

Richland School District
Typologies of English Language Learners

Group/Characteristics		Instructional Recommendations			
A	U.S.-born ELL student making good progress Good progress means gaining one level of English Language Progress per year	Academic Development	Language Development	Cognitive Development	Social & Cultural Processes
	<p>Proficiency in English</p> <ul style="list-style-type: none"> Developing or have attained full proficiency in social English (Basic Interpersonal Communication Skills [BICS]) Developing proficiency in academic English (Cognitive Academic Language Proficiency [CALP]) <p>Proficiency in native language (L1)</p> <ul style="list-style-type: none"> May have some proficiency in social language Little or no academic language proficiency in L1 <p>Academic performance</p> <ul style="list-style-type: none"> Developing literacy in English (decoding and comprehension of grade-level texts) Making at a minimum one full year’s progress each year toward grade-level achievement in all subject areas On track to attain grade-level achievement in academic subjects within five to six years of enrollment in U.S. schools. This is less likely if students do not keep up with their primary language. 	<ul style="list-style-type: none"> Provide high quality PreK geared to needs of ELLs-in primary language to the extent possible Provide scaffolded instruction for ELLs at ELP Levels 1 – 4 OR dual language instruction through 8th grade and beyond if possible. Offer concept-based, grade-level reading instruction appropriate for ELLs Math must be conceptually developed, moving linearly from concrete to abstract, using manipulatives/visuals to support the learning conversation Visuals, realia, graphic organizers, video, songs/chants, web research, online resources must be used daily Before and after school support program 	<ul style="list-style-type: none"> Provide daily, focused opportunities that addresses all four domains of Listening, Speaking, Reading, Writing [LSRW], with emphases on oral language development and academic language [CALP] instruction for ELLs at ELP Levels 1 –2 Basic Interpersonal language [BICS] support for ELP Level 1-2 supported in daily activities Provide focused ELD instruction that address four domains of LSRW with emphasis on CALP instruction for ELLs at ELP levels 3 and 4. Before and after school support program Encourage family to continue development of L1 at home. 	<ul style="list-style-type: none"> Offer engagement opportunities in the students’ L1, whenever possible Promote cognitive processes to transfer from L1 to English. <ul style="list-style-type: none"> Crystalized Knowledge Fluid Reasoning Working Memory Processing Speed Long-Term Memory Auditory Processing Visual Processing Executive Functioning Encourage and foster students’ knowledge base to transfer from L1 to English Practice perspective taking 	<ul style="list-style-type: none"> Community involvement Heritage sharing Study cultural background of the student and then; <ul style="list-style-type: none"> Decide how to provide a connection to: <ul style="list-style-type: none"> social support counseling medical legal housing employment Provide social emotional learning and support to include a focus on: <ul style="list-style-type: none"> Self-Awareness Optimistic Thinking Goal Directed Behavior Self-Management Social-Awareness Relationship Skills Decision Making Personal Responsibility

Group/Characteristics		Instructional Recommendations			
B	U.S.-born students who are struggling and/or Long-term English Language Learners Served with ELL support services for more than 5 years	Academic Development	Language Development	Cognitive Development	Social & Cultural Processes
	<p>Proficiency in English</p> <ul style="list-style-type: none"> Developing or have attained full proficiency in social English; Have gaps in BICS vocabulary and CALP English; May be stalled at intermediate level of proficiency on state language ELP exam even after six or more years in LEP status <p>Proficiency in native language (L1)</p> <ul style="list-style-type: none"> Some proficiency in social language Little or no academic language in L1 <p>Academic performance</p> <ul style="list-style-type: none"> Making less than 1 year of progress each year toward grade-level achievement in subject areas Usually can decode but have difficulty comprehending grade-level text or completing grade-level writing assignments. Reading/writing below level of native English speaking peers May have L1 literacy May have mismatch between perception of language ability and reality 	<ul style="list-style-type: none"> Provide scaffolded instruction in content areas for ELLs through ELP Level 4 Provide literacy intervention appropriate for adolescent ELLs (meaning-based, reading comprehension strategies, analysis of complex text) Offer interventions, as needed, in the subject areas using research-based materials Offer extended and flexible learning opportunities (e.g., extended day, weekend/evening classes, summer school) 	<ul style="list-style-type: none"> Provide daily, focused intervention opportunities that address all four domains (LSRW), with emphases on oral language development and academic language instruction for ELLs at ELP Levels 1 – 4 Encourage family to continue development of L1 at home. 	<ul style="list-style-type: none"> Offer engagement opportunities in the students’ L1, whenever possible Promote cognitive processes to transfer from L1 to English. <ul style="list-style-type: none"> Crystalized Knowledge Fluid Reasoning Working Memory Processing Speed Long-Term Memory Auditory Processing Visual Processing Executive Functioning Encourage and foster students’ knowledge base to transfer from L1 to English Practice perspective taking 	<ul style="list-style-type: none"> Community involvement Heritage sharing Study cultural background of the student and then; Decide how to provide a connection to: <ul style="list-style-type: none"> social support counseling medical legal housing employment Provide social emotional learning and support to include a focus on: <ul style="list-style-type: none"> Self-Awareness Optimistic Thinking Goal Directed Behavior Self-Management Social-Awareness Relationship Skills Decision Making Personal Responsibility

