (CALP) that approximates that of native English speakers.
- Throughout the implementation of the ELL Curricular Framework, the ELL staff will collect strategies that they feel are especially effective in the delivery of their content and language focused lessons. These strategies will be shared across proficiency levels and grade levels to ensure uniformity of services and promote best practices.
- This framework document serves as an overview and a foundation for the scope and sequence, curriculum and lesson plans; it does not determine the manner of that instruction from class to class. While the framework, scope and sequence, and curriculum will be uniform across proficiency levels, daily lesson plans may differ from class to class depending on student needs.

Students with Limited and/or Interrupted Formal Schooling:

- Students who have had limited formal or interrupted schooling may need additional time to develop the essential elements of reading and writing. For older students, careful ongoing assessment to determine which skills have been mastered and which need to be a focus of instruction is essential. Reading at grade level is not an indication of an ELL's ability to learn, nor is it a reason for referral for learning support. In many cases, content materials may need to be presented orally and visually. Adaptations in assessment should be made to assess content area knowledge while reading and writing skills are developing. Although oral and listening skills may develop rapidly, reading and writing skills often continue to develop at a slower rate.

Basic Interpersonal Communication Skills (BICS)

Description: Development of Basic Interpersonal Communication Skills (BICS)

- Develop speaking and listening skills to appropriately interact socially with others
- Facilitate an understanding of new cultural norms and values

Focus by Proficiency Level:

- **Level 1--Entering** – Much of instruction focuses on survival/high utility vocabulary, basic conversational skills, and procedural language.
- **Level 2--Beginning** – Instruction continues daily with integration of complex conversational skills.
- **Level 3--Developing** -- Instruction focuses on more figurative language skills such as idioms and culturally specific language. Instruction also focuses on understanding the difference between slang and formal language. Focus on developing language through thematic organization.
- **Level 4--Expanding** – Instruction focuses on developing and practicing specific language.
- **Level 5--Bridging** – Instruction focuses on mastering academic language development.

Resources and Materials:

- ELL texts and related teaching texts
- Professional development
- Teacher made materials
- PA ELP Standards
- PDE's SAS ELL Overlay
- District Literacy Framework (K-5)
- WIDA
- Idiom Dictionaries
- Bilingual Dictionaries
- Picture Dictionaries
- Picture Books

What the teacher is doing:

- Continually assessing student development in listening, speaking, reading, writing and comprehension using formal and informal measures and aiming instruction at student's current instructional level
- Modeling appropriate social conversation
- Observing students and their use of social language and developing instructional opportunities based on those observations.
- Assisting students in developing metacognitive skills to improve language learning
- Providing formal and informal opportunities for students to have social conversations
- Creating a positive environment for students to practice their oral language skills
- Encouraging students to reflect on their listening and speaking skills in social conversations
- Demonstrating and explaining the cultural norms of the school and classroom
- Encouraging students to make connections to their previous experiences and to share them in conversations
- Modeling question techniques
- Encouraging students to ask questions
- Modeling self-advocacy
- Encouraging students to self-advocate

What the students are doing:

- Actively engaging in listening, speaking, reading, writing and comprehension as they develop English proficiency.
- Evaluating their own listening, speaking, reading, writing and comprehension skills
- Setting goals for learning.
- Sharing their strategies for developing appropriate conversational skills in English.
- Contributing to the development of a positive environment to practice their English skills.
- Actively engaging in self-advocacy in all school environments

Cognitive Academic Language Proficiency (CALP)

Description: Teachers provide explicit and deliberate whole group, small group, pair work, or individual instruction to teach academic language proficiency in listening, speaking, reading, writing and comprehension.

Focus by Proficiency Level:

- **Level 1--Entering** - Pictorial or graphic representation of the language of the content areas; words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support
- **Level 2--Beginning** – General language related to the content areas, phrases or short sentences, oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with sensory, graphic, or interactive support
- **Level 3--Developing** - General and some specific language of the content areas; expanded sentences in oral interaction or written paragraphs; oral or written language with phonological, syntactic, or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic, or interactive support
- **Level 4--Expanding** – Specific language of the content areas; a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs; oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic, or interactive support
- **Level 5--Bridging** –Specialized language of the content areas; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of proficient English peers when presented with grade level material

Resources and materials:

