

**West Lafayette Community School Corporation**  
1130 North Salisbury Street • West Lafayette, IN 47906

# **English Language Learner Program**

## **Parent Handbook 2020-21**



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## **TABLE OF CONTENTS**

<b>English Language Learner (ELL) Program</b>	3
<b>Program Standards</b>	3
<b>English Language Proficiency Levels</b>	4
<b>Second Language Acquisition</b>	8
Stages of Language Acquisition	8
<b>Standardized Testing</b>	9
<b>How Parents Can Help</b>	9
<b>If There is a Problem</b>	10
<b>Resources for Parents</b>	12

## **English Language Learner Program**

Our school corporation looks to the national ELL Standards recently developed by the Teachers of Speakers of Other Languages (TESOL) and the WIDA English Language Development Standards as a basis for our programs. Students who are enrolled in grades 7-12 will be enrolled in an English as a New Language (ENL) class that is aligned to the state of Indiana's English/Language Arts academic standards. The TESOL Standards have been created to help teachers develop student competence in the areas of (1) social language, (2) academic language, and (3) socio-cultural knowledge. As with all standards these are the guides we use in bringing the best in instruction to our young people. How well the standards are attained will take the combined effort of the school and home working together. It is important to note that each student enters the program at varying levels of English proficiency. The program standards are listed below.

### **PROGRAM STANDARDS**

*(DEVELOPED BY TEACHERS OF SPEAKERS OF OTHER LANGUAGES (TESOL))*

#### **AREA #1: SOCIAL LANGUAGE**

Goal: *To use English to communicate in social settings*

- Standard 1: Students will use English to participate in social interactions
- Standard 2: Students will interact in, through, and with spoken and written language for personal expression and enjoyment.
- Standard 3: Students will use learning strategies to extend their communicative competence.

#### **AREA # 2: ACADEMIC LANGUAGE**

Goal: *To use English to achieve academically in all content areas*

- Standard 1: Students will use English to interact in the classroom
- Standard 2: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
- Standard 3: Students will use appropriate learning strategies to construct and apply academic knowledge.

### AREA # 3: SOCIOCULTURAL KNOWLEDGE

Goal: *To use English in socially and culturally appropriate ways.*

Standard 1: Students will use appropriate language variety, register, and genre according to audience, setting and purpose.

Standard 2: Students will use nonverbal communication appropriate to audience, purpose, and setting.

Standard 3: Students will use appropriate learning strategies to extend their communicative competence.

As students who list a language other than English on the Home Language Survey form enroll, these students will be scheduled to take the IN Department of Education approved language acquisition test entitled WIDA Screener (or WIDA APT for Kindergarten students). This test will help determine the “level of fluency” the student currently possesses helping teachers prepare for their instruction. The five levels of English Proficiency are listed below.

### ENGLISH LANGUAGE PROFICIENCY LEVELS

#### Level 1

A level 1 student is beginning to develop receptive and productive uses of English in the school context, although comprehension may be demonstrated nonverbally or through the native language, rather than in English.

#### Level 1 Activities:

- (point, touch, draw, match)
- a. Draw sequential pictures.
  - b. Match words to pictures.
  - c. Illustrate key vocabulary.
  - d. Make a personal bilingual dictionary of vocabulary words.
  - e. Assign concrete projects (maps, building a model, experiments).
  - f. Use puzzles and games.
  - g. Use charts, graphs, maps, and pictures.
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<p><b><u>Level 2</u></b></p> <p>A level 2 student is developing the ability to communicate in English within the school context. Errors impede basic communication and comprehension. Lexical, syntactic, phonological, and discourse features of English are emerging.</p>	<p><b><u>Level 2 Activities:</u></b></p> <p>(what is this?, where is...?)</p> <ol style="list-style-type: none"> <li>Retell an experience or a lesson to a peer, teacher or tape recorder.</li> <li>Dictate story.</li> <li>Match words with examples.</li> <li>Classify words or objects.</li> <li>Describe pictures.</li> <li>Tell someone else how to do an activity.</li> </ol>
<p><b><u>Level 3</u></b></p> <p>A level 3 student is developing the ability to communicate effectively in English across a range of grade-level appropriate language demands in the school context. Errors interfere with communication and comprehension. Repetition and negotiation are often needed. The student exhibits a limited range of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.</p>	<p><b><u>Level 3 Activities:</u></b></p> <p>(describe, tell me about, what happens when...?)</p> <ol style="list-style-type: none"> <li>Use a dictionary to find guidewords, definitions, pronunciation or sentences with words in context.</li> <li>Use worksheets from class, work one-on-one to explain concepts, language and format, provide concrete examples.</li> <li>Have student summarize a lecture or discussion while another student or aide writes it down.</li> <li>Outline a lesson, story or lecture.</li> </ol>
<p><b><u>Level 4</u></b></p> <p>A level 4 student communicates effectively in English across a range of grade-level appropriate language demands in the school context, even though errors occur. The student exhibits productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.</p>	<p><b><u>Level 4 Activities</u></b></p> <p>The student speaks and (why, what would happen if...)</p> <ol style="list-style-type: none"> <li>Use resources (library, Internet, guest speakers) to write a report.</li> <li>Fill in blank using vocabulary.</li> <li>Match words with definitions.</li> </ol>

