

# Supplemental Literacy Plan for English Language Learners



## **Bilingual/ESOL Department Instruction & Interventions**

### **Office of Academics**

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## **Introduction**

Broward County Public Schools, the sixth largest school district in the United States, is charged with the opportunity and challenge of providing effective and comprehensible instruction to the growing number of English Language Learners (ELLs). Our task is to instruct ELLs so that they gain both proficiency in English and mastery of the [Florida State Standards](http://www.cpalms.org/Public/search/Standard) (<http://www.cpalms.org/Public/search/Standard>). Studies have shown that successful programs for ELLs must include curriculum and instruction that recognizes the diversity and complexity of these students. The programs must be comprehensive and allow for students to build their reading, writing, listening, and speaking skills in English. When schools enroll ELLs, the implications are immense and require significant changes to program structure, belief systems, and behaviors. These studies also show that many ELLs would profit from a better fit between their instructional needs and the instructional environment in order to prevent learning difficulties. A focus on the learner-environment fit requires consideration of individual and school-level factors that influence ELLs' abilities in the content areas. Incorporating specific practices described in the literacy plan will benefit ELLs.

We believe that English Language Learners (ELLs) can perform at high levels of academic achievement given appropriate instruction. Teachers need to know and understand specific cultural and instructional information to meet the unique needs of ELLs.

## **World Class Instructional Design and Assessment**

(<https://www.wida.us/downloadLibrary.aspx>)

An English language learner (ELL) develops language proficiency in listening, speaking, reading, and writing interdependently, but at different rates and in different ways. Broward County Public Schools embraces the adopted WIDA's English Language Development Standards that represent the social, instructional, and academic language that students need to engage with peers, educators, and curriculum in schools. WIDA's Can Do Philosophy is based on the belief that all students bring established knowledge, skills and ways of seeing and understanding the world from their homes and their communities. [Academic language](https://www.wida.us/aboutUs/AcademicLanguage/) (<https://www.wida.us/aboutUs/AcademicLanguage/>)—that is, language use in academic contexts in this framework is viewed as a vehicle for communicating and learning within sociocultural contexts; the interaction between different situations and people in the learning environment. The standards framework addresses the four language domains: listening, speaking, reading and writing which help educators plan balanced opportunities for language learning and take advantage of the stronger English language skills in one domain to support development in the other domains.

School-wide focus will be on English language literacy development and achieving proficiency levels on the newly adopted WIDA Standards All teachers will assume responsibility in assuring that students designated as ELL will be successful and reach proficiency levels in the areas of Language Arts, Math, Social Studies, Science, and English.

## **WIDA's Guiding Principles of Language Development**

(<https://www.wida.us/downloadLibrary.aspx>)

Language is a powerful force that helps shape our individual and collective identity. WIDA views language as a resource and ELLs as valued contributors to learning communities. The

Principles of Language Development acknowledge the diverse linguistic resources our students draw from and the unique pathways they follow throughout the process of learning English.

1. Students' languages and cultures are valuable resources to be tapped and incorporated into schooling.
2. Students' home, school, and community experiences influence their language development.
3. Students draw on their metacognitive, metalinguistic, and meta-cultural awareness to develop proficiency in additional languages.
4. Students' academic language development in their native language facilitates their academic language development in English. Conversely, students' academic language development in English informs their academic language development in their native language.
5. Students learn language and culture through meaningful use and interaction.
6. Students use language in functional and communicative ways that vary according to context.
7. Students develop language proficiency in listening, speaking, reading, and writing interdependently, but at different rates and in different ways.
8. Students' development of academic language and academic content knowledge are inter-related processes.
9. Students' development of social, instructional, and academic language, a complex and long-term process, is the foundation for their success in school.
10. Students' access to instructional tasks requiring complex thinking is enhanced when linguistic complexity and instructional support match their levels of language proficiency.

### **Effective Program Model**

Research by Jim Cummins (1981) shows a distinction between two types of language that ELLs need to acquire: **Basic Interpersonal Communication Skills (BICS)** and **Cognitive Academic Language Proficiency (CALP)**. (<http://iteachilearn.org/cummins/bicscalp.html>). This research has shown that the average student can develop conversational fluency within two to five years. Most ELLs require 4 to 7 years of instruction to reach the average academic performance of native English speakers (Collier, 1987).

