Master Plan for English Learners

Personalized Learning Department
Revised March 2018

A Message from the Superintendent

The ultimate goal of Springs Charter Schools' (SCS) English Learner Program is to develop English language literacy in each English learner (EL) as effectively and rapidly as possible so that students experience academic success comparable to native English speakers. SCS recognizes that this goal can be accomplished through programs that are ELD standards-based, individualized, and well designed so that students can access the entire curriculum while acquiring English.

The purpose of the Master Plan for English Learners is to serve as a guide to our academic programs in the ongoing development, implementation and assessment of the delivery of instruction for English learners. With a common understanding of the goals and procedures, English learners will receive consistently implemented services designed to meet their academic needs.

Springs agrees with the California Department of Education on the vision for English Learners. As such we:

… affirm, welcome, and respond to a diverse range of English learner (EL) strengths, needs, and identities. California schools prepare graduates with the linguistic, academic, and social skills and competencies they require for college, career, and civic participation in a global, diverse, and multilingual world, thus ensuring a thriving future for [our students].

https://www.cde.ca.gov/sp/el/rm/

Federal case law requires that the main goals of the English Learner Program be to develop in each English learner, fluency in English as effectively and as rapidly as possible, and to develop mastery of the core curriculum comparable to native English speakers. Springs Charter Schools will ensure that students recoup any academic deficits incurred in achieving grade level standards in those areas. In order to achieve these goals, the charter school will:

- Provide all students with the opportunity to participate in high quality curricular activities that address academic standards
- Offer programs based on student need and sound educational pedagogy
- Provide for and honor parent options
- Provide high quality staff development
- Embrace parent involvement in the educational process
- Provide a process for monitoring the effectiveness of the program.

SCS complies with all applicable federal and state laws concerning services and the education of EL students. SCS has adopted policies and procedures ensuring the:

- Identification of EL students
- Development of a program designed to provide assistance to EL students
- Development of appropriate evaluation standards, including formalized testing procedures to identify the level of proficiency

SCS will meet all applicable legal requirements for English Learners ("EL") as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status,

monitoring and evaluating program effectiveness, and standardized testing requirement. The Charter School will implement policies to ensure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

English, academic achievement at parity with native English speakers, a positive self-image, and reclassification to Fluent English Proficient, as well as developing in all students an appreciation of the cultural and linguistic diversity English Learners bring to the community.

Initial Identification

Home Language Survey

At the time of enrollment, all parents fill out a Student Application which includes a Home Language Survey (HLS), which is used to determine the primary language of the student and is on file for each student in the SCS office in the cumulative folder. The application with the home language survey is available in English and Spanish. **All students, including English only students, must have a completed HLS on file.** Each completed HLS must include a parent's signature and date.

If any of the first three responses on the HLS indicate a language other than English, the student is assessed within thirty days in English listening, speaking, reading, and writing using the English Language Proficiency Test for California (ELPAC) beginning with the 2018-2019 school year. The results of these assessments enable school personnel to determine the English language proficiency level of the student. In addition, the student's information will be reviewed in CALPADS to ensure accuracy of the HLS.

For students who are transferring from a California school district, the application with the HLS will still be administered. However, **the only HLS that is valid is the first one ever completed by the parent at the time of initial enrollment in a California school district.** For placement purposes while cumulative student records are in transit, the Assessment Department will verify previous English Language status through the California Longitudinal Pupil Achievement Data System (CALPADS). The student's language status, as determined by the **originating** district, shall be honored.

English Language Assessment

For the 2017-2018 school year, the state-approved instrument used for initial language assessment is the California English Language Development Test (CELDT). The assessment determines the student's English language proficiency level (1, 2, 3, 4 or 5). The CELDT test should be given only once for initial identification. Beginning in spring 2018, and each year thereafter the ELPAC will be given for annual progress monitoring. Annual progress will be scored based on 4 proficiency levels (Minimally Developed, Somewhat Developed, Moderately Developed, and Well Developed).

The speaking portion of the CELDT and ELPAC are designed to assess the student's oral language proficiency. For all students, the oral portion of the test is administered individually and it is scored as the student responds to each item.

Both tests proceed with the listening, reading, and writing assessment. The listening, reading, and writing portion of the test can be administered as group tests for grades 3-12. Students in grades TK-2 are assessed individually. Scores from each initial test are used to determine the designation of the student as either an English Learner (EL) or the basis for re-designation to Initially Fluent English Proficient (IFEP). Reading and writing scores are not used in determining English Learner status for students in grades TK-1. The assessment shall be conducted by qualified and trained assessors who reports to the SCS Assessment Department.

Test results are recorded on an assessment information sheet and placed in the SCS -cumulative folder. The proficiency level is entered and recorded in the student information system (OASIS) database.

Notification of Assessment Results

The school shall send a notification of the results of English proficiency assessments within 30 days to all parents/guardians of pupils assessed, whether the pupil is designated as fluent English proficient or limited English proficient. These notifications shall be written in English and Spanish (where applicable). In addition, the notice shall be given orally when staff has reason to believe that a written notice would not be understood. Before pupils are enrolled in a program for English language learners, parents/guardians also shall receive information about the program and their opportunities for parental involvement as specified by law. This information shall include the fact that an individual pupil's participation in the program is voluntary on the part of the parent/guardian. In addition, the Director of Assessment will review monthly score reports and notify school administrators and teachers of student performance levels.

Before pupils are enrolled in a program for English language learners, parents/guardians also shall receive information about the program and their opportunities for parental involvement as specified by law. This information shall include the fact that an individual pupil's participation in the program is voluntary on the part of the parent/guardian.

Documentation

After testing is completed, the following documents are filed in the student's cumulative folder:

- Application including the Home Language Survey (kept with enrollment documents).
- Original language assessment score sheet
- Language assessment results
- Parent Notification form copies
- Transition/reclassification forms

Instructional Program

To ensure that all students have access to core curriculum, instructional programs for English learners are designed to promote the acquisition of high levels of English language proficiency, as well as access to the core curriculum. Depending on the program in which the student is enrolled, this is accomplished through providing English Language Development (ELD) instruction in conjunction with core curriculum instruction; Academic instruction through English is modified to meet the student's level of language proficiency. Teachers use specialized strategies that enable students to understand, participate in, and access the core curriculum. EL students will be placed with teachers or Education Specialists who hold appropriate credential authorizations.

English Language Development (ELD) Summary

English Language Development is a part of each English Learner's instructional program. Each program includes a portion of the day when the focus of instruction is ELD and is geared towards each student's language proficiency level. In order to teach at the proficiency level of each student, teachers may combine or divide their students into homogeneous proficiency groupings.

ELD may be designated or integrated for a minimum of 20 minutes per instructional day in grades K-12. However, SCS recommends 30 minutes per instructional day. SCS students receive both designated and integrated instruction each week.

The ELD curriculum is based on the California English Language Development Standards and will include state-adopted programs, as well as supplemental English Language Development materials.

