



TRENTON Public Schools

"Children are First, Los niños son primero"

*A MANUAL FOR ALL
TEACHERS*

on

MODIFICATIONS

and

ACCOMMODATIONS

for

*ENGLISH LANGUAGE
LEARNERS*



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LANGUAGE ACQUISITION CHART




	STAGE I	STAGE II
OFFICIAL NAME	PREPRODUCTION	EARLY PRODUCTION
OTHER NAMES	NEWCOMER EMERGENT SPEAKER SILENT PERIOD STAGE	EMERGENT/BEGINNER ONE-TWO WORD SOCIAL LANGUAGE STAGE
DEFINITION	<p>Students not ready to actively produce language Listening and responding in non-verbal ways to show understanding</p> <p>0 – 500 receptive word vocabulary Adjusting to U.S. culture</p>	<p>Students can attend to hands-on demonstrations with more understanding May initiate conversation by pointing or using single words Very limited comprehension/vocabulary</p> <p>Up to 1000 receptive word vocabulary Adjusting to U.S. culture</p>
STUDENT BEHAVIORS	<p>Depends heavily on context Has minimal receptive vocabulary Comprehends key words only Indicates comprehension physically (points, draws, gestures, etc.) May not produce speech</p> <p>ABLE TO: observe, locate, label, match, show, classify, categorize</p>	<p>Depends heavily on context Produces words in isolation Verbalizes key words Responds with one/two word answer or short phrases Indicates comprehension physically Mispronunciation/grammar errors</p> <p>ABLE TO: name, recall, draw, list, record, point out, underline, organize</p>
TEACHING STRATEGIES	<p>Use manipulatives, visuals, realia, props, games Create climate of acceptance/respect that supports acculturation Use cooperative learning groups Require physical response to check comprehension Display print to support oral language Model activities for students Use hands-on activities Use bilingual students as peer helpers Adjust rate of speech to enhance comprehension Ask yes/no questions Ask students to show/point/draw Teach content area vocabulary/terminology</p>	<p>Continue Stage I Strategies PLUS Simplify language/not content Lessons designed to motivate students to talk Ask students questions that require one/two word responses: who?, what?, which one?, how many? Lessons expand vocabulary</p>
RELATIVE TIME LINE FOR EACH LANGUAGE ACQUISITION STAGE	0 – 6 Months in U.S. School	6 Months – 1 Year in U.S. School

Please note students progress at independent rates depending on previous schooling, acculturation, and motivation. Students with no previous schooling will take longer to progress through these stages. Please remember most English Language Learners students have extensive language ability in their first language.

