

ESL Student Information Sheet

Student Name:

Home Language:

English Proficiency Levels (see attached descriptors): **Years in RO:**

Overall	Reading	Writing	Listening	Speaking

Notes:

Language Acquisition Fast Facts:

- ELs need 4-7 years to learn English before reaching academic performance levels of their native-speaking peers.
- A “silent period” is a normal part of the language acquisition process for newcomers.
- Students who begin learning English with high levels of native-language academic literacy develop academic English faster than those with weaker first-language literacy skills, but native language literacy is not a prerequisite for English literacy.
- High quality instruction for ELs is similar to high quality instruction for English-speaking students, but ELs require instructional accommodations and supports.

Benefits of Bilingualism:

We typically view bilingualism as an asset in adults, we should view it the same way for students!

- People who know two or more languages earn an average of \$128,000 more in their lifetimes.
- Research has shown that bilingual individuals are better able to tolerate differences and find solutions to conflict.
- Bilingual individuals test significantly higher in cognitive function than monolinguals.
- Bilinguals are better multitaskers than monolinguals

Students' Rights:

- Appropriate language assistance services to become proficient in English and participate equally in the standard instructional program
- Access to grade-level curricula
- Equal opportunity to participate in all programs
- Students may not be segregated based on EL status

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Classroom/Content Teacher Responsibilities	ESL Teacher Responsibilities
<ul style="list-style-type: none"> ● Provide ELs the support needed to understand content and improve language proficiency. ● Deliver grade-level subject matter in a manner that is accessible to all students ● Explicitly teach academic language skills ● Provide opportunities for students to read, write, listen, and speak in English ● Communicate meaningfully with families 	<ul style="list-style-type: none"> ● Provide ELs the support needed to understand content and improve language proficiency. ● Integrate grade-level content with language instruction. ● Explicitly teach academic language skills ● Provide opportunities for students to read, write, listen, and speak in English ● Communicate meaningfully with families

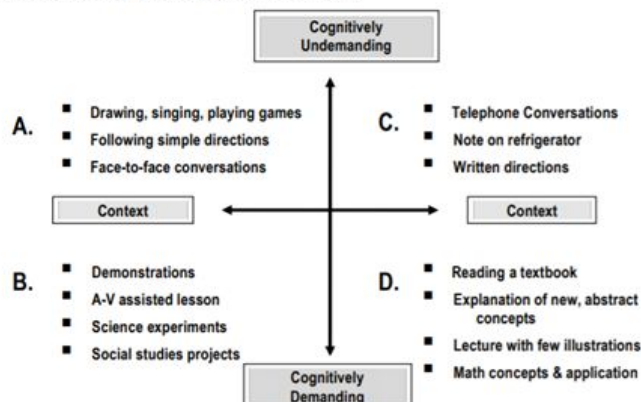
What You Can Do:

- Instruction that is both cognitively demanding and highly context-embedded is most beneficial to ELs (see graphic below).
- Familiarize yourself with the Can-Do descriptors (attached) for your student's level of proficiency
- Consult with the ESL teacher to accommodate instruction and assignments
- Increase opportunities for interaction
- Integrate reading, writing, speaking, and listening into lessons as much as possible
- Link background knowledge and culture to learning

Go-To Strategies:

- Increase use of visuals and hands-on manipulatives
- Provide sentence stems for speaking and listening tasks
- Provide graphic organizers- may be filled, partially filled, or blank. Be sure to teach students how to use them!
- Differentiate texts
- Allow use of translator app for beginning level students
- Peer support

Cummins' (1981) Model of Academic Language



We need to move lessons from the D quadrant to the B quadrant.