English Learners with Disabilities: Developing IEPs and Providing Culturally Responsive Social Work Services

What Do We Know About ELs

Who Are English Learners?

- ELs are a highly heterogeneous and complex group of students with diverse gifts, educational needs, backgrounds, languages, and goals.
- Some EL students come from homes in which no English is spoken, while some come from homes where only English is spoken, others have been exposed to or use multiple languages.
- Over 70% of ELs are U.S.-born.

Spanish speakers comprise more than 70% of ELs in the U.S.

Other Languages

<table>
<thead>
<tr>
<th>Language</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese</td>
<td>3.8%</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>2.7%</td>
</tr>
</tbody>
</table>
### ELs...

- May have a deep sense of their non-U.S. culture, a strong sense of multiple cultures, or identify only with U.S. culture
- May be stigmatized for the way they speak English;
- May be stigmatized for speaking a language other than English
- May be stigmatized for speaking English.
- May live in cultural enclaves;
- May be surrounded by non-EL families;
- May have lived in the U.S. for over a generation;
- May be high achievers in school;
- May consistently struggle in school;
- May excel in one content area and need lots of support in another;
- May be alienated from schooling.

### Think about it…

- **All** students are learning English
- Each EL student falls at a different point on the spectrums of experiences described.
- There is no one profile for an EL student, nor is one single response adequate to meet their educational goals and needs.
- EL students are a diverse group that offers challenges and opportunities to U.S. education.

### ELs are the fastest growing segment of the student population.

- The **highest growth of ELs in school populations occurs in grades 7–12**.
- ELs now comprise at least 10.5 percent of the nation’s K–12 enrollment, up from 5 percent in 1990.
ELs do not fit easily into simple categories; they comprise a very diverse group.

- 57% of adolescent ELs were born in the U.S., while 43% were born elsewhere.
- ELs have varied levels of language proficiency, socio-economic standing, expectations of schooling, content knowledge, and immigration status.

EL students are increasingly present in all U.S. states.

- Formerly, large EL populations were concentrated in a few states, but today almost all states have populations of ELs.
- States in the Midwest and Intermountain West have seen increases in the number of EL students.
- Nationwide, approximately 43% of secondary educators teach ELs.

ELs sometimes struggle academically.

- In 2005, 4% of EL eighth graders achieved proficiency on the reading portion of the National Assessment of Educational Progress (NAEP) vs. 31% of all eighth graders who were found to be proficient.
- Non-native English speakers 14–18 years old were 21% less likely to have completed high school than native English speakers.


Myths about ELs

Myth #1: Many ELs have disabilities, which is why they are often overrepresented in special education.

- A disproportionate number of ELs are represented in special education.
- Assessments that do not differentiate between disabilities and linguistic differences can lead to misdiagnosis of ELs.
- Research suggests that ELs with disabilities can learn, and early intervention can prevent academic failure. Inclusive environments that provide challenging rather than remedial instruction will be most effective.

Myth #2: Children learn a second language quickly and easily.

- A variety of socio-cultural factors can affect language learning.
- EL students might face additional challenges such as acclimating to a new culture and status.
- So…instructors should use culturally relevant materials to build on students’ linguistic and cultural resources.

Myth #3: When an EL student is able to speak English fluently, he or she has mastered it.

- Everyday oral language uses different rhetoric, structure, and vocabulary than academic language.
- Research indicates that oral language should be systematically assessed with instruments that are academically oriented.
Myth #4: All EL students learn English in the same way.
- ELs’ prior schooling, socio-economic position, content knowledge, and immigration status create variety in their learning processes.
- Some ELs speak languages with English cognates, while others speak languages with little lexical similarity to English; this changes the nature of how students learn content-specific vocabulary.

Myth #5: Providing accommodations for EL students only benefits those students.
- Research suggests that making mainstream classrooms more EL-responsive will also make them more responsive to under-served learners generally.
- Many cognitive aspects of reading are common to both native speakers of English and EL learners, though research shows that teachers should pay additional attention to background knowledge, interaction, and word use with ELs.

Myth #6: Teaching ELs means only focusing on vocabulary.
- Students need to learn forms and structures of academic language, they need to understand the relationship between forms and meaning in written language.
- ELs need opportunities to express complex meanings, even when their English language proficiency is limited.