<p><b><u>Level 5</u></b></p> <p>The level 5 student communicates effectively in English, with few if any errors, across a wide range of grade level appropriate language demands in the school context. The student command a high degree of productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.</p>	<p><b><u>Level 5 Activities:</u></b></p> <p>a. General education curriculum</p>
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As testing is completed by the ELL tutor/teacher and the Level of Proficiency is established, an *Individual Learning Plan* or *ILP* will be shared with the regular classroom teacher. This document will be made available to the parent. An *Individual Learning Plan* shares possible classroom modifications and accommodations which will support the ELL student to be successful in the classroom setting.

The programs at both West Lafayette Elementary and Intermediate schools provide a pull-out session to support the needs of the ELL student. A building-based tutor/teacher provides small group instruction utilizing appropriate materials in both printed and electronic forms. The students will also receive support with the regular academic curriculum when needed.

At the Junior/Senior High School, an English as a New Language class is available for the ELL student based on their level of English proficiency. This class counts as a high school English credit for each semester the student is enrolled in an ENL class. The ENL class takes the place of a traditional English/Language Arts class until an English Proficiency Level of 5.0 or higher is scored on the WIDA Access test.

The teachers and tutors at all three buildings may use a variety of instructional methods to support the lessons. These activities vary based on the material taught and the proficiency level of the ELL students. Listed below are different activities the student may be asked to complete.



**LEVEL 1 -- ACTIVITIES**  
**(POINT, TOUCH, DRAW, MATCH)**

- a. Draw sequential pictures
- b. Match words to pictures
- c. Illustrate key vocabulary
- d. Make a personal, bilingual dictionary of vocabulary
- e. Assign concrete projects (maps, building a model, experiments)
- f. Use puzzles and pictures.

**LEVEL 2 -- ACTIVITIES**  
**(WHAT IS THIS? WHERE IS...?)**

- a. Retell an experience or lesson to a peer, teacher, or tape recorder
- b. Dictate a story
- c. Match words with examples
- d. Classify words or objects
- e. Describe pictures
- f. Tell someone else how to do an activity

**LEVEL 3 -- ACTIVITIES**  
**(DESCRIBE, TELL ME ABOUT, WHAT HAPPENS WHEN...?)**

- a. Use a dictionary to find guide words, definitions, pronunciation or sentences with words in context
- b. Use worksheets from class. Work one-on-one to explain concepts, language and format. Provide concrete examples.
- c. Have student summarize a lecture or discussion while another students or aide writes it down.
- d. Outline a lesson, story, or lecture

**LEVEL 4 -- ACTIVITIES**  
**(WHY? WHAT WOULD HAPPEN IF...?)**

- a. Use resources (library, Internet, guest speakers) to write a report
- b. Fill in the blank using vocabulary
- c. Match words with definitions

## **SECOND LANGUAGE ACQUISITION**

The language learning process is divided into two areas and occurs gradually over a period of years. The first area, known as Basic Interpersonal Communication Skills involves language acquisition skills, which focus on social and survival skills. It generally takes 1-3 years for the student to attain proficiency in this area. The second area, Cognitive Academic Language Proficiency involves acquiring skills, knowledge, and information necessary for the student to function successfully in the academic classroom. It takes 1-5 years for the student to obtain the cognitive skills to function at a level, which is commensurate with his/her age/grade appropriate native English language-speaking peers. As the student's language develops he/she progresses through a series of language proficiency levels.