The state-adopted ELD Standards establish a framework for teachers to follow as they facilitate students' development of the skills necessary to meet the SCS charters' standards in English language arts and the content areas. The ELD standards describe what students should know and be able to do at each of the five levels of English proficiency. By the end of the early-advanced proficiency level, students are expected to be reclassified and meet the same standards that native English speakers are expected to master.

In order to determine the student's annual progress in English, each English Learner is assessed annually with the ELPAC. Additional assessments obtained from the ELA and ELD curriculum, and teacher observations are considered to determine progress aligned to the Catch-up Plan, according to a continuum of skills in the development of English language proficiency.

In summary, the SCS instructional program is designed to promote language acquisition and proficiency, oral language development, and enriched learning opportunities for all ELs.

English Language Development

English Language Development (ELD) Detailed

Springs Charter Schools uses the ELA/ELD Framework to guide administrators and staff.

> *The English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve (ELA/ELD Framework) breaks new ground by providing a blueprint for the implementation of two sets of interrelated standards:*
>
> - *California Common Core State Standards for English Language Arts and Literacy in History/ Social Studies, Science, and Technical Subjects (CA CCSS for ELA/Literacy), adopted by the California State Board of Education (SBE) in August 2010 (with minor modifications adopted in 2013) (California Department of Education [CDE] 2013a)*
> - *California English Language Development Standards (CA ELD Standards), adopted by the SBE in November 2012 (CDE 2014a)*
>
> *These two sets of standards have wide-ranging importance: The ability to read, write, and communicate with competence and confidence in English across a range of personal and academic contexts expands students' opportunities for career and college success and for full and wise participation in a democratic society and global economy.*
>
> *Moreover, skill in literacy and language provides individuals with access to extraordinary and powerful literature that widens perspectives, illuminates the human experience, and deepens understandings of self and others. Since literacy and language are foundational to all learning, both sets of standards are crucial to ensuring that all California students achieve content standards in every discipline.*
>
> *This ELA/ELD Framework addresses English literacy and language, including reading, writing, speaking, listening, and language and the use and development of these skills across the disciplines. The CA CCSS for ELA/Literacy and the CA ELD Standards define what students are expected to know and be able to do at each grade level or span and, in the case of the CA ELD Standards, the English language proficiency level. This ELA/ELD Framework guides the development of curriculum, instruction, assessment, instructional materials, and professional learning to ensure that all California learners benefit optimally and achieve their highest potential.*
>
> *https://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp*

Support for English Learners in SCS programs is guided by the CA ELA/ELD Framework in both integrated and designated instruction. SCS will create an environment in which non-English speaking families feel supported and welcomed. SCS will employ bilingual staff whenever possible, and all communication materials for parents and guardians will be available in English or other home language (as required). All

meetings that involve parents or other members of the community will offer the appropriate translation services as needed.

English Language Development is a part of each English Learner's instructional program. ELD is integrated into all content areas and the SCS I CAN! Standard are the focal standards for designated ELD instruction. The ELD I CAN! Standards are the CA ELD Standards written in student friendly language.In addition to each student's ELA and mathematic I CAN! goals, students are assigned ELD standards to master based on their initial or summative assessments and other multiple measures, including i-Ready diagnostic results. SCS ELD I CAN! Statements are aligned to the ELA I CAN! Statements. Each program includes a portion of the day when the focus of instruction is ELD and is geared towards each student's language proficiency level. In order to teach at the proficiency level of each student, teachers may combine or divide their students into homogeneous proficiency groupings.

ELD will be incorporated not only within the language arts curriculum, but also in all content areas in accordance with the CA CCSS for ELA/Literacy which includes developing reading and writing in all subjects. ELD will also be taught daily in designated time for a minimum of 20 minutes per instructional day in grades K-12. However, SCS recommends 30 minutes per instructional day. High school classes will have scaffolded supports to help EL students understand and master the content-specific vocabulary. A high school shadow class for EL students is provided for Math 1. This class includes explicit instruction for English Language Development including developing reading comprehension through teaching metacognitive skills and strategies. Metacognitive skills are developed through modeling and using "think-aloud" instruction such as verbalizing the skills used when comprehending a text. Additional scaffolds include ensuring that the core instruction is comprehensible through developing prior knowledge including vocabulary and ensuring that all students have the requisite foundational skills to access the grade-level content. This class provides students with multiple opportunities for practice in a personalized setting.

Springs teachers use strategies that are specifically intended to develop English language. Strategies target vocabulary development, reading fluency, reading comprehension, and include explicit English language development. Skills are taught explicitly through modeling, explaining, and using skills in context. Teachers include multiple opportunities for students to practice skills and strategies before applying in authentic learning experiences such as developing a project.

Subject area teachers, advisors, and the EL coordinator meet biannually to ensure that EL students receive EL and core content instruction appropriate for their English proficiency and grade levels.

In order to determine the student's annual progress in English, each English Learner is assessed annually with the ELPAC (2018-19). Additional assessments obtained from the ELA and ELD curriculum, and teacher observations are considered to determine progress aligned to the Catch-up Plan, according to a continuum of skills in the development of English language proficiency.

In addition, a number of assessments are used to track each student's progress through the English Language Development standards. These assessments include, but are not limited to, the following:

- Assessments embedded in textbooks
- Teacher-made assessments aligned with the ELD Standards
- CELDT/ELPAC outcomes
- iReady

- Web-based, ELD-standards based assessments

The ELD Standards provide expectations and achievement at the Emerging, Expanding, and Bridging proficiency levels for EL students. The ELD Standards address skills ELs must acquire in initial English learning in order to enable them to become proficient in English Language Arts. The ELD Standards integrate the Collaborative, Interpretive and Productive functions toward Metalinguistic Awareness and Accuracy of Production. The shared goal is to assist students in developing skills to obtain cognitive academic proficiency in English. ELD can occur in a variety of instructional settings. ELD must be a planned, specific, explicit component of the total education of the EL student, as well as integrated into the ELA curriculum.

The English Language Development component of all instructional program models is research- based, and recognizes that the acquisition of English as a second language is a developmental process. Research recognizes that no two students will develop proficiency in English at the same rate. In most cases, Basic Interpersonal Communication Skills (BICS) appear long before Cognitive Academic Language Proficiency (CALP), and time and opportunity must be allowed for this development to occur. Specific characteristics and behaviors are expected of ELs as they progress through the levels of fluency (Minimally Developed, Somewhat Developed, Moderately Developed, and Well Developed). Teachers use these descriptors to guide lesson planning for the English Learners.

It may take from three to seven or more years to achieve academic English proficiency comparable to that of their native English-speaking peers. Each English Learner will develop at his/her own pace, depending on a multitude of environmental, personality, learning and educational factors.