Who Are ELs with Disabilities?
In grades K-12, ELs with IEPs account for about 9% of all students with IEPs. ELs with IEPs include those students –
- whose native language is other than English or whose English language proficiency has been affected by another language or languages as a result of bilingualism/multilingualism, regardless of whether they were born in the United States or abroad,
- whose difficulties in speaking, listening, reading, or writing in the English language may be sufficient to deny them the ability to successfully achieve in classrooms where the language of instruction and assessment is English, and
- whose disabilities represent one or more disability categories (autism, deaf blind, developmental delay, emotional disturbance, hearing impairment and deafness, intellectual disability, multiple disabilities, other health impairment, orthopedic impairment, specific learning disability, speech language impairment, traumatic brain injury, and visual impairment and blindness).

https://nceo.info/student_groups/ells_with_disabilities
### Typical Characteristics of Both English Speakers with a Learning Disability and Second Language Learners without a Disability


<table>
<thead>
<tr>
<th>LITERACY</th>
<th>SOCIAL/VOCATIONAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Difficulty with sound—symbol association</td>
<td>Anxious or emotional</td>
</tr>
<tr>
<td>Sounds out words but unable to blend</td>
<td>Distracted or withdrawn</td>
</tr>
<tr>
<td>Poor orientation to page and text</td>
<td>Limited attention span</td>
</tr>
<tr>
<td>Below grade level reading</td>
<td>Frustrates or angers easily</td>
</tr>
<tr>
<td>Struggles in content areas</td>
<td>Appears to lack motivation</td>
</tr>
<tr>
<td>Unusual spelling errors</td>
<td>Exhibits disorderly behavior</td>
</tr>
<tr>
<td>Letter reversals</td>
<td>Poor quality work</td>
</tr>
<tr>
<td>Difficulty with grammar structures</td>
<td>Poor social skills with peers</td>
</tr>
<tr>
<td>Trouble remembering</td>
<td>Oral class participation</td>
</tr>
</tbody>
</table>
  - Words/text read |
  - Syllable sequences |
  - Letters/numbers seen |
  - Limited |
  - Off-topic |

<table>
<thead>
<tr>
<th>LANGUAGE</th>
<th>SCIENCE/MATH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appears delayed compared to peers</td>
<td>Overreliance on fingers or manipulatives</td>
</tr>
<tr>
<td>Articulation and grammar errors</td>
<td>Poor performance on timed tests</td>
</tr>
<tr>
<td>Limited vocabulary</td>
<td>Difficulty remembering</td>
</tr>
<tr>
<td>Difficulty following directions</td>
<td>• Content-area vocabulary</td>
</tr>
<tr>
<td>Forgets easily</td>
<td>• Processes and procedures</td>
</tr>
<tr>
<td>• What was just said/heard/read</td>
<td>Poor comprehension</td>
</tr>
<tr>
<td>• Previously learned information</td>
<td>Difficulty with orally presented materials</td>
</tr>
<tr>
<td>Poor phonemic awareness skills</td>
<td>• Story problem formats</td>
</tr>
<tr>
<td>• Unable to rhyme</td>
<td>• Abstract concepts</td>
</tr>
<tr>
<td>• Struggles with auditory sound blending</td>
<td>Misunderstands pragmatics—body language</td>
</tr>
<tr>
<td>Narratives lack details/sequence</td>
<td>Narratives lack details/sequence</td>
</tr>
<tr>
<td>Comprehension problems</td>
<td>Comprehension problems</td>
</tr>
</tbody>
</table>
What Disability Categories Do ELs with Disabilities Have?

The categories and the approximate percentage of students identified with these disabilities who were also ELs in 2013 were:

- Autism (7%)
- Deaf Blind (6%)
- Developmental Delay (9%)
- Emotional Disturbance (3%)
- Hearing Impairment and Deafness (12%)
- Intellectual Disability (9%)
- Multiple Disabilities (5%)
- Other Health Impairment (5%)
- Orthopedic Impairment (5%)
- Specific Learning Disability (12%)
- Speech Language Impairment (12%)
- Traumatic Brain Injury (6%)
- Visual Impairment and Blindness (9%)

Dear Colleagues Letter of Guidance: [http://www2.ed.gov/about/offices/list/ocr/ellresources.html](http://www2.ed.gov/about/offices/list/ocr/ellresources.html)