- WIDA English Language Proficiency Levels
- PDE's SAS ELL Overlay
- ELL texts and related teaching texts
- WCASD Literacy Framework (K-5)
- Independent reading and writing materials
- Monolingual, bilingual and picture dictionaries
- Professional development
- Grade-level content-specific texts and supplemental materials
- Fiction and non-fiction
- Realia
- Technology

What the teacher is doing:

- Continually assessing student development in listening, speaking, reading, writing and comprehension using formal and informal measures and aiming instruction at student's current instructional level.
- Providing direct instruction in academic literacy skills
- Planning lessons based on students' English language proficiency levels
- Planning lessons based on eligible content
- Modeling correct usage of academic language in content areas
- Modeling and providing learners with meta-cognitive strategies for independent language learning.

What the students are doing:

- Continually participating in both formal and informal speaking, listening, reading and writing activities
- Connecting L1 knowledge to English
- Demonstrating through speaking, listening, reading, and writing acquisition of language strategies
- Investigating, questioning, discovering and forming generalizations about language
- Engaging in self-monitoring skills
- Reflecting on language acquisition progress

Listening

Description: Process, understand, interpret and evaluate spoken language in a variety of situations.

What the teacher is doing:

- Providing many varied opportunities for students to listen to English at their listening competency
- Providing comprehensible input to increase listening competency
- Working with content teachers to scaffold instruction and provide comprehensible input into their lessons
- Teaching learning strategies that enable students to listen and comprehend academic lectures
- Teaching and modeling active listening skills

What the student is doing:

- Engaging in active listening
- Attaching meaning to spoken English

Speaking

Description: Engage in oral communication in a variety of situations for a variety of purposes and audiences

What the teacher is doing:

- Providing many varied opportunities for students to speak in English at their proficiency level
- Providing comprehensible input to increase speaking level
- Using academic sentence frames to enhance oral academic language
- Working with content teachers to scaffold instruction that facilitates proper use of academic vocabulary

What the student is doing:

- Engaging in speaking activities
- Producing authentic English dialogue
- Producing sentences using sentence frames and sentence prompts
- Participating in group discussion using academic vocabulary

Reading

Description: Process, understand, interpret and evaluate written language, symbols and text with understanding and fluency

What the teacher is doing:

- Providing instruction based on English language proficiency levels
- Differentiating instruction for pre-literate ELLs and literate ELLs
- Providing direct instruction and modeling in whole group, small group, and individual instructional sessions
- Conferring with students to assess reading levels and strategies used
- Monitoring students' independent reading, shared reading and guided reading groups
- Modeling before, during and after reading strategies
- Modeling meta-cognitive reading strategies
- Working with content teachers to scaffold instruction

What the student is doing:

- Engaging in guided, shared, and independent reading based on English language proficiency levels
- Reading a variety of genres
- Applying modeled reading strategies
- Conferring with teacher about strategies used and reading material

Writing

Description: Engage in written communication in a variety of situations for a variety of purposes and audiences

What the teacher is doing:

- Providing instruction based on English language proficiency levels
- Differentiating instruction for pre-literate ELLs and literate ELLs
- Using current WCASD writing practices
- Facilitating formal and informal assignments for practice and assessment
- Modeling writing for various purposes
- Conferring with students individually with focus determined by students' needs
- Reading, editing and revising student writing
- Engaging students in self- and peer- editing and revising
- Continuously advancing expected depth, length and quality of assignments.

What the students are doing:

- Actively engaging in a variety of writing activities
- Self- and peer-editing
- Observing teacher during modeling of writing
- Conferring with teacher about writing ability and methods of improvement

Supports for ELL Students

Levels 1 and 2: Entering/Beginning

Instruction should:

- Be based on student's current levels of English language proficiency
- Differentiate for pre-literate ELLs and literate ELLs
- Be based on PDE and WCASD standards (PDE's SAS ELL Overlay)
- Encourage higher order thinking skills (HOTS)
- Include differentiated rubrics
- Allow for silent period and non-verbal responses
- Connect to background knowledge
- Identify and assist with cultural differences and school procedures
- Provide repeated opportunities to learn the same information
- Provide repeated opportunities to practice oral language
- Provide accessible texts and materials
- Build a basic vocabulary of English words and conversational terms and phrases
- Emphasize cognates
- Use gestures to provide meaning
- Write (print) important concepts on the board
- Increase "wait" time
- Provide direct instruction in literacy
- Incorporate graphic organizers
- Provide realia
- Provide an affective environment that is positive and secure to practice oral language and listening skills
- Include self-advocacy skills