Developing fluency in a second language depends on many variables. There is no single approach, strategy, or program that will always meet the needs of every student in the classroom. However, according to *Academic Literacy Instruction for Adolescents: A Guidance Document from the Center on Instruction* (<http://opi.mt.gov/pub/rti/EssentialComponents/RBCurric/Reading/RTIResources/Academic%20Literacy%20Instruction%20for%20Adolescents.pdf>) instructional decisions to assist with the development of academic language should consider questions such as these:

- How long has the student been receiving formal instruction in English?
- What are the student's specific areas of difficulty or weakness?
- Does the student have difficulties in most academic areas?

- Has the student ever received supplemental or targeted instruction in the areas of difficulty or weakness?
- How different is the student’s native language alphabet from that of English?
- Does the student display specific strengths related to achievement in the area(s) where he or she is experiencing difficulty?

According to *A National Study of School Effectiveness for Language Minority Students’ Long-Term Academic Achievement*

(<http://www.usc.edu/dept/education/CMMR/CollierThomasExReport.pdf>), the following major factors influence the success of programs for English language learners:

- The potential quality of the type of program for ELLs. This refers to the power of a program’s features to influence student achievement.
- The realized quality of the type of program for ELLs. This is the degree of full implementation of a program in terms of administrative support; teacher skills and training to deliver the full instructional effect of the program; and the degree to which the program is evaluated.
- The breadth of program focus. This refers to the instructional focus on the linguistic, cognitive, and academic development of levels of English in a supportive school environment.
- The quality of the school’s instructional environment. This refers to the degree to which the school includes parental engagement, supports the instructional program, and supports second language development without the loss of primary language.
- The quality of instructional time. This is the degree to which instructional time is used effectively so that students receive comprehensible instruction for an instructionally optimum time period.

An effective program for ELLs must contain the following essential components:



## **BCPS offers the following instructional models for ELLs:**

**[Sheltered Instruction \(K-12\)](http://www.brown.edu/academics/education-alliance/teaching-diverse-learners/strategies-0/sheltered-english-instruction-0)** (<http://www.brown.edu/academics/education-alliance/teaching-diverse-learners/strategies-0/sheltered-english-instruction-0>) refers to the instructional delivery where only ELLs from different language backgrounds are grouped together to receive instruction in content subject classes, such as Science, Social Studies, Math and English/Language Arts by highly qualified teachers.

Students are “sheltered” in the sense that they do not compete with fluent speakers of English. Teachers adjust the level of instruction to ensure that students understand the grade level curriculum. This type of instruction enables ELLs to become proficient in English and facilitates the acquisition of academic language necessary to succeed in content area classrooms.

Delivery models will vary by grade levels. In grades K-5, students are clustered by grade level and instruction is differentiated by language proficiency in a sheltered (self-contained) classroom. In grades 6-8, students are clustered by grade level and sheltered instruction is differentiated by English language proficiency. In grades 9-12, students are clustered by sheltered instruction (content area) classes and instruction is differentiated by English language proficiency.

**[Basic Mainstream Instruction \(K-12\)](http://www.colorincolorado.org/article/supporting-ells-mainstream-classroom-language-tips)**( <http://www.colorincolorado.org/article/supporting-ells-mainstream-classroom-language-tips>) is implemented in schools with an insufficient ELL enrollment to provide sheltered instruction. In this model ELLs receive instruction with ESOL strategies in classrooms with non-ELLs. This model requires careful planning and ongoing support from a highly qualified teacher, to ensure that the needs of the ELLs and non-ELLs are met simultaneously and equitably. Implementation of this model will vary for the grade levels. Schools should cluster students strategically in order to maximize instruction and resources available.

Clustering is:

- Developing consistent school-wide guidelines for student placement (according to language classification/proficiency, and/or academic needs) in order to strengthen instructional services
- NOT segregation—students in clustered classrooms have equal access to all instructional resources
- An all school effort—staff must understand the rationale and system for student placement so that new students are placed appropriately

Benefits of Clustering:

For Students:

- Equal access to all instructional options
- More instructional time and support provided by school staff
- More bilingual support provided by bilingual paraprofessional/teacher
- Social and emotional support from peers who are themselves learning English
- Instruction provided by a mainstream teacher trained to work with ELLs
- Access to additional materials that are appropriate for ELLs (manipulatives, visual

supports, range of leveled books, etc.)