Various conditions help facilitate second language development. Language is comprehensible to the English Learner when:

- It is in context
- It has real-life purpose
- Prior knowledge is activated
- Background knowledge is developed
- The affective filter is low
- Risk-taking and approximations are encouraged
- Errors are accepted as a part of the acquisition process
- Input is comprehensible through contextualization (e.g. the use of real objects or “realia,” props, visuals, facial expressions, and/or gestures)
- Positive feedback and correction by modeling are used

Springs Charter Schools believes that the best learning occurs when:

- The parent is directly involved in the teaching/learning process
- Learning styles are tailored to each individual student's needs
- One-to-one teaching is the primary arrangement
- There is enrichment through field trips, apprenticeships, cooperative classes, and appropriate uses of technology
- Schooling is viewed as one aspect of an education
- The entire community serves as the school campus

Access to Core Content Instruction

Springs strives to uphold parent rights and choice in education. Through choice of curriculum, teachers, and program options, parents can monitor materials that affect their children's attitudes, values, and beliefs.

The strength of Springs Charter Schools lies in our ability to personalize learning that directly meets the specific needs of each student. When designing a course of study for English Learners, our teachers, in conjunction with the parents, designs a program, based on the SCS ELD I Cans and the California ELD standards, to enable English learners to acquire English and learn appropriate academic content. Students enrolled in any of our program models are expected to master the ELD standards and progress toward mastery of SCS student standards in the core academic subject areas. Within a reasonable amount of time, as defined by the Catch-up Plan, students in each program are expected to meet the growth-area goals in English as well as their native languages.

Springs Charter Schools' programs incorporate tutoring, which has been proven to be the most effective teaching strategy available for most students. Tutoring enhances both the tutor's and the student's academic performance and attitude toward subject matter (Cohen, Kulik, and Kulik, 1982; Fager, 1996).

An additional benefit of our program is that it makes use of the parent's intimate knowledge of the student. This understanding helps ensure *Developmentally Appropriate Practice (DAP).* Teachers must understand and take into account the strengths, interests, and needs of each child, as well as the social and cultural contexts in which a child lives, so that learning can be made meaningful, relevant, and respectful of the child (National Association for the Education of Young Children, 1997).

Other research indicates that the key to home-schooled students' success involves the following interdependent features (Ray, 2000): (1) "... learning at home becomes an interactive process rather than a series of tasks to be tackled" allowing for complex student-teacher discussion, individualization, the ability to capitalize on teachable moments, and to ensure mastery before moving ahead (Thomas, 1998, p. 127; Tizard and Hughes, 1984); (2) tutoring (which involves concentrated time on task and individualization of curriculum), (3) social capital and value communities, (4) increased academic "time on task", (5) positive, multi-age social interactions, and (6) high parental involvement (Haury and Milbourne, 1999).

The English Learner's progress toward meeting the ELD standards, and the SCS student standards in the core subject areas, is measured using Multiple Measures and the Catch-up Plan.

Multiple Measures

Springs Charter Schools employ multiple measures to monitor student progress. English Learner progress is monitored in collaboration by the MTSS Coordinators, EL Coordinators, and teachers and Education Specialists. Teachers and Education specialists track individual student growth and review progress in PLC meetings and meetings with MTSS Coordinators. The MTSS Coordinators meets with the EL Coordinator at least once per semester to review progress of English Learners.

These meetings are held to determine if each EL student is on-target for meeting expectations based on the level of English proficiency at enrollment, and the number of years in the English Learner program. If students are not progressing at the expected rate learning plans are modified accordingly and may include implementing a Catch-Up Plan to remediate any deficits in the student's academic growth. EL students are also monitored through the RTI process and STAR teams.

Results of these multiple measures are reported through the Personalized Learning Department. When, according to ongoing assessments, students are unable to meet interim expectations in academic content, students shall be referred by teachers to receive academic interventions and support that enable them to overcome any academic deficits before they become irreparable. The intervention itself shall directly target the identified academic need. Delivery of the intervention shall be monitored and documented monthly in the anecdotal learning record. The effectiveness of the intervention will then be determined based on student performance on subsequent administrations of the ongoing assessments. (See Appendix for Multiple Measures table.)

Springs Charter Schools Catch-Up Plan

Due to the personalized nature of our programs, each student should make at least one year's growth per school year. When we find that students are not meeting expected growth in English, or are sustaining deficits in content areas, we institute our Catch-Up Plan.

The catch-up plan will be instituted for all students who are assessed and found to be one grade- level or more below their expected level in English Language Development and/or core subjects.

A number of diagnostic tools will be used to pinpoint the student's areas of difficulty. The evaluation procedure may include use of the DIBELS, CAASPP test results, i-Ready, benchmark/milestone assessments, teacher observation and evaluation of student work. After the initial identification a student support team, including the teacher/ES, the Coordinator of EL services and the Assistant Superintendent, or designee, will meet to develop a personalized learning plan for the student, which may include modified curriculum, modified teaching methods, and support services.

Students who are not meeting expected growth in learning areas should be assessed three times per year by their teacher to check progress; curriculum will continue to be modified or changed by the Education Specialist and Coordinator of EL services, with regular review and analysis of assessments and regular feedback to the parents. Narrative anecdotal records will be kept monthly, charting student progress toward learning goals. These records will be available for review by all members of the support team. The support team will meet at least twice per year to review student progress. If the student does not progress at a steady rate SCS may recommend a transfer to a more traditional school setting.

Interventions used to help students reach grade-level targets include but are not limited to:

- Professional tutoring
- Small group instruction
- Video-based mastery learning
- Modifications of current curriculum
- Changes in curriculum
- Modified and varied teaching methods

English Learners in Special Education

Identification of Bilingual Special Education Students:

Before a student is referred to special education, their level of English proficiency is determined to insure that their acquisition of language skills is not the reason for their poor academic performance. Personnel fluent in a student's native language and familiar with their native culture participate during the Student Study Team process, and during the referral, assessment, and identification processes for determining the eligibility of bilingual special education students.

The LEP/FEP status of a student is used to determine the language in which he/she will be assessed when a formal referral to special education is made. Bilingual personnel are utilized to interpret during IEP meetings, and are available to transcribe all written documents (assessment reports, IEP forms, Parent Rights and Procedural Safeguards, etc).

IEP teams will ensure that each English learner receives appropriate services to develop English proficiency and have equitable access to the full curriculum. Each English learner's IEP shall include linguistically appropriate goals and objectives based on the student's level of English proficiency and based on the ELD standards. Such goals and objectives will fully address ELD and core content instruction.

EL students who have an IEP will have test accommodations available for the CELDT and the ELPAC. These accommodations are determined by the IEP team and include, but are not limited to, dictation of written responses to a scribe, use of assistive devices, Braille versions of the test, and testing over more than one day or in an alternate test environment.

Curriculum

The primary goal of Springs Charter Schools is to maximize learning opportunities for students and to guarantee that our students can master the necessary skills to succeed in the workplace of today and tomorrow. Springs Charter Schools allows for wide differences in student learning styles, abilities, and interests which are difficult to accommodate in a traditional classroom setting. Unlike a traditional public school, parents work with an Educational Specialist or Teacher of Record to tailor the learning plan to the individual needs of their children. Because of our school's unique system, a "one-size-fits- all" curriculum is not mandated. Through the individually assigned Education Specialist and extensive online information systems, we provide training for our parents in curriculum choices, learning styles, computer literacy and other areas as needed. Our Education Specialists and Teachers of Record are credentialed teachers who oversee each student's educational progress.