**Key Points**

- LEAs must identify, locate, and evaluate ELs with disabilities in a timely manner.
- LEAs must consider the English language proficiency of ELs with disabilities in determining appropriate assessments and other evaluation materials.
- LEAs must provide and administer special education evaluations in the child’s native language, unless it is clearly not feasible to do so, to ensure that a student’s language needs can be distinguished from a student’s disability related needs.
- LEAs must not identify or determine that EL students are students with disabilities because of their limited English language proficiency.
- LEAs must provide EL students with disabilities with both the language assistance and disability related services they are entitled to under federal law.
IEPs for ELs

Illinois School Code:

- The **IEP Team shall include a qualified bilingual specialist or bilingual teacher**, if the presence of such a person is needed to assist the other participants in understanding the child’s language or cultural factors as they relate to the child's instructional needs. If documented efforts to locate and secure the services of a qualified bilingual specialist are unsuccessful, the district shall instead meet the requirements set forth in Section 226.150(b) of this Part.

- **An IEP Team cannot determine that a particular EL with a disability should not participate in the annual State ELP assessment.**

  The language needs of the child must be considered, in particular the proficiency level of the student.

- The child is **entitled to both special education services and English language development services.**

- The **special education related services may be provided in a language other than English.**

- **Ensure parents meaningfully participate in the IEP meeting by providing interpreters.**

Tools and Resources for Addressing ELs with Disabilities

- **IEP goals for social work:** [http://www.sonomaselpa.org/docs/social-emotional-goals.pdf](http://www.sonomaselpa.org/docs/social-emotional-goals.pdf)
- **Institute on Community Integration** [https://ici.umn.edu/products/impact/261/261.pdf](https://ici.umn.edu/products/impact/261/261.pdf)

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL</td>
<td>English as a Second Language</td>
</tr>
<tr>
<td>ELL</td>
<td>English Language Learner</td>
</tr>
<tr>
<td>DLL</td>
<td>Dual Language Learner</td>
</tr>
<tr>
<td>TEFL</td>
<td>Teaching English as a Foreign Language</td>
</tr>
<tr>
<td>TOEFL</td>
<td>Test of English as a Foreign Language</td>
</tr>
<tr>
<td>TESOL</td>
<td>Teachers of English to Speakers of Other Languages</td>
</tr>
<tr>
<td>CLAD</td>
<td>Culturally and Linguistically Diverse Students</td>
</tr>
<tr>
<td>LOTE</td>
<td>Language(s) Other Than English</td>
</tr>
<tr>
<td>ENL</td>
<td>English as a New Language</td>
</tr>
<tr>
<td>1.5 Generation Students</td>
<td>Graduates of U.S. high schools who enter college while still learning English (may include refugees and permanent residents as well as naturalized and native-born citizens of the U.S.)</td>
</tr>
<tr>
<td>LD</td>
<td>Learning Disabilities</td>
</tr>
<tr>
<td>SLD</td>
<td>Specific Learning Disabilities</td>
</tr>
<tr>
<td>ID</td>
<td>Intellectual Disability</td>
</tr>
<tr>
<td>ADD</td>
<td>Attention Deficit Disorder</td>
</tr>
<tr>
<td>ADHD</td>
<td>Attention Deficit Hyperactivity Disorder</td>
</tr>
<tr>
<td>CP</td>
<td>Cerebral Palsy</td>
</tr>
<tr>
<td>ED</td>
<td>Emotional Disabilities</td>
</tr>
</tbody>
</table>
Standards and Indicators for Cultural Competence in Social Work Practice

Standard 1. Ethics and Values
Social workers shall function in accordance with the values, ethics, and standards of the NASW (2008) Code of Ethics. Cultural competence requires self-awareness, cultural humility, and the commitment to understanding and embracing culture as central to effective practice.

Standard 2. Self-Awareness
Social workers shall demonstrate an appreciation of their own cultural identities and those of others. Social workers must also be aware of their own privilege and power and must acknowledge the impact of this privilege and power in their work with and on behalf of clients. Social workers will also demonstrate cultural humility and sensitivity to the dynamics of power and privilege in all areas of social work.