Levels 3 and 4: Developing and Expanding:

Instruction should:

- Be based on student's current levels of English language proficiency
- Be based on PDE and WCASD standards (PDE's SAS ELL Overlay)
- Encourage higher order thinking skills
- Include differentiated rubrics
- Provide direct instruction on story elements and structure
- Provide direct instruction on parts of speech, roots, prefixes, and suffixes
- Provide direct instruction on the Internet and various types of media for research
- Provide direct instruction on cause and effect relationships
- Teach explicit reading and comprehension strategies
- Provide visual clues and explicit meanings of idiomatic expressions and figurative language
- Provide accessible reading selections
- Incorporate graphic organizers
- Allow for individualized oral or written reading responses
- Give direct instruction on identifying semantic clues related to fact and opinion

- Provide direct instruction and model basic reading strategies for specific genres
- Provide an environment that is positive and secure to practice oral language, listening skills, and literacy skills
- Identify and assist with cultural differences and school procedures
- Provide multiple and different opportunities to learn new language skills
- Continue to increase academic vocabulary
- Provide reading materials at the students' reading level
- Connect to background knowledge
- Include self-advocacy skills

Supports for ELL Students (continued)

Level 5--Bridging:

Instruction should:

- Be based on students' current levels of English language proficiency
- Continue direct instruction
- Provide support in writing process through classroom assignments
- Continue to increase academic vocabulary
- Continue to increase complexity of syntax
- Provide support for content reading through the use of graphic organizers and other scaffolds
- Assist students in developing learning strategies useful in various academic contexts
- Provide opportunities for developing critical thinking skills
- Include self-advocacy skills
- Continue to provide graphic and visual support as needed

Monitored:

Teacher needs to:

- Continue to monitor English and academic progress
- Be informed about monitored students' progress by meeting with classroom teachers

Professional Resources

- Anderson, Carl. *How's It Going? A Practical Guide to Confering with Student Writers*. Portsmouth, NH: Heinemann, 2000.
- Buckner, Aimee. *Notebook Know How: Strategies for the Writer's Notebook*. Portland, ME: Stenhouse Publishers, 2005.**
- Cappellini, Mary. (2005). *Balancing Reading & Language Learning: A Resource for Teaching English Language Learners, K-5*. Newark: International Reading Association.
- Chamot **Anna Uhl, and O'Malley, J. Michael *CALLA Handbook: Implementing the Cognitive Academic Language Learning Approach Reading*, MA: Addison-WELley Publishing Company, 1994.
- Diaz-Rico, L. (2004). *Teaching English Learners: Strategies and Methods*. Boston: Pearson.
- Dorfman, Lynn, and Capelli, Rose. Resource Guide, *Primary and Intermediate Teaching Writing Domains with Mentor Texts*. Reading Matters, 2005 (packets).
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- Echevarria, J., and Graves, A. (1998). *Sheltered Content Instruction: Teaching English Language Learners with Diverse Abilities*. Boston: Allyn and Bacon.
- Fiarbairn, S. and Jones-Vo, S. (2010). *Differentiating Instruction and Assessment for English Language Learners: A guide for K-12 teachers*. Caslon: Philadelphia.
- Gottlieb, M. (2006). *Assessing English Language Learners: Bridges from language proficiency to academic achievement*. Corwin Press: Thousand Oaks.
- Gibbons, P. (2002). *Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom*. Portsmouth: Heineman.
- Hill, J., and Flynn, K. (2006). *Classroom Instruction that Works with English Language Learners*. Alexandria, VA: ASCD.
- Hudec, J., and Short, D. (Eds.) (2002b). *The SIOP model: Sheltered instruction for academic achievement*. Video. Washington, DC: Center for Applied Linguistics.
- Krashen, S. (2004). *The Power of Reading*. Portsmouth, NH: Heinemann.
- Marzano, R. and Haystead, M. (2008). *Making Standards Useful in the Classroom*. Alexandria, VA: ASCD.
- Marzano, R., Pickering, D., Pollock J. (2001). *Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement*. Upper Saddle River, NJ: Pearson.
- Peregoy, S. and Boyle, O. (2005). *Reading, Writing, and Learning in ESL: A Resource Book for K-12 Teachers*. Boston: Pearson
- <http://www.lancaster.k12.pa.us/academics.htm>
- www.pde.state.pa.us
- <http://www.cal.org/> Center for Applied Linguistics (CAL)
- <http://www.nabe.org/> National Association for Bilingual Education (NABE)
- <http://www.tesol.org>
- www.ncela.gwu.edu (National Clearinghouse for English Language Acquisition and Language Educational Programs)
- <http://www.readwritethink.org/>
- <http://www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx> PDE's SAS ELL Overlay
- www.wida.us
- <http://www.wcasd.net/>