LANGUAGE ACQUISITION CHART *(continued)*

STAGE III	STAGE IV	STAGE V
LOW INTERMEDIATE	HIGH INTERMEDIATE FLUENCY	ADVANCED FLUENCY
SHORT/PHRASES/SIMPLE SENTENCES SOCIAL LANGUAGE STAGE	BRIDGING ACADEMIC LANGUAGE STAGE	EXITABLE FLUENCY ACADEMIC LANGUAGE STAGE
<p>Students begin speaking in short phrases and simple sentences Many mistakes in grammar, word order, word usage Limited comprehension and vocabulary</p> <p>Up to 7,000 receptive/active word vocabulary</p>	<p>Students can communicate thoughts more completely, can participate in every day conversations without highly contextualized support</p> <p>Up to 12,000 receptive/active word vocabulary</p>	<p>Students have advanced skills in cognitive/academic language</p> <p>Beyond 12,000 receptive/active word vocabulary</p>
<p>Depends heavily on context Produces whole sentences Makes some pronunciation and basic grammatical errors, but is understood Demonstrates comprehension by responding orally and in written form (charts, graphs, diagrams) Hears smaller elements of speech Functions on a social level Uses limited vocabulary Initiates conversation & questions Shows good comprehension (given rich context)</p> <p>ABLE TO: tell, describe, restate, compare, question, map, dramatize)</p>	<p>Depends on context Engage in and produce connected narrative (discourse) Shows good comprehension Uses expanded vocabulary Makes complex grammatical errors Functions somewhat on an academic level</p> <p>ABLE TO: imagine, create, appraise, contrast, predict, express, report, estimate, evaluate, explain</p>	<p>Functions on an academic level with age/grade peers Maintains two-way conversations Uses more complex grammatical structures Demonstrates comprehension in decontextualized situations Uses enriched vocabulary</p> <p>ABLE TO: relate, infer, hypothesize, outline, revise, suppose, verify, rewrite, assess, justify, critique, summarize, illustrate, judge, demonstrate</p>
<p style="text-align: center;">Continue Stages I & II PLUS</p> <p>List and review instructions step by step Build on students prior knowledge Incorporate more reading and writing Engage students in producing language such as describing, retelling, comparing, contrasting, summarizing, graphs, charts and diagrams.</p>	<p style="text-align: center;">Continue Stages I-III PLUS</p> <p>Have students brainstorm, list, web, use graphic organizers</p> <p>Ask questions soliciting opinions, judgment, explanation (more why and how questions) Introduce figurative language Develop more academic language (oral and written)</p>	<p style="text-align: center;">Continue Stages I-IV PLUS</p> <p>Incorporate note-taking skills Study skills Test-taking skills</p> <p>Demonstrate how to verify answers (oral and written) Expand figurative language (idioms)</p>
1 – 3 Years in U.S. School	3 - 5 Years in U.S. School	5 - 7 Years in U.S. School

Suggestions for Supporting K-12 Newcomer ESL Students in the Classroom

- 1. Sensitize mainstream students to the newcomers' challenges.** Prepare English-speaking peers for the arrival of a newcomer. Ask your students to imagine that their parents took them to another country to live. Brainstorm with them how they would feel.
- 2. Be aware of the effects of culture shock.** Children may demonstrate physical ailments or display a wide variety of unusual behavior such as tantrums, crying, aggression, depression, tendency to withdraw, and sleeplessness.
- 3. Create a nurturing environment.** Give lots of encouragement and praise for what the students can do, and create frequent opportunities for their success in your class. Be careful not to call on them to perform alone above their level of competence.
- 4. Establish a regular routine for newcomers.** At first, everything will be chaotic to your newcomers. Give them help in organizing time, space, and materials. Give them a copy of the daily schedule. Tape it to their desks, or have them keep it at the front of their ESL notebooks. Send a copy home so that parents can help their children feel more connected to the classroom.
- 5. Engage newcomers in language learning from the beginning.** Here are some ways to actively engage your newcomers in language learning.
 -  **COPY WORK** Have students copy alphabet letters, numbers, their name, your name, the names of other students in the class, and beginning vocabulary words. Have them draw pictures to demonstrate comprehension of what they are copying.
 -  **ROTE LEARNING** While this is not popular in American schools, it is common in many other countries. Initially, parents and students often feel more comfortable if they can see some kind of end product. You may wish to have students learn sight words, poems, chants, songs, lists, and spelling words through rote learning.
 -  **THE CLASS AUTHORITY.** Each newcomer has many strengths that he or she can share with the class. When appropriate include them as resources so they too can be seen as important members of the group. Areas of expertise might be computers, math, origami, or art work.
- 6. Recruit volunteers to work with newcomers.** At first, many students will not speak at all. It is critical to provide students with plenty of aural input in order to familiarize them with the sounds of the English language.
- 7. Use recorded material.** A word of caution about the use of tapes and tape recorders. The student using headphones is isolated from the rest of the class.

