

English Language Learners



Boise School District

English Language Learner Handbook

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“Educating Today for a Better Tomorrow”

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INTRODUCTION

The ELL Handbook provides district staff with information about Boise School District programs and procedures for English language learners. Information is specified concerning contacts, program guidelines and interpretation, frequently asked questions, instructional strategies, and additional resources that can be used in assisting English language learners.

ENGLISH LANGUAGE LEARNERS

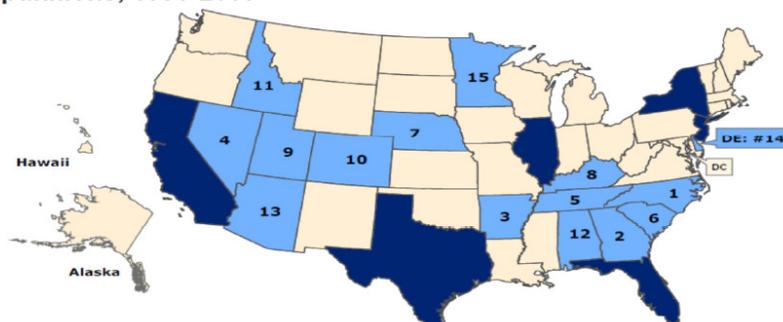
Who Are They?

English language learners come from families moving to this country, either as refugees or immigrants. Millions of immigrant children enter U.S. public schools each year. They speak hundreds of different languages and many have difficulties communicating in English. 60.6 million (21 percent) of these residents speak a language other than English in the home and approximately 1 in 4 K-12 students have at least one foreign-born parent. Based on the latest census data, Idaho ranks 39th in percentage of foreign-born population but much higher in growth (see chart below). This shows Idaho's rapidly changing demographics. Poverty also plays a role with this population. The immigrant population in Idaho living below the federal poverty threshold increased by 77.5% between 2000 and 2011 with 42.6% earning less than \$25,000 (Migration Policy Institute).

The number of students in Boise schools with English as a new or second language is 3,750. Of these English Learners, 1,603 students need language development in addition to traditional course offerings. These students represent approximately 90 different language groups and come from over 111 countries.

Given these demographic changes, the Boise School District has embraced this responsibility to reach out to ELL students and provide them with an education that will make them full and active members in both the community and the broader society.

 **States with the Largest and Fastest-Growing Immigrant Populations, 1990-2009**



■ States with 1.7 million or more immigrants (2009)
■ States (ranked) with 200 percent or higher growth (1990 to 2009)

Source: 2009 American Community Survey and 1990 Decennial Census.
© 2011 Migration Policy Institute.



INTRODUCTION

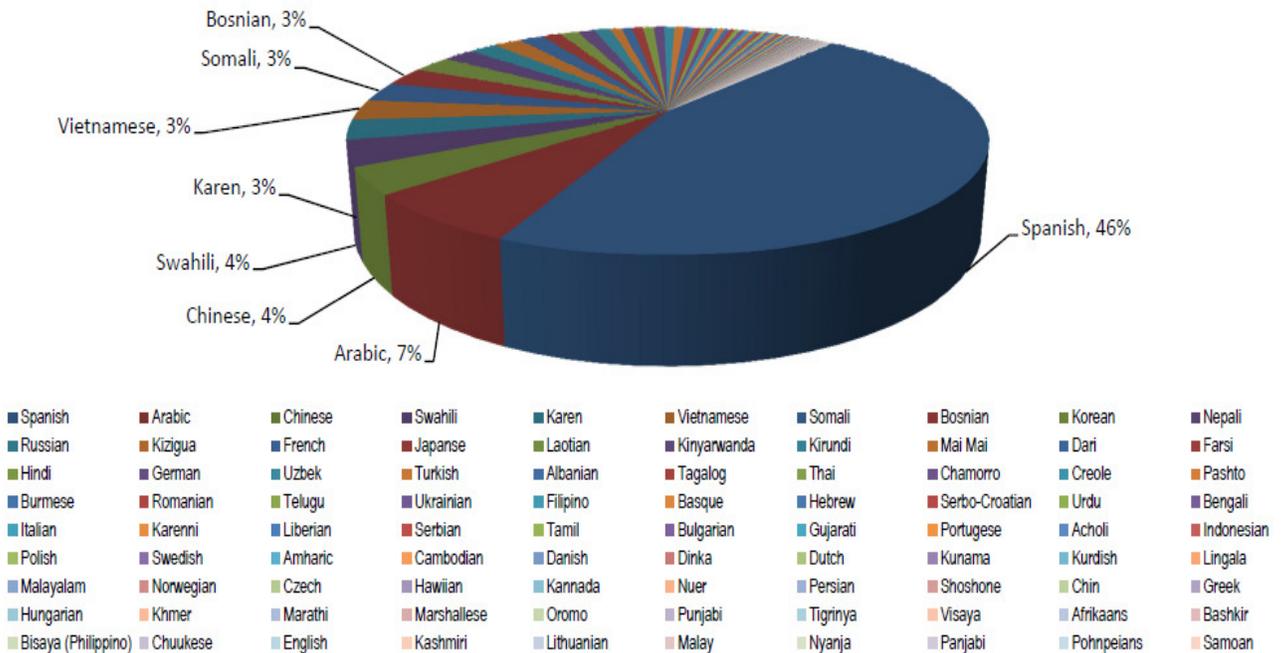
OUR DISTRICT ELL MISSION

We educate students to be lifelong learners and contributing citizens and, as an ELL program, our mission is to provide culturally and linguistically diverse students with opportunities for future success by fostering high standards for English literacy through listening, speaking, reading, and writing.

OUR DISTRICT ELL VISION

We envision a program that:

- Will support and enhance the ELL students' performance and meaningful participation in the regular classroom
- Will assist all students in achieving grade - level standards and college and career readiness
- Will help students reach English proficiency in reading, writing, speaking, and listening
- Will provide and maintain a learning environment in which students can excel in English while embracing their native culture and language
- Will integrate other cultures into our educational system and the community





REFUGEES

Why They Come Here; Why We Bring Them Here

Millions of uprooted and displaced people languish in substandard living conditions in border camps and countries of first asylum around the world. The problem is one of global proportions and is inseparable from the problem of basic human rights violations. People are forced into exile by relentless violence, virtually imprisoned in camps where dependence grows with each day of exile and where human dignity is eroded in equal proportion. There is no end in sight for the seemingly interminable refugee-producing crises around the world.

“Refugees are persons who have fled their countries of residence and cannot return because of a well-founded fear of persecution based on race, religion, nationality, membership in a particular social group, or political opinion.”

