



Hickory Public Schools

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Supplemental Literacy Plan for English Language Learners

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Rationale

All students deserve access to appropriate instruction designed for their specific needs. We believe that every child can learn and that teachers have the biggest impact on student success. Similarly, 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.

To that end, teachers in Hickory Public Schools support and encourage the use and development of a student's native language. Educators should use research-based instructional methods in an inclusive environment which supports diversity. Teachers need to understand basic principles of Second Language Acquisition across all language domains: speaking, listening, reading and writing as it pertains to the North Carolina Standard Course of Study. Importantly, educators will find ways to empower parents to participate in their child's education.

North Carolina State Board of Education has adopted the World Class Instructional Design and Assessment (WIDA) Standards for English Language Development both for English as a Second Language Specialists and mainstream teachers. Teachers are encouraged to consult the WIDA standards for appropriate instructional scaffolds and expectations based on students' language proficiency levels. Proficiency levels will be provided by the ESL Specialist.

Our commitment to English language development is framed by the knowledge that standard assessments in English may not be an authentic reflection of what speakers of other languages may know and be able to do. Teachers must provide appropriate accommodations and/or modifications to instructional delivery and assessment. Teachers will adhere to the Hickory Public Schools English Language Learner Service Plan to meet the instructional modifications and accommodations as assigned for ELLs in their classes. Teachers can utilize additional assessments to inform instructional decisions for ELLs. Hickory Public Schools recognizes and expects that instructional designs should address the social, cultural, linguistic, and academic and development of ELLs.

Literacy First is the adopted literacy framework for kindergarten through fifth grade. However, additional considerations should be made to improve instruction of ELLs. This addendum provides teachers with detailed information to improve the literacy process for ELLs. Similarly, Anatomy of a Lesson (AOL) is the Hickory Public Schools instructional framework. The following instructional modifications augment AOL to support both English language development and academic achievement of English language learners.

Vocabulary

Reading comprehension is reliant upon understanding the meaning of words in a passage or text. ELL students are acquiring a new language while learning the academic content of the grade level. Vocabulary development is one of the most important skills English Language Learners need in order to communicate and comprehend. Vocabulary is a crucial focus for ELLs in every grade and in each content area.

ELLs need context for learning new words. This requires the teacher to assess students' prior knowledge about a topic and then build necessary background knowledge before vocabulary instruction begins. This assessment of prior knowledge could include the student's native language. Once the context has been established, students must be given many opportunities to manipulate and use the new words appropriately. Although native English speakers typically acquire Tier 1 vocabulary without specific instruction, ELLs may require explicit instruction in Tier 1 vocabulary words.

Vocabulary instruction should include all four language domains, reading, writing, listening, and speaking. Vocabulary should be taught daily through multiple explicit strategies in all content areas. This includes language arts, science, social studies, math, special areas like art and music, and the language used in assessment.

Strategies for teaching vocabulary building with ELL students:

- Frontload vocabulary words before students read a text
- Teach how to use dictionaries including bi-lingual dictionaries
- Model how to use context clues;
- Use visuals and realia such as pictures, videos, objects, manipulatives, etc.
- Conduct read alouds
- Connect to cognates in the native language

Resources to support vocabulary instruction:

[Vocabulary Development](#) – classroom strategies for building vocabulary such as pre-teaching

[Academic Vocabulary](#) – examples of real step-by-step strategies for teachers to use in class

[Math Vocabulary Development](#) – hints on how to teach academic vocabulary in math

[Teaching through cognates](#) –strategies to help teachers with cognate instruction

[Probable Passage Strategy](#) – strategy to improve comprehension, to develop awareness of story structure, and to increase vocabulary development

[Strategies for pre-assessing students' knowledge](#) –strategies for finding out what students know about concepts before instruction

[Strategies for all proficiency levels](#) – many activities for teaching vocabulary to different levels of readers

Writing

ELL Supplemental Writing Plan

In addition to the information provided in the HPS Literacy Plan for writing, ELL students need additional support through scaffolding of instruction to continue the development of independence in writing. Teachers use a variety of graphic organizers and visual aids to assist the ELL students in producing written compositions.

Students with Lower Levels of Proficiency in English

Depending upon the student's proficiency level, teachers could support ELL students as they progress in their writing by allowing the *dictation* of information in a child's native language to be translated and included in the child's writing portfolio. For students who have the ability to write in their native language, writing can be accepted in their native language and translated using other resources, websites or programs.

Students need explicit direct instruction regarding the types of writing outlined in the writing standards for each grade level. Teachers provide opportunities for ELLs to build background and develop oral language around the topics that are the basis for student writing. When assessing an ELL student's writing, teachers may need to separate content from conventions depending upon a student's writing proficiency in English.

Strategies:

- Provide opportunities for authentic conversation
- Allow the student to talk with someone about an idea before writing to activate needed ideas and vocabulary
- Provide writing scaffolds
- Write the story for a wordless book
- Create pattern books modeled after a classroom book in groups
- Create concept books for a color, shape, or adjective like tall or short
- Write pattern poems
- Use personal journals, buddy journals (between two students), or dialogue journals (between teacher and student or parent and student) to help promote fluency
- Use graphic organizers for each writing type
- Provide personal dictionaries to record correct spellings for frequently used words
- Help students learn to combine two short sentences into one longer sentence to add sentence variety
- Facilitate mini-lessons focused on using precise vocabulary
- Create class books on color words, strong verbs, emotions, or other lists of synonyms that can be used as resources during writer's workshop
- Use computers for their writing including spelling and grammar functions of word processing programs to help students identify and correct their own errors

Resources to support writing instruction:

<http://www.eduplace.com/graphicorganizer/> (Graphic organizers for writing)

<http://www.eduplace.com/graphicorganizer/> (Graphic organizers for writing)

<http://www.dailyteachingtools.com/free-graphic-organizers-w.html> (Graphic organizers for writing)

<http://usingmyteachervoices.wordpress.com/2012/11/09/personal-word-wall/> (Personal word wall)

http://www.nwp.org/cs/public/print/resource_topic/teaching_writing (Teaching writing websites with resources)

<http://writingcenter.unc.edu/faculty-resources/tips-on-teaching-writing/in-class-writing-exercises/> (In-class ideas for teaching writing)

<http://all4ed.org/wp-content/uploads/2013/09/SixKeyStrategies.pdf> (Six Key Strategies - ELL students)

http://curriculum.org/storage/258/1334340769/World_Walls_-_A_Support_for_Literacy_in_Secondary_School_Classrooms.pdf (Word walls for secondary classrooms)

<http://www.babelfish.com/> (Translation website)

Oral Language Development

ELL Supplemental Oral Language (Speaking and Listening) Plan

ELL students need additional support followed by opportunities to expand structured, responsive conversations to further oral language development. Teachers need to scaffold instruction to make it accessible for all students by selecting key vocabulary, using context or visual clues, using consistent language and providing images or visual representations. Teachers need to develop an awareness of each ELL student's social/cultural conventions surrounding speaking and listening, taking this into consideration as they scaffold instruction to meet each student's needs.

Teachers explicitly teach/model required classroom expectations. ELL students need opportunities to practice conversation independently or collaboratively with partners to support confidence and willingness to participate in small group and whole group classroom activities/conversations. Teachers provide explicit direct instruction regarding speaking and listening skills expected for each grade level. Teachers ensure that ELL students receive support in acquiring appropriate background knowledge and vocabulary (both conversational and academic) around topics in which students will be discussing prior to experiencing it through text. Where appropriate, teachers will need to develop and support the student's first language oral experience. Teachers recognize the importance of the oral language content versus sentence structure/conventions when assessing an ELL student's speaking and listening skills.

Strategies:

- Modeling through interactive read-aloud
- Morning messages/morning launch/sharing good news
- Listening and fluency center activities
- Front-load information to the student to allow them the opportunity to practice before being asked to talk/read in front of the class
- Instructional Conversations – Students interact in partner or small discussions to develop background knowledge
- Cooperative Learning Activities from SIOP MODEL – http://www.fresno.k12.ca.us/divdept/sscience/siop/siop_docs/SIOPstrategiesActivities.pdf
- Use an interactive process of conferencing to provide opportunities for authentic conversation
- Allow student to talk with someone about ideas before instructional activity to activate vocabulary
- Use dialogue journals (between two students) or (between teacher and student or parent and student) to help promote fluency

Resources for oral language development:

<http://teaching.monster.com/benefits/articles/9454-strategies-for-building-oral-language-skills> (specific skills on page 3)

<http://www2.ed.gov/programs/readingfirst/2008conferences/language.pdf> (specific strategies starting on page 42)

http://www.ballard-tighe.com/pdfs/fff/whitepaper_email.pdf (specific strategies starting on page 6)

<http://www.esd20.org/site/files/510/135401/451027/623797/SIOPClassroomStrategies.pdf>

<http://old.newteachercenter.org/home> (Various resources that include videos on how do use different methods for oral language)

http://www.freereading.net/index.php?title=Phonological_Awareness_Activities Oral Language for Phonological Awareness for K-2.

<http://www.colorincolorado.org/article/50910/>

<http://www.palmbeachschools.org/multicultural/documents/OralLanguageDevelopmentActivities.pdf>

http://www.teacherwritingcenter.org/Oral_Language_Practice_Activities.pdf

<http://www.literacyconnections.com/OralLanguage.php>

<http://www.wiu.edu/itlc/ws/ws1/docs/Level%201%20Activities.pdf>

<http://www.1donline.org/article/6383/>

Professional Learning Communities (PLC) for English Language Learners

ESL PLC

The main objective of PLCs is to support instruction for ELLs through collaboration and reflection on student progress. PLCs focus on individual student growth across content areas to support academic success. When addressing the needs of ELLs, PLC's should include the regular education teacher, ELL teacher, special area teachers, AIG teachers, and others who may have expertise in meeting student academic goals. At a minimum, these meetings should be held twice a semester.

Reviewing student assessment data is essential in understanding what the student already knows. Data in relation to curriculum maps, WIDA Standards, and Common Core State Standards should be included when discussing the needs of ELLs.

During a PLC, teachers consider the student's educational background, as well as the language and culture of the student. Assessment data for ELLs could include *Literacy First* assessments, Reading 3D, local benchmarks and interim assessments, teacher observations, and other authentic language assessments.

Considerations for ELLs in the PLC Process

1. What do they (student) need to know?

- Consider impact of ELL's background (Language, culture, and previous educational background)
- Review the data
- Analyze the Standards
- Reference curriculum maps
- Reference WIDA Standards
- Identify instructional modifications and/or accommodations needed to access the content

2. How do we know when they know it?

Frequently analyze assessment data to see if instructional supports or strategies are effective.

- Analyze student data at least monthly
- Use varied types of assessment to get a big picture of student progress
- Analyze growth in language proficiency
- Consider authentic assessments to augment existing data
- Consider native language assessment

3. What do we do when they already know it?

- Continue to the next level of instruction.
- Review the data and group for appropriate instruction in the classroom
- Collaborate with regular education teachers, specialists, AIG teacher and ELL teacher

4. What are we going to do differently to help the students?

Identify research based strategies for ELLs

- Sheltered Instruction Observation Protocol (SIOP)
- Marzano Strategies
- CREDE Strategies
- Instructional Technology
- Literacy First AOL lesson kits
- Florida Center for Reading Research lesson plans
- Revised Bloom's Taxonomy Higher - Order Thinking Questions
- Culturally Responsive Instruction

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