HCPS EL Journal

Who are ELs?

ELs (English Learners) are the fastest-growing population in U.S. schools. Additionally, this group of students is incredibly diverse (homes of origin, languages spoken, previous schooling, socioeconomic status, etc.). Some ELs have recently immigrated to the U.S. while other ELs were born in the U.S. and have always attended public schools. Regardless where the ELs have come from and the baggage that they may/may not carry, it is the responsibility of each one of us educators to make sure that they are receiving the education that they need and deserve .

What is WIDA?

WIDA stands for:
World-Class Instructional Design and Assessment.
WIDA is part of the University of Wisconsin – Madison. WIDA is housed in the Wisconsin Center for Education Research (WCER) in the School of Education. WIDA has established standards, through research, that serve as a foundation for the work of the EL teachers and students as well as the curriculum utilized

Quick Tips For Classroom Teachers

1. Know your students' names.
2. Know how to pronounce student names.
3. Know your EL teacher.
4. Speak Slowly
5. Increase wait time.
6. incorporate visual/tactile modes of instruction.
7. Build upon student experiences.
8. Know student Proficiency Levels.
9. Emphasize speaking and writing activities.
10. Remember that students may go through a silent period.

The process that HCPS uses to identify students for EL services is mandated. Currently, when a student first registers with HCPS (this includes all students K-12), they **MUST** be issued a **paper copy of the "Maryland Home Language Survey"** (HLS). The survey is standardized by the state, offered in many languages, and asks (3) very important questions:

1. What language(s) did the student first learn to speak?
2. What language does the student use most often to communicate?
3. What language(s) are spoken in your home?

If the answer to two or more of the questions is a language other than English, registration is flagged for the EL teacher to screen the student to determine their level of English proficiency. The EL teacher is required to upload the signed HCPS registration card and HLS into EL Application. The screening tools are standardized by WIDA and must be administered within 30 days of registration.

Once screening is complete, the EL teacher indicates the English proficiency level on a "Notification of Placement" (NOP) letter that the parent signs that indicates their support or decline for EL services. In order to be eligible to receive services, a student must score below a 4.5 on the screening tool.

Vocabulary

Each and every student can benefit from access and exposure to more Tier 2 and Tier 3 words, enabling them to comprehend subject-matter texts, conduct rich discussions around the texts, write cohesive text-based assignments, and do well on local and state assessments.

Research states that the most effective vocabulary instruction for ELs focuses on Tier 2 words and phrases to comprehend Tier 3 words and phrases typically defined in a text.

Tier 1 = Basic words ELs need to communicate orally, read, and write.

Tier 2 = Information-processing words, transition words, connectors; more sophisticated words for rich discussion and specificity in descriptions.

Tier 3 = Subject-specific words that label content concepts and infrequently used academic words.

Vocabulary is the beginning; it is not an end in itself. Vocabulary taught in isolation or from long lists has not proven to be effective. Students need to use the target vocabulary in context while summarizing verbally what they just read and/or heard the teacher present. Without follow-up reading and writing, mastery of English vocabulary will be sparse and remain low level.

Would you like more information on vocabulary instruction for ELs and tiered vocabulary? Visit the following:

https://www.colorincolorado.org/article/tips-educators-ells-teaching-vocabulary-grades-4-12

Vocabulary Strategies to try:

Concept Mapping.
Semantic Mapping
Word Guesses
Drama
Chants
Word Parts
Word Cards
Word Charts
Word Webs
Word Walls
Cognates
Word Clines
Examples
Non-Examples
Video Clips
Memory
Jeopardy
Jigsaw
Vocab. BINGO
Glossary
Define- Concrete
Gallery Walks
Word Banks
Drawing
Coding
Realia
Gestures
Facial Expressions
Synonyms
Antonyms
Classifying
Comparing
Describing
Sequencing
Feedback
Discussion
Pre-Teach
Word of the Week
Personal Dictionary

	Standard	Abbreviation
English Language Development Standard 1	English language learners **communicate** for **Social** and **Instructional** purposes within the school setting	Social and Instructional language
English Language Development Standard 2	English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**	The language of Language Arts
English Language Development Standard 3	English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Mathematics**	The language of Mathematics
English Language Development Standard 4	English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Science**	The language of Science
English Language Development Standard 5	English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Social Studies**	The language of Social Studies

fosters the assets, contributions, and potential of our ELs. Within this framework, additional components of Key Language Uses, Language Expectations, and Proficiency Level Descriptors can be found.

Key Language Uses exemplify the Big Idea: Functional Approach to Language Development. Language is used for particular purposes, with particular audiences, and in particular sociocultural contexts.

Language Expectations are goals for content-driven language instruction.

Proficiency Level Descriptors are a detailed articulation of an ELs' growth in interpretive and expressive language across levels of English language proficiency. These descriptors are enhanced through "Can Do" statements. These "Can Do" statements help teachers and students to know what language skills are typically associate with proficiency levels.

Interested to learn more about WIDA Standards and the WIDA Standards Framework? Visit the following:

https://wida.wisc.edu/teach/standards/eld

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