The Refugee Act

Third country resettlement is often the last resort for refugees who find repatriation to their native lands or permanent resettlement in their countries of first asylum impossible. The Refugee Act of 1980 established a national policy for the admission of refugees and a network of service providers under the Office of Refugee Resettlement. While the law is designed to enable refugees to begin new lives in a relatively secure environment, not everyone wishing to enter the United States can qualify for refugee status.

As defined by the Refugee Act, refugees are people who have fled their homelands and are unable or unwilling to return “because of persecution or a well-founded fear of persecution on account of race, religion, nationality, membership in a particular social group, or political opinion.”

On a global level, the tragedy of refugee displacement is all too often reduced to numbers; thousands here or millions there. Root causes are generalized and often perceived to be out of our control. On a community level, however, refugees become real people—families much like ours with very real problems, fears, hopes, and aspirations. In Boise, the refugee community includes many different groups.

IMMIGRANTS

Looking for Opportunity

The remainder of foreign-born ELL students are immigrants; people coming to this country for better opportunities and lives. Immigrants differ from refugees in several ways: they were not forced from their country, their lives were typically not in danger, and they can return to their native country if they choose.

“Everywhere immigrants have enriched and strengthened the fabric of American life.”

John F. Kennedy



U.S. BORN ELLS

There is a growing population nationwide of ELL students from limited or non-English speaking families and who were born in the United States. According to the 2011 US Census Bureau's ACS Survey, more than 74% (1.9 million) of all Limited English Proficient students (LEPs) are U.S. born compared to the 26% (666,000) of LEP children who were foreign born. Some of these students themselves are English-speaking but lack pieces of the linguistic or historical background necessary to be completely competitive at a cognitive academic level in a traditional mainstream classroom without appropriate accommodations or academic scaffolding.

Even larger groups of U.S. born ELLs are themselves limited or non-English speaking. Sometimes the families have been highly migratory without a continuous opportunity to learn English or the student was enrolled in a late-exit bilingual program and has not yet made the transition into an all-English academic environment.



ENROLLMENT PROCESS FOR ELLS

All students who speak a language other than English must be referred to our district's *ELL Intake Specialists* before they are enrolled in a Boise school. Our district's Intake Specialist is Diane Goicoechea-Price. Diane can be reached at Fort Boise between 7:00 a.m. and 2:30 p.m. on Monday, Wednesday, and Friday. All outside agencies or individuals who contact your school to enroll a student must first be referred to the *Intake Specialist*.

After notification of prospective enrollment is given to the Intake Specialist by a building administrator or outside source, the specialist meets with the family and/or agency representatives to present the policies and procedures of the school district. The specialist then helps the family fill out necessary enrollment forms, gathers immunization information, and provides an orientation of the school and answers questions regarding school policy and procedures. By law, no one in the district may ask for visas, passports, immigration cards or status. Additionally parents may opt out of ELL services however an annual language assessment is still required of limited English proficient students.

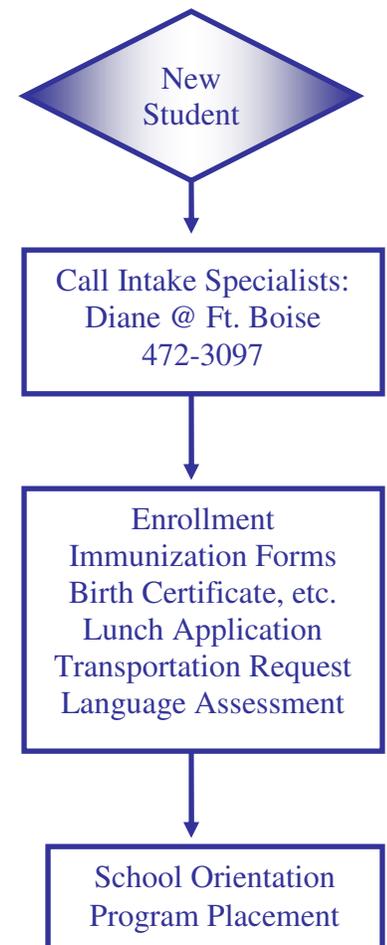
At the elementary level (1st - 6th grades), students are assigned to an ELL school site if they need language assistance. The ELL teacher at the site will further assess language proficiency and set goals. Students are most often placed with age appropriate peers.

At the secondary level (7th - 12th grades), limited and non-English speaking students are invited to enroll in the Borah or Hillside Bridge program (see secondary English Language Programs). Bridge teachers additionally evaluate students for English language proficiency.

After the student is assigned classes, a general orientation is provided on the school and school policies. At that time the student is made familiar with the school environment, student expectations, transition time, lunch, busing, assemblies, etc.

TRANSPORTATION

Diane can also assist in scheduling bus transportation for ELL students. If your school decides to take that responsibility, please note that the district's transportation office needs at least five (5) working days to arrange for busing. Students residing a mile and a half or more away from the school site are ineligible for busing.





DISTRICT PROGRAM

PROGRAM COMPONENTS

Office for Civil Rights Compliance

Legal Background

Educational Theory Approach

English Language Development

Beginning Ability Level

Intermediate Ability Level

Advanced Ability Level

Elementary English Language Learner Programs

Secondary English Language Learner Programs

The Language Academy at Riverglen Junior High

Instructional Support /Sheltered Content at Junior & Senior High Schools

“An infant’s brain can perceive every possible sound in every language. By 10 months, babies have learned to screen out foreign sounds and to focus on the sounds of their native language.”

Newsweek, 1998

The Boise School District has designed a research-based language instruction program at elementary and secondary levels in order to accommodate the growing numbers of limited and non-English speaking students enrolling in the District. Certified English language teachers provide English language instruction using methodology called “Sheltered English” based on the SIOP model. Sheltered English is an approach that attempts to make academic instruction in English understandable to students who are limited in English proficiency. This program addresses the District’s legal responsibility as set out by the Idaho State Department of Education Consent Decree of 1983, which states that school districts must assess and provide appropriate instructional services to children who have limited English proficiency.

OFFICE FOR CIVIL RIGHTS COMPLIANCE

The Boise School District developed an Office for Civil Rights Title VI Compliance Guide for the English Language Learner program in 2000. This was a requirement of the State Department of Education (SDE) and the Office of Civil Rights (OCR). Updates for approval are submitted to the State each year. Implementation of the OCR guidelines is a central focus for schools and staff serving English language learners.

The guide outlines District programs and access to equitable services for English language learners. Three main sections are included: (a) Linguistic, (b) Academic, and (c) Culture. This plan is available by request through the Federal Program’s office (854-4163).



LEGAL BACKGROUND

Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color, or national origin in programs receiving federal financial assistance. This law has been interpreted in the public school context as requiring appropriate steps to ensure that equal educational opportunities are afforded to students who are limited in their English-language proficiency.