13 Things for K-12 Teachers to Consider when Teaching Newcomers to Read

- 1. Read to newcomers every day.** Appropriate reading material for beginning English Language Learners (ELL) should include at least some of these characteristics.
 - ✎ Numerous illustrations that help clarify the text
 - ✎ Story plots that are action-based
 - ✎ Little text on each page
 - ✎ Text that contains repetitive, predictable phrases
 - ✎ High-frequency vocabulary and useful words
 - ✎ Text that employs simple sentence structures

















- 2. Use reading strategies to increase students' comprehension.** When you read to beginning ESL students, be sure to make language comprehensible to them.
 - ✎ Point to the corresponding pictures as you read the text.
 - ✎ Act out, dramatize, and provide models and manipulatives for students to handle.
 - ✎ Read sentences at a slow-to-normal speed, using an expressive tone.
 - ✎ Allow time after each sentence or paragraph for students to assimilate the material.
 - ✎ Verify comprehension of the story by asking students to point to items in the illustrations and to answer yes/no and either/or questions.
 - ✎ Read the same story on successive days. Pause at strategic points and invite students to supply the words or phrases they know.
 - ✎ Point to the words in the text as you read them. This is particularly useful for students who need to learn the left-to-right flow of English text.
 - ✎ When students are familiar with the story, invite them to “read” along with you as you point to the words.
 - ✎ If appropriate for younger students, use Big Books, as both text and illustrations can be easily seen.

- 3. Teach the alphabet.** Preliterate students and literate newcomers who speak a language that does not use the Roman alphabet need direct instruction in letter recognition and formation as well as beginning phonics.

- 4. Use authentic literature.** Begin with materials that have easily understood plots, high frequency vocabulary and few idiomatic expressions.

- 5. Teach phonics in context.** Using authentic literature, you can introduce and reinforce letter recognition, beginning and ending sounds, blends, rhyming words, silent letters, homonyms, etc. Phonics worksheets are not generally useful to the newcomer since they present new vocabulary items out of context.

- 6. Make sure students understand the meaning.** Your students may learn to decode accurately but be unable to construct meaning out of the words they have read. Teach newcomers to reflect on what they have decoded and to ask questions to be sure they understand.

- 7. Check comprehension through sequencing activity.** Check student comprehension with one or more of the following activities.
-  Write individual sentences from the text on separate sheets of drawing paper; then read or have the students read each sentence and illustrate it.
 -  Informally test students' ability to sequence material from a story: print sentences from a section of the story on paper strips, mix the strips; have students put them in order.
 -  Check students' ability to order words within a sentence; write several sentences from the text on individual strips of paper; cut the strips into words; have students arrange each group of words into a sentence.
- 8. Provide for audio review.** Set up a tape recorder and record stories as you read. Newcomers then have the opportunity to listen to a story, and read along, as many times as they wish.
- 9. Teach reading in the home language first.** Whenever feasible students should have an opportunity to receive reading instruction in their home language prior to receiving reading instruction in English. If you are a mainstream teacher and find yourself responsible for the developmental reading instruction of preliterate newcomers, allow newcomers time to develop some aural familiarity with English and build a vocabulary base before beginning reading instruction.
- 10. Encourage reading outside of the classroom.** Stock your classroom library and encourage newcomers' parents to join the public library and check out picture books, books with read-along tapes, and home-language books, if available.
- 11. Encourage newcomers to explore creative writing in English.** Students will learn to write faster when they have real reasons to write. Motivate students to write by providing them with meaningful reasons to write.
- 12. Establish and English Language Learner Center. Fill the ELL Center with activities for your new language learners.**
- Here are some of the items you may want to include in your ELL Learning Center. It is not necessary to put everything in at once. Add to the Learning Center a little bit at a time.
-  Tape recorder and earphones
 -  Copies of appropriate activity pages, and keep them in a loose-leaf binder, a large envelope, or a folder with pockets.)
 -  Crayons, scissors, pencils, erasers, and paper
 -  An ESL notebook
 -  An ESL folder for Dictionary pages
 -  Labels for classroom objects
 -  A picture file (class-made or commercial)
 -  Well-illustrated magazines for cutting out pictures
 -  Blank 3"x 5" index cards to be used for flash cards or concentration games
 -  A picture dictionary
 -  Home-language books on your newcomers' reading levels
 -  Home-language magazines with lots of pictures
 -  Nonfiction picture books from the library that cover the same content material you are