Group/Characteristics		Instructional Recommendations			
C	Newcomer students who are on grade-level in L1 Well educated in home country In US 2 years or less	Academic Development	Language Development	Cognitive Development	Social & Cultural Processes
	<p>Proficiency in English <i>Recent arrivals from foreign countries:</i></p> <ul style="list-style-type: none"> • Beginning levels of English proficiency or above • English language may be more advanced in reading and writing than in listening and speaking <p><i>Recent arrivals from U.S. school districts with high quality bilingual/dual language programs:</i></p> <ul style="list-style-type: none"> • Developing or full proficiency in social English [BICS] • Developing proficiency in academic English [CALP] <p>Proficiency in native language (L1)</p> <ul style="list-style-type: none"> • Advanced or full social [BICS] and academic proficiency [CALP] in L1 <p>Academic performance</p> <ul style="list-style-type: none"> • On grade level achievement in core content, electives and well-developed literacy in L1 • With appropriate support, may show accelerated growth toward grade-level literacy and achievement in English • Will likely show steady progress through English Language acquisition • If native language courses are offered, credit accrual toward graduation can be rapid and successful • May have difficulty with state level achievement exams due to language, not academic content • In danger of slowed growth without instruction in primary language when the content increases in difficulty 	<ul style="list-style-type: none"> • Offer opportunities to accelerate progress through scaffolded content instruction via sheltered instruction model, as appropriate • Offer opportunities to enroll in accelerated math and advanced coursework • Offer opportunities to enroll in dual language programs, as appropriate 	<ul style="list-style-type: none"> • Provide daily, focused intervention opportunities that address all four domains (LSRW), with emphases on oral language development and academic language instruction for ELLs at ELP Levels 1 – 4 • Encourage family to continue development of L1 at home. 	<ul style="list-style-type: none"> • Offer engagement opportunities in the students’ L1, whenever possible • Promote cognitive processes to transfer from L1 to English. <ul style="list-style-type: none"> ○ Crystallized Knowledge ○ Fluid Reasoning ○ Working Memory ○ Processing Speed ○ Long-Term Memory ○ Auditory Processing ○ Visual Processing ○ Executive Functioning • Encourage and foster students’ knowledge base to transfer from L1 to English • Practice perspective taking 	<ul style="list-style-type: none"> • Community involvement • Heritage sharing • Study cultural background of the student and then; • Decide how to provide a connection to: <ul style="list-style-type: none"> ○ social support ○ counseling ○ medical ○ legal ○ housing ○ employment • Provide social emotional learning and support to include a focus on: <ul style="list-style-type: none"> ○ Self-Awareness ○ Optimistic Thinking ○ Goal Directed Behavior ○ Self-Management ○ Social-Awareness ○ Relationship Skills ○ Decision Making ○ Personal Responsibility