Over the years, federal court decisions have recognized that school districts have a responsibility to take the steps necessary to provide equal educational opportunities to ELL (English language learner) students. In 1975 the U.S. Supreme Court ruled “There is no equity of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education.” *Lau v. Nichols*, 414 U.S. 563, 94 S.Ct. 786 (1974)

"Education is not preparation for life; education is life itself."

John Dewey

In addition to this court case and others, Congress passed the Equal Educational Opportunities Act. This recognizes the rights of ELL students and requires educational service providers to take appropriate action to help these students overcome language barriers.

Boise School District’s ELL Program reflects the guidelines set by the Office of Civil Rights based on the *Castañeda v. Pickard* case. The three core principles stemming from this case are: selecting an educational approach, implementing the educational program, and evaluation of the program.

EDUCATIONAL THEORY AND APPROACH

The Boise School District utilizes a sheltered English approach for language instruction. This method is defined as a specific discipline allowing students to learn English systematically and cumulatively, moving from concrete to abstract levels of language in a spiraling fashion. The English Language Learner (ELL) program is sensitive to the first languages and cultures of the students and facilitates their integration into the program and culturally pluralistic mainstream. Both social English and academic English are addressed through the development of skills in understanding, speaking, reading, writing, and communicating. Students are prepared to compete and accelerate in the mainstream.

Understanding that proficiency in a second language takes from five to ten years, the Boise School District reviews research from language acquisition experts to form theory and approach. The District additionally continues analyzing their data to ensure that program models are effective for all ELL students.

Boise School District’s sheltered approach draws from the research of several experts in the field. Jim Cummins’ theories placed language into quadrants ranging from high context, low cognitive demand to low context, high cognitive demand. Out of this theory, he categorized language into Basic Interpersonal Communication Skills and Cognitive/Academic Language Proficiency. He then placed specific personal and



academic language skills in this continuum to enable the appropriate selection of activities for ELL students.

Stephen Krashen's research also contributes to the Boise Schools' educational approach. Krashen has shown that acquisition occurs by understanding language containing "comprehensible input," that is, input which has structures that are a bit beyond the acquired level ("input+1"). In addition, ELL students can understand language that contains structures they do not know by utilizing context, extra linguistic information, and their knowledge of the world. The core of Krashen's research shows that success in second language acquisition is influenced by the learner's level of anxiety ("affective filter"), motivation, and self-confidence.

The sheltered approaches utilized by teachers in the district are modeled after the Sheltered Instruction Observational Protocol (the SIOP model) researched by Debra Short, Mary Ellen Vogt and Jana Echevarria. This model standardizes sheltered instruction into eight key components. Those are: preparation, background building, comprehensible input, strategies, interaction, practice/application, lesson delivery and review/assessment.

Additional research includes L.S. Vygotsky's theory of the relationship between cognitive and social phenomena. His findings confirmed that without feeling successful in intellectual transactions and other social interactions, one cannot develop the motivation to achieve or feel a sense of accomplishment and be capable of learning.

ENGLISH LANGUAGE DEVELOPMENT

Boise School's English Language Learner Program focuses on two areas of language development. The first area is basic interpersonal communication skills (also known as BICS). This component of language acquisition deals with specific vocabulary native English speakers learn naturally as they grow up. BICS language instruction is implemented primarily in the language classroom and includes themes such as: the body, weather, food, clothes, colors, animals, house, school, family, and shapes. Basic conversation is also included. Questions like, "Can I get a drink?" "How are you?" and "Can I sharpen my pencil?" are also part of this instruction.

The second area of language development is cognitive academic language production (also known as CALP). Instruction in this vocabulary takes place in the regular classroom and is paralleled in the language classroom. CALP includes content specific vocabulary such as *Metis*, *mountie*, *plate tectonics*, *volume*, and *adverb*. Although the primary focus of ELL instruction is language arts, content such as social studies, science and math are used to help meet language goals as well.

The following is an outline of basic language concepts taught at three different levels of language acquisition. The levels are not used to group students, but rather to focus on specific objectives for each student. Multi-level grouping provides peer tutors and language modeling from the students themselves. **For a full set of WIDA Can Do Language Descriptors linked to the Idaho Common Core, please see the Idaho State Board of Education website.**



BEGINNING ABILITY LEVEL

Beginning language instruction focuses on listening comprehension, vocabulary identification, speaking, reading, and writing. Basic interpersonal communication skills are the primary focus at this time. The themes mentioned in the introduction are central throughout every level, but they are especially important in the first six months to one year.

Boise District's Language Arts curriculum guides are utilized to introduce basic interpersonal communication and cognitive academic language to beginning level students in the language classroom. The following components are included

1. Communication utilizing nouns and verbs
2. Capitalization of sentences, proper nouns, and "I" pronouns
3. Punctuation using periods, question marks, and apostrophes
4. Writing in journals
5. Beginning sentence, story, and poetry writing
6. Listening to children's literature
7. Recalling details, developing vocabulary, comprehension, and retelling
8. Following directions
9. Reading for pleasure and participating in group discussions
10. Recognizing letters and their sounds

The beginning ELL student learns to read, write and, speak English utilizing an integrated approach. The rich context of literature functions as the "textbook" for English language instruction. A variety of books are used to focus on specific themes identifying key vocabulary. The vocabulary is then extended into conversation practice, spelling, writing activities, listening comprehension, and a wide variety of activities providing practice and repetition. Physical involvement in activities is key at this stage.

Content area textbooks are used even with beginning students. The students may not be able to read the text, but they can begin illustrating concepts, defining vocabulary, and following along with group oral reading. This "includes" them with the regular class and sets up expectations for future performance. Handing out worksheet packets during content area time isolates students from content and peers and shows students that they don't have to try to meet objectives at any level. Participation, no matter how limited, is preferable to isolation.

Some students may speak immediately and have difficulty with writing, while others will write or read long before they speak. The important thing to remember is that each of these students will have different backgrounds and experiences, both educationally and culturally. Also, learning to write English will take much longer for the student who cannot write in their first language.

Beginning students may not speak for one day or one year. Though most English language learners have a short "silent period," some can last quite a while. This is nothing

to worry about, as research shows that these students eventually catch up with others who speak right away at the same point on the language development continuum.

INTERMEDIATE ABILITY LEVEL

Example: a student was asked to “give a description of the main character.” She understood the explanation of “describe” the “most important person” but was not familiar with “description” or character”.