Standard 3. Cross-Cultural Knowledge
Social workers shall possess and continue to develop specialized knowledge and understanding that is inclusive of, but not limited to, the history, traditions, values, family systems, and artistic expressions such as race and ethnicity; immigration and refugee status; tribal groups; religion and spirituality; sexual orientation; gender identity or expression; social class; and mental or physical abilities of various cultural groups.

Standard 4. Cross-Cultural Skills
Social workers will use a broad range of skills (micro, mezzo, and macro) and techniques that demonstrate an understanding of and respect for the importance of culture in practice, policy, and research.

Standard 5. Service Delivery
Social workers shall be knowledgeable about and skillful in the use of services, resources, and institutions and be available to serve multicultural communities. They shall be able to make culturally appropriate referrals within both formal and informal networks and shall be cognizant of, and work to address, service gaps affecting specific cultural groups.

Standard 6. Empowerment and Advocacy
Social workers shall be aware of the impact of social systems, policies, practices, and programs on multicultural client populations, advocating for, with, and on behalf of multicultural clients and client populations whenever appropriate. Social workers should also participate in the development and implementation of policies and practices that empower and advocate for marginalized and oppressed populations.

Standard 7. Diverse Workforce
Social workers shall support and advocate for recruitment, admissions and hiring, and retention efforts in social work programs and organizations to ensure diversity within the profession.
Standard 8. Professional Education
Social workers shall advocate for, develop, and participate in professional education and training programs that advance cultural competence within the profession. Social workers should embrace cultural competence as a focus of lifelong learning.

Standard 9. Language and Communication
Social workers shall provide and advocate for effective communication with clients of all cultural groups, including people of limited English proficiency or low literacy skills, people who are blind or have low vision, people who are deaf or hard of hearing, and people with disabilities (Goode & Jones, 2009).

Standard 10. Leadership to Advance Cultural Competence
Social workers shall be change agents who demonstrate the leadership skills to work effectively with multicultural groups in agencies, organizational settings, and communities. Social workers should also demonstrate responsibility for advancing cultural competence within and beyond their organizations, helping to challenge structural and institutional oppression and build and sustain diverse and inclusive institutions and communities.

Sample Social Work IEP Goals
Where Does Culture Come in?

Annual Goal #1 __________ will manage conflicts on a daily basis with ________ frequency, independent of teacher support, with teacher support as measured by ________ (teacher observation, checklist, anecdotal records, behavior checklist, self evaluation, etc.).

Annual Goal #2 __________ will display productive school behavior on a daily basis with ________ frequency as measured by ________.

Annual Goal #3 __________ will display productive school behavior on a daily basis with ________ frequency as measured by ________.

Annual Goal #4 __________ will remain on task and work independently with ________ frequency as measured by ________.
What Is Culturally Responsive Practice for Children Who Are ELs and Have Disabilities?

Scaffold Instruction: Make the instruction meaningful!
- Ask questions in formats that give them support in answering (yes/no, one-word identifications, or short answers)
- Provide the context for learning by having visuals or other hands-on items.
- Use well-known material so the students aren't struggling with the information while they are trying to learn a new skill, such as skimming.

Use cognates (words that sound similar between L1 and English).
- Explicitly point out cognates
- Recognize cognates in your daily life and point out your discoveries to your students
- Have a “cognate corner” on the bulletin board, where students can place the pairs they discover

Provide explicit vocabulary instruction
- More words will be necessary than just the ones the text book lists as “new words.”
- Help students identify the words they don't know, as well as teach strategies for getting their meaning.
- Reinforce the language structures or common associations of vocabulary. (ex: squeak)

Consider error correction carefully.
- Say the phrase/sentence back to the student using correct construction to verify that you have heard the student’s message. This also subtly models the standard English version of what the child has said.

Learn another language.
- Make an effort to learn a few words and phrases.
- Let the students teach you and take pride in your progress.

Seek the experts.
- In your building, there might be bilingual teachers, ESL teachers, etc.
- Use resources
  - Colorin Colorado
  - National Council of Teachers of English (NCTE)
  - Teaching English to Speakers of Other Languages (TESOL)
  - Learning Disabilities Association of America (LDAA)
  - Council for Exceptional Children (CEC)
**Use effective methods of communication and instruction for ELs.**

- **A** Use of graphic organizers, including K-W-L (Know-Want to Know-Learned)
- **B** Pictures (in color whenever possible)
- **C** Physical involvement in the vocabulary (Total Physical Response)
- **D** Progression in notetaking
  1. Guided notes from text
  2. Guided notes from film
  3. Guided notes from lecture
  4. Use of headings from text
  5. Reduced guidance notes from film
  6. Reduced guidance notes from lecture
- **E** CHOICE in activities
- **F** Performance in front of small groups

**Make input comprehensible** (Krashen: https://www.youtube.com/watch?v=fnUc_W3xE1w)

- **A** Modeling
- **B** Visuals, including graphic organizers
- **C** Hands-on activities
- **D** Demonstrations
- **E** Gestures
- **F** Body language
- **G** Emphasis on cognates
- **H** Bilingual versions of texts
- **I** Multicultural images in print resources
- **J** Books in a series

**Specific Strategies**

- **A** Use technology effectively. Greater access to technology and computer-assisted learning can be effective in engaging ELs’ motivation, developing writing and editing skills, and tapping into the collaborative potential of class websites and blogs.

- **B** Recognize socio-cultural factors. Awareness of students’ backgrounds, recognition of their prior literacy experiences, and knowledge of the challenges and benefits that ELs experience when learning a second language can enable teachers to be more effective. These challenges include: understanding implicit cultural knowledge and norms; developing metalinguistic awareness; learning to codeswitch and translate; dealing with political, cultural, and social dimensions of language status issues; negotiating disparities between home/community and school literacy practices.

- **C** Position native languages and home environments as resources. Teachers can help ELs see their native languages and family cultures as resources that contribute to education rather than something to be overcome or cast aside. For example, research shows how students’ extracurricular composing develops ELs’ abilities in text comprehension, collaboration with peers, and construction of a writerly identity. Teachers can use these techniques to reduce the distance between home and school, while helping ELs to become more invested in school learning.
D Recognize ELs’ heterogeneity. ELs have many faces, and these need to be considered in making decisions about assessment. This means:

- Children may need adapted nationwide or federally mandated standardized testing to accommodate their needs
- Advocate for avoiding any single assessment and insist on multiple assessments
- Recognize that the term EL can refer to either eligible students or those enrolled in special programs
- Determine whether the EL designation is based on spoken English proficiency or written tests
- Consider the amount and duration of exposure to English.

E Use Jazz Chants. Jazz chants are merely sets of words that can be said in a particular cadence to help people remember or express an idea. The jazz part just means that rhythm is involved. The rhythm can come from the spoken cadence or from other sources as well, such as clapping, stomping, snapping, or tapping. Chants may also rhyme and some people find them even more appealing when they do. Memory is enhanced by a variety of features:

1. Add touch;
2. Add sight;
3. Add sound;
4. Add rhythm;
5. Add rhyme;
6. Add melody; and
7. Use choral rehearsal (that is, several voice concurrently).

Jazz chants employ at least sound, rhythm, and choral rehearsal and can employ other of the features listed above.

Coins Jazz Chant

Coins are made of metal, metal.
Coins are made of metal.
Coins are copper or silver, silver.
Coins are copper or silver.
Coins have values, yes, they do,
Coins can be counted, you can too!
Pennies are copper and worth one cent.
Nickels are silver and worth five cents.
Dimes are silver and worth ten cents.
Quarters are silver and worth 25 cents.
Pennies and nickels are smooth, so smooth.
Dimes and quarters are ridged, so ridged.
Coins are made of metal, metal.
Coins are made of metal.
Coins have values, yes, they do,
Coins can be counted, you can too!

The following is a website with a brief video of Carolyn Graham describing how to create a jazz chant. It is important to go to the source and Carolyn Graham, a jazz and blues singer and pianist, coined the term and codified the art form. Here is the URL:

http://www.teachingvillage.org/2010/05/23/how-to-create-a-jazz-chant-by-carolyn-graham/
Wake up! Wake up!
Wake up! Wake up!
It’s time to get up.
It’s time to get up.

Come on, get up!
Come on, get up!
You have to get up!
You must get up!
You’ve got to get up!
Come on, get up!
Get up! Get up!
You’re going to be late!
Late for school

I don’t want to get up.
I don’t want to get up.
I don’t want to get up.
I don’t want to get up.
I don’t want to get up.
I don’t want to get up.
Late for what?
Late for school?