- Better differentiation of instruction—it is harder to overlook a large group of students when planning for instruction

For Teachers:

- Increased opportunities to collaborate with and learn from other teachers
- More professional development opportunities
- Opportunities to work in small groups for focusing instruction
- Access to more materials for differentiation of the instruction

***Dual Language*** ([http://www.cal.org/twi/Guiding\\_Principles.pdf](http://www.cal.org/twi/Guiding_Principles.pdf)) is an educational approach in which students learn two languages in an instructional setting that integrates subject content presented in English and another language. Broward County Public Schools' Dual Language program offers a school within school approach to second language acquisition education. The goal of the program is to prepare students for the future by providing them with the opportunity to become fully bilingual by learning listening, speaking, reading and writing skills in English and the target language and develop an appreciation for different cultures. The Dual Language program provides children with the opportunity to learn two languages, while maintaining high academic standards. Academic subjects are taught to all students through both English and Spanish.

***Developmental Language Arts ESOL-Reading (6-12)*** is a course designed for ELLs who are non-English speaking and/or at the beginning level of English language proficiency (A1-A2). Listening, speaking, reading, and writing are made comprehensible through instruction in English using strategies and techniques appropriate to their level of English proficiency and reading ability. English language development is strongly emphasized and incorporated into reading and writing instruction. Literacy programs that provide instructional support of oral language development in English, aligned with high-quality literacy instruction are the most successful (August & Shanahan, 2006, p. 4). **This course is in lieu of intensive reading therefore it must follow guidelines set forth in the district K-12 Comprehensive Reading Plan.** Students may not be enrolled in both Intensive Reading and Developmental Language Arts ESOL-Reading. The Middle and High School Placement Charts in the K-12 Comprehensive Reading Plan are very specific as to the time that students must be enrolled in Intensive Reading courses.

### **Professional Development**

***Sheltered Instruction Observation Protocol (SIOP)***: ([http://www.everythingsl.net/inservices/using\\_siop\\_model\\_08621.php.php](http://www.everythingsl.net/inservices/using_siop_model_08621.php.php))

A proven, research-based model of instruction specifically designed to meet the needs of ELLs is the *Sheltered Instruction Observation Protocol (SIOP)*. *SIOP* provides teachers with an observation instrument that also serves as a tool for planning, implementing, and reflecting on lesson delivery. This model gives teachers a structure for how to teach what students need to learn in terms of both the language skills in English and the specific content students need to learn, along with their grade-level English speaking peers. *SIOP* is an approach that stresses student engagement through activities that utilize content and language knowledge. Ongoing assessment and specific feedback are given to students, enabling teachers to adjust instruction and ensure achievement of objectives. Professional development will be offered for teachers by the district via face-to-face

sessions and online coursework. District ESOL staff will be assigned as facilitators to assist schools with effective implementation of *SIOP*.

***ESOL: Building Foundations for English Language Learners K-5:*** Elementary teachers and Reading Coaches participate in a 3-day professional development opportunity that assists teachers in integrating listening, speaking, reading, and writing skills into the instruction. The workshop focuses on teaching reading comprehension strategies, vocabulary development, building and activating background knowledge, assessment for ELLs, and the effective use of Marzano’s instructional strategies coupled with the ESOL instructional strategies. Participants receive a professional book that contains practical information on teaching reading to culturally and linguistically diverse students who enter the classroom with a broad range of experiences.

***Developmental Language Arts ESOL-Reading “Bridging Language Development and Literacy”:*** Secondary teachers and Reading Coaches participate in a 3-day professional development opportunity offered to assist them in the delivery of instruction for the Developmental Language Arts ESOL-Reading course. At this workshop, participants receive an overview of the WIDA Framework, the core and supplemental materials used for instruction, technology for ELLs, and key effective strategies. Participants have an opportunity to plan lessons and learn about effective ESOL strategies for ELLs.

#### **Accountability of Student Academic Program & Monitoring of Program Implementation**

Guidance Counselors, Literacy Coaches, and/or Curriculum Specialists are responsible of participating in the ELL programmatic assessment to ensure that the ELLs are appropriately scheduled in courses that will meet their academic and linguistic needs. For more information regarding Programmatic Assessment refer to the *ESOL Program Handbook* at <http://esol.browardschools.com>

Classroom teachers evaluate student performance by monitoring classroom grades, progress reports and report cards throughout the year to identify ELLs’ supplementary needs and most effective instructional delivery strategies. To monitor student’s progress, teachers may use report cards, test scores, classroom performance, language proficiency test scores, and any other document that reflects student achievement. The school’s ESOL contact is responsible of ensuring that the monitoring process has been completed as required.