### **Stages of Language Acquisition**

#### **LEVEL 1 -- Pre-Production**

- Students communicate with gestures and actions
- Lessons focus on listening comprehension
- Lessons build receptive vocabulary

#### **LEVEL 2 -- Early Production**

- Students speak using one or two words
- Lessons expand receptive vocabulary
- Activities are designed to motivate students to produce vocabulary, which they already understand

#### **LEVEL 3 -- Speech Emergence**

- Students speak in commands, longer phrases and sentences
- Lessons continue to expand receptive vocabulary
- Activities are designed to promote higher levels of language use

#### **LEVEL 4 -- Intermediate Fluency**

- Students engage in conversation and produce connected narrative
- Activities are designed to develop higher levels of language use in content areas
- Reading and writing activities are incorporated into lessons



## **STANDARDIZED TESTING**

Each spring, students in grades 3-10 are required to take a standardized test developed by the Indiana Department of Education. This test focuses on reading, math, science, and social studies skills learned in the previous school year. Indiana currently administers the ILEARN assessment for grades 3-8 and ISTEP in grade 10. More information can be found here: <https://www.doe.in.gov/assessment/ilearn>

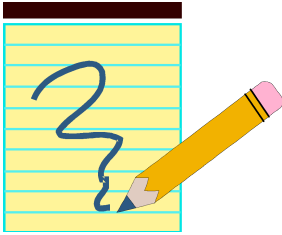
Per ESSA and the Indiana Department of Education, students who have been enrolled in U.S. schools for less than one year are required to take ALL portions of ILEARN. An assessment of students' English language skills will be given in January and February with the WIDA Access test. This test is required of all students with a current WIDA proficiency of 1.0 – 4.9, and the assessment will help the teacher evaluate the students' progress.



### **HOW PARENTS CAN HELP**

- Talk to your student's teacher. Share information about your son or daughter which will help the teacher understand individual needs and background. ELL teachers by building are as follows:
  - o West Lafayette Elementary
    - Jeaneen Benhart – [benhartj@wl.k12.in.us](mailto:benhartj@wl.k12.in.us)
    - Kathy Parker – [parkerk@wl.k12.in.us](mailto:parkerk@wl.k12.in.us)
  - o West Lafayette Intermediate
    - Jodi McClure – [mcclurej@wl.k12.in.us](mailto:mcclurej@wl.k12.in.us)
    - Karen Swift – [swiftk@wl.k12.in.us](mailto:swiftk@wl.k12.in.us)
  - o West Lafayette Jr./Sr. High School
    - Jodi McClure – [mcclurej@wl.k12.in.us](mailto:mcclurej@wl.k12.in.us)
- Contact the school office if you are unsure of the meaning of any school communications. The staff will be happy to explain details and assist you. Here are the names and contact information for office staff at each building who can assist you:
  - o West Lafayette Elementary

- Sara Delaney, Building Administrator – [delaneys@wl.k12.in.us](mailto:delaneys@wl.k12.in.us)
    - Melissa Merriott, Secretary – [merriottm@wl.k12.in.us](mailto:merriottm@wl.k12.in.us)
  - o West Lafayette Intermediate
    - Angela Herold, Building Administrator – [herolda@wl.k12.in.us](mailto:herolda@wl.k12.in.us)
    - Gretchen Budzynski, Secretary – [budzynskig@wl.k12.in.us](mailto:budzynskig@wl.k12.in.us)
  - o West Lafayette Jr./Sr. High School
    - Mary Russell, Counselor grades 7-8
      - [russellm@wl.k12.in.us](mailto:russellm@wl.k12.in.us)
    - Libby Sheffield, Counselor grades 9-12, student last name A-G
      - [sheffieldl@wl.k12.in.us](mailto:sheffieldl@wl.k12.in.us)
    - Allyse Gruss, Counselor grades 9-12, student last name H-O
      - [grussa@wl.k12.in.us](mailto:grussa@wl.k12.in.us)
    - Candace Dobson, Counselor grades 9-12, student last name P-Z
      - [dobsonc@wl.k12.in.us](mailto:dobsonc@wl.k12.in.us)
- Use eLearning resources provided by the Indiana Department of Education that are located on page 12 of this handbook. More information and resources can be found by visiting <https://www.doe.in.gov/covid-19/resources> and selecting “Special Student Groups” or searching the resource database. Other useful resources listed on this website include educational television programming and general resources for parents.
  - Ask the student about their day at school. Encourage the student to use English during this discussion.
  - Set aside a few minutes each day to speak English with your son or daughter.
  - Encourage your son or daughter to make new friends.
  - Become a part of the International Center on Purdue University campus.
  - Visit the Library.
  - Visit the classroom of the regular teacher and the ELL tutor and volunteer your help.
  - Purchase a dictionary that your child can bring to school.
  - Watch appropriate educational television shows with your child.