The language arts guidelines are utilized for intermediate English language learners as well. The following skills are introduced at the intermediate level in addition to those listed in the beginning level:

1. Communication using adjectives and adverbs
2. Capitalization of first word in direct quotes and titles
3. Punctuate using exclamation points, commas, apostrophes, and quotation marks
4. Predict outcomes, sequence, draw conclusions, compare and contrast
5. Paraphrase
6. Differentiate between realism and fantasy, compare different types of stories
7. Consonant clusters, digraphs, short and long vowels, plurals, possessives, contractions, syllabication
8. Write, edit, and publish stories and poems from personal experience and literature
9. Begin interpreting figurative language
10. Identify simile and metaphor

Intermediate students are in the regular classroom with the exception of approximately one to two hours of ELL instruction. In the ELL classroom, the above objectives are taught, re-taught, and reviewed. The skills are grade level, but the language is modified. This allows students to comprehend and internalize grade - level concepts.

In the classroom, students at this level should be able to attempt most assignments. They will need help from the ELL tutor or teacher. The expectation is that most assignments will be completed the same as any other student. Teachers and tutors can determine if an assignment is too unrealistic even with help. An example would be if several social studies worksheets were sent as homework. The ELL student may take twenty minutes to look up each answer, thus spending two to three hours on one worksheet. The teacher may select the one or two worksheets he/she feels is the most relevant for that student and not require the others.



ADVANCED ABILITY LEVEL

Advanced English language instruction focuses primarily on cognitive academic language proficiency. While basic vocabulary is reviewed, an emphasis is placed on preparing students for independent grade-level work. Advanced students are supported in the classroom during content lessons. They are expected to complete all regular assignments and tests with only minor adaptations. Tutors and teachers continue to read tests and explain synonymous vocabulary while teaching strategies for independence. Advanced students' vocabulary and conversation skills will usually far outperform their written skills. The intricacies of written English take much longer to learn than the spoken. For example, a sixth grader writes: "My heart is red. Your heart is black. My heart is full of laughter and caring. Yours is full of darkness and sickness. It's your choice to choose who you want to be." Obviously this student has an excellent command of English word usage. However, in rough draft form, even the word "*who*" is misspelled. In addition to content area support, the following skills are a focus in the advanced level:

1. Metaphor, simile
2. Idiomatic language
3. Writing essays that include introduction, three supporting paragraphs and a closing
4. Spelling
5. Dictionary skills
6. Skimming and scanning
7. Research skills
8. Refining English pronunciation

Advanced students may seem "lazy" or "unmotivated" due to the fluency of their verbal skills and their difficulty with the printed and written word. There are still, however, thousands of words that these students have not yet seen or learned to spell. Advanced students normally spend two to three times longer on assignments and projects. They may not display perfect English, but most go on to do quite well in secondary and college courses.

While these three levels have been examined separately, there is no way to divide students into such specific categories. Each student is at a different location on this continuum. Language learning is not sequential; however, allowances must be made for effective multi-level grouping in the ELL and regular classroom. Students learn a great deal from the examples of their peers. Peer teaching allows the English language learner to become a "teacher" of his/her knowledge as well.

Each ELL student will have a unique cultural, educational, and family background. As with any student, considering this uniqueness will aid in developing objectives and activities most effective for each child. Above all else, a smile and a relaxed attitude are the best assets!



ELEMENTARY ENGLISH LANGUAGE LEARNER PROGRAMS

Kindergarten ELL students stay at their home school in a classroom environment ideal for language development. ELL staff provide support for the kindergarten students, their parents, and teachers.

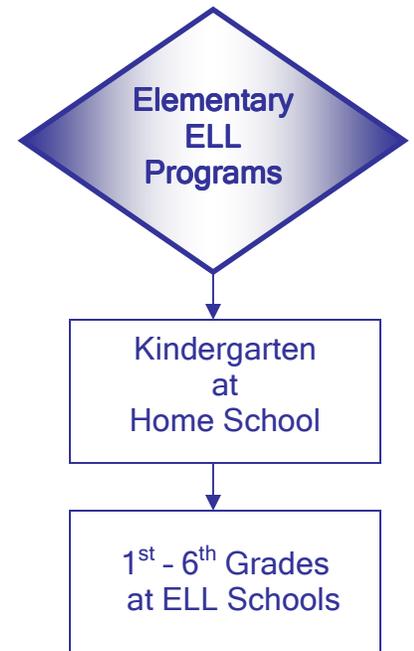
Boise School District has eleven elementary school sites with programs specifically designed for beginning to intermediate English language learners in first through sixth grades. Principals, classroom teachers, and support staff at these sites have had extensive opportunities for training in sheltered instruction and strategies, and have a certified ELL teacher and may also have ELL paraprofessionals who are highly trained.

With a focus on tier I, classroom teachers and ELL staff integrate English language instruction systematically throughout the first through sixth grade curriculum. ELL endorsed instructors teach specific targeted language development for beginning and intermediate speakers. The instruction is designed to accelerate ELL students toward achieving state standards while building background and comprehension.

COURSE DESCRIPTIONS

The elementary ELL program is designed around science and social studies. The program consists of a well-balanced approach in each of the English language domains. State language assessments are analyzed to determine a linguistic focus based on strengths and needs of the building.

- ❖ **Beginner:** Emphasis on vocabulary development and comprehension, phonemic awareness, blending and decoding, spelling, as well as guided writing.
- ❖ **Advanced Beginner:** Emphasis on word knowledge and comprehension, guided reading, high frequency words, phonological awareness, blending, decoding, spelling, as well as guided and independent writing.
- ❖ **Intermediate:** Further develops students' English language skills in listening, speaking and reading with an expanded focus on writing, semantics, syntax and verb usage.
- ❖ **Early Fluent:** Designed for students who have developed substantial skills in listening and speaking yet need a deeper development of academic language usage. The focus is on the conventions of writing, semantics, syntax, complex verb conjugations, advanced sentence structures, word roots and figurative language





SECONDARY ENGLISH LANGUAGE LEARNER PROGRAMS

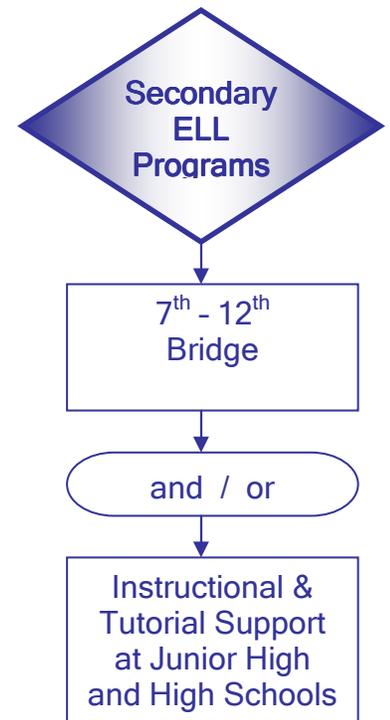
Boise Schools’ English Language Learner Program at the secondary level consists of two components: The *Boise Bridge Program* and *sheltered classes and tutorial support* at the other junior and senior high schools for those students who have exited Bridge or have been in U.S. schools two years or more.