Principals are held accountable and monitored by their respective Cadre Director Administration through regular visitations. Additional support and guidance with forms/checklists and classroom observations to monitor effective use of ESOL strategies and appropriate implementation of instructional program models are provided by the Bilingual/ESOL Director or designee. Any area of concern is brought to the attention of the school’s principal and district ESOL staff for discussion and enhancement planning to ensure compliance.

The following is a list of documents supporting ELLs and teachers available at <http://esol.browardschools.com>.

- *Brainshark Presentations*
- *ESOL Instructional Strategies Matrix & Addendum*
- *Developmental Language Arts ESOL-Reading Units of Study (6-12)*

- *World Class Instructional Design and Assessment K-12 (WIDA)*
- *Suggested Bilingual Dictionaries*
- *Guidelines for Exceptional Student Education and English Language Learners*
- *Department Handbook*

### **Literacy Learning in a Second Language**

For ELLs to advance at a normal rate in becoming literate in English, they need instruction that is different in focus and intensity from the instruction provided for native English speakers. ELLs require much more oral language development with a focus on listening and speaking. ELL students require instruction that provides ample opportunities for them hear and discriminate the words and sounds of English, to increase their vocabulary and to practice their oral English skills.

All literacy teachers must be well prepared in the theoretical and research base in second-language acquisition and in the technical aspects of teaching second language learners to read and write. Teachers must be knowledgeable about the normal learning curve of English language development among bilingual learners so that they can set realistic expectations and monitor students progress through appropriate assessment. Teachers should be well versed in the particular points of difficulty that second language readers and writers experience with English at each stage of their language and literacy development. What matters most in the education of English language learners is the quality of instruction.

There are three instructional characteristics that are beneficial for all students, but absolutely essential for English Language Learners (ELLs): comprehensible input, interaction, and cognitively challenging instruction.

1. Comprehensible input refers to techniques that teachers use to make concepts clear.
2. **Scaffolding**  
([http://www.udlcenter.org/sites/udlcenter.org/files/ScaffoldingEnglishLanguageLearners\\_0\\_0.pdf](http://www.udlcenter.org/sites/udlcenter.org/files/ScaffoldingEnglishLanguageLearners_0_0.pdf)) is a term we often associate with comprehensible input. This includes strategies such as teacher modeling, use of visuals and realia, and pre-teaching. Interaction refers to a structured opportunity for students to use target language. Whether between teacher and students or among students, they provide the wait and practice time to formulate an answer before reporting out whole-group. Interactions are also powerful because they ensure all students are getting a chance to share their thinking, and they may allow some students to clarify key concepts in their primary language with a partner.
3. Cognitively challenging instruction refers to teaching mental processes, or learning strategies, that enhance comprehension, learning, and retention of information. Our job is not to water down cognitively demanding material, but to make it accessible to students by adding context, activating prior knowledge, and structuring the tasks for step-by-step success. Teaching students to use mnemonic devices in order to help retain information; to make connections in order to understand text; and to utilize a specific process or strategy for problem solving are all ways to make cognitively challenging instruction more accessible to ELLs. Providing multiple exposures is another essential strategy to help ELLs find success.

## Assessment

Accurate grade level and program placement of the ELL student will be based on multiple assessment results. Analysis of authentic assessments of academic and English language proficiency levels of ELL students informs the design of instruction that is appropriate and challenging. In addition to the assessments administered as part of ongoing instruction and the literacy plan, the following assessment matrix represents the additional assessments that can assist in diagnosing the instructional needs of the ELL student, in monitoring their progress over time, and in assessing their annual linguistic and academic growth.