Graphic Organizers	<p>The following graphic organizers will be incorporated into instruction. Different graphic organizers may be chosen to meet the needs of any particular class for any unit of this curriculum as long as all have been incorporated into instruction (either introduced or focused on) during the school year. The overall objective regarding graphic organizers is to build the students' understanding of them to a degree such that the students are able to independently identify and utilize organizers that they find the most effective for a given task. Additional graphic organizers can be found on www.readingquest.org</p>		
	<ul style="list-style-type: none"> • Cycle Chart • T-Chart • Fishbone Chart • Interaction Map • Venn Diagram • Continuum Scale 	<ul style="list-style-type: none"> • Flow Chart • Concept Map • Problem/Solution Outline • Compare/Contrast Chart • Series of Events Chart (Map) • Cornell Note-Taking 	<ul style="list-style-type: none"> • Spider Map • Hierarchy Diagram • Brainstorming Web • KWL Chart • Network Tree

Learning Strategies The following table outlines the learning strategies that will be incorporated into instruction. Different learning strategies may be chosen to meet the needs of any particular class for any unit of this curriculum as long as all strategies have been incorporated into instruction (either introduced or focused on) during the school year. The overall objective regarding learning strategies is to build the students' understanding of them so that they are able to independently identify and utilize strategies that they find the most effective for a given task.

STRATEGY NAME	STRATEGY DESCRIPTION	STRATEGY DEFINITION
Meta-cognitive Strategies		
Advance Organization	Preview Skim Gist	Preview the main ideas and concepts of a text; identifying the organizing
Organizational Planning	Plan what to do	Planning how to accomplish the learning task; planning the parts and sequence of ideas to express
Selective Attention	Listen or read selectively Scan Find specific information	Attending to key words, phrases, ideas, linguistic markers, types of information
Self Management	Plan when, where, and how to study	Seeking or arranging the conditions that help one learn
Monitoring		
Monitoring Comprehension	Think while listening Think while reading	Checking one's comprehension while reading or listening
Monitoring Production	Think while speaking Think while writing	Checking one's oral or written production while it takes place
Evaluating		
Self Assessment	Check back Keep a learning log Reflect on what you learned	Judging how well one has accomplished a learning task
Cognitive Strategies		
Resourcing	Use reference materials	Using reference materials such as dictionaries, encyclopedias, and/or textbooks

Grouping	Classify Construct graphic organizers	Classifying words, terminology, quantities, or concepts according to their attributes
Note taking	Take notes on idea maps, T-lists, etc.	Writing down key words and concepts in abbreviated verbal, graphic, or numerical form
Elaboration of prior knowledge	Use what you know Use background knowledge Make analogies	Relating new to known information and making personal association
Summarizing	Say or write the main idea	Making a mental, oral, or written summary of information gained from listening or reading
Deduction/Induction	Use a rule/Make a rule	Applying or figuring out rules to understand a concept or complete a learning task
Imagery	Visualize Make a picture	Using mental or real [pictures to learn new information or solve a problem
Auditory Representation	Use your mental tape recorder Hear it again	Replaying mentally a word, phrase, or piece of information
Making Inferences	Use context clues Guess from context Predict	Using information in the text to guess meanings of new items or predict upcoming information
Social/Affective Strategies		
Questioning for Clarification	Ask a question	Getting additional explanation or verification from a teacher or other expert
Cooperation	Cooperate Work with classmates Coach each other	Working with peers to complete a task, pool information, solve a problem, get feedback
Self-Talk	Think positively!	Reducing anxiety by increasing one's sense of competence