Group/Characteristics		Instructional Recommendations			
D	Newcomer students with interrupted or limited formal schooling (SIFE) Less than 2 years in US	Academic Development	Language Development	Cognitive Development	Social & Cultural Processes
	<p>Proficiency in English</p> <ul style="list-style-type: none"> • Beginning levels of English proficiency [BICS] • Little or no academic language proficiency on arrival [CALP] <p>Proficiency in native language (L1)</p> <ul style="list-style-type: none"> • Proficient in social language [BICS] • Limited academic language proficiency [CALP] <p>Academic performance</p> <ul style="list-style-type: none"> • Below grade level in academic subject areas in L1 and English <p>Socio-cultural characteristics</p> <ul style="list-style-type: none"> • May be older than grade-level peers • May hold part- or full-time employment and be responsible to support self or family • Tend to face multiple social and personal challenges within and outside of school. 	<ul style="list-style-type: none"> • Provide content instruction through L1 and/or intensive scaffolded content instruction via sheltered instruction model for ELLs at ELP Levels 1- 4 • Offer remedial math, as needed, provided through L1 or scaffolded instruction • Provide literacy intervention appropriate for adolescent ELLs (meaning-based, reading comprehension strategies, analysis of complex text) • Offer interventions to support learning in other subject areas • Offer extended and flexible learning opportunities (e.g., weekend/evening classes, vocational program, extended time to graduation) 	<ul style="list-style-type: none"> • Provide daily, focused intervention opportunities that address all four domains (LSRW), with emphases on oral language development and academic language instruction for ELLs at ELP Levels 1 – 4 • Encourage family to continue development of L1 at home. 	<ul style="list-style-type: none"> • Offer engagement opportunities in the students’ L1, whenever possible • Promote cognitive processes to transfer from L1 to English. <ul style="list-style-type: none"> ○ Crystallized Knowledge ○ Fluid Reasoning ○ Working Memory ○ Processing Speed ○ Long-Term Memory ○ Auditory Processing ○ Visual Processing ○ Executive Functioning • Encourage and foster students’ knowledge base to transfer from L1 to English • Acquire knowledge through sensory experiences and manipulation objects 	<ul style="list-style-type: none"> • Community involvement • Heritage sharing • Study cultural background of the student and then; • Decide how to provide a connection to: <ul style="list-style-type: none"> ○ social support ○ counseling ○ medical ○ legal ○ housing ○ employment • Provide social emotional learning and support to include a focus on: <ul style="list-style-type: none"> ○ Self-Awareness ○ Optimistic Thinking ○ Goal Directed Behavior ○ Self-Management ○ Social-Awareness ○ Relationship Skills ○ Decision Making ○ Personal Responsibility

Key Definitions: Cognitive Development

Crystallized Knowledge: The breadth and depth of the child's acquired knowledge within a culture, and the effective application of this knowledge. This includes language development, listening ability, vocabulary, and general information.

Fluid Reasoning: The child's ability to solve novel problems by using reasoning abilities such as induction (discovering the underlying rules or characteristics that govern a problem) and deduction or sequential reasoning (following the initial rules and following steps to solve a problem).

Mental Processing Speed: The child's ability to fluently perform mental tasks automatically, especially when under pressure to maintain focused attention or concentration.

Visual Processing: The child's ability to use visual information to learn, including perceiving, remembering, manipulating, and thinking with visual patterns.

Auditory Processing: The child's ability to use sound information to learn, including perceiving, analyzing, and synthesizing auditory patterns. This includes the ability to identify, isolate, and mentally analyze speech sounds (i.e., phonological awareness).

Short-Term Memory: The child's ability to take in and hold information in memory, and then use it within a few seconds. This includes memory span (remembering elements in order) and working memory (holding information in memory while mental processing that information). All thinking occurs in working memory, so it is critical to all learning.

Long-Term Memory: The child's ability to store and efficiently retrieve newly learned or previously learned information. This includes recall memory, associative memory, and rapid naming. Rapid recall of name information is related to reading development, and weaknesses are associated with reading disability.

Executive Functioning: The child's ability to connect past experience with present action. Used to perform activities such as planning, organizing, strategizing, paying attention to and remembering details, and managing time and space.

*Based on and adapted from the **Cattell–Horn–Carroll theory**, or **CHC theory**, which is a psychological theory of human [cognitive](#) abilities that takes its name from [Raymond Cattell](#), [John L. Horn](#) and [John Bissell Carroll](#).*

Social & Cultural Process, Social Emotional Learning (SEL)

Personal Responsibility: is a child's tendency to be careful and reliable in her/his actions and in contributing to group efforts.

Optimistic Thinking: is a child's attitude of confidence, hopefulness, and positive thinking regarding herself/himself and her/his life situations in the past, present, and future.

Goal-Directed Behavior: is a child's initiation of, and persistence in completing, tasks of varying difficulty.

Social-Awareness: is a child's capacity to interact with others in a way that shows respect for their ideas and behaviors, recognizes her/his impact on them, and uses cooperation and tolerance in social situations.

Decision Making: is a child's approach to problem solving that involves learning from others and from her/his own previous experiences, using her/his values to guide her/his action, and accepting responsibility for her/his decisions.

Relationship Skills: is a child's consistent performance of socially acceptable actions that promote and maintain positive connections with others.

Self-Awareness: is a child's realistic understanding of her/his strengths and limitations and consistent desire for self-improvement.

Self-Management: is a child's success in controlling his or her emotions and behaviors, to complete a task or succeed in a new or challenging situation.

*Based on and adapted from research & work done by the **Devereux Center for Resilient Children (DCRC)**, which seeks to promote social and emotional development, foster resilience, and build skills for school and life success in children birth through school-age, as well as to promote the resilience of the adults who care for them.*