It’s SUNDAY !!

Jazz Chant re: Environmental Concern
https://americanenglish.state.gov/files/ae/we_dont_know_where_it_went.mp3

Jazz Chant re: Refuse the Bag
https://americanenglish.state.gov/files/ae/refuse_the_bag.mp3

Friendship Jazz Chant
https://www.youtube.com/watch?v=NVDbnGxujTc
F Use an autobiography activity. "Bio Cube: This option allows students to develop their own autobiography. Specific prompts ask students to describe a person's significance, background, and personality.
http://www.readwritethink.org/classroom-resources/student-interactives/cube-30057.html

G Use Games. True/False. Take a page from Olympic scoring judges. Put two cards in the hands of each student. Prepare hot pink 3” by 5” cards by printing a 150 font (Times New Roman) F on each; use electric green 3” by 5” cards for T. In this way, you are using a convention with which students are already familiar, that of red for stop and green for go. If the lack of true colors is of concern, print the letters on card stock (65 pound) on actual red and green, with four to a page. The only drawback is the need for a paper cutter to separate the individual cards. The teacher or other designated game host then reads statements to which each student indicates agreement or disagreement through the use of holding up the intended card. If students forget and turn the letters toward themselves, the color is still readable. What if some students do not know the answer and merely observe what others are showing and join the crowd? This may not be of any import if the activity is for review, as the students who imitate may be learning the material as the activity ensues. The game host may call on individual players to articulate why a statement is false and what would be needed to make the statement true. Additional resources and online games for ELs are available at http://www.teflgames.com/games.html. Resource: Carroll, M. K. (2011). Fun and games in higher education. Eastern Education Journal, 40(1), 23-32.

Social questions that may work for this method:
1. A good way to handle bullying is to “loudmouth.”
2. It is OK to just watch when another kid is getting bullied.
3. If you feel like bullying someone, you could come and talk to your social worker.
4. Sometimes you might notice that a friend’s parents behave differently than yours.
5. Even when all of the families speak Spanish, some families may have a different culture than others.
6. If I take 10 deep breaths in a row, I will probably explode.
7. It might be easier for me to get my homework done if I used my planner to write down assignments.
8.
9.
10.

H Use Reader’s Theater. Reader’s Theater is exactly like the next type of activity described here, plays, but it has a wonderful advantage of not requiring memorization of lines. This means that students can concentrate on speaking and understanding and not worry about whether they can remember the lines exactly as they are written. A wonderful Latina author, Pam Munoz Ryan, wrote a delightful book called When Marian Sang, about Marian Anderson, the first African American performer to sing in Carnegie Hall. This website offers several reader’s theater scripts by Munoz. http://www.pammunozryan.com/readers-theatre-scripts/
Instructional Strategies by Language Level

If you have EL students in your classroom, it is more than likely there will be students at a variety of stages in the language acquisition process. What can teachers do to differentiate instruction according to language level? Here are some suggestions for appropriate instructional strategies according to stages of language acquisition.