## **IF THERE IS A PROBLEM AT SCHOOL**

- If there is a problem in the classroom (Your child does not understand a lesson or has a problem with another student), let the classroom teacher know immediately.
- If there is a problem on the playground, let the classroom teacher know.
- If there is a problem with lunch, let the classroom teacher know.
- If there is a problem with the bus, let the building administrator know.
- For any concern, feel free to call the building administrator. They are there to help.

## eLearning Resources - English Learners

Included below are digital resources for both schools and families of English learner students during eLearning school environments. For more information about the requirements for English learner students, see IDOE’s [eLearning Requirements and Supports for English Learners](#) guidance.

### Resource Hubs

The following are websites housing many additional links and resources in a variety of categories pertaining to supporting English learner students in an online setting.

Resource	Description
<a href="#">WIDA’s Teaching Multilingual Learners Online</a>	WIDA’s guidance for teaching multilingual learners online features each WIDA Guiding Principle, with actions both teachers and students can take, as well as online resource links that align with the principle.
<a href="#">Practical Strategies and Resources for Teaching ELLs Online from SupportEd</a>	Author Diane Staehr Fenner and SupportEd has compiled resources in a Padlet that focus on the categories of content instruction, translation services, tools to communicate with families, and more.

### Schools Connecting with Families

These resources are to assist schools with effectively communicating with English learner and immigrant families.

Resource	Description
<a href="#">Colorin Colorado: School Responses to COVID - ELL/Immigrant Considerations</a>	Colorin Colorado has provided considerations and recommendations for schools in communicating and connecting with EL and immigrant families. Among others, topics include providing access to essential COVID-19 information, communication methods, and planning for e-learning.

<a href="#">Talking Points</a>	This is a messaging app that teachers can use with parents and families that translates written text to the home language - with over 130 languages featured.
<a href="#">Immigrant Connections: English Learner Family Engagement During Coronavirus</a>	Immigrant Connections has organized resources surrounding EL family engagement including parent info in written and video formats and multilingual book resources.

### Instructional Programs and Resources

These are instructional programs or resources that can be accessed online, and are appropriate for various ages and proficiency levels of English learners. NOTE: Many of the resources below which ordinarily require a paid subscription are offering free access during the COVID-19 closures.

Resource	Description
<a href="#">BrainPop ELL</a>	Interactive English language development, with grammar and academic language components; Intended for grades K-12
<a href="#">NewsELA</a>	Non-fiction articles on a number of topics that can be leveled by Lexile; Spanish articles and text sets on particular topics available as well; Intended for grades 2-12
<a href="#">Learning A-Z</a>	Suite of products to develop literacy and content skills, including an online platform, leveled readers, and a series especially for ELLs; Intended for grades K-8
<a href="#">EPIC Books</a>	Large digital library including specific content connection sets and books in Spanish; Intended for grades K-5
<a href="#">Lexia</a>	Foundational literacy program adapted to be age-appropriate for new English learners at all levels and ages; Individualized assessment and data; Intended for grades K-12
<a href="#">Achieve 3000</a>	Suite of products focused on content area literacy; Individualized learning and leveled texts across content areas, including Spanish literacy; Intended for grades K-12

<a href="#"><u>Migrant Literacy Net</u></a>	Provides resources for teachers in supporting ELLs, including materials in Spanish from grades 1-8. There are math, reading, writing, WIDA, and study skill lessons provided as well. Teachers can create a free account; Intended for grades K-12
<a href="#"><u>International Children's Digital Library</u></a>	Online library with a global approach, featuring books for kids from countries all over the world, including translations into multiple languages; Intended for grades K-12