BORAH BRIDGE & HILLSIDE BRIDGE

The Bridge program is a program-within-a-school that provides an intensive English language program to limited and non-English speaking students in grades 7-12.

Bridge is a program primarily for “newcomers” to the country. This program provides the opportunity for junior high and high school students to build a strong English foundation through content instruction before attending their home schools.

- ❖ **Newcomer definition:** Students who are recent arrivals to the U.S. (two year or less) speak little or no English, may or may not have literacy skills in their primary language, and may or may not have completed school to their current grade level.
- ❖ **Entry into Bridge:** Newcomer limited or non-English speakers at ages appropriate for grades 7-12 who enroll in the Boise School District will be referred to the district’s ELL Intake Specialist, Diane Goicoechea-Price at 472-3097. Students may enter at any time.
- ❖ **Length of Daily Program:** Full day, secondary schedule.
- ❖ **Length of Program:** Four semesters or less depending on progress and student/family choice.
- ❖ **Exit Criteria:** Students are transitioned from the Bridge program when they have completed two years (four semesters) *and/or* have reached a level of proficiency that would allow them to succeed in regular academic courses. Assessment of a student’s proficiency will be based on curriculum-based evaluation measures, and performance-based measures, such as portfolios and standardized tests.



The Bridge staff and District staff examine multiple criteria before a student is exited. Meetings with family members and home visits are also conducted as needed. A family may choose to have their student exited before it is recommended. A letter must be signed by the parents stating this intention.

- ❖ **Instruction/Assessment/Credit:** The core of instruction in Bridge includes English, reading, writing, oral language, sheltered math, sheltered social studies, and sheltered

science. These courses are designated as “E” (ELL modified) on the student’s transcript. Students are graded with the traditional (A, B, C . . .) system.

- ❖ **Transportation:** Students are bused by Boise School District from their homes to the either Borah or Hillside.

ELL parents additionally have the option of not enrolling their students at a designated ELL site, enrolling at their home school, instead. District ELL consulting teachers offer support, materials, and peer coaching for classroom teachers and other building staff in those schools. These students, while limited English will still need to take the state English language assessment yearly.

INSTRUCTIONAL SUPPORT AND SHELTERED CONTENT CLASSES AT JUNIOR AND SENIOR HIGH SCHOOLS

At each of the senior high schools and several junior highs, a certified English and/or ELL teacher teaches sections of ELD and sheltered English for those ELL students requiring specialized assistance with the English language. In addition, a variety of sheltered content courses, from Biology to Economics, are offered at Borah, Boise, and Capital, many classes are one in the same with a traditional classroom.

Academic support is also provided at each junior and senior high school in collaboration with content area teachers. ELL paraprofessionals and/or academic interventionists provide additional assistance for students who are transitioning from the Bridge program to their home schools and for those who move into the District and are not eligible for Bridge services.



ELL ROLES AND SUPPORT

ELL STAFF RESPONSIBILITIES

ELL Certified Teachers
ELL Paraprofessionals
ELL Intake Specialists
ELL Specialist and Federal Program Consultants
Federal Programs Supervisor



ELL CERTIFIED TEACHERS

The primary responsibilities of the ELL teacher are to provide English language instruction for students and support for school staff. The ELL teacher works with regular classroom teachers to provide a cohesive educational plan for students. The ELL teacher also aids in providing strategies for working with English language learners while in the regular classroom with the goal of including all students in classroom lessons.

Because ELL is a skills enrichment program, students will miss some instructional time in the regular classroom. Ideally the student is working on similar content in the ELL classroom as his/her peers are at those same times. This is not always possible, however, due to the complexity of scheduling. Students may miss certain content area lessons to attend English classes. This is a priority with beginning to low-intermediate students. A solid foundation of reading, writing, and speaking skills must first be developed for the student to have later success in content area classes. The District ELD curriculum emphasizes content vocabulary and concepts as well which also helps in this transition.

“There is only one way children can make sense of the language they hear around them in the home, at play, and on television, and that is by capitalizing on the fact that the language is often closely related to the situation in which it occurs. Children use the situation, including their perceived intention of the person speaking, for cues to what is being said.”

Smith, 1983

Visit our district ELL website at ell.school.boiseschools.org for current staff listings at each building.

ELL PARAPROFESSIONALS

ELL paraprofessionals coordinate their schedules with the ELL teacher and classroom teachers to provide classroom support. Paraprofessionals spend the majority of their time supporting students in the regular classroom. It may also be necessary for paraprofessionals to conduct some small instructional groups as needed. The main focus of paraprofessionals is class work and homework support.



ELL INTAKE SPECIALIST

The role of the ELL intake specialist is to facilitate the enrollment process of new students entering the district. Diane Goicoechea-Price is based at Fort Boise and should be contacted when any new families come directly to your school. Diane will set appointments to enroll students and give schools advance notice when possible.

If you have ELL students that need to enroll or need guidance with translators, transportation, lunch applications, please contact:

- **Diane Goicoechea-Price**
Intake Specialist
(208) 472-3097
diane.goicoecheaprice@boiseschools.org

FEDERAL PROGRAM CONSULTANTS

The Federal Programs Consultants coordinate student transitions and provide a wide variety of staff support to both ELL and regular classroom teachers.

For questions regarding testing, sheltering approaches, schoolwide collaboration, or other concerns please contact:

Secondary Support

Fernanda Brendefur
(208) 472-3594
fernanda.brendefur@boiseschools.org

Jolene Lincoln
(208) 472-3591
jolene.lincoln@boiseschools.org

Elementary Support

Jennifer Biery
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FEDERAL PROGRAMS Administrator

The Federal Programs Administrator oversees the K-12 ELL program for the Boise School District. For questions or concerns regarding any aspect of the ELL program, please contact:

- **Stacey Roth**
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(208) 854-4163
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FREQUENTLY ASKED QUESTIONS

FREQUENTLY ASKED QUESTIONS

- What are the needs of ELLs in the classroom?
- How do I create a positive, welcoming classroom environment?
- How can I welcome an English language learner to my classroom?
- What should classroom management look like?
- What are some instructional approaches I can use in the classroom?
- What are the nine principles to culturally responsive teaching?
- How do I grade an ELL student?
- How do I obtain and use an interpreter?
- What are some strategies for working with an interpreter?
- Where do I find district documents translated into other languages?



❖ WHAT ARE THE NEEDS OF ELLS IN THE CLASSROOM?

Classroom teachers are one of the first significant contacts of English language learners with the English language and they are, therefore, key to successful language learning.