The ELD curriculum is based on the California English Language Development Standards and may include state-adopted programs such as, Houghton-Mifflin and Harcourt, as well as supplemental English Language Development materials.

All academy programs use state-adopted ELD materials in the classroom based on the students' needs.

The following is a listing of some of the most popular and widely used curriculum within Springs Charter Schools. This is only a partial listing of the materials available to each family:

Resource	Description
Brain Pop ESL	Brain Pop is a web-based, comprehensive English language learning program for teachers and students. Using meaningful content, it teaches English to speakers of other languages by incorporating four essential language skills: listening, speaking, reading, and writing.
Raz-Kids ELD	Raz-Kids ELD is an online learning program for students that builds skills by providing regular contact with clearly spoken and written English, and many opportunities to speak English aloud and answer questions in English. It has English oral language models are presented through instruction, vocabulary exercises, storyline, and comprehension activities, all with engaging animations. This gives students the opportunity to make oral responses and check the accuracy of their own responses.
Vocabulary Teacher's Book of Lists ESL Teacher's Book of Lists Reading Teacher's Book of Lists	These resources give teachers reference material with comprehensive word lists used to build vocabulary and support development of reading and grammar skills.
Pay Attention Please Listen, Look, and Do, Laugh and Learn Grammar	Pay Attention are supplemental teaching books to teach listening skills and build vocabulary through fun, interactive activities and lessons.
ELD and Vocabulary Canvas Course	The Canvas Online resource, created by Springs staff, includes helpful tips, teaching resources, instructional strategies, and contacts to further support ELD instruction.

Houghton-Mifflin ELL Manual	The ELL Manual is a supplemental manual used to support English Learners with the stories and skills taught in the Reading Anthology. Includes vocabulary resources, small group activities, and fluency development practice.
i-Ready	Based on the results of the i-Ready Diagnostic, students are automatically placed into student instruction customized to their placement levels. These online lessons provide a consistent best-practice lesson structure and build conceptual understanding, in addition to being engaging and fun for learners of all levels.
Rosetta Stone	Designed by linguists, Rosetta Stone teaches English through immersion. Engaging activities captivate and entertain students to make English feel like their native tongue.
Reading A-Z	Reading A-Z resources includes: books and resources correlated to state and Common Core Standards; reading lessons, decodable books, reader's theater scripts, reading worksheets and assessments; leveled readers spanned across 29 levels of difficulty; fluency passages to improve reading rate, accuracy and expression; phonological awareness and phonics lessons, flashcards, worksheets; and vocabulary books, graphic organizers, word sorts and other vocabulary resources.
LEXIA	Lexia's research-proven program provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group instruction. Lexia engages and motivates students in a game-like environment, provides progress-monitoring data without administering a test, and is accessible via Chromebook.
Reading Plus	Reading Plus integrates physical, cognitive, and emotional domains into one personalized system. This builds the physical skills essential for fluency and stamina, provide the texts to build vocabulary and comprehension, and tap into student interest to build confidence and motivation.

Staffing Authorizations

Under the management of the Superintendent, SCS takes an active role in the recruitment and staffing of authorized personnel for all EL programs and makes it a priority to hire CLAD and BCLAD teachers.

The charter schools seek CLAD and BCLAD teachers by working closely with the San Diego, San Bernardino, Orange, or Riverside County Offices of Education, local universities, by attending job fairs and career days and through a variety of job announcements. The charter school prides itself in having an abundant number of teaching staff that hold CLAD and BCLAD certification along with BCLAD Special Education Resource teachers and bilingual school psychologists.

Teachers not currently authorized but who are serving ELs shall be required to sign a memorandum of understanding stipulating that they will be actively participating in professional development designed to secure an appropriate authorization within two years. The Superintendent, or designee, will then monitor attendance at professional development activities to ensure that such teachers remain on track to complete the necessary training for their authorizations.

Professional Development

Several Springs Charter Schools departments work jointly to provide ongoing professional development opportunities to all teachers and staff working with English Learners. The goal of this training is to help educators acquire specific skills needed to work with English learners in the areas of ELD instruction, comprehensible core content instruction, individual program designs, curriculum expectations, the Catch-up Plan, processes and services for English learners, and multiculturalism. Staff development opportunities include, but are not limited to the following:

- Teaching to the ELD Standards
- Personalized Learning Plans for English Learners
- ELD strategies, techniques, and assessments
- SDAIE strategies and techniques
- Differentiated instruction
- Teaching to Multiple Intelligences
- CATESOL training
- Catch-up Plan training

Staff development opportunities occur throughout the school year and focus on key aspects of program design and management, curriculum, instructional strategies, English language and literacy development, standards and assessment, parent education and parent outreach. These opportunities are provided through on-site trainings, in-services, educational conferences, and staff meetings. Each program will be assigned an ELD mentor or coordinator to help facilitate staff development.

Teachers will engage in best practices to support ELs, with the specific strategies modified according to the need of the student and the program in which the student is enrolled. In the classrooms, ELs have daily access to the core curriculum and are taught in English with additional support as necessary such as CLAD and BCLAD instructors, tutors, peer support, and after-school study halls. In independent study/homeschool, students will be supported daily with a variety of online tools including i-Ready, Rosetta Stone, RAZ Kids, Reading A-Z, BrainPop, LEXIA, and Reading Plus. Canvas and Adobe Connect are used to enable students to connect with their credentialed teacher via a virtual platform. In addition, face-to-face instruction with a credentialed CLAD or BCLAD instructor may occur each week.

These best practices include, but are not limited to project-based learning with an emphasis on multiple ways of showing mastery of knowledge, online vocabulary skills development, heterogeneous groupings in core academic classes, supplemental pull out instruction with a focus on academic language acquisition, after-school support, and tutoring.

SCS staff will continue to receive professional development in Specially Designed Academic Instruction in English (SDAIE), ELD instructional strategies, and reading instruction per the Multi-Tiered System of Supports pyramid as part of their ongoing professional development activities. Instruction techniques, assessments, materials and approaches are aligned with California EL and Content Standards and focused on communicative competence and academic achievement covering listening, speaking, reading, and writing skills.

Participant attendance is monitored through sign-in forms. Training attendance is then reported to the Human Resources Department to ensure that all teachers assigned to provide specialized services to English Learners are appropriately trained. Sign-in forms are collected and filed at the SCS office.

Reclassification

Reclassification Criteria

Title III requires that reclassified students be monitored for a period of at least 4 years following reclassification. The Coordinator of EL Services and the Assistant Superintendent overseeing EL will supervise the process of monitoring reclassified students. School staff will use the CAASPP, multiple measure scores, teacher assessments and observations to semi-annually monitor the progress of R-FEP students for a period no less than 4 years after reclassification. Student performance shall be reviewed at least at each semester. Those students found to be regressing in their academic performance will be referred to receive an academic intervention in the specific area of need.