currently teaching

- ✎ Beginning phonics books with tapes
- ✎ Taped music in both English and home language
- ✎ Picture books and well-illustrated beginning-to-read books with tapes
- ✎ Simple games: dot-to-dot activities, word searches, concentration games, sequencing activities, and jigsaw puzzles
- ✎ An “object” box containing small manipulative objects for beginning vocabulary or phonics learning

13. Make up individualized Starter Packs for your newcomers. The Starter Pack enables entry-level students to work independently on activities suited to their specific needs. Encourage students to work on these activities when they cannot follow the work being done in the classroom. Remember, however, not to isolate the newcomers from their peers with separate work all day long. They, too, need to be a part of your class and should be integrated as much as possible.

Classroom Modifications for ELL Students

PACING:

- Extend time requirements
- Omit assignments
- Other: _____

ENVIRONMENT:

- Assign preferential seating
- Assign peer buddy
- Other: _____

REINFORCEMENT AND FOLLOW THROUGH:

- Use positive reinforcement
- Use concrete reinforcement
- Check often for understanding/review
- Arrange for peer tutoring
- Plan cooperative learning experiences
- Provide language experience
- Give immediate feedback
- Have student repeat directions
- Make/use vocabulary files
- Teach study skills
- Use study guides to organize materials
- Repeat/review/drill
- Other: _____

ASSIGNMENTS:

- Lower reading level
- Give directions in small, distinct steps
- Allow copying from paper/book
- Use written backup for oral directions
- Lower difficulty level
- Shorten assignment
- Read directions to students
- Give oral clues or prompts
- Record or type assignments
- Adapt worksheets, packets
- Use alternate assignments
- Other: _____

PRESENTATION OF SUBJECT MATERIAL:

- Use individual/small group instruction
- Use specialized curriculum
- Simplify language
- Tape lectures for playback
- Demonstrate concepts
- Use manipulatives
- Emphasize critical information
- Use graphic organizers
- Pre-teach vocabulary
- Other: _____

MATERIALS:

- Provide taped textbooks
- Highlight textbooks/study guides
- Use supplementary materials
- Give assistance in note taking
- Type handwritten teacher materials
- Use bilingual dictionaries, language learner dictionaries and electronic translators
- Use adapted/modified textbooks
- Allow use of computer/word processor
- Other: _____

TESTING ADAPTATIONS:

- Allow students to answer orally
- Use multiple-choice format
- Read test to student
- Modify format
- Write a different test
- Shorten test length
- Require only selected test items
- Create alternative assessment
- Other: _____

GRADING:

- Modify grading system: _____
- Modify weights of course components
- Modify course objectives/outcome

ELL Instructor: _____

Administrator: _____

Classroom Teacher: _____

Classroom Accommodations for English Language Learners

Student Name _____

Teacher _____

Date _____

Reason _____

Environment:

- Preferential Seating
- Assign peer tutor
- Visual charts/cues
- Provide tape recorded discourse
- Highlight key words
- Use real objects/manipulatives
- Refer to prior knowledge (K-W-L or other)
- Provide quiet study space

Other: _____

Assignment:

- Adjust reading level materials
- Single step directions
- Provide extra examples/models
- Shorten assignment/task
- Directions read aloud
- Adapt/simplify language on task
- Give oral prompts/cues
- Allow projects to replace written tasks

Other: _____

Presentation:

- Individual/small group discussions
- Use specialized curriculum/equipment
- Simplify language/key word
- Demonstrations for key concepts
- Visual or Multi-modal presentations
- Frequently check for understanding
- Use manipulatives
- Native Language presentations

Other: _____

Materials:

- Provide tape recorded text
- Provide supplementary materials
- Highlighted text
- Bilingual dictionaries/glossaries
- Use of graphic organizers
- Pre-teach all vocabulary
- Provide varied visual/multi-sensory input
- Native Language text

Other: _____

Management:

- Use positive reinforcement
- Repeat all directions
- Use cooperative learning groups
- Use projects/interdisciplinary tasks
- Provide language experience tasks
- Have student repeat directions
- Immediate praise/feedback
- Plan peer tutors/models
- Provide high interest topics/options
- Provide extended time to complete tasks
- Allow student to think/speak in native language

Other: _____

Class Assessment:

- Allow oral responses
- Read test aloud due to: _____
- Read portions/key words on test
- Modify format/length of test
- Alternate with culturally non-biased items:
Specify _____
- Provide glossaries in native language
- Modify test items/weighted scores due to:
Specify _____
- Use multiple choice format

Other: _____

Accommodations for English Language Learners General Classroom and Content Areas

MATH

- ❖ At beginning to intermediate levels of proficiency, English Language Learners should be shown examples of a completed assignment to model the correct format.
- ❖ Assignments and directions should be printed on the board along with cursive representation.
- ❖ A bilingual assistant/interpreter, when available, could be used to explain math concepts in the student's primary language.
- ❖ Students should have access to counters, number lines and other types of manipulatives, which enable them to complete assignments at their level of instruction.
- ❖ Rewrite story problems in simpler English. Use short sentences, pictures, and illustrations to encourage understanding.
- ❖ Show students how to prepare a card file of number words. Write the word on one side and the symbol on the opposite side.

SOCIAL STUDIES

- ❖ Allow beginning and advanced beginning students to use drawings to demonstrate knowledge of concepts.
- ❖ Show English Language Learners at all proficiency levels a model of a project/assignment prior to their completing the assignment.
- ❖ Teach the key concepts while limiting the vocabulary and details in the lesson.
- ❖ Test only those key concepts addressed.
- ❖ Use many visual aids during the instruction process; i.e. overhead transparencies, maps, graphic organizers, puzzles, computer, etc.
- ❖ Tape record the test or give test orally to student.
- ❖ Allow ELL student capable of tape-recording lessons to do so. (Provides immediate feedback for student to listen to the lesson at home and work on assignments on his/her own.)

READING

When making accommodations for ELL students in the area of reading, it is important to remember that there is a difference between listening and speaking and reading and writing. Some English Language Learners might be considered advanced in speaking, but functioning at a beginning instructional level when it comes to reading with fluency. Keep this in mind when assigning grades. Try to remember to place the emphasis on the student's instructional level in Reading.

- ❖ ELL students at all proficiency levels should have reading materials provided at their instructional level by the classroom teacher.
- ❖ ELL students should be taught vocabulary in context; remember to limit the number of vocabulary words taught in each unit to only the key words. As comprehension increases, increase number of words.
- ❖ Tape record information for the ELL student to learn and let him/her listen to it.

- ❖ Let students act out the story to demonstrate understanding.
- ❖ Use a variety of strategies and approaches to teach reading. The key component is to make sure that students are being taught vocabulary through meaningful context, not in isolation.
- ❖ Provide the ELL student the background knowledge necessary in order to understand.
- ❖ Teach ELL students reading strategies that enable them to predict, connect, question, and visualize a story.

SCIENCE

- ❖ Homework should include completing graphs, drawing, writing in journal, etc.
- ❖ Students should work in groups when possible to solve problems or conduct experiments. Provide many hands-on experiences as ELL students learn best by doing and seeing lessons.
- ❖ Show ELL students at all proficiency levels a sample of a completed project or assignment when requiring a science project for a grade.
- ❖ Have students compile notebooks of their hypotheses, materials, procedures, data, conclusions of experiments, and field experiences.
- ❖ Have students prepare collections of science objects, such as sticks and leaves.
- ❖ Use “hands-on” experiential activities that do not rely on academic language for understanding
- ❖ Prepare large charts that summarize the steps involved in experiments.

WRITING

When making accommodations for English language learners in the area of writing, the same principle holds true. There is a large difference between listening and speaking and reading and writing. Many ELL students could be considered advanced in speaking but at a beginning instructional level in writing.

- ❖ ELL students may not know what cursive writing is; therefore, it will have to be taught.
- ❖ ELL students could be provided a list of basic sentence patterns or words (with pictures) most frequently used in their classrooms for use when writing independently.
- ❖ ELL students could use a journal as a means of practicing writing with teacher feedback.
- ❖ Classroom teacher could provide a model of what he/she expects the finishing writing assignment to look like.
- ❖ Allow ELL students to write about topics in which they have background knowledge.
- ❖ Allow ELL students to work together when possible to brainstorm and to begin the writing process.
- ❖ Use vocabulary words and sentence structures at the instructional level of the student. Use words from their own materials. The words must have meaning for the student. Provide context clues when helping the child to learn new material.
- ❖ Try to limit the number of spelling words assigned. Increase the number of words as comprehension level increases.
- ❖ Usually ELL student’s oral language skills tend to be higher than their reading and writing skills. Adjust assignments based on the instructional level of the student.

Strategies for Non-literate Learners

Some Definitions

We are teaching a huge variety of students. Some may be able to communicate their needs orally but not read and write in English. Others may be a beginner in all skills. In order to better identify where to start and what approaches will work with students, we need to find out who our students are and what their history is with the written word.

Every student is going to have varying experiences and this affects the materials you select, your instructional focus, and the rate of your students' progress. Beginning literacy can be viewed as a continuum.

PRE-LITERATE: Students from an oral language tradition, native language is not written

NON-LITERATE: Non-literate students come from a culture with a written language, but they have had little or no exposure to literacy in their first or second language.

SEMI-LITERATE: Semi-literate students have some but minimal literacy in their own language. They may be very nervous and hesitant and lack confidence in their literacy skills.

NON-ROMAN ALPHABET LITERATE: Students are fluent in literacy in a language that does not use a Roman alphabet.

Some Differences

Literate Learners	Non-Literate Learners
Learn from print	Learn by doing and watching
Tend to be visually oriented	Tend to be aurally oriented
Make lists to remember	Repeat to remember
Spend years learning to read	Have limited time for learning to read
Know they can learn	Lack confidence in their learning ability
Learn best when content is relevant to their lives	Learn best when content is relevant to their lives
Can distinguish between important and less important print	May accept all content as being of equal Value

Strategies

1. Needs Assessment

While we always want to develop curriculum around students' needs, finding out what they are for non-literate students is more challenging. Using photos/pictures of real places helps students express the places they may need to use English. Conducting some assessment of level is helpful in the classroom.

- 1 Can my students write their names in English?
- 2 Can my students identify any basic sight words or symbols from cards?
- 3 When pointing to letters of the alphabet, do my students have a concept of what sounds they make?
- 4 Can my students complete an English alphabet cloze exercise?
- 5 Can my students copy sentences in English?
- 6 Can my students read simple sentences in English?
- 7 Can my students write simple dictated sentences?
- 8 Can my students find a random page number in a book when told?
- 9 Can my students hold a pen, make shapes, know the place to start on the paper?
- 10 What are my students' educational backgrounds?

2. Begin with Listening and Speaking

Students need to be able to express some personal information and simple needs in very short learned phrases or sentences before starting to read. Only ask students to read something they have spent time practicing orally.

3. Start with Real Words

Use student-generated material as a basis to learn sight words. Student-generated material avoids issues of comprehension as the students have given you the oral text such as in the Language Experience Approach. Use teacher generated material to reinforce and practice the new sight words. Include important words students find in their environment or in forms/documents.

4. Create a System to Record and Recycle new Sight Words

Create a literacy rich environment of words your students can read; use a sight word wall or a target letter chart. Develop a system for individual students to record their new words; record the words on a list or set of index cards for frequent review.

5. Teach Word-attack Skills

Students need to learn the sounds that letters make so eventually they will be able to read words that are not sight words. Start with some consonants and short vowels. Build into word families (/a/, /n/ .
/a/ +/n/= an, /c/+ an= can, /m/+ an= man, etc)

6. Use a Combination of Top-down and Bottom-up Processing Strategies in Every Lesson

Students need to grasp whole chunks of written language through exposure to whole but simplified texts. In addition, students need help to sound out combinations of letters and sounds in words they encounter. Include both reading for meaning and work on sounds and letters in each lesson.

7. Help students See Patterns in Language and Literacy

Our students are learning to read in a language that is not their best. Help students see patterns so they can chunk words together and use strategies such as predicting.

8. Help students apply and notice literacy in the world around them

It is exciting to see the word 'the' on a real poster or recognize a word, letter or short phrase in a real document. Help students apply their learning and celebrate success.

9. Teach study skills and spend time organizing paper work

Non-literate students have little experience organizing paper work. Number and date pages, color code important handouts and sort paper work regularly.

10. Be intentional about planning literacy instruction and capitalize on 'found' literacy moments

Literacy students need regular exposure to literacy at their level. This needs to be planned especially if most other students are already literate. Also, opportunities arise in listening and speaking activities where students encounter a literacy moment. Instead of having non-literate students copy the dialogue from the board, allow the literate students to copy while you provide a copy for non-literate students and use it to do something more level appropriate. Circle sight words that are known, notice letters and letter combinations, match pictures to the words or have students shadow read with you.

Glossary

BICS: Basic Interpersonal Communication Skills. Social Language that is less cognitively demanding

Bilingual Instruction: Instruction using two languages, usually the student's first language and a second language

CALP: (Cognitive Academic Language Proficiency) Language proficiency related to academic setting. Language that is more intellectually demanding and abstract

Comprehensible Input: The language the learner already knows plus a range of new language that is made comprehensible by the use of planned strategies

Content-Based ESL: A second language learning approach where teachers use instructional materials, learning tasks, and classroom techniques from academic content areas to develop second language, content, cognitive and study skills

Culture: The sum total of the ways of life of a people; includes norms, learned behavior patterns, attitudes, and artifacts; also involves traditions, habits or customs; how people behave, feel and interact; the means by which they order and interpret the world; ways of perceiving, relating and interpreting events based on established social norms; a system of standards for perceiving, believing, evaluating, and acting

ELL: English Language Learner

ESL: English as a Second Language

Home Language: Language(s) spoken in the home by significant others (e.g., family members, caregivers); sometimes used as a synonym for first language, primary language, or native language

Language Proficiency: The level of competence at which an individual is able to use language for both basic communicative tasks and academic purposes

LEP: Limited English Proficient

NEP: Non-English Proficient

Newcomer: Any non-English speaking student who has never attended American schools and is new to this country

PHLOTE: Primary Home Language Other Than English

Primary language: First or native language spoken by an individual

Pull-out Instruction: In the case of ESL pull-out instruction, when students are withdrawn from their regular classrooms for one or more periods a week for special classes of ESL instruction in small groups

Realia: Concrete objects used to relate classroom teaching to real life (e.g., use of actual foods and supermarket circulars to develop the language related to foods, food purchasing)

Sheltered Instruction: An approach in which students develop knowledge in specific subject areas through the medium of English, teachers adjust the language demands of the lesson in many ways, such as modifying speech rate and tone, using context clues and models extensively, relating instruction to student experience, adapting the language of texts or tasks, and using certain methods familiar to language teachers (e.g., demonstrations, visuals, graphic organizers, or cooperative work) to make academic instruction more accessible to students of different English proficiency levels

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