English language learners come to the classroom from many different and varied backgrounds but with one thing in common - their inexperience with the English language. Whether the teacher has one English language learner or several, the following information is provided to assist the teacher in recognizing students' needs, welcoming these students to the classroom, and approaching instruction for language learning through content.

Despite the differences among English language learners, the classroom teacher can respond to some basic commonalities:

1. **Accepting Environment** - The English language learner needs a warm, accepting environment that encourages risk-taking in learning a new language.
2. **Recognition of Culture/Educational Background** - The cultural heritage of the student needs to be recognized as an asset to the class. The diversity of ethnic and cultural groups in the classroom can provide a fruitful resource from which classroom learning can be enhanced. If possible, it is also important for the teacher to obtain information about the educational background of the student. This background may include the amount of formal education and the educational level reached. Information about the style of schooling may also be helpful. For example, some students arrive from countries, which stress an authoritarian style within the school. Placing such a student into an environment in which there is a degree of physical and academic freedom may cause confusion on the part of the student.



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3. **“Silent Period”** - The student may have a “silent period” or a period of time during which he or she listens to a great deal of language in order to get a sense of the new sounds before speech is attempted. This stage may last from one day to one year. Putting students on the spot at this time may increase their fear and self-consciousness. The most effective method for examining whether or not students are emerging from this state is to push them to speak in a low-risk environment and observe their reaction. The teacher will be able to draw conclusions based on these observations.
4. **ELL Instruction** - The student will need appropriate ELL instruction according to his or her level of English proficiency. Such instruction will stress both communicative and academic language skills.
5. **Meaningful Context** - The student needs contextualized material that makes abstract concepts comprehensible and meaningful.
6. **Alternative Ways of Making Meaning** - The English language learner may need an alternative way of achieving the meaning of the lesson or concept being taught.
7. **Consideration for Testing and Daily Assignments** - The student may need special consideration in terms of daily assignments and tests. Language demands will make it difficult for the student to complete many activities within a certain period of time.

❖ HOW DO I CREATE A POSITIVE, WELCOMING CLASSROOM ENVIRONMENT?

Imagine the stress and anxiety of entering a new school, in a new country where you do not know the language. Most of the English language learners in the classroom will be dealing with stress. In addition, many of these students will be coming from extremely stressful situations, such as war, famine, homelessness, and poverty.

In recognition of these feelings, it becomes the teacher’s responsibility to ensure that the English language learner be made to feel as comfortable as possible that first day in order that the foundation is built for a positive school experience in the future.

❖ HOW CAN I WELCOME AN ENGLISH LANGUAGE LEARNER TO MY CLASSROOM?

1. If you have been advised in advance about the student’s native language, welcome the student with a greeting from that language.
2. Familiarize yourself with the student’s cultural background.
3. Introduce the student to the class using his/her native language name and not changing “Juan” to Johnny or “Quyen” to “Gwen.”
4. If possible, show on a map where the student’s native country is located.
5. Arrange for a peer to orient the student to the school, (ask for a volunteer), and to show where the lunchroom, restroom, office, and playground are located. The peer can also explain or demonstrate classroom procedures. Each week or every other week, assign a different student to be helper, partner, buddy, or tutor to the new student. The student can help by:
 - Conferring with the teacher about the assignments for the new student;
 - Explaining instructions and procedures;

- Helping the student start vocabulary lists in subject areas;
- Showing prescribed methods for date, name, headings;
- If the student is literate, showing him or her how to use the text, table of contents, chapters, units, index, glossary, boldface type.

❖ WHAT SHOULD CLASSROOM MANAGEMENT LOOK LIKE?

If planning instruction to be presented to a classroom of English language learners and English - speaking students, it is helpful to have the room organized to that students can easily work together in small groups.

- Cooperative groups - allows the student to be involved in natural active practice in all language areas, but it also allows the teacher to circulate around the room to observe interaction and to help where needed.
- One-on-one peer tutoring - can also promote the acquisition of language and academic skills for the English language learner. An English proficient student can be paired with the English language learner or an older student with a younger student. A student who has basic competency in a target skill can serve as a model and tutor for the other. It is important to rotate the tutoring responsibilities among several members of the classroom and to give those responsibilities to those students who are eager and willing to work with the English language learner.
- Small group presentations - While it is often appropriate as well as efficient to present whole group instruction for classroom activities such as demonstrations and discussions, it is essential for the teacher to plan for other ways of presenting and reinforcing the main concepts of the lesson with the goal of ensuring comprehension on the part of the English language learner.

❖ WHAT ARE SOME INSTRUCTIONAL APPROACHES I CAN USE IN THE CLASSROOM?

Much of what the English language learners need to know, such as basic interpersonal communication skills will be learned in the normal and natural interaction between students and the teacher in the classroom. This “natural” acquisition is the critical foundation for the more rigorous language learning required for academic content.

Academic competence takes a longer period of time to evolve than communicative competence. While English language learners can attain proficiency in interpersonal communication within two years, attaining proficiency in cognitive-academic language skills may require five to seven years. Thus, even though a student may “sound good” and interact in ways that suggest good English language comprehension, he or she may be ill prepared for the demands of the academic environment unless specific formal instruction is provided.

Research supports that content-based instructional approaches are most effective in developing an English language learner’s English language competency as well as academic abilities. In addition to giving focus to the vocabulary and technical terms associated with subject matter, the language skills required for academic success can be presented such as informing, explaining, classifying, and evaluating. In a content-based



approach, the emphasis is still on the communication of meaning through English rather than on the drill and practice of grammatical forms. This approach often employs small group activities where students can participate in cooperative problem-solving learning situations.

APPROACHES

Sheltered English
Language in Meaningful Contexts
Providing Choices
Alternative Instruction



Sheltered English is a process or an instructional approach that can be used to make academic instruction in English understandable to students of limited English proficiency. This approach utilizes props, visuals, media, and body language as clues to clarify the meanings of new words and ideas. In a sheltered English classroom, teachers use the environment, activities, and pictures to teach new words that are later used as the basis for concept development in subjects such as math, science, history, and health.

Teachers using sheltered English techniques have found that *grouping* is a critical part of the process of teaching students. The teacher guides the small groups by facilitating language, clarifying terms, and providing a variety of opportunities for students to define, experience, review, and generalize the content while relying on each other as “experts.”

Specifically, the sheltered English approaches that are described below will provide the English language learner, as well as the English proficient student, with an instructional program that will benefit learning.

Language in Meaningful Context: The level of language complexity is influenced by two major factors: the number of *contextual cues* that are present to assist comprehension, and the *cognitive complexity* of the task. Language that is accompanied by the use of non-verbal embellishments, concrete objects, and visual aids assist in providing context cues. Examples of relatively cognitively undemanding, context-supporting activities are observing a chart, demonstration, display, or model that helps the English language learner form a mental picture of what is to be learned.