### Levels of English Language Proficiency

<table>
<thead>
<tr>
<th>Language Stage</th>
<th>Instructional Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-production</strong></td>
<td>• Emphasize listening comprehension by using read-alouds and music.</td>
</tr>
<tr>
<td></td>
<td>• Use visuals and have students point to pictures or act out vocabulary.</td>
</tr>
<tr>
<td></td>
<td>• Speak slowly and use shorter words, but use correct English phrasing.</td>
</tr>
<tr>
<td></td>
<td>• Model &quot;survival&quot; language by saying and showing the meaning. For example, say, &quot;Open your book,&quot; and then open a book while the student observes.</td>
</tr>
<tr>
<td></td>
<td>• Gesture, point and show as much as possible.</td>
</tr>
<tr>
<td></td>
<td>• More advanced classmates who speak the same language can support new learning through interpretation.</td>
</tr>
<tr>
<td></td>
<td>• Avoid excessive error correction. Reinforce learning by modeling correct language usage when students make mistakes.</td>
</tr>
</tbody>
</table>
| Early Production | Continue the strategies listed above, but add opportunities for students to produce simple language.  
|                  | Ask students to point to pictures and say the new word.  
|                  | Ask yes/no and either/or questions.  
|                  | Have students work in pairs or small groups to discuss a problem. Have literate students write short sentences or words in graphic organizers.  
|                  | Model a phrase and have the student repeat it and add modifications. Teacher says, "This book is very interesting." The student repeats it and says, "This book is very boring." Continue with as many modifications as possible.  
|                  | Avoid excessive error correction. Reinforce learning by modeling correct usage. |
| Speech Emergent  | Introduce more academic language and skills by using the same techniques listed above, but beginning to use more academic vocabulary.  
|                  | Introduce new academic vocabulary and model how to use it in a sentence.  
|                  | Provide visuals and make connections with student's background knowledge as much as possible.  
|                  | Ask questions that require a short answer and are fairly literal.  
|                  | Introduce charts and graphs by using easily understood information such as a class survey of food preferences.  
|                  | Have students re-tell stories or experiences and have another student write them down. The EL student can bring these narratives home to read and reinforce learning.  
|                  | In writing activities, provide the student with a fill-in-the-blank version of the assignment with the necessary vocabulary listed on the page.  
|                  | Provide minimal error correction. Focus only on correction that directly interferes with meaning. Reinforce learning by modeling the correct usage. |
| Beginning Fluency| Have students work in pairs and groups to discuss content.  
|                  | During instruction, have students do a think-pair-share to give the student an opportunity to process the new language and concept.  
|                  | Ask questions that require a full response with explanation. If you do not understand the student's explanation, ask for clarification by paraphrasing and asking the student if you heard them correctly.  
|                  | Ask questions that require inference and justification of the answer.  
|                  | Ask students if they agree or disagree with a statement and why.  
|                  | Model more advanced academic language structures such as, "I think," "In my opinion," and "When you compare." Have students repeat the phrases in context.  
|                  | Re-phrase incorrect statements in correct English, or ask the student if they know another way to say it.  
|                  | Introduce nuances of language such as when to use more formal English and how to interact in conversations.  
|                  | Have students make short presentations, providing them with the phrases and language used in presentations ("Today I will be talking about") and giving them opportunities to practice the presentation with partners before getting in front of the class.  
|                  | Continue to provide visual support and vocabulary development.  
|                  | Correct errors that interfere with meaning, and pre-identify errors that will be corrected in student writing, such as verb-tense agreement. Only correct the errors agreed upon.  
|                  | You may want to assist in improving pronunciation by asking a student to repeat key vocabulary and discussing how different languages have different sounds. |
## Intermediate Fluency

- Identify key academic vocabulary and phrases and model them. Ask students to produce the language in class activities.
- Use graphic organizers and thinking maps and check to make sure the student is filling them in with details. Challenge the student to add more.
- Help the student make connections with new vocabulary by instructing him or her in the etymology of words or word families such as, "important, importance, importantly."
- Create assessments that give students an opportunity to present in English after they have an opportunity to practice in pairs or small groups.
- Introduce more academic skills, such as brainstorming, prioritizing, categorization, summarizing and compare and contrast.
- Ask students to identify vocabulary by symbols that show whether the student "knows it really well, kind of knows it, or doesn't know it at all." Help students focus on strategies to get the meaning of new words.
- Have a "guessing time" during silent reading where they circle words they don't know and write down their guess of the meaning. Check the results as a class.
- Introduce idioms and give examples of how to use them appropriately. For example, "Let's wind up our work." What's another way you could use the phrase "wind up?"
- Starting at this level, students need more correction/feedback, even on errors that do not directly affect meaning. They should be developing a more advanced command of syntax, pragmatics, pronunciation, and other elements that do not necessarily affect meaning but do contribute to oral fluency.
- It may also be helpful to discuss language goals with the student so you can assist in providing modeling and correction in specified areas.

## Advanced Fluency

- Students at this level are close to native language fluency and can interact well in a variety of situations. Continue to develop language skills as gaps arise by using the strategies listed above. Although the student may seem completely fluent, he or she still benefit from visual support, building on background knowledge, pre-teaching vocabulary and making connections between content areas.
- Offer challenge activities to expand the student's vocabulary knowledge such as identifying antonyms, synonyms and the use of a thesaurus and dictionary.
- Demonstrate effective note-taking and provide a template.
- Offer error correction on academic work and on oral language. Because students at this stage have achieved near-native fluency, they benefit from support in fine-tuning their oral and written language skills.