California Education Code (EC) Section 313 and the California Code of Regulations (5CCR) Section 11308 require that each English learner who 1) has demonstrated English language proficiency comparable to that of the average native English speaker and 2) who can participate effectively in a curriculum designed for pupils of the same age whose native language is English be reclassified as Fluent English Proficient (R-FEP). Springs Charter Schools recognize the importance and irreversibility of this item and has established the following criteria and process to fully address this obligation.

Once a student has demonstrated that he/she is ready to participate fully in all English instruction without special support services, the student is ready for reclassification. Readiness is determined through multiple measures including: 1) teacher evaluation of the student's classroom performance, 2) objective assessment of the student's English language proficiency (CELDT or ELPAC), and 3) core content achievement as measured by district Common Core benchmark assessments and/or CAASPP.

The State Board of Education's Reclassification Guidelines serve as the foundation for Springs Charter Schools' reclassification criteria. Students must meet the first 3 of the minimum scores to be reclassified. Classroom grades (criteria 4) can be used to provide further evidence for reclassification purposes.

For the **2017-2018** school year, the reclassification criteria is listed in the chart below. Minimum scores required for each of the reclassification criteria are:

Evaluation	Minimum Scores
1. CELDT	-Level 4 overall -No domain score less than 3 *Listening and Speaking only for K-2
2. District Benchmark Assessments and/or CAASPP- English Language Arts	-Mid Basic for benchmark -Mid Level 2 (Nearly Met) for CAASPP
3. Teacher and parent/guardian Input and Observation	-Grade-level achievement of Graduate Learner Outcomes -SOLOM 20+ points

4. ELA Classroom Grades	-No less than a C or a 3 in English Language Arts on the report card *Report Card grades can be waived in some cases, as determined by teacher and Director of Assessment.

For the 2017-2018 school year, an EL student who meets criteria 2 and 3 above, but does not meet criteria 1, based on their 2016 CELDT results, can be re-assessed using the 2016-2017 version CELDT. If the student meets the minimum score for reclassification based on this assessment, he/she will be reclassified to RFEP. If the student still does not meet the minimum score for criteria 1, they will remain an EL and be given the ELPAC each spring until they meet the minimum score.

The State Board of Education will issue new guidance for reclassification based on ELPAC prior to the 2018-2019 school year. Once released, Springs will update accordingly.

Reclassification of students with an active IEP

Based on guidance from SELPA (Special Education Local Plan Area), an EL students with an active IEP can be reclassified, even if they have not met the minimum CELDT/ELPAC score and/or the minimum benchmark or CAASPP scores. The IEP team will evaluate the student's progress in language acquisition, using the EL Reclassification worksheet for SWD, to determine if the CELDT/ELPAC, benchmark, and/or CAASPP scores are low as a result of their disability or as a result of their language acquisition. If the IEP team determines that the low assessment results are due to their disability and not their language acquisition, the student will be reclassified.

Reclassification process

1) The Assessment Department will screen all CELDT/ELPAC scores to create a list of students who met the first criteria above.
2) The Assessment department will check benchmark and CAASPP scores for students who met the CELDT/ELPAC score criteria. The Assessment department will request teacher input for students who meet the first criteria, but do not have scores to support the second criteria. The resulting list will include all reclassification candidates.
3) The Assessment Department distributes to the teacher(s) of each reclassification candidate a form requesting the teacher 1) conduct an evaluation of the student's achievement in the core content areas, 2) assess the student's oral English proficiency by using the SOLOM, 3) Consult the student's parents by at least one of the following: personal conference, in writing, or by telephone, 4) provide the student's current report card grades for ELA (optional), 5) recommend or deny the student's reclassification to fluent English proficient
4) Additional notes:
    - Springs does not recommend reclassification for students below grade 3
    - Students must meet the criteria above in order to be reclassified. They cannot be reclassified on CELDT/ELPAC scores, teacher input, or parent input alone.
    - The Director of Assessment and the CELDT/ELPAC coordinator must review and sign the Student Reclassification Worksheet in order to be approved. Until the worksheet is approved and finalized, the student MUST continue to receive ELD and be marked as an EL on attendance.

Transition to ELPAC: Reclassification

LEAs are to continue using the following four criteria to establish local reclassification policies and procedures. Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

a) Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC

b) Participation of the pupil's teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery

c) Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process

d) Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English

e) The Student Oral Language Observation Matrix (SOLOM) will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage (Springs still utilizes this tool because staff find it valuable)

To note again: The State Board of Education will issue new guidance for reclassification based on ELPAC prior to the 2018-2019 school year. Once released, Springs will update accordingly.

Monitoring of reclassified students

The Elementary and Secondary Education Act (formerly No Child Left Behind), Title III requires that reclassified students be monitored for a period of at least 4 years following reclassification. The Director of Assessment and Assistant Superintendent supervise the process of monitoring reclassified students. School staff will use the district benchmarks, Multiple Measure scores, and teacher assessments and observations to semi-annually monitor the progress of R-FEP students for a period no less than 4 years after reclassification. Student performance shall be reviewed at least at each semester. Those students found to be regressing in their academic performance will be referred to receive an academic intervention in the specific area of need (see EL 3b, Catch-up Plan). This monitoring of R-FEP students is recorded and filed in each student's cumulative file.

Accountability and Evaluation

Program Implementation and Monitoring

In order to ensure that English learners are receiving a program of instruction in accord with parent choice and teacher design, Springs Charter Schools conduct regular monitoring of ELD and content instruction. This monitoring is intended to result in consistent program implementation. Staff from the Instructional Support Department train personnel in the following areas:

- ELD curriculum and instruction
- SDAIE strategies
- Personalized Learning Plans for EL students
- Differentiated instruction
- Designs for SEI, Mainstream, and Alternative Bilingual programs

All students classified EL will be evaluated and placed into one of four categories through discussion, test scores, and/or other evaluations:

- EL–Core: students who are recent English learners or immigrants, and will benefit most from strategies specifically directed at transitioning them to English
- EL–Reclassify: higher-skilled students who are listed as EL but who should be tested and reclassified as soon as possible
- EL–With Learning Differences: students who are likely to have tested as EL due to learning differences that may be better supported through an IEP plan
- EL – Low-Skilled: students who have tested as EL because they are below grade level, as opposed to being English learners or having learning differences

This list is shared with instructors and administrators, with the goal of allowing more targeted and effective interventions to support ELs of all types.

The Program Director provides the teachers with monthly observations of English learners. These observations are conducted with the use of two checklists to ensure that students: 1) receive daily ELD instruction, 2) use the ELD curriculum and assessments, and that teachers 3) make use of appropriate SDAIE strategies, and 4) provide differentiated instruction targeted to specific linguistic needs. Consistent implementation of the SCS program design is monitored by administrators through a semi-annual review of teacher lesson plans, and/or a monthly review of anecdotal learning records. In addition, the Instructional Support Department staff may review documentation for each EL program compliance area semi-annually. These semi-annual reviews include a review of the procedures and expectations delineated in this document.

SCS's evaluation for the program effectiveness for ELs includes:

1) Adhering to SCS-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
2) Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design.
3) Monitoring of student identification and placement.

4) Monitoring of parental program choice options.
5) Monitoring of availability of adequate resources.

Program Evaluation and Modification

Springs Charter Schools provides clearly defined standards and expectations for student learning and has a primary goal that all students will meet the Springs Charter Schools Graduate Learner Outcomes (previously called "Expected Schoolwide Learning Results" or ESLRs).

Through the SCS assessment program, Program Directors carefully consider what students are asked to do, how student performance is evaluated and how evaluation results are used. The assessment program is responsive to the developmental differences, linguistic differences, and special needs of English learners. SCS seeks information about the ongoing academic progress of English learners. Through multiple forms of assessment, the Director is able to determine to what degree English learners are achieving English proficiency and meeting academic achievement goals.

SCHOOL-WIDE ASSESSMENT		
Assessment Instrument	**Target Population**	**Purpose**
CAASPP	All students, grades 3-8 and grade 11	State Requirement School Accountability
Standards-Based Test in Spanish (STS)	All Spanish-speaking English learners, grades 2-11 enrolled in a CA school less than 12 months.	Optional state test (if continued by State)
Language Arts Multiple Measures	All students, grades K-12	School Accountability
Mathematics Multiple Measures	All students, Grades K-12	School Accountability
California English Language Development Test (CELDT) and English Language Proficiency Test for California (ELPAC)	All English learners Grades TK-12	Articulation School Accountability Reclassification
ELD Writing Measure	All English learners Gr. 2-12	Reclassification

The SCS assessment practices with respect to English learners are designed to:

- Determine effects of the instructional program on language development by time in program
- Determine the effectiveness of each EL Program option by disaggregating results for each program
- Assess academic achievement in both the first and second language
- Assess the strengths and weaknesses of the instructional program
- Suggest modifications for those elements of the instructional program that are not effective
- Make recommendations with parent input based on the conclusions found

Assessment data is compiled, analyzed and reported annually by the Business and Administrative Operations Department and the Personalized Learning Department. This report is then analyzed by the Coordinator of EL services to produce a set of suggested program modifications which are then shared with the teachers and administrators. The Director of Assessment annually distributes performance-based assessment results to the teachers for monitoring and evaluation.

SCS further reviews the programs for student progress and evaluating procedures for every Coordinated Compliance Review (CCR) item.

SCS annually determines the number and percentage of English Learners reclassified to fluent English proficient (R-FEP) when completing the annual language census via CALPADS.

English Learner Advisory Committee (ELAC)

When there are 21 or more English learners at SCS, parent/guardian ELAC shall be maintained to serve the advisory functions specified in applicable law. Parents/guardians of English learners shall constitute committee membership in at least the same percentage as their children represent of the total number of pupils in the school. ELAC has four legal responsibilities that is the focus of their work. They must advise the school and staff on the following:

- Development or revision of a master plan for English learner education for the individual school.
- Development of the school's needs assessment.
- Administration of the school's annual language census.
- Ways to make parents aware of the importance of regular school attendance

Funding

Sufficient General Funds

Adequate basic general fund resources are available to provide each English learner with learning opportunities in an appropriate program, including ELD and the rest of the core curriculum. To this end, all required texts and instructional materials are purchased with general funds. English learners receive educational materials and services paid for with general funds in at least the same proportion as native English speakers in Springs Charter Schools.

English Learner Specific Funds

If Springs is allocated funds through Title III, the funds are put directly into program budgets based on English Learner student count. These funds help supplement English Language Development programs and needs of these students.

Transition to ELPAC

California is in the process of transitioning to the English Language Proficiency Assessments for California (ELPAC); full implementation of ELPAC is projected for the 2018-19 school year. All students who indicate that their home language is other than English will be tested with the ELPAC within 30 days of enrollment.

The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the California ELD Standards. The ELPAC consists of two separate assessments:

- Initial Assessment ("IA")

  The ELPAC IA is used to identify students as either an English Learner (EL), or as Initially fluent in English (IFEP). The IA is administered only once during a student's time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

- Summative Assessment ("SA")

  ELs will take the SA every year until they are reclassified as fluent English proficient (RFEP). The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains (Listening, Speaking, Reading, and Writing). The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

  Both the ELPAC SA and IA are paper–pencil assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any new SCS student whose primary language is other than English, as determined by the home language survey, and who has not been previously assessed using CELDT or ELPAC by a California public school, or for whom there is no record from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

SCS will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under the Elementary and Secondary Education Act for annual English proficiency testing.

Acknowledgements

The Springs Charter Schools *Master Plan for English Learners* was developed with the dedicated effort and collaboration of the education specialists, teachers, instructors, administrators, and support staff working in our numerous programs. We also greatly appreciate the guidance and support of personnel in the California Department of Education, the Office for Civil Rights and the San Diego County Office of Education. Further, we are grateful for the models of excellence provided by other districts constructing *Master Plans,* with special thanks extended to the Encinitas Union School District, the Newport-Mesa Unified School District, the Ramona Unified School District and the Julian Union High School District.

References

Cohen, Peter A., Kulik, James A., & Kulik, Chen-Lin. (1982, Summer). Educational outcomes of tutoring: A meta-analysis of findings. *American Educational Research Journal, 19*(2), 237-248.

Fager, Jennifer. (1996). *Tutoring: Strategies for successful learning*. ERIC Reproduction Service No. ED431840.

Haury, David L., & Milbourne, Linda A. (1999). *Helping your child with science*. ERIC Digest. ERIC Reproduction Service No. ED432447. Retrieved 8/11/00 online http://www.ed.gov/databases/ERIC_Digests/ed432447.html.

National Association for the Education of Young Children (NAEYC). (1997). Developmentally appropriate practice in early childhood programs serving children from birth through age 8: NAEYC position statement. Washington, DC: Author. (Retrieved 8/11/00 online http://www.naeyc.org/about/position/daptoc.htm)

Ray, Brian D. (2000). Homeschooling: The ameliorator of negative influences on learning? Peabody *Journal of Education, 75*(1 & 2), 71-106.

Thomas, Alan. (1998). *Educating children at home*. London, England (and New York, NY): Cassell.

Tizard, Barbara, & Hughes, Martin. (1984). *Young children learning*. Cambridge, MA: Harvard University Press.

Appendix

ELD Framework - Sample

Below is a **sample** ELD Framework in use at Springs Charter Schools. These are available for all grade levels upon request.

Springs Charter Schools - Sixth Grade ELD I CANs

6-1.) I Can orally exchange information and ideas with others.