### Assessment Matrix relevant to English Language Learners

Assessment	Purpose	Type	When Administered
<a href="#">IDEA Proficiency Test (IPT)</a>	Initial Placement & Progress Monitoring (Grades K-12)	Formative	Within 20 days of enrolling in district if a language other than English is indicated as being spoken in the home.  Annually for progress monitoring of listening, speaking, reading & writing.
Kaufman Test of Academic Achievement (KTEA) Reading & Writing	Initial Placement (Grades 3-12)	Formative	Within 20 days of enrolling in district if a language other than English is indicated as being spoken in the home
<a href="#">ACCESS for ELLs 2.0</a>	Listening, Speaking, Reading & Writing	Summative	Spring

(IPT) [http://www.ballardtighetraining.com/iptinservice/iptoral\\_overview.html](http://www.ballardtighetraining.com/iptinservice/iptoral_overview.html)

(ACCESS) <https://www.wida.us/downloadLibrary.aspx>

## ESOL Instructional Strategies Matrix

(How We Teach is as Important as *What* We Teach)

A Accommodations	B Clear Communication	C Assessments	D Vocabulary	E Collaboration & Conversation	F Metacognitive & Metalinguistic
A1 Heritage Dictionary A2 Heritage Language (L1) Support A3 Flexible Scheduling A4 Flexible Setting A5 Flexible Timing	B1 Concise Language B2 Clear Directions B3 Enunciation B4 Pauses & Pacing B5 Pointing B6 Repeating/Paraphrasing B7 Gestures B8 Show Examples & Non-Examples B9 Demonstrations B10 Anecdote/Storytelling	C1 Rubrics C2 Presentation C3 Portfolio C4 Checklist C5 Labeling C6 Interview C7 Response Cards C8 Oral Assessment C9 Observation C10 Context-Embedded Text C11 Voting Devices C12 Cloze Test C13 Visual Representations C14 Self /Peer Assessment C15 Samples C16 Sentence Frames	D1 Etymology/Cognates D2 Semantic Feature Analysis D3 Context Clues D4 Tier II/Tier III Analysis D5 Interactive Word Walls D6 Vocabulary Games D7 Multiple Meanings D8 Phonology D9 Vocabulary Banks	<b>Grouping Configurations:</b> E1 Heterogeneous Grouping (Language/Content Readiness; Learner Profiles; Interests) E2 Homogeneous Grouping (Language/Content Readiness; Learner Profiles; Interests) E3 Jigsaw E4 Peer Pair E5 Reader's Theater E6 Think/Pair/Share E7 Academic Games E8 Group Presentations/Projects E9 Socratic Seminar E10 Panel Discussion E11 Debate/Defend with Evidence	F1 L1 Transfer F2 Mnemonic Devices F3 Dialogue Journals F4 Self-Correction F5 Self-Evaluation F6 Self-Monitor F7 Peer Editing F8 Associations
G Context Embedded Supports & Close Reading			H Multimodal & Multimedia	I Advance Organizers	J Additional Resources
G1 Activating and/or Building Prior Knowledge G2 Chunking Text G3 Annotations & Symbols G4 Ask Inferential & HOT Questions G5 Ask Clarifying Questions G6 Modeling G7 Read Aloud G8 Think Aloud G9 Multimodal Texts G10 Visualization/Illustrations G11 Summarizing G12 Dramatic Enactments/Role Play G13 Identify Key Concepts G14 Similarities & Differences G15 Language Experience Approach	G16 Note-Taking/Outline Notes G17 Question-Answer-Relationship (QAR) G18 Reading with Specific Purpose G19 Reread Text G20 Text Features & Structural Analysis G21 Survey, Question, Read, Recite, Review (SQ3R) G22 Text Connections G23 Total Physical Response (TPR) G24 Vary Complexity of Assignment G25 Realia/Manipulatives G26 Captioning	H1 Audio-Visual Applications H2 Digital Books H3 Computer Software H4 Document Camera H5 Interactive White Board H6 Tablet/Interactive Devices H7 Language Master H8 Video/Film/CD/MP3 H9 Digital Simulations H10 Translation Devices	I1 Charts (Flowcharts, T-Charts, etc.) I2 Anticipation Guide I3 Cornell Notes I4 Digital Tools/Software I5 Foldables I6 Graphs/Diagrams I7 K-W-L I8 Reading and Analyzing Non-Fiction (RAN) I9 Notes TM I10 Webbing/Mapping I11 Story Maps I12 Timelines I13 Venn Diagrams I14 Vocabulary Improvement Strategy (VIS)	J1 Art Integration J2 Community Resources J3 Cultural Sharing J4 Celebrations J5 Field Trips J6 Guest Speakers J7 Holiday Programs J8 Multicultural Resources J9 Music/Songs/Jazz Chants	

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World Class Instructional Design and Assessment (WIDA) available online at [www.wida.us](http://www.wida.us)