



# Escuela Las Morochas

ciudad Ojeda, Venezuela

*Developing lifelong learners and global citizens*

## ELL GUIDELINES

*Escuela Las Morochas* accepts students from many language backgrounds. Approximately 375 million people speak English as their first language. English today is probably the third largest language by number of native speakers, after Mandarin Chinese and Spanish. However, when combining native and non-native speakers it is probably the most commonly spoken language in the world. Therefore, we recognize the need to provide English Language Learner (ELL) services to grades 4-10. The ELL program's goal is to enable students whose native language is not English to function independently in the regular classroom at the appropriate grade level as soon as possible after entry to ELM. An entry exam will be given to the students when they enter the school and also throughout the school year. Each learner comes to us from a different experiential background, and learning aptitude, therefore the exit criterion will be based on having obtained a level of English proficiency in reading, writing, speaking, and listening. In collaboration with the ELL teacher, classroom teachers should adapt their grade level curriculum to meet the needs of ELL students. If a student's grades have been modified this should be reflected on their report card.

### Philosophy

Students acquire language best when the emphasis is on meaningful communication. The students should participate in the mainstream classroom for most of the instruction time while receiving support in the sheltered environment of the ELL room. This support is provided until the students have acquired sufficient language to be successful in the regular classroom. Essential to meeting the ELL students' needs is ongoing communication between the classroom and ELL teacher.

### ELL Curriculum

During ELL time, newcomers will work on basic skills and survival English. Once students have a basic proficiency, the ELL teacher uses simplified material on the same themes, topics, or skills that are being taught in the regular classroom. The ELL teacher may go over reading material from the regular classroom and teach appropriate vocabulary. ELL time should not be used to complete homework or to catch up on assignments. This does not exclude the possibility of working on writing assignments or projects as collaboratively planned by the ELL and classroom teachers. It is not within the ESL philosophy

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to add to the students' educational burden, but to make the classroom objectives-often modified- more attainable.

## Goals for Students in the Program

- Students will acquire basic English skills to function in everyday situations.
- Students will develop English vocabulary related to the classroom and major curriculum areas (math, science, language arts, and social studies).
- Students will be able to express their needs in English.
- Students will develop confidence in their use of English.
- Students will develop strategies to facilitate their independent learning.
- Students will have opportunities outside school to be exposed to and use English through parental support and tutoring where appropriate.

## Areas of Language Development

The ELL program provides instruction in the four areas of language development: listening, speaking, reading, and writing. Each individual student is encouraged to learn English at his or her own pace.



### Listening

Students participate in various activities, such as: listening to stories or music, listening to people speak English, and listening to instructions to become better listeners. Such activities will support them in their content areas.



### Speaking

Students are given various opportunities to practice spoken English. This will help them express themselves in both social and academic language. Students interact by participating in conversations and discussions. They learn how to explain, respond to questions, ask questions, make presentations, and express their ideas and feelings.

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## Reading

Reading is developed by encouraging students to read books for pleasure and for academic purposes. Students read at their own reading level and progressively move on to higher levels. The development of reading skills includes decoding, pronunciation, comprehension, fluency, intonation, and building vocabulary.

## Writing

The students receive support in the writing process at all levels. They are provided with opportunities to express themselves clearly in writing. They become familiar with English grammar, spelling, mechanics, word choice, and word order.



## Resources

The ELL program is supported by resource books, children's literature book sets and other materials for use with the students in the program. Since the ELL program does not have a specific curriculum, the ELL teacher may use other resources to support the programs at each grade level. Extra copies of student books or teacher guides for certain grade level curriculums, such as language arts and math, should be available. The ELL program has its own collection of literature and textbooks.

Rosetta Stone. One or two computers with the Rosetta Stone software will be located in the ELL room so the student and teacher have immediate access to materials that support reading, writing, speaking, and listening.

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## Procedures for Identification

Once the student has been accepted to ELM, a Language Assessment Scale will be completed to ascertain the level of proficiency. A student who performs at a level lower than grade level proficiency, they will be accepted into the program and his or her schedule will reflect such enrollment. Assessments are also used to monitor students or to determine if a student will exit the program. ELL students are tested quarterly.

## Grading

Beginning ELL students may be exempted from receiving achievement grades in their core academic subjects during their first quarter at school. However, they do receive effort grades. If the classroom teacher thinks the student is ready to be graded in academic subjects within the first two weeks, she/he may do so. Each quarter, ELL students receive a narrative assessment from the ELL teacher that describes their strengths and areas for improvement. They also receive an effort grade from the ELL teacher. After one quarter, ELL students must receive all academic grades. If it is determined by the grade level teacher(s) that the student needs continued modifications based on language, this should be noted on their report card. If a student continues to need grade modification after one year, additional testing may be needed.

## Exit Criteria

Using the LAS Test, a student must receive a proficient score in all areas to be able to exit the program. After studying the results of the testing, and verifying that the student is ready to exit the ELL program, a meeting with parents, ELL teacher, and classroom teacher is scheduled. In this meeting the test results are shared with the parents, and teachers explain the rationale for placing the student in the regular classroom without ELL services.

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