SCS I Can Theme correlation- ELA	Emerging ------>	Expanding ------>	Bridging ------>
Gr 6-8 ELA theme 9, 10, 11,12 and 13	Engage in conversational exchanges and express ideas on familiar topics by asking and answering yes-no and wh- questions and responding using simple phrases.	Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas.	Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.

6-2.) I Can interact with others in written English.

SCS I Can Theme correlation- ELA	Emerging ------>	Expanding ------>	Bridging ------>
Gr 6-8 ELA theme 7 and 8	Engage in short written exchanges with peers and collaborate on simple written texts on familiar topics, using technology when appropriate.	Engage in longer written exchanges with peers and collaborate on more detailed written texts on a variety of topics, using technology when appropriate.	Engage in extended written exchanges with peers and collaborate on complex written texts on a variety of topics, using technology when appropriate.

6-3.) I Can offer and support opinions, and negotiate with others.

SCS I Can Theme correlation- ELA	Emerging ------>	Expanding ------>	Bridging ------>
Gr 6-8 ELA theme 9, 10, 11 and 13	Negotiate with or persuade others in conversations (e.g., to gain and hold the floor or ask for clarification) using basic learned phrases (e.g., I think . . . , Would you please repeat that?), as well as open responses.	Negotiate with or persuade others in conversations (e.g., to provide counterarguments) using an expanded set of learned phrases (I agree with X, but . . .), as well as open responses.	Negotiate with or persuade others in conversations using appropriate register (e.g., to reflect on multiple perspectives) using a variety of learned phrases, indirect reported speech (e.g., I heard you say X, and Gabriel just pointed out Y), as well as open responses.

6-4.) I Can adjust my word choices for different audiences and situations.

SCS I Can Theme correlation- ELA	Emerging ------>	Expanding ------>	Bridging ------>
Gr 6-8 ELA theme 9, 10, 11, 12 and 13	Adjust language choices according to social setting (e.g., classroom, break time) and audience (e.g., peers, teacher).	Adjust language choices according to purpose (e.g., explaining, persuading, entertaining), task, and audience.	Adjust language choices according to task (e.g., facilitating a science experiment, providing peer feedback on a writing assignment), purpose, task, and audience.

Collaborative

6-9.) I Can present information and ideas in oral presentations.

SCS I Can Theme correlation- ELA	Emerging ------>	Expanding ------>	Bridging ------>
Gr 6-8 ELA theme 11 and 13	Plan and deliver brief oral presentations on a variety of topics and content areas with support.	Plan and deliver longer oral presentations on a variety of topics and content areas, using details and evidence to support ideas, with moderate support.	Plan and deliver longer oral presentations on a variety of topics in a variety of content areas, using reasoning and evidence to support ideas, as well as growing understanding of register, with light support.

6-10.) I Can compose texts to present, describe and explain ideas and information.

SCS I Can Theme correlation- ELA	Emerging ------>	Expanding ------>	Bridging ------>
Gr 6-8 ELA theme 7 and 8	a. Write short literary and informational texts (e.g., an argument for protecting the rain forests) collaboratively (e.g., with peers) and independently. b. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	a. Write longer literary and informational texts (e.g., an argument for protecting the rain forests) collaboratively (e.g., with peers) and independently using appropriate text organization. b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	a. Write longer and more detailed literary and informational texts (e.g., an argument for protecting the rain forests) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register. b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).

6-11.) I Can support my own opinions and evaluate others' opinions in speaking and writing.

SCS I Can Theme correlation- ELA	Emerging ------>	Expanding ------>	Bridging ------>
Gr 6-8 ELA theme 7, 8, 9, 10, 11, 12 and 13	a. Justify opinions by providing some textual evidence (e.g., quoting from the text) or relevant background knowledge, with substantial support. b. Express attitude and opinions or temper statements with some basic modal expressions (e.g., can, has to).	a. Justify opinions or persuade others by providing relevant textual evidence (e.g., quoting from the text or referring to what the text says) or relevant background knowledge, with moderate support. b. Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., maybe/probably, can/could, must).	a. Justify opinions or persuade others by providing detailed and relevant textual evidence (e.g., quoting from the text directly or referring to specific textual evidence) or relevant background knowledge, with light support. b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., probably/ certainly/definitely, should/would, might) and phrasing (e.g., In my opinion . . .).

6-12.) I Can choose and use vocabulary and language to share ideas clearly.

SCS I Can Theme correlation- ELA	Emerging ------>	Expanding ------>	Bridging ------>
Gr 6-8 ELA theme 7, 8, 9, 10, 11, 12 and 13	a. Use a select number of general academic words (e.g., author, chart) and domain-specific words (e.g., scene, cell, fraction) to create some precision while speaking and writing. b. Use knowledge of morphology to appropriately select affixes in basic ways (e.g., She likes X).	a. Use a growing set of academic words (e.g., author, chart, global, affect), domain-specific words (e.g., scene, setting, plot, point of view, fraction, cell membrane, democracy), synonyms, and antonyms to create precision and shades of meaning while speaking and writing. b. Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., She likes X. That's impossible).	a. Use an expanded set of general academic words (e.g., affect, evidence, demonstrate, reluctantly), domain-specific words (e.g., scene, setting, plot, point of view, fraction, cell membrane, democracy), synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing. b. Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing observe --> observation, reluctant --> reluctantly, produce --> production, and so on).

Productive

Page 1 of 2

6-5.) I Can listen actively to spoken English.

SCS I Can Theme correlation- ELA	Emerging ------>	Expanding ------>	Bridging ------>
Gr 6-8 ELA theme 9, 10, 11, 12 and 13	Demonstrate active listening in oral presentation activities by asking and answering basic questions, with prompting and substantial support.	Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with occasional prompting and moderate support.	Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with minimal prompting and support.

6-6.) I Can read texts and view multimedia closely to determine meaning.

SCS I Can Theme correlation- ELA	Emerging ------>	Expanding ------>	Bridging ------>
Gr 6-8 ELA theme 1, 2, 3,4, 5, 6, 12 and 13	a. Explain ideas, phenomena, processes, and text relationships (e. g., compare/ contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with substantial support. b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using some frequently used verbs (e.g., shows that, based on). c. Use knowledge of morphology (e. g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.	a. Explain ideas, phenomena, processes, and text relationships (e. g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with moderate support. b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of verbs (e.g., suggests that, leads to). c. Use knowledge of morphology (e. g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.	a. Explain ideas, phenomena, processes, and text relationships (e. g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support. b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of precise academic verbs (e.g., indicates that, influences). c. Use knowledge of morphology (e. g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.

6-7.) I Can evaluate how writers and speakers use language to support ideas and opinions.

SCS I Can Theme correlation- ELA	Emerging ------>	Expanding ------>	Bridging ------>
Gr 6-8 ELA theme 1, 2, 3,4, 5, 6, 9, 10, 11, 12 and 13	Explain how well writers and speakers use language to support ideas and arguments with detailed evidence (e.g., identifying the precise vocabulary used to present evidence, or the phrasing used to signal a shift in meaning) with substantial support.	Explain how well writers and speakers use specific language to present ideas or support arguments and provide detailed evidence (e.g., showing the clarity of the phrasing used to present an argument) with moderate support.	Explain how well writers and speakers use specific language resources to present ideas or support arguments and provide detailed evidence (e.g., identifying the specific language used to present ideas and claims that are well supported and distinguishing them from those that are not) with light support.

6-8.) I Can analyze how writers and speakers use vocabulary and language for specific purposes.

SCS I Can Theme correlation- ELA	Emerging ------>	Expanding ------>	Bridging ------>
Gr 6-8 ELA theme 1, 2, 3,4, 5, 6, 9, 10, 11, 12 and 13	Explain how phrasing or different common words with similar meaning (e.g., choosing to use the word cheap versus the phrase a good saver) produce different effects on the audience, with support.	Explain how phrasing, different words with similar meaning (e.g., describing a character as stingy versus economical), or figurative language (e.g., The room was like a dank cave, littered with food wrappers, soda cans, and piles of laundry) produce shades of meaning and different effects on the audience, with moderate support.	Explain how phrasing, different words with similar meaning (e.g., describing a character as stingy, economical, frugal, thrifty), or figurative language (e.g., The room was depressed and gloomy. The room was like a dank cave, littered with food wrappers, soda cans, and piles of laundry) produce shades of meaning, nuances, and different effects on the audience.

Interpretive

6-18.) I Can make connections and join ideas together.

SCS I Can Theme correlation- ELA	Emerging ------>	Expanding ------>	Bridging ------>
Gr 6-8 ELA theme 7, 8, 9, 10, 11, 12 and 13	Combine clauses in a few basic ways to make connections between and join ideas (e.g., You must X because X) or to provide evidence to support ideas or opinions (e.g., creating compound sentences using and, but, so).	Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e.g., He stayed at home on Sunday to study for Monday's exam) or to make a concession (e.g., She studied all night even though she wasn't feeling well).	Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e. g., He stayed at home on Sunday because he had an exam on Monday), to make a concession (e.g., She studied all night even though she wasn't feeling well), or to link two ideas that happen at the same time (e.g., The students worked in groups while their teacher walked around the room).

6-19.) I Can condense clauses and ideas.

SCS I Can Theme correlation- ELA	Emerging ------>	Expanding ------>	Bridging ------>
Gr 6-8 ELA theme 7, 8, 9, 10, 11, 12 and 13	Condense ideas in simple ways (e.g., by compounding verbs, adding prepositional phrases, or through simple embedded clauses or other ways of condensing as in, This is a story about a girl. The girl changed the world. --> This is a story about a girl who changed the world) to create precise and detailed sentences.	Condense ideas in an increasing variety of ways (e.g., through various types of embedded clauses and other ways of condensing, as in, Organic vegetables are food. They're made without chemical fertilizers. They're made without chemical insecticides) --> Organic vegetables are foods that are made without chemical fertilizers or insecticides) to create precise and detailed sentences.	Condense ideas in a variety of ways (e.g., through various types of embedded clauses, ways of condensing, and nominalization as in, They destroyed the rain forest. Lots of animals died --> The destruction of the rain forest led to the death of many animals) to create precise and detailed sentences.

Connecting and Condensing Ideas

6-13.) I Can understand how texts are organized.

SCS I Can Theme correlation- ELA	Emerging ------>	Expanding ------>	Bridging ------>
Gr 6-8 ELA theme 1, 2, 3, 4, 5 and 6	UNDERSTANDING TEXT STRUCTURE: Apply basic understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how arguments are organized around ideas) to comprehending texts and writing basic texts.	UNDERSTANDING TEXT STRUCTURE: Apply growing understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how arguments are structured logically around reasons and evidence) to comprehending texts and writing texts with increasing cohesion.	UNDERSTANDING TEXT STRUCTURE: Apply increasing understanding of how different text types are organized to express ideas (e.g., how a historical account is organized chronologically versus how arguments are structured logically around reasons and evidence) to comprehending texts and writing cohesive texts.

6-14.) I Can understand how events and ideas are linked in texts.

SCS I Can Theme correlation- ELA	Emerging ------>	Expanding ------>	Bridging ------>
Gr 6-8 ELA theme 1, 2, 3, 4, 5 and 6	UNDERSTANDING COHESION: a. Apply basic understanding of language resources for referring the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing basic texts. b. Apply basic understanding of how ideas, events, or reasons are linked throughout a text using a select set of everyday connecting words or phrases (e.g., first/next, at the beginning) to comprehending texts and writing basic texts.	UNDERSTANDING COHESION: a. Apply growing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending texts and writing texts with increasing cohesion. b. Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., for example, in the first place, as a result, on the other hand) to comprehending texts and writing texts with increasing cohesion.	UNDERSTANDING COHESION: a. Apply increasing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns, synonyms, or nominalizations refer back to nouns in text) to comprehending texts and writing cohesive texts. b. Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., consequently, specifically, however, moreover) to comprehending texts and writing cohesive texts.

Structuring Cohesive Texts

6-15.) I Can correctly use verbs and verb phrases.

SCS I Can Theme correlation- ELA	Emerging ------>	Expanding ------>	Bridging ------>
Gr 6-8 ELA theme 7, 8, 9, 10, 11, 12 and 13	Use a variety of verb types (e.g., doing, saying, being/having, thinking/feeling), tenses (e.g., present, past, future, simple, progressive) appropriate to the text type and discipline (e.g., simple past and past progressive for recounting an experience) on familiar topics.	Use various verb types (e.g., doing, saying, being/having, thinking/ feeling, reporting), tenses (e.g., present, past, future, simple, progressive, perfect) appropriate to the task, text type, and discipline (e. g., simple present for literary analysis) on an increasing variety of topics.	Use various verb types (e.g., doing, saying, being/having, thinking/feeling, reporting), tenses (e.g., present, past, future, simple, progressive, perfect) appropriate to the task, text type, and discipline (e. g., the present perfect to describe previously made claims or conclusions) on a variety of topics.

6-16.) I Can correctly use nouns and noun phrases.

SCS I Can Theme correlation- ELA	Emerging ------>	Expanding ------>	Bridging ------>
Gr 6-8 ELA theme 7, 8, 9, 10, 11, 12 and 13	Expand noun phrases in simple ways (e.g., adding a sensory adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.	Expand noun phrases in a variety of ways (e.g., adding comparative/ superlative adjectives to noun phrases or simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.	Expand noun phrases in an increasing variety of ways (e.g., adding comparative/superlative and general academic adjectives to noun phrases or more complex clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.

6-17.) I Can correctly use adverbials and prepositional phrases to add details.

SCS I Can Theme correlation- ELA	Emerging ------>	Expanding ------>	Bridging ------>
Gr 6-8 ELA theme 7, 8, 9, 10, 11, 12 and 13	Expand sentences with simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar activity or process.	Expand sentences with an increasing variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process.	Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes.

Expanding and Enriching Ideas