The language demands that the English language learner faces in the classroom increase in difficulty as the contextual cues become fewer and the cognitive task becomes more complex. Instructional activities at this level might include reading a chapter from the text, completing worksheets, or writing a report. It is apparent that this kind of language proficiency becomes more challenging in its comprehension requirements, in contrast to language surrounded by context cues where meaning is more easily accessed through concrete referents.

The following strategies will help to place language in a more meaningful context for the English language learner:



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- Use visuals - the visual allows the listener one more cue to comprehension.
- Provide hands-on activities - The English language learner needs the opportunity to explore and discover things through multimodal input. Student should be involved in activities such as drawing maps and charts, conducting experiments, and using manipulatives.
- Use a model or sample of a finished product - A model or sample of a finished product is helpful as a guide to what is expected and when the language of the teacher is not understood by the English language learner.
- Nonverbal embellishment - The student is provided with additional reinforcement when pointing and hand gestures are integrated into the instruction.
- Activate the prior knowledge of the student - A person's background knowledge and experiences have a direct influence on what is comprehended. It is important to relate new learning to what students already know.

Choices within a Lesson: Providing choices means that the classroom teacher adapts the same content or concept to two different populations, the English language learner and the English proficient students. While the demands of these two groups of students are different, the same information is prepared for and presented to both groups. For example, a social studies lesson focusing on the history of aviation might require English proficient students to write an essay on how the invention of the airplane has influenced our modern world. The same lesson for the English language learner can require that the student draw a picture or make a time chart illustrating the history of the airplane.

The teacher needs to be aware of the English language learner's abilities and skills so that he or she can feel continually challenged without being frustrated by tasks that are still beyond their abilities.. The English language learner's minimal English skills should not be confused with a lack of cognitive ability.

Alternative Instruction: There are times when a particular lesson will not be comprehensible to the English language learner. On these occasions, the teacher can provide alternative activities such as those identified in the list below.

1. Students can create their own dictionary of words they are learning. The dictionary can be in a loose-leaf notebook so pages can be easily added. The student, when encountering a new word, places it in the dictionary and writes or draws something that will help him or her associate meaning with the word.
2. The student can create an ABC book on a topic of interest. The book may contain written information as well as pictures.
3. The student can listen to story tapes with picture books.
4. The student can work on an independent project such as a diorama or map to show his or her understanding of material covered.
5. Look at activities in the enrichment or extension portion of the teachers' guide that allow students to demonstrate concepts visually.
6. Make a poster, bookmark, collage or mural) to illustrate a key concept.



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7. Wordless books. Students design and illustrate their own wordless books. (Another student may add words.)
8. Introduce open-ended games or even math games to play with another student to reinforce vocabulary from a lesson.
9. Student reads a short assignment from the text into a cassette recorder and listens to his or her voice.
10. Illustrated reports focused around a content lesson.
 - “Mini-reports” - using a folded sheet of paper, the student titles the report, illustrates the cover, and writes a brief summary of new information he or she has learned following a content lesson.
 - “Box reports” - student covers a small box and tells about a topic with pictures and words on the sides of the box.
11. Design a mobile to go with a content lesson.
12. Design a comic book, condensing the story line but containing the plot and high points of a book. You might want to check a “classic” comic for layout and format.
13. Design a map to go with a lesson and label where events took place.
14. Draw an on-going mural as you study a particular topic.
15. Make a collage depicting a concept.
16. Draw a picture of the setting where a particular event took place.
17. Make a timeline of events from an historical account.
18. Illustrate what happened in the beginning, the middle, and the end of a particular lesson.
19. Make a diorama in a shoebox depicting events in history.
20. Make pictures of main events in a story sequence.
21. Illustrate the most exciting events, or most liked events in a story.
22. Illustrate a math concept with pictures or objects.
23. Use a picture file -
 - List items, adjectives, verbs
 - Write stories
24. Within a unit, create a cycle of assignments that will lead to more and more independence of the ELL student.
25. Have students write the story, folktale, etc. from class in their first language.
26. Use individualized spelling and/or have them focus on the initial letter of the new words.



❖ HOW DO I GRADE AN ELL STUDENT?

How do these alterations impact student grading? The ELL and regular classroom teachers should collaborate on student grades. Reading, language arts, spelling and other applicable areas should be a combined grade from both teachers. This helps students realize the importance of all classes. Beginning students will probably only receive grades from the ELL teacher.

On report cards, if a student is missing a content area class due to English language instruction, an X may be inserted. A note can be made in the "Comment" section as to why there is no grade in that subject. Remember, English is the main priority at this point. If a student has not been in class the majority of a semester, an X may be placed in all subject areas. If a student has been in class the majority of a semester, letter grades may be given with "ELL" written above the grade. On elementary report cards, the computer will not take a letter grade and "ELL" in the grade box. You may place an asterisk by the ELL grades and explain in the "Comment" section.

This flexibility allows teachers the freedom to alter curriculum at different levels to meet the needs of the English language learners.

❖ WHAT ARE THE NINE PRINCIPLES TO CULTURALLY RESPONSIVE TEACHING?

- Active Teaching Methods
- Communication of High Expectations
- Cultural Sensitivity
- Culturally Mediated Instruction
- Positive Perspectives on Parents & Families
- Reshaping the Curriculum
- Small Group Instruction
- Student - Controlled Classroom Discourse
- Teacher as Facilitator



A teacher of diverse learners understands that culture is central to learning. Culture not only shapes the thinking process it defines modes of communicating and receiving information.

In a diverse classroom environment, a culturally sensitive teacher recognizes that cultural conventions inform his or her own approach to teaching, just as they inform a student's approach to learning.

A pedagogy that ignores these fundamental differences gives an unfair advantage to students from the "mainstream," while alienating those with diverse backgrounds.

Although a teacher cannot be expected to gain an in-depth knowledge of the many languages and cultures represented in the classroom, it is essential to attain at least a general understanding of their underlying social and cultural norms.



1. ACTIVE TEACHING METHODS

"In our multicultural society, culturally responsive teaching reflects democracy at its highest level. [It] means doing whatever it takes to ensure that every child is achieving and ever moving toward realizing her or his potential."

--Joyce Taylor-Gibson ([*](#))

In Principle...

- Learning is inquiry-based & discovery-oriented
- Content is socially and culturally relevant
- Dynamic partnership between teacher & student

In Practice...

- Focus on themes of personal interest to students
- Relate questions to real life issues
- Share responsibility for instruction

2. COMMUNICATION OF HIGH EXPECTATIONS

"When a teacher expresses sympathy over failure, lavishes praise for completing a simple task, or offers unsolicited help, the teacher may send unintended messages of low expectations."

-- Kathleen Serverian-Wilmeth ([*](#))

In Principle...

- Instruction is effective, equitable, inclusive & high quality
- All students are respected as eager learners
- Students develop self-esteem, autonomy, self-reliance & motivation

In Practice...

- "Make the familiar strange": question beliefs, assumptions & practices
- Provide extensive feedback, call on students frequently, offer collective praise
- Propose challenging curriculum, provide intensive time on task



3. CULTURAL SENSITIVITY

"The increasing diversity in our schools, the ongoing demographic changes across the nation and the movement towards globalization dictate that we develop a more in-depth understanding of culture if we want to bring about true understanding among diverse populations."

-- Maria Wilson-Portuondo (*)

In Principle...

- The "strange" becomes "familiar" through understanding of socio-cultural & linguistic norms
- Cultural differences are bridged through effective communication
- Knowledge is translated into instructional practice

In Practice...

- Conduct research, solicit student input, pose directed questions, identify cultural informants, attend local events
- Coach students to become active participants in their own learning
- Employ practices that draw on students' prior knowledge & communication skills

4. CULTURALLY MEDIATED INSTRUCTION

"Ongoing multicultural activities within the classroom setting engender a natural awareness of cultural history, values and contributions."

-- Kathleen Serverian-Wilmeth (*)

In Principle...

- Multicultural viewpoints & histories are integrated into the curriculum
- Learning occurs in appropriate socio-cultural & linguistic situations
- Developmentally equivalent patterns of behavior are recognized as such

In Practice...

- Research students' experience with learning & teaching styles
- Speak in student's primary language, employ patterns of management familiar to students, initiate field trips for language learning
- Encourage diverse ways of achieving developmental milestones



5. POSITIVE PERSPECTIVES ON PARENTS & FAMILIES

"Whether it's an informal chat as the parent brings the child to school, or in phone conversation or home visits, or through newsletters sent home, teachers can begin a dialogue with family members that can result in learning about each of the families through genuine communication."

-- Sonia Nieto (*)

In Principle...

- Parents are active participants in the education process
- A forum exists for mutual learning & support
- Effective home-school partnerships are maintained

In Practice...

- Seek to understand parents' hopes, concerns & suggestions
- Apprise parents of the services offered by the school, initiate a parent training component
- Gain cross-cultural skills necessary for successful exchange & collaboration

6. RESHAPING THE CURRICULUM

"[Schools must] take a serious look at their curriculum, pedagogy, retention and tracking policies, testing, hiring practices, and all the other policies and practices that create a school climate that is either empowering or disempowering for those who work and learn there."

-- Sonia Nieto (*)

In Principle...

- Curriculum is integrated, interdisciplinary, meaningful & child-centered
- Equity in the areas of race, class, national origin & language is sought & promoted
- Higher-order knowledge and skills are developed

In Practice...

- Develop a coordinated, building-wide strategy
- Present a variety of learning strategies, responsiveness to the needs of all students
- Establish high expectations for all students



FREQUENTLY ASKED QUESTIONS

7. SMALL GROUP INSTRUCTION

"Instructional methods that are student centered, collaborative, and process oriented develop a supportive environment for members of all cultures."

-- Kathleen Serverian-Wilmeth (*)

In Principle...

- Instruction is cooperative, collaborative, & community-oriented
- Performance, persistence & attitudes improve
- Speaking and self-advocacy skills are strengthened

In Practice...

- Provide non-threatening environment
- Develop higher-order thinking skills and cognitive development
- Create bridge between oral & academic language

8. STUDENT-CONTROLLED CLASSROOM DISCOURSE

"Students and their cultures need to be at the center of teaching and learning. Successful educators acknowledge, respect, and build on the knowledge, beliefs and experiences that children bring with them to class, affirming the value of students' cultures."

-- Kathleen Serverian-Wilmeth (*)

In Principle...

Students:

- Discover their own thinking and learning processes
- Become self-confident, self-directed & proactive
- Demonstrate cultural negotiation skills

In Practice...

Students are given opportunities to:

- Make decisions and solve problems on their own
- Expand their discourse repertoire through frequent expression
- Develop their understanding of course material using prior knowledge

9. TEACHER AS FACILITATOR

"A caring adult can make a big difference in the educational outcome of any child that is at risk of experiencing educational failure."

-- Maria Wilson-Portuondo ([*](#))

In Principle...

Teachers should be:

- Guides, mediators, consultants, instructors, advocates
- Empathetic, available, equitable, open, flexible, caring
- Understanding of role played by language & culture in identity formation

In Practice...

Teachers should develop:

- A repertoire of culturally appropriate teaching approaches
- Knowledge about language & culture of students
- Awareness of personal ethnocentric attitudes

For more information about the Teaching Diverse Learners site, send e-mail to:
TDL@alliance.brown.edu

The Northeast and Islands Regional Educational Laboratory
A program of The Education Alliance at Brown University
222 Richmond Street, Suite 300, Providence, RI 02903-4226
Phone: 401/274-9548 | 800/521-9550 | FAX: 401/421-7650 | TTY: 800/745-5555

FREQUENTLY ASKED QUESTIONS

❖ HOW DO I OBTAIN AND USE AN INTERPRETER?

If you need an interpreter for a parent meeting or other event, contact our Intake Specialist, Diane Goicoechea-Price at Ft. Boise. ELL staff, other staff, counselors or administrators can call.

All arrangements must be made through Diane for approval prior to translation or payment.

If there are concerns related to interpreter appropriateness, confidentiality, or other sensitive issues, please call Stacey Roth at (208) 854-4163.



**Contact
Diane; Ft. Boise
472-3097**

❖ WHAT ARE SOME STRATEGIES FOR WORKING WITH AN INTERPRETER?

- Use family and friends when mostly positive, low-conflict information is to be shared.
- When friends and family accompany parents/students, it can actually create a safer, more comfortable atmosphere for them.
- Remind the interpreter to translate exactly what you say without inserting personal comments or feelings.
- If the interpreter and parents/students are speaking and the interpreter is not telling you what they are saying, it is appropriate to ask what they are talking about.
- Use as many context clues as possible when talking (i.e. charts, papers, maps)
- Even though the interpreter is speaking for you, look at the parents/students when you talk with them. This shows respect even if they continue to look at the interpreter.
- Say only 2 or 3 sentences at a time. Information will be lost if you give too much at once. Also, have the interpreter stop the parents/students every 2 to 3 sentences as well.
- Cultural issues often regulate communication regardless of the ability of the interpreter. Some cultures do not share family information with non-family members. In addition, parents/students and interpreters from enemy factions will often not speak to each other at all

❖ WHERE DO I FIND DISