

Professional Development Resources

Resource 3.1 Appropriate Assignment/Assessment Procedures for Level 1 Students

<i>In General</i>	<i>Listening and Speaking</i>	<i>Pre-reading and Reading</i>	<i>Writing</i>
<ul style="list-style-type: none"> • Create and use assignments/assessments that allow students to demonstrate content knowledge, skills, and abilities without language mastery. • Focus on correct answers rather than errors and omissions. • Allow students to complete assessment procedures under the guidance of a bilingual teacher or paraeducator. • Weight graded components according to students' linguistic strengths. • Make the assignment/assessment process comprehensible by explaining the directions orally and providing visual support (e.g., realia, icons, manipulatives, modeling and models). 	<ul style="list-style-type: none"> • Evaluate comprehension by means of student nonverbal communication (e.g., locating or selecting by pointing, mimicking, "thumbs up/thumbs down," gestures). • Ask for demonstration of understanding (e.g., pointing; drawing; matching; copying; using pictures or realia to sequence, categorize, prioritize, or evaluate). • Prompt the repetition of a teacher cue or a short response. • Test orally using everyday language to elicit individual words and brief chunks of language. • Allow first-language oral responses, when appropriate. 	<ul style="list-style-type: none"> • Use high-quality, age-appropriate, lower-reading-level materials that provide extensive visual support, expecting comprehension to be dependent upon visuals provided. • Elicit physical response (e.g., locating or selecting by pointing, hand raising). • Ask for demonstration of understanding (e.g., sequencing, drawing, matching, mimicking). • Prompt the repetition of a teacher cue (speaking or singing). • Ask students to retell visually supported stories and texts presented with props and acting. • Test orally using everyday language to elicit individual words and brief chunks of language. • For students literate in the first language, support first-language reading by providing appropriate materials. 	<ul style="list-style-type: none"> • Elicit beginning writing (e.g., drawing; copying or labeling; production of letters, words, numbers, and phrases). • Use visually supported graphic organizers that students complete with pictures, words, or short phrases to check for understanding. • Require students to supplement early writing with visual support to enhance meaning (e.g., drawing, magazine pictures, clip art). • For students literate in the first language, welcome first-language writing, as appropriate.

Resource 3.2 Appropriate Instructional Strategies for Level 1 Students

<i>In General</i>	<i>Listening</i>	<i>Speaking</i>	<i>Pre-reading and Reading</i>	<i>Writing</i>
<ul style="list-style-type: none"> • Provide sensory support for every lesson (e.g., real objects, pictures, hands-on materials and experiences, nonverbal communication, demonstrations, modeling, simulations). 	<ul style="list-style-type: none"> • Teach basic commands by modeling actions (e.g., "Please close the door," "Open your book."). • Use simplified, correct language, repeating or paraphrasing as needed. • Allow sufficient wait time (likely several seconds). • Promote higher-order thinking processes during oral teaching by simultaneously modeling the completion of graphic organizers. • Employ think-alouds to model both processes and language. 	<ul style="list-style-type: none"> • Encourage participation in discussions by eliciting nonverbal or brief communication. • Prompt and scaffold oral language production by modeling content and academic language and providing sentence examples and models (e.g., "The rabbit has fur. The ____ has scales.") • Concentrate on student meaning rather than on correctness of expression. • Build confidence by rewarding all attempts to communicate. 	<ul style="list-style-type: none"> • At the school or program level, for L1-preliterate students, immediately implement a high-quality, research-based, culturally and linguistically sensitive reading development program. • For reading-related activities, use extensive visual support (e.g., posters, pictures), since Level 1 students are typically unable to derive meaning from print alone. • Support grade-level content curriculum with high-quality, age-appropriate, lower-reading-level books aligned with content curriculum that provide extensive visual support. • Teach prereading skills (e.g., phonemic awareness, concepts of print, phonics). 	<ul style="list-style-type: none"> • Ask students to communicate through cutting and pasting images or drawing. • Prompt and scaffold written language production by modeling content and academic language and providing sentence examples and models (e.g., "The rabbit has fur. The ____ has scales."). • Incorporate modeled, shared, and guided writing activities. • Accept drawing, copying and labeling, and self-generated approximations of words and phrases in lieu of grade-level writing. • Concentrate on student meaning rather than on correctness of expression.

Resource 3.2 Continued

<i>In General</i>	<i>Listening</i>	<i>Speaking</i>	<i>Pre-reading and Reading</i>	<i>Writing</i>
			<ul style="list-style-type: none"> • Lay a foundation for comprehension: build background and help students to make connections to prior learning and experiences. • Read or sing visually supported stories or texts to students, using props and acting to increase comprehension and develop oral language skills necessary for reading. • Incorporate shared, shared-to-guided, and guided reading. • Promote the development of higher-order thinking skills by modeling the use of graphic organizers such as Venn diagrams, T-charts, and concept maps. 	<ul style="list-style-type: none"> • Promote the development of higher-order thinking skills by modeling the use of graphic organizers such as Venn diagrams, T-charts, and concept maps.



Professional Development Resources

Resource 4.1 Appropriate Assignment/Assessment Procedures for Level 2 Students

<i>In General</i>	<i>Listening and Speaking</i>	<i>Pre-reading and Reading</i>	<i>Writing</i>
<p>Create and use assignments/assessments that allow students to demonstrate content knowledge, skills, and abilities without language mastery. Focus on correct answers rather than errors and omissions. Allow students to complete assessment procedures under the guidance of a bilingual teacher or paraeducator. Weight graded components according to students' linguistic strengths.</p> <ul style="list-style-type: none"> • Make the assignment/assessment process comprehensible by explaining the directions orally and providing visual support (e.g., realia, icons, manipulatives, modeling and models). 	<ul style="list-style-type: none"> • Test orally using everyday and general content/academic language to elicit phrases and simple sentences. • Allow occasional first-language oral responses. 	<ul style="list-style-type: none"> • Use high-quality, age-appropriate, lower-reading-level materials that provide extensive visual support, expecting comprehension of frequently encountered words and phrases, often dependent upon visuals provided. • Prompt the repetition of a teacher cue (speaking or singing). • Test orally using everyday and general content/academic language to elicit phrases and simple sentences. • For students literate in the first language, support first-language reading by providing appropriate materials. 	<ul style="list-style-type: none"> • Elicit writing of phrases and simple sentences. • Use visually supported graphic organizers that students complete with phrases and simple sentences to check for understanding. • Require students to supplement writing with visual support to enhance meaning (e.g., drawing, magazine pictures, clip art). • For students literate in the first language, allow occasional first-language writing, as appropriate.

Resource 4.2 Appropriate Instructional Strategies for Level 2 Students

<i>In General</i>	<i>Listening</i>	<i>Speaking</i>	<i>Pre-reading and Reading</i>	<i>Writing</i>
<ul style="list-style-type: none"> • Provide sensory support for every lesson (e.g., real objects, pictures, hands-on materials and experiences, nonverbal communication, demonstrations, modeling, simulations). 	<ul style="list-style-type: none"> • Use simplified, correct language, repeating or paraphrasing, as needed. • Allow sufficient wait time (likely several seconds). • Promote higher-order thinking processes during oral teaching by providing graphic organizers, modeling their completion, as needed. • Employ think-alouds to model both processes and language. 	<ul style="list-style-type: none"> • Encourage participation in discussions by eliciting phrases or simple sentences. • Prompt and scaffold oral language production by modeling content/academic language and providing sentence examples and models (e.g., "The rabbit has fur. _____ scales.") • Concentrate on student meaning rather than on correctness of expression. • Build confidence by rewarding all attempts to communicate. 	<ul style="list-style-type: none"> • At the school and program levels, for L1-pre-literate students, (continue to) implement a high-quality, research-based, culturally and linguistically sensitive reading development program. • For reading-related activities, use extensive visual support (e.g., posters, pictures), since Level 2 students are often unable to derive meaning from print alone. • Support grade-level content curriculum with high-quality, age-appropriate, lower-reading-level books aligned with content curriculum that provide extensive visual support. • Teach pre-reading skills (e.g., phonemic awareness, concepts of print, phonics). 	<ul style="list-style-type: none"> • Prompt and scaffold written language production by modeling content/academic language and providing sentence examples and models (e.g., "The rabbit has fur. _____ scales.") • Incorporate modeled, shared, and guided writing activities. • Accept phrases or simple sentences in lieu of grade-level writing expectations. • Concentrate on student meaning rather than on correctness of expression. • Promote the development of higher-order thinking skills by modeling the use of graphic organizers such as Venn diagrams, T-charts, and concept maps.

Resource 4.2 Continued

In General	Listening	Speaking	Pre-reading and Reading	Writing
			<ul style="list-style-type: none"> • Lay a foundation for comprehension: build background and help students to make connections to prior learning and experiences. • Read or sing visually supported stories or texts to students, using props and acting to increase comprehension and develop oral language skills necessary for reading. • Incorporate shared, shared-to-guided, and guided reading. • Promote the development of higher-order thinking skills by modeling the use of graphic organizers such as Venn diagrams, T-charts, and concept maps. 	

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Professional Development Resources

Resource 5.1 Appropriate Assignment/Assessment Procedures for Level 3 Students

<i>In General</i>	<i>Listening and Speaking</i>	<i>Reading</i>	<i>Writing</i>
<ul style="list-style-type: none"> • Create and use assessments/assignments that allow students to demonstrate content knowledge, skills, and abilities without language mastery. • Consider allowing students to complete assessment procedures under the guidance of a bilingual teacher or paraeducator. • Consider weighting graded components according to students' linguistic strengths. • Make the assignment/assessment process comprehensible by explaining the directions orally and providing visual support (e.g., realia, icons, manipulatives, modeling and models). • Simultaneously assess content and language development (e.g., through summarizing, story retelling, questioning and responding, analyzing, evaluating). 	<ul style="list-style-type: none"> • Test orally using and expecting more precise and specific content vocabulary and increasingly complex grammatical structures. (Language should reflect sentence-level frames and models used during instruction.) 	<ul style="list-style-type: none"> • Use high-quality, age-appropriate, lower-reading-level materials that provide extensive visual support, expecting comprehension of increasingly complex sentence- and paragraph-level text. • Test orally using and expecting more precise and specific content vocabulary and increasingly complex grammatical structures. • When traditional paper and pencil tests must be used, employ simplified English and visual support (e.g., clip art, graphs). 	<ul style="list-style-type: none"> • Elicit writing of increasingly complex sentence structures using a developing range of content/academic vocabulary. • When traditional paper and pencil tests must be used, employ simplified English and visual support (e.g., clip art, graphs).

Resource 5.2 Appropriate Instructional Strategies for Level 3 Students

<i>In General</i>	<i>Listening</i>	<i>Speaking</i>	<i>Reading</i>	<i>Writing</i>
<ul style="list-style-type: none"> • Provide sensory support for every lesson (e.g., real objects, pictures, hands-on materials and experiences, nonverbal communication, demonstrations, modeling, simulations). • Explicitly teach and require students to use increasingly complex content/academic vocabulary and sentence structures. 	<ul style="list-style-type: none"> • Prompt and scaffold students' language development by using increasingly complex language, paraphrasing, as needed. • Allow sufficient wait time (likely several seconds). • Facilitate and support higher-order thinking processes during oral teaching by providing students with graphic organizers, modeling their completion, as needed. • Employ think-alouds to model both processes and language. 	<ul style="list-style-type: none"> • Provide opportunities to produce extended oral discourse through activities such as reporting and presentations. • Prompt and scaffold extended oral language production by providing visually supported sentence-level frames and models for high-quality academic discourse (e.g., "As a result of the interaction of _____ and _____, . . ."). • Concentrate on students' meaning to a greater extent than on correctness of expression. 	<ul style="list-style-type: none"> • At the school and program level, for L1-pre-literate students, (continue to) implement a high-quality, research-based, culturally and linguistically sensitive reading development program. • Use high-quality, age-appropriate, lower-reading-level books aligned with content curriculum that provide extensive visual support. • Lay a foundation for comprehension: build background and help students to make connections to prior learning and experiences. • Incorporate shared, shared-to-guided, and guided reading. 	<ul style="list-style-type: none"> • Provide opportunities to produce extended written discourse through activities such as journaling, report writing, and preparing presentations. • Prompt and scaffold extended written language production by providing visually supported sentence-level frames and models for high-quality academic discourse (e.g., "As a result of the interaction of _____ and _____, . . ."). • Incorporate modeled, shared, and guided writing activities. • Accept increasingly complex sentences in lieu of grade-level writing expectations. • Engage students in writing activities that elicit expanded sentences using a range of complexity.

Resource 5.2 *Continued*

<i>In General</i>	<i>Listening</i>	<i>Speaking</i>	<i>Reading</i>	<i>Writing</i>
			<ul style="list-style-type: none"> • Facilitate and support the development of higher-order thinking skills by using graphic organizers such as Venn diagrams, T-charts, and concept maps. 	<ul style="list-style-type: none"> • Concentrate on student meaning to a greater extent than on correctness of expression. • Facilitate and support the development of higher-order thinking skills by using graphic organizers such as Venn diagrams, T-charts, and concept maps.

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Professional Development Resources

Resource 6.1 Appropriate Assignment/Assessment Procedures for Level 4 Students

<i>In General</i>	<i>Listening and Speaking</i>	<i>Reading</i>	<i>Writing</i>
<ul style="list-style-type: none"> • Engage students in grade-level assessments/assignments with scaffolding and support. • Consider weighting graded components according to students' linguistic strengths. • Make the assessment process comprehensible by explaining the directions orally and providing visual support (e.g., realia, icons, manipulatives, models), as appropriate. • Simultaneously assess content and language development (e.g., through summarizing, story retelling, questioning and responding, analyzing, evaluating). 	<ul style="list-style-type: none"> • Use and require increasingly academic and grammatically varied language about both concrete and abstract topics. (Language should reflect discourse-level frames and models used during instruction.) 	<ul style="list-style-type: none"> • Use a combination of grade-level texts (with scaffolding) and high-quality, age-appropriate, lower-reading-level materials that provide visual support. • Use traditional paper and pencil tests wisely, employing visual support (e.g., clip art, graphs) and linguistic scaffolding, as needed. 	<ul style="list-style-type: none"> • Elicit writing of increasingly academic and grammatically varied language about both concrete and abstract topics. (Language should reflect discourse-level frames and models used during instruction.) • Use traditional paper and pencil tests wisely, employing visual support (e.g., clip art, graphs) and linguistic scaffolding, as needed.

Resource 6.2 Appropriate Instructional Strategies for Level 4 Students

<i>In General</i>	<i>Listening</i>	<i>Speaking</i>	<i>Reading</i>	<i>Writing</i>
<ul style="list-style-type: none"> • Provide sensory support for every lesson (e.g., real objects, pictures, hands-on materials and experiences, nonverbal communication, demonstrations, modeling, simulations). • Explicitly teach and require students to use content/academic and grammatically varied language about concrete and abstract topics, with diminishing errors. • Provide scaffolding and support needed for students to engage in grade-level assignments/assessments. 	<ul style="list-style-type: none"> • Scaffold language development by modeling and prompting increasingly academic and grammatically varied language about both concrete and abstract topics. • Promote higher-order thinking processes during oral teaching by providing students with graphic organizers. 	<ul style="list-style-type: none"> • Provide opportunities to produce extended oral discourse, increasingly inclusive of abstract thought. • Scaffold extended oral language production by providing visually supported discourse-level frames and models for high-quality academic discourse (e.g., "In accordance with our hypothesis, the results of our experiment demonstrate _____. This means that _____."). • Insist on increasingly correct and precise language. 	<ul style="list-style-type: none"> • Use a combination of grade-level texts (with scaffolding) and high-quality, age-appropriate, lower-reading-level books aligned with content curriculum that provide visual support. • Provide students with graphic organizers to enhance higher-order thinking. 	<ul style="list-style-type: none"> • Provide opportunities to produce extended written discourse, increasingly inclusive of abstract thought. • Scaffold extended written language production by providing visually supported discourse-level frames and models for high-quality academic discourse (e.g., "In accordance with our hypothesis, the results of our experiment demonstrate _____. This means that _____."). • Insist on increasingly correct and precise language. • Provide students with graphic organizers to enhance higher-order thinking.