



BAVARIAN
INTERNATIONAL
SCHOOL e.V.

English as an Additional Language Programme Handbook

March 2012

Handbook Contributors

This handbook was developed and prepared by the following EAL teachers and staff during the 2010-2012 school years:

Jodie de Labertauche, EAL and Learning Support, Middle School

Karen Elmitt, EAL Lower School

Monica Letts-Folger, EAL Lower School

Ildiko Kiszter, EAL Lower School

Alicia Miller, EAL Middle School

Elizabeth Skelton, EAL Whole School Coordinator

Maureen Skidmore, EAL/MT Middle School

Matt Staples, EAL Middle and Upper School

Elizabeth Stroehlein, EAL Lower School

Bruce Sullivan, EAL Lower School

Tenley van den Berg, EAL Middle School

Table of Contents

PURPOSE, MISSION AND PHILOSOPHY	4
COMMON ACRONYMS.....	6
ADMISSIONS AND EAL PROGRAMME PLACEMENT POLICIES.....	7
PROGRAMME SERVICE MODEL	9
EAL PROGRAMME EXIT CRITERIA AND MONITORING PROCEDURES	11
TRANSITION PROCEDURES.....	14
REPORTING PROCEDURES FOR EAL STUDENTS	15
MOTHER TONGUE DEVELOPMENT	16
PARENTAL INVOLVEMENT.....	18
EAL PROFESSIONAL DEVELOPMENT	19
LEARNING SUPPORT:.....	19
APPENDICES	22
A. European Language Framework.....	23
B. Christopher gordon continuum	24
C. BIS EAL Monitor Checklist	28
D. Transition Recommendations for ELL Students	29
E. In-Class Support Form.....	20

PURPOSE, MISSION AND PHILOSOPHY

BIS MISSION STATEMENT

Inspiring and challenging young minds as a caring and committed international community to achieve excellence, assume responsibility and pursue life-long learning.

PURPOSE OF HANDBOOK

This handbook provides background information, current operational guidelines, documents and forms necessary for effectively implementing the English as an Additional Language (EAL) programme at Bavarian International School. It is a working document in support of the curriculum with annual revisions made to keep the content current and accurate.

PHILOSOPHY STATEMENT

In order to fulfill the school's mission, BIS believes that:

- All educational personnel *assume responsibility* for the education of English Language Learners (ELLs). As approximately 60% of our students do not speak English as their first language, every teacher is a language teacher.
- The EAL department serves three key roles in the school:
 - to provide direct instruction of the English Language;
 - to support teachers in differentiating content instruction with in-class support;
 - and to provide on-going professional development for all staff in best practices for EAL students.
- Language acquisition follows developmental stages. However the rates of language acquisition vary among students depending on proficiency and literacy in native language, motivation, learning styles, parent expectations and learning environment.
- Language acquisition is a long-term process. ELLs may require up to 10 years of specialised language instruction in order to achieve the same levels of proficiency in academic English as native speakers.
- ELLs achieve significantly higher rates of academic achievement when participating in a thoughtfully designed, well-implemented, consistent

programme of instruction that includes the opportunity to maintain and develop the Mother Tongue.

- Developing a student's Mother Tongue is beneficial for his/her academic achievement, self-esteem and full participation in our *community of learners*.
- Mother Tongue should be integrated into the curriculum whenever this is possible and appropriate and used to clarify and support instruction.

COMMON ACRONYMS

EAL- English as an Additional Language is the term for the programme serving students who do not speak English as their mother tongue and recognises that some students are multilingual.

ELL-English Language Learner(s); term currently used to label those students who are not fully proficient in English, speak a language other than English at home and/or do not demonstrate the English language skills of comprehension, speaking, reading, and writing at a level that would place them in a mainstream, English-based class setting.

LS - Lower School (Grades Pre-Reception through Grade 5)

MS - Middle School (Grades 6-8)

US - Upper School (Grades 9-12)

PYP - Primary Years Programme (Pre-Reception – Grade 5)

MYP - Middle Years Programme (Grades 6-10)

DP - Diploma Programme

IB - International Baccalaureate

IGCSE - International General Certificate of Secondary Education

ILP - Individual Learning Plan

FL - Foreign Language Class

MT - Mother Tongue (The child's first or home language)

ELP - Extended Learning Programme (entered BIS in Grade 10)

Parallel subject class—A subject class taught by an EAL teacher that focuses on teaching the language through the content. Also known as a 'sheltered' or content-based EAL class.

Pull-out support - Scheduled English language acquisition classes.

In-class support - Grade level or subject area classes that are co-planned and co-taught by a classroom and EAL teacher.

ADMISSIONS AND EAL PROGRAMME PLACEMENT POLICIES

A. IDENTIFICATION PROCEDURE

Applicants are required to complete a Student Background Survey that indicates their proficiency in their mother tongue, English and other languages. In the Secondary School, any application for a student who indicates that English is not their mother tongue will be reviewed by the Secondary School EAL department as part of the admissions policy.

The Principal will notify the EAL department of all EAL student applicants to BIS. An EAL Department Review form will be placed in the initial application of each candidate in Secondary School for review by the EAL Coordinator. EAL staff will have the opportunity to review the submitted portfolio evidence of English language acquisition, the ISA online assessments for literacy and/or interview new students individually before placement in the programme. The admission of ELLs will adhere to the specific admissions policies outlined below.

B. EAL ADMISSIONS POLICY

BIS accepts students at all levels of English language acquisition up to start of the school year of Grade 8 with the requirement that proficiency in the mother tongue is maintained at grade level. .

Students' grade level placement will be determined by the school through the admission process.

Students applying to Grades 8-10, and for whom English is not mother tongue, will be required to submit an extended piece of academic writing and evidence of achievement in English. Furthermore, the student may be asked to complete an on-line English placement test. Students should have achieved the required language proficiency level based on the indicators for each grade level (8-11) of the Common European Language Framework. (Appendix A)

Students entering Grades 11 or 12 must give evidence of their English proficiency. A table describing IB and Common European Framework language levels is available for download from the school website. Acceptable evidence of English language ability might include a portfolio of schoolwork, video recordings of an oral presentation in an academic classroom, an extended piece of academic writing and/or results from a standardised English language acquisition test.

In order to access the IB Diploma curriculum in Grades 11 and 12, all students are expected to have reached the C1 level of the Common European Framework by the beginning of Grade 11.

If a student's English language proficiency level does not meet the indicators on

the Common European Framework, the school cannot guarantee success for the student and therefore reserves the right not to admit the student.

C. PROGRAMME PLACEMENT PROCEDURES:

All new EAL students will be evaluated by an EAL teacher. At each level, the placement procedure is slightly different.

In the PYP, EAL staff evaluates all new EAL students using the criteria in the BIS Assessment Folder. Students are placed in EAL pull-out lessons and/or receive in-class support according to their needs.

In the MYP, after evaluation, all new EAL students are placed in appropriate English Language B classes, Mother Tongue classes and co-taught or parallel subject classes according to their needs. Beginners may receive additional English tutoring during German and/or mentor class time.

In the DP, EAL students are placed in the grade appropriate English Language B class, self-taught Mother Tongue class and subject area classes of their choice, based on past course work and ability level. Students needing extra English and subject area support may work with EAL staff during their study periods.

PROGRAMME SERVICE MODEL

EAL students receive specialised instruction in English language acquisition from qualified EAL staff on a regular basis. They may also receive differentiated support in their grade level and subject areas classes from their teachers, including EAL staff. This service model is consistent from the Lower School to the Secondary School, but is scheduled at different times in each programme. (See Language policy V and Appendix E)

In the PYP, EAL students receive specialised language instruction in pull-out classes and in-class support.

- EAL students in Grades 1-5 are pulled out for EAL instruction during German language classes for 5 periods per week to develop their language skills. If the number of students in a pull-out group exceeds 10, two groups will be formed for that grade if this is possible.
- EAL students receive in-class support for literacy development and content support. This in-class support is co-planned and can be co-taught with class teachers.
- EAL support for Pre-Reception and Reception students is considered to be full immersion that occurs in the regular classrooms.
- In order to improve the effectiveness of in-class support, regular planning times should be arranged between the EAL and homeroom teachers including:
 - during common planning time with the grade level team using the integration planning form
 - covering for each other when EAL teachers attend PYP planning meetings. External cover can be requested if necessary
 - utilising the allocated staff meeting time for collaborative planning with grade level teams and/or individual teachers
 - quarterly collaborative planning time with German teachers.

In the MYP, EAL students receive specialized language instruction and in-class support for content classes.

- **Beginning EAL students** will have EAL class timetabled during German class time and English class time for approximately 12 hours per 2 weeks.
- **Intermediate EAL students** will have English Language B class timetabled during English Language A for approximately 7 hours per 2 weeks.

- **Beginning and low intermediate EAL students** will receive support during their co-taught subject classes.
- EAL students will have the opportunity to study their **mother tongue** during a monitored class scheduled against the foreign language classes for approximately 5 hours per 2 weeks (See Mother Tongue Programme section).
- **Beginning EAL students** in the IBMYP will also have the opportunity for individualised support during PSHE class.
- Collaborative planning time prior to co-taught or parallel subject classes is required for successful implementation.

In the DP, EAL students receive specialised language instruction as their English Language B class and in-class support for history and/or biology as necessary. English Language Support in TOK and Extended Essay will be provided on an individual basis as required.

- Grade 11 and 12 EAL students may also receive individual tutoring to support their subject area classes. All EAL students receiving individualised tutoring support will be placed on an Individual Learning Plan.
- EAL students in Grade 11 and 12 have the option to study self-taught mother tongue independently or with a MT teacher in non contact times during the school day.

EAL PROGRAMME EXIT CRITERIA AND MONITORING PROCEDURES

A student may exit from the pull-out or scheduled EAL classes when s/he can participate fully in the regular educational programme. When evaluating a student's possible exit, a team consisting of the EAL teacher, a classroom teacher and an administrator will use information from the following sources to make the determination to exit the student from the programme. This is a review completed confidentially by teaching professionals. In the event of a review that leads to exiting the EAL programme parents and students will be informed.

After exit from the EAL programme, the EAL teacher at that grade level will closely monitor the student's academic progress using the enclosed monitor form, personal interviews on a regular basis and/or report data from the regular school reports, in class support will continue to be provided (See Language Policy Appendix C).

EXIT CRITERIA FOR EACH LEVEL:

In the PYP, the EAL teachers, classroom teacher, curriculum coordinator and principal will review each child's portfolio before the student exits the EAL Programme. Exiting the EAL programme may be recommended after the initial 8 weeks or when a new unit of inquiry begins.

Decisions for exit are based on several of the following pieces of evidence:

- 1) Christopher Gordon reading and writing criteria;
- 2) Classroom observations;
- 3) Running records;
- 4) EAL and homeroom class work;
- 5) Informal assessments.

This evidence must show that the EAL student in the PYP has reached the *Becoming Competent* phase of the Christopher Gordon Listening, Speaking, Reading and Writing Continuum. (Appendix B)

When a student is exited from the EAL programme, documentation of the exit date will be included in the student file.

In the MYP, the EAL Coordinator, mentor teacher, the Curriculum Leader for English, Curriculum Coordinator, and Secondary Principal will meet to review each student's portfolio before a student exits from the EAL Programme. Exiting the EAL programme may be recommended at the beginning of the school year, after the initial 8 weeks and/or when the Language A class begins a new unit. If a student exits the EAL programme, they will move to the MYP Language A

English class. At this time a student can then choose to stay in the Mother Tongue class or move to a Foreign Language class.

Students may be recommended for exit when they:

1. Consistently score a 7/8 in all criteria on the Standard Level Language B rubric on EAL class assignments
2. MYP grade reports demonstrating achievement at the 50 percentile or above in each criterion across the content areas
3. Successfully produce written work, which is grade level appropriate as reviewed by a Language A English teacher
4. In the Secondary School, students should only exit from EAL when the evidence suggests that this will be a successful transition.

In the DP, the EAL Coordinator, the Curriculum Leader for English, Curriculum Coordinator and Secondary Principal will review each student's DP Language course choices before the student enters the DP. Once students choose their DP courses, they may only change classes during the first 6 weeks of Grade 11.

The EAL department recommends that students transition to the English Language A classes no later than January of Grade 9. However, in some exceptional situations, they may be recommended for the DP Language A programme at the beginning of Grade 11 if they:

- a. Score at least a B on the IGCSE ESL mock and/or actual exam;
- b. Achieve a level 4 in all content areas across the curriculum;
- c. Provide appropriate extended writing samples as reviewed by English Language A teachers.

MONITORING PROCEDURES:

1. The EAL teacher who exited the student will monitor each student weekly for the first 6 weeks and monthly for the subsequent 8 months. EAL students will remain on the EAL monitor list until it is evident that they are functioning independently and successfully across the curriculum.

Monitoring should include the following:

- Written communication (email or hard copy monitor checklist) with classroom or English teacher (Monitor form next page);
 - Individual conversations with the student and teacher;
 - Review of grade reports at each reporting period.
2. Documentation of monitoring should be kept in the student files.

In the event of a challenging transition, additional support will be provided for the student and teacher to maintain the mainstream placement. The Monitor Form in Appendix C may be used for documentation.

TRANSITION PROCEDURES

TRANSITION PROCEDURES FOR STUDENTS

Before English Language Learners (ELLs) move from the PYP to the MYP and from the MYP to the DP, a transition procedure will take place in March or April.

1. In the early spring of each year, the Grade 5 EAL teachers will meet with the MYP EAL teachers and MYP EAL teachers will meet with DP EAL teachers to discuss the progress and appropriate placement of ELLs advancing to the curriculum programme.
2. EAL staff will bring documentation on the ELL's progress, current language acquisition stage, portfolio documentation of work, strengths, areas for improvement and special needs. Work from the mainstream classrooms should be included in the portfolio review.
3. The [Transition Form](#) in Appendix D may be part of the spring portfolio review process for each student.
4. EAL teachers at the new level will work with the school administrators to create a schedule that best meets the ELL student's needs.
5. Transition teachers will create an Individual Learning Plan (ILP) as needed during the transition meeting.

TRANSITION PROCEDURES FOR EAL TEACHERS

Before an EAL teacher leaves BIS, s/he will make sure that materials are in order and that documentation is up to date to ensure smooth transition to the new teacher. The leaving EAL teacher will make information in a shared electronic platform. The information may include:

1. Inventory list with materials, resources and location.
2. ILPs and/or location of and access to student files and portfolios.
3. Curriculum files and where to find curriculum information.
4. Edit and update Atlas Rubicon units as appropriate.
5. List of where to find necessary teaching resources.
6. Complete the BIS End of Year Check Out Form.

REPORTING PROCEDURES FOR EAL STUDENTS

ELLs receive comments and/or grades that reflect their effort, growth and understanding in each subject area as separate from the linguistic ability. If teachers modify assessment activities and criteria for ELLs, this will be noted on the reporting forms. In each IB programme, this philosophy is adapted to meet programme standards and practices.

In the PYP, ELLs receive written comments from their classroom teacher and EAL teacher twice a year. In addition teachers may use the option “NA” to denote that the student’s linguistic abilities make an accurate assessment of their attainment on a certain expectation difficult to accurately measure. This will be explained by a follow up comment in the text box.

In the MYP, teachers should modify assessments to make them accessible to ELLs. If there are parts of an assessment that are not accessible to ELLs, they should receive a comment about their progress and not be graded. For the purpose of reporting, ELLs will receive an ‘N/A’ if grades score below a 3 due to a lack of linguistic ability. This denotes that the student’s linguistic abilities make assessment of their skills on a criterion difficult to grade. This will be noted on their ILPs.

In the IGCSE, although Grade 8 is the latest entry point for ELLs, there are ELLs who do not yet have the linguistic ability to achieve in some subject areas. These students will not receive a grade in that subject area until the student has the ability to complete assignments and assessments independently. Teacher comments on all reports will reflect growth and effort. All subject area teachers should set linguistic targets for ELLs. Each affected EAL student will have an ILP with this grading procedure noted.

In the High School Diploma programme, ELLs who cannot access the school based Language A IB curriculum (English, German or Japanese) may complete course work in accordance with the accommodation and requirements of the HSD including modified assessments, reduced amount of homework and modified grades using the plus one principle. However it is a requirement that HSD students study a Language A at self-taught level if they cannot meet the demands of the IB Languages A offered by the school. This means if students in the HSD programme achieve a grade 4 against the IB criteria, they will receive a grade 5 on their report.

MOTHER TONGUE DEVELOPMENT

Maintaining and developing the mother tongue accelerates the acquisition of English, enhances academic achievement, builds self-esteem, and helps the child appreciate and identify with his/her heritage. (See Language policy IV)

School-wide the EAL department will develop MT awareness and support for MT in the following ways:

- Order more MT resources for the school libraries
- Offer whole school parent and student educational workshops on the importance of maintaining and developing the MT
- Support a MT assembly for students in the PYP
- Work with administration to increase MT visibility school wide with signs, pictures, etc.

In the PYP, the following MT courses have been offered once a week during the school day for all students Grade 1 through to Grade 5:

- Chinese
- Danish
- Dutch
- French
- German
- Hungarian
- Italian
- Maltese
- Japanese
- Portuguese
- Russian
- Spanish

Mother Tongue teachers work with the PYP Coordinator regarding appropriate learning engagements and expectations for the Mother Tongue Programme.

PYP teachers may develop projects that incorporate the MT, such as writing bilingual books or presenting a poster in the MT from a Unit of Inquiry.

Mother Tongue teachers meet to collaborate to share best practice and activities.

In the MYP, Mother Tongue classes are timetabled against FL.

EAL students receive approximately 5 hours per two weeks of Mother Tongue instruction during the FL block on the timetable.

Mother Tongue class will be delivered by a MT teacher, parent or on-line course. When the MT teacher is not available during the MT class time, students will attend a facilitated MT class to work on assignments from the MT teacher, read in the MT or work on assignments set by the facilitating teacher that engage students in a MT project.

Our vision for extending opportunities for Mother Tongue include assignments in the English Language A, Humanities and Science classes that could be completed bilingually or in the MT.

Parents may support these MT projects in the subject areas.

In the DP, students participate in the self-taught MT programme and complete the IBDP requirements for this course. Students may also receive Community and Service (CAS) hours for supporting the MT programme in the MYP and DP.

PARENTAL INVOLVEMENT

EAL teachers at BIS will have regular contact with parents and encourage parental involvement in many ways. Once a student has been identified as needing EAL services, the EAL teacher will send an informational letter explaining the services to be offered. The relevant coordinator will be briefed ahead of time.

The EAL department believes that educating students with English as an additional language is not a one-way process. Schools have much to gain from the experiences and understandings of students, their families and communities. Drawing on their funds of knowledge enriches the school in a range of valuable ways (Aiming High: Ethnic Minority Pupils in Mainly White Schools, May 2004).

In addition to parent workshops related to raising awareness of language acquisition and the importance of maintaining the Mother Tongue, communication and parental involvement may include the following:

In the PYP:

- Parents invited to observe class
- Teachers available to discuss child's individual needs
- Parent informational nights
- Parent-Teacher conferences
- Request help from bilingual and monolingual parents
 - translate key instructions, vocabulary, and topics
 - translate student's written work if in L1
 - discuss class work in L1

In the MYP:

- Mother Tongue programme meeting
- Regular email contact with information on student performance and supplying class units
- Phone calls home and meetings for both concerns and praise.

In the DP:

- Parent curriculum meetings offered throughout the year
- Parent teacher conferences
- Emails home about student progress

EAL PROFESSIONAL DEVELOPMENT

At BIS every teacher is a language teacher and all educational personnel assume responsibility for the education of ELLs. In order to make this vision a reality, the BIS EAL department offers the following resources for ongoing professional development of all staff.

In the PYP:

- Collaborative planning for in-class support.
- Adapting activities or resources for ELLs.
- Modeling EAL strategies in grade level classes.
- Recommending useful resources for ELLs

In the MYP and DP:

- Departmental workshops focused on content specific strategies with follow-up coaching.
- Modeling EAL strategies during co-taught classes.
- Use of EAL In-Classroom Support Form to set goals with teaching partners (Appendix E)

Whole School:

In addition to the research-based staff development model described above, the school may also offer the course *ESL in the Mainstream*. As the majority of teachers receive ongoing, embedded PD through departmental/grade level workshops, collaborative planning and co-taught lessons, the school may determine not to use the *ESL in the Mainstream* course as all PD objectives may be met with the embedded model.

REFERRING AN EAL STUDENT FOR LEARNING SUPPORT

In addition to following the whole school support services referral process, the specific EAL considerations listed below will be reviewed when referring an EAL student for learning support. The Learning Support team will be aware of the student's stage of language acquisition and the normal issues resulting from learning in more than one language. In addition, the team will consider the effects of acculturation when evaluating a student. When a reasonable rate of progress given an individual student's profile is not witnessed, a dialogue with the Learning Support teacher will be opened.

A. SECOND LANGUAGE ACQUISITION INFORMATION

- **Stage One** is often called the Silent Period. Students in this phase focus on comprehension. The phase may last up to a year after initial exposure to English. This period is marked by non-verbal or one-word responses.

Progress can be interrupted or slowed down if the child is required or forced to perform or produce language too early in the acquisition process.

- **Stage Two** is referred to as the Early Production phase. In the phase, students begin to respond with two or more word phrases and demonstrate basic comprehension of every day language. Early speech production will contain grammatical and lexical errors. The primary emphasis is still on the development of listening comprehension.
- **Stage Three** is Speech Emergence. Given sufficient comprehensible input, speech production will improve. Sentences will become longer and more complex. Active and passive vocabulary will increase. Errors still occur in this stage, but do not significantly impede communication.
- **Stage Four** is Intermediate to Advanced Fluency. With continued exposure to comprehensible input and adequate opportunities to interact with native English speakers, ELLs will move into this stage ready to develop academic content in English with some additional support.

B. ISSUES WITH SECOND LANGUAGE ACQUISITION

The following issues are common among multilingual students and are not necessarily an indication of learning support needs.

- **Code switching** is a common phenomenon among multilingual students. This is the process of changing from one language to another in the same sentence or thought. Code switching is commonly heard among fluent bilingual speakers and is modeled in many homes and communities.
- **Interference** from the first language may cause syntactical errors in English. For example, a native Spanish speaker may say, “The boy tall” following Spanish grammatical rules. Although interference tends to decrease as students progress through the stages of language acquisition some errors may be persistent even into advanced stages.
- **Native Language Loss** may occur when children spend more time in an all-English speaking environment than in their home language. No matter how proficient a student is in his/her mother tongue, if ongoing cognitively challenging first language instruction is not provided, a regression in that home language will occur.

C. EFFECTS OF ACCULTURATION

Acculturation is the process by which an individual adapts and learns to live in a new culture. Some of the normal side effects of acculturation are similar to those associated with learning disabilities and the referral of an EAL student new to BIS, should consider the possibility that the student’s difficulties are due to the effects of acculturation. Some of these effects include:

- heightened anxiety
- confusion
- withdrawal
- silence/unresponsiveness
- fatigue
- distractibility
- resistance to change
- disorientation
- stress-related behaviours
- anger/aggression

The EAL Department and the pastoral care programme coordinate to provide support to minimise the effects of acculturation and provide for individual student's needs.

APPENDICES

A. EUROPEAN LANGUAGE FRAMEWORK

The Common European Framework divides learners into three broad divisions which can be divided into six levels:

A = Basic Speaker

A1 - Breakthrough

A2 - Waystage

B = Independent Speaker

B1 - Threshold

B2 – Vantage

C = Proficient Speaker

C1 - Effective Operational Proficiency

C2- Mastery

The Framework describes what a learner is supposed to be able to do in **reading, listening, speaking and writing** at each level.

Level	Description
C2 Mastery: <u>Required for acceptance to grade 12</u> Required to study English, German or Japanese as <u>Language A HL.</u>	<ul style="list-style-type: none"> • Can understand with ease virtually everything heard or read. • Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. • Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in the most complex situations.
C1 Effective Operational Proficiency: Required to study English, German or Japanese as <u>Language A SL.</u>	<ul style="list-style-type: none"> • Can understand a wide range of demanding, longer texts, and recognize implicit meaning. • Can express self fluently and spontaneously without much obvious searching for expressions. • Can use language flexibly and effectively for social, academic and professional purposes. • Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.
B2 Vantage: <u>B2 level English is required to enter to Grade 11.</u> B2 level students will be placed in English B. Students must have mother-tongue proficiency in German, Japanese, or a mother-tongue offered as a Self-Taught option by the IBDP.	<ul style="list-style-type: none"> • Can understand the main ideas of complex text on both concrete and abstract topics, including discussions in regard to academic study. • Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. • Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
B1 Threshold: <u>B2 level English is required for entry into Grade 9.</u>	<ul style="list-style-type: none"> • Can understand the main points of clear standard input on familiar matters regularly encountered at home, school leisure etc. • Can deal with most situations likely to arise while travelling in an area where the language is spoken. • Can produce simple connected text
A2 Waystage: <u>A2 level English is required for entry into Grade 8.</u>	<ul style="list-style-type: none"> • Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). • Can communicate about simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. • Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

Levels required for entry into the IB Diploma Programme

B. CHRISTOPHER GORDON CONTINUUM

English as an Additional Language (EAL) Listening & Speaking Continuum

New to English	Early Acquisition	Becoming Familiar
<ul style="list-style-type: none">  Listens attentively to an English speaker with guidance.  Follows one-step directions.  Uses context cues to respond appropriately to classroom routines.  Responds to greetings with nods and gestures.  Responds to simple questions with guidance.  Expresses needs in English with single words and gestures.  Responds during classroom discussions with nods and gestures.  Participates non-verbally in the classroom.  Names simple objects with guidance.  Repeats English words and phrases with guidance.  Echoes single words and/or short phrases.  Produces single words and/or stock phrases with guidance.  Demonstrates enthusiasm about learning English. 	<ul style="list-style-type: none">  Begins to follow illustrated stories and classroom instruction  Follows two-step directions.  Responds to greetings with single words and/or phrases.  Begins to respond to simple questions with one-word answers.  Begins to express needs and give basic information (e.g., "I'm fine" and "this car").  Participates orally in classroom discussions with guidance.  Uses some basic classroom vocabulary.  Understands everyday classroom and subject area language with guidance.  Begins to repeat new English words and phrases clearly.  Begins to communicate using short phrases and simple language patterns, producing telegraphic sentences (e.g., "I want to go shop buy toy.>").  Practices English and tries new words and phrases. 	<ul style="list-style-type: none">  Begins to listen attentively to an English speaker.  Follows multi-step directions.  Begins to use English in social situations.  Responds to greetings with phrases.  Responds to simple questions with more than one-word answers.  Uses different language functions in discussions (e.g., predicting and describing) with guidance.  Participates in classroom discussions and offers opinions and feedback with guidance.  Begins to understand classroom and subject area language.  Begins to use expanding vocabulary that is less context-bound.  Begins to speak English clearly.  Communicates using short phrases and simple language patterns.  Begins to use connected discourse (e.g., "Yesterday I go pool and I swam.>").
Becoming Competent	Becoming Fluent	Fluent
<ul style="list-style-type: none">  Begins to contribute to group discussions and offer opinions and/or feedback during discussions.  Paraphrases oral information with guidance.  Uses English in social situations.  Begins to respond to more complex questions.  Expresses needs and gives information independently.  Begins to ask questions to clarify content and meaning.  Begins to use more complex language functions (e.g., hypothesizing and reasoning) within an academic context.  Begins to use an extensive vocabulary, using some abstract and specialized subject area words.  Understands classroom and subject area language with repetition, rephrasing, or clarification.  Speaks English clearly.  Produces longer, more complex utterances using phrases, clauses, and sequence words (e.g., "next" and "then").  Begins to use correct form when asking questions.  Begins to use correct verb tense to express present, past, and future.  Shows interest in improving language skills and accuracy. 	<ul style="list-style-type: none">  Listens attentively to an English speaker.  Listens to others and offers opinions and/or feedback.  Begins to paraphrase oral information.  Uses language appropriately across the curriculum for different purposes and audiences.  Responds to complex questions independently.  Asks questions to clarify content and meaning.  Develops awareness that there are appropriate forms and styles of language for different purposes and audiences.  Begins to speak with confidence in front of a group.  Uses more extensive vocabulary, using abstract and specialized subject area words independently.  Understands classroom and subject area language at nearly normal speed.  Speaks English with near-native fluency; any hesitation does not interfere with communication.  Begins to vary speech appropriately using intonation/ stress.  Uses correct form when asking questions.  Speaks confidently and uses new vocabulary flexibly. 	<ul style="list-style-type: none">  Contributes to group discussion with ideas and appropriate suggestions.  Paraphrases oral information independently.  Communicates competently in social and academic settings.  Participates and performs competently in all subject areas.  Employs a full range of language functions independently, using abstract and complex language to express ideas and opinions appropriate to age.  Speaks with confidence in front of a group.  Understands a wide range of classroom and subject area language with native competence.  Uses vocabulary approximating that of a native speaker.  Speaks as fluently as a native speaker.  Varies speech appropriately using intonation and stress independently.  Uses a wide range of language patterns and complex compound tenses to create properly connected discourse (e.g., "Tomorrow I will be going on a long trip and I will see my good friend.>").
 Listening and Comprehension  Oral Expression  Vocabulary  Pronunciation and Fluency  Grammar  Attitude		

READING CONTINUUM					
	Preconventional (Ages 3-5)	Emerging (Ages 4-6)	Developing (Ages 5-7)	Beginning (Ages 6-8)	Expanding (Ages 7-9)
Types of Text and Oral Reading	<ul style="list-style-type: none"> Begins to choose reading materials (e.g., books, magazines, and charts) and has favorites. Shows interest in reading signs, labels, and logos (environmental print). Recognizes own name in print. 	<ul style="list-style-type: none"> Memorizes pattern books, poems, and familiar books. Begins to read signs, labels, and logos (environmental print). 	<ul style="list-style-type: none"> Reads books with simple patterns. Begins to read own writing. 	<ul style="list-style-type: none"> Reads simple early-reader books. Reads harder early-reader books. Reads and follows simple written directions with guidance. Identifies basic genres (e.g., fiction, nonfiction, and poetry). Uses basic punctuation when reading orally. 	<ul style="list-style-type: none"> Reads easy chapter books. Chooses, reads, and finishes a variety of materials at appropriate level with guidance. Begins to read aloud with fluency.
Attitude		<ul style="list-style-type: none"> Demonstrates eagerness to read. 	<ul style="list-style-type: none"> Begins to read independently for short periods (5-10 minutes). Discusses favorite reading material with others. 	<ul style="list-style-type: none"> Reads independently (10-15 minutes). Chooses reading materials independently. Learns and shares information from reading. 	<ul style="list-style-type: none"> Reads silently for increasingly longer periods (15-30 minutes).
Reading Strategies	<ul style="list-style-type: none"> Holds book and turns pages correctly. Shows beginning/end of book or story. Knows some letter names. 	<ul style="list-style-type: none"> Pretends to read. Uses illustrations to tell stories. Reads top to bottom, left to right, and front to back with guidance. Knows most letter names and some letter sounds. Recognizes some names and words in context. Makes meaningful predictions with guidance. 	<ul style="list-style-type: none"> Relies on illustrations and print. Uses finger-print-voice matching. Knows most letter sounds and letter clusters. Recognizes simple words. Uses growing awareness of sound segments (e.g. phonemes, syllables, rhymes) to read words. Begins to make meaningful predictions. Identifies titles and authors in literature (text features). 	<ul style="list-style-type: none"> Uses meaning cues (context). Uses sentence cues (grammar). Uses letter/sound cues and patterns (phonics). Recognizes word endings, common contractions, and many high frequency words. Begins to selfcorrect. 	<ul style="list-style-type: none"> Uses reading strategies appropriately, depending on the text and purpose. Uses word structure cues (e.g., root words, prefixes, suffixes, word chunks) when encountering unknown words. Increases vocabulary by using meaning cues (context). Selfcorrects for meaning. Follows written directions. Identifies chapter titles and table of contents (text organizers).
Comprehension and Response	<ul style="list-style-type: none"> Listens and responds to literature. Comments on illustrations in books. Participates in group reading (books, rhymes, poems, and songs). 	<ul style="list-style-type: none"> Rhymes and plays with words. Participates in reading of familiar books and poems. Connects books read aloud to own experiences with guidance. 	<ul style="list-style-type: none"> Retells main event or idea in literature. Participates in guided literature discussions. 	<ul style="list-style-type: none"> Retells beginning, middle, and end with guidance. Discusses characters and story events with guidance. 	<ul style="list-style-type: none"> Summarizes and retells story events in sequential order. Responds to and makes personal connections with facts, characters, and situations in literature. Compares and contrasts characters and story events. "Reads between the lines" with guidance.
Self Evaluation			<ul style="list-style-type: none"> Sees self as reader. Explains why literature is liked/disliked during class discussions with guidance. 	<ul style="list-style-type: none"> Identifies own reading behaviors with guidance. 	<ul style="list-style-type: none"> Identifies own reading strategies and sets goals with guidance.

Developmental Continuums – Copyright © 2001 Christopher-Gordon Publishers

READING CONTINUUM					
	Bridging (Ages 8-10)	Fluent (Ages 9-11)	Proficient (Ages 10-13)	Connecting (Ages 11-14)	Independent
Types of Text and Oral Reading	<ul style="list-style-type: none"> Reads medium level chapter books. Chooses reading materials at appropriate level. Expands knowledge of different genres (e.g., realistic fiction, historical fiction, and fantasy). Reads aloud with expression. 	<ul style="list-style-type: none"> Reads challenging children's literature. Selects, reads, and finishes a wide variety of genres with guidance. Begins to develop strategies and criteria for selecting reading materials. Reads aloud with fluency, expression, and confidence. 	<ul style="list-style-type: none"> Reads complex children's literature. Reads and understands informational texts (e.g., want ads, brochures, schedules, catalogs, manuals) with guidance. Develops strategies and criteria for selecting reading materials independently. 	<ul style="list-style-type: none"> Reads complex children's literature and young adult literature. Selects, reads, and finishes a wide variety of genres independently. 	<ul style="list-style-type: none"> Reads young adult and adult literature. Chooses and comprehends a wide variety of sophisticated materials with ease (e.g., newspapers, magazines, manuals, novels, and poetry). Reads and understands informational texts (e.g., manuals, consumer reports, applications, and forms)
Attitude		<ul style="list-style-type: none"> Reads silently for extended periods (30-40 min.). 		<ul style="list-style-type: none"> Begins to choose challenging reading materials and projects. 	<ul style="list-style-type: none"> Reads challenging material for pleasure independently. Reads challenging material for information and to solve problems independently. Perseveres through complex reading tasks.
Reading Strategies	<ul style="list-style-type: none"> Uses resources (e.g., encyclopedias, CD-ROMs, and nonfiction texts) to locate and sort information with guidance. Gathers information by using the table of contents, captions, glossary, and index (text organizers) with guidance. Gathers and uses information from graphs, charts, tables, and maps with guidance. Increases vocabulary by using context cues, other reading strategies, and resources (e.g., dictionary and thesaurus) with guidance. Demonstrates understanding of the difference between fact and opinion. Follows multi-step written directions independently. 	<ul style="list-style-type: none"> Begins to use resources (e.g., encyclopedias, articles, Internet, and nonfiction texts) to locate information. Gathers information using the table of contents, captions, glossary, and index (text organizers) independently. Begins to use resources (e.g., dictionary and thesaurus) to increase vocabulary in different subject areas. 	<ul style="list-style-type: none"> Uses resources (e.g., encyclopedias, articles, Internet, and nonfiction texts) to locate information independently. Gathers and analyzes information from graphs, charts, tables, and maps with guidance. Integrates information from multiple nonfiction sources to deepen understanding of a topic with guidance. Uses resources (e.g., dictionary and thesaurus) to increase vocabulary independently. 	<ul style="list-style-type: none"> Integrates nonfiction information to develop deeper understanding of a topic independently. Begins to gather, analyze, and use information from graphs, charts, tables, and maps. 	<ul style="list-style-type: none"> Gathers, analyzes, and uses information from graphs, charts, tables, and maps independently.
Comprehension and Response	<ul style="list-style-type: none"> Discusses setting, plot, characters, and point of view (literary elements) with guidance. Responds to issues and ideas in literature as well as facts or story events. Makes connections to other authors, books, and perspectives. Participates in small group literature discussions with guidance. Uses reasons and examples to support ideas and opinions with guidance. 	<ul style="list-style-type: none"> Begins to discuss literature with reference to setting, plot, characters, and theme (literary elements), and author's craft. Generates thoughtful oral and written responses in small group literature discussions with guidance. Begins to use new vocabulary in different subjects and in oral and written response to literature. Begins to gain deeper meaning by "reading between the lines." 	<ul style="list-style-type: none"> Identifies literary devices (e.g., similes, metaphors, personification, and foreshadowing). Discusses literature with reference to theme, author's purpose, and style (literary elements), and author's craft. Begins to generate in-depth responses in small group literature discussions. Begins to generate in-depth written responses to literature. Uses increasingly complex vocabulary in different subjects and in oral and written response to literature. Uses reasons and examples to support ideas and conclusions. Probes for deeper meaning by "reading between the lines" in response to literature. 	<ul style="list-style-type: none"> Generates in-depth responses and sustains small group literature discussions. Generates in-depth written responses to literature. Begins to evaluate, interpret, and analyze reading content critically. Begins to develop criteria for evaluating literature. Seeks recommendations and opinions about literature from others. 	<ul style="list-style-type: none"> Analyzes literary devices (e.g., metaphors, imagery, irony, and satire). Contributes unique insights and supports opinions in complex literature discussions. Adds depth to responses to literature by making insightful connections to other reading and experiences. Evaluates, interprets, and analyzes reading content critically. Develops and articulates criteria for evaluating literature.
Self Evaluation		<ul style="list-style-type: none"> Begins to set goals and identifies strategies to improve reading. 		<ul style="list-style-type: none"> Sets reading challenges and goals independently. 	<ul style="list-style-type: none"> Pursues a widening community of readers independently.

Developmental Continuum – Copyright © 2011 Christopher Gordon Publishers

← WRITING CONTINUUM →					
	Bridging (Ages 8-10)	Fluent (Ages 9-11)	Proficient (Ages 10-12)	Connecting (Ages 11-14)	Independent
Types of Text	<ul style="list-style-type: none"> Writes about feelings and opinions. Writes fiction with clear beginning, middle, and end. Writes poetry using carefully chosen language with guidance. Writes organized nonfiction pieces (e.g., reports, letters, and lists) with guidance. 	<ul style="list-style-type: none"> Begins to write organized fiction and nonfiction (e.g., reports, letters, biographies, and autobiographies). Develops stories with plots that include problems and solutions with guidance. Creates characters in stories with guidance. Writes poetry using carefully chosen language. 	<ul style="list-style-type: none"> Writes persuasively about ideas, feelings, and opinions. Creates plots with problems and solutions. Begins to develop the main characters and describe detailed settings. Begins to write organized and fluent nonfiction, including simple bibliographies. 	<ul style="list-style-type: none"> Writes in a variety of genres and forms for different audiences and purposes independently. Creates plots with a climax. Creates detailed, believable settings and characters in stories. Writes organized, fluent, and detailed nonfiction independently, including bibliographies with correct format. 	<ul style="list-style-type: none"> Writes organized, fluent, accurate, and in-depth nonfiction, including references with correct bibliographic format. Writes cohesive, fluent, and effective poetry and fiction.
Contents and Traits	<ul style="list-style-type: none"> Begins to use paragraphs to organize ideas. Uses strong verbs, interesting language, and dialogue with guidance. 	<ul style="list-style-type: none"> Begins to experiment with sentence length and complex sentence structure. Varies leads and endings with guidance. Uses description, details, and similes with guidance. Uses dialogue with guidance. 	<ul style="list-style-type: none"> Writes cohesive paragraphs including reasons and examples with guidance. Uses transitional sentences to connect paragraphs. Varies sentence structure, leads, and endings. Begins to use descriptive language, details, and similes. Uses voice to evoke emotional response from readers. Begins to integrate information on a topic from a variety of sources. 	<ul style="list-style-type: none"> Writes cohesive paragraphs including supportive reasons and examples. Uses descriptive language, details, similes, and imagery to enhance ideas independently. Begins to use dialogue to enhance character development. Incorporates personal voice in writing with increasing frequency. Integrates information on a topic from a variety of sources independently. Constructs charts, graphs, and tables to convey information when appropriate. 	<ul style="list-style-type: none"> Uses a clear sequence of paragraphs with effective transitions. Begins to incorporate literary devices (e.g., imagery, metaphors, personification, and foreshadowing). Weaves dialogue effectively into stories. Develops plots, characters, setting, and mood (literary elements) effectively. Begins to develop personal voice and style of writing.
Process	<ul style="list-style-type: none"> Seeks feedback on writing. Revises for clarity with guidance. Revises to enhance ideas by adding description and detail. Uses resources (e.g., thesaurus and word lists) to make writing more effective with guidance. Edits for punctuation, spelling, and grammar. Publishes writing in polished format with guidance. 	<ul style="list-style-type: none"> Uses a range of strategies for planning writing. Adapts writing for purpose and audience with guidance. Revises for specific writing traits (e.g., ideas, organization, word choice, sentence fluency, voice, and conventions) with guidance. Incorporates suggestions from others about own writing with guidance. Edits for punctuation, spelling, and grammar with greater precision. Uses tools (e.g., dictionaries, word lists, and spell checkers) to edit with guidance. 	<ul style="list-style-type: none"> Begins to revise for specific writing traits (e.g., ideas, organization, word choice, sentence fluency, voice, and conventions). Uses tools (e.g., dictionaries, word lists, spell checkers) to edit independently. Selects and publishes writing in polished format independently. 	<ul style="list-style-type: none"> Uses prewriting strategies effectively to organize and strengthen writing. Revises for specific writing traits (e.g., ideas, organization, word choice, sentence fluency, voice, and conventions) independently. Includes deletion in revision strategies. Incorporates suggestions from others on own writing independently. 	<ul style="list-style-type: none"> Revises through multiple drafts independently. Seeks feedback from others and incorporates suggestions in order to strengthen own writing. Publishes writing for different audiences and purposes in polished format independently. Internalizes writing process.
Mechanics and Conventions	<ul style="list-style-type: none"> Increases use of visual strategies, spelling rules, and knowledge of word parts to spell correctly. Uses commas and apostrophes correctly with guidance. 		<ul style="list-style-type: none"> Begins to use complex punctuation (e.g., commas, colons, semicolons, quotation marks) appropriately. 	<ul style="list-style-type: none"> Uses complex punctuation (e.g., commas, colons, semicolons, quotation marks) with increasing accuracy. 	<ul style="list-style-type: none"> Uses correct grammar (e.g., subject/verb agreement and verb tense) consistently.
Attitude and Self Evaluation	<ul style="list-style-type: none"> Uses criteria for effective writing to set own writing goals with guidance. 	<ul style="list-style-type: none"> Develops criteria for effective writing in different genres with guidance. 	<ul style="list-style-type: none"> Begins to set goals and identify strategies to improve writing in different genres. 		<ul style="list-style-type: none"> Writes with confidence and competence on a range of topics independently. Perseveres through complex or challenging writing projects independently. Sets writing goals independently by analyzing and evaluating own writing.

Developmental Continuums – Copyright © 2001 Christopher-Gordon Publishers

C. BIS EAL MONITOR CHECKLIST

The EAL staff is monitoring the following student to ensure that s/he is progressing academically, linguistically, and socially. This student has been exited out of a formal EAL programme, but will be monitored to ensure progress. Please complete the following checklist. Thanks so much for your prompt cooperation with this monitoring process.

Student Name: _____ Date: _____

Teacher: _____

1. Please comment on the student's abilities and progress in the following areas:

- a. Listening comprehension
- b. Reading comprehension/Text analysis
- c. Writing
- d. Successful completion of assignments
- e. Speaking in class
- f. Working in groups

2. Please comment on this student's ability to access the curriculum.

3. Do you recommend that this student continue in your class at this time?

Please return to _____ by _____. Thanks.

D. TRANSITION RECOMMENDATIONS FOR ELL STUDENTS

This student will be advancing from the Lower School to the Middle School in the coming academic year. In order for the Middle School EAL programme to best serve this student's needs, please provide the following information. Your time and input is greatly appreciated.

Name _____ **Date** _____

Area	Strengths	Areas of Concern
Math		
Reading		
Writing		
Specials (art, music, PE, technology, etc.)		
Behavior and Class participation		
Listening/Speaking Ability		

E. IN-CLASS SUPPORT FORM

EAL In-Classroom Support Form

Goal	Strategy	Description	Examples		
	Provide Content Objectives	Announce and WRITE lesson objectives on the board. Return to objectives throughout the lesson and make sure students understand goals.	<ul style="list-style-type: none"> •Write objectives on the board. Go over them before the lesson. Review them at the end of the lesson. 		
	Add Language Objectives	Explicitly teach language skills necessary to complete task or assignment.	<ul style="list-style-type: none"> •Sentence frames (In contrast to ____, the ____ were ____) •Phrases for persuasive writing •Organizational models for essay writing 		
	Access and Build Background Knowledge	Ask questions, do warm up activities, allow students to talk to a partner in mother tongue about their prior knowledge in content.	<ul style="list-style-type: none"> •K-W-L chart •Partner share about what learned in past unit/class •Connection to past experiences 		
	Hands-on Activities	Provide physical interaction with a concept or topic. This often requires extra time to allow for exploration . Provide background knowledge and concrete materials BEFORE reading text.	<ul style="list-style-type: none"> ▪ Math manipulatives ▪ Science experiments ▪ Acting out concepts ▪ Making projects 		
	Focus on academic vocabulary	Display and define key vocabulary for each unit as new words come up. New words are generally best learned in CONTEXT. Rather than front-loading the vocabulary, teach it when it comes up in the text or lesson. Focus on content specific and general academic vocabulary.	<ul style="list-style-type: none"> •Content specific words (armistice, artifact, pulmonary, Paleolithic, DNA, etc.) •General academic: (analyze, according to, in comparison to, etc.) •Provide Word Banks and/or Word Walls 		
	Visuals Pictures Multi-media	Provide real and visual representations of a concept, procedure, topic, etc to support and enhance teaching. Allow visuals to create a framework for student learning .	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> •Video clips •Charts and Graphs •Timelines </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> •Maps •Photographs •Drawings </td> </tr> </table>	<ul style="list-style-type: none"> •Video clips •Charts and Graphs •Timelines 	<ul style="list-style-type: none"> •Maps •Photographs •Drawings
<ul style="list-style-type: none"> •Video clips •Charts and Graphs •Timelines 	<ul style="list-style-type: none"> •Maps •Photographs •Drawings 				
	Model	Model the concept/topic and provide scaffolding appropriate for students to ‘chunk’ learning	<ul style="list-style-type: none"> ▪ Step-by-step procedure ▪ Problem solving broken into steps ▪ Model correct application of skills 		
	Adapted Text	Provide students with texts with reduced complexity, length and vocabulary in order to provide less advanced learners with an opportunity to find main ideas and gain reading skills.	<ul style="list-style-type: none"> ▪ Audio recorded Text ▪ Highlighted Text ▪ Summarized Text 		

EAL In-classroom Support

EAL Department

EAL In-Classroom Support Form

Graphic Organizers	Provide graphic organizers in order to summarize and organize a lesson or concept. This helps learners to ‘connect the dots’ and see the overall concept.	<ul style="list-style-type: none"> ▪ Outline ▪ Writing Web ▪ Main topics and notes
Board Use	<ul style="list-style-type: none"> •Write main ideas and vocabulary on board. •Provide note-taking format or graphic organizer. •Write notes on board •Check notes at end of lessons. 	<ul style="list-style-type: none"> •Use Promethean board or white board to write notes for students. •Follow-up questions to check for understanding •Record lectures and upload to Study Wiz for review
Checks for Understanding	Check for understanding regularly and individually by asking students different levels of questions from basic to more difficult. If they have trouble responding, provide a CHOICE. This holds learners accountable for their learning. Circulate during work time and check in with EAL students individually.	Move from basic to more difficult questions: *yes/no; *either/or; *‘wh’, or open-ended questions based on
Cooperative Learning Strategies	Provide opportunities for students to work in pairs and small groups. Use brief partnering structures to give students a chance to explain understanding to a peer.	<ul style="list-style-type: none"> •Think-Pair-Share •Stand and Share •Each Teach •Jigsaw •Numbered Heads Together
Provide Exemplars	Give students past examples of expected work and the grading criteria. If you haven’t done the project before, create an exemplar for them.	<ul style="list-style-type: none"> •Models •Example projects •Student work from past years
Classroom Organization for ELLs	Create a classroom that enhances ELL learning as much as possible including... See examples	<ul style="list-style-type: none"> •Priority seating for ELLs—near front, near a supportive partner, with good view of boards •Board space for note-taking •Wall space for exemplars and student work
Use Mother Tongue	Encourage students to use their mother tongue with a partner to process new academic concepts and make meaning of new vocabulary or use a translator when necessary.	<ul style="list-style-type: none"> •Think-Pair-Share in mother tongue •Use of bilingual dictionaries and translators
Parent Communication	Create an open line of communication with parents of EAL students to better explain assignments and expectations, ask for support with translation, and check in with them about student progress.	<ul style="list-style-type: none"> •Emails •Class notes sent home •Phone calls—positive and concerned

EAL In-classroom Support

EAL Department

EAL In-Class Support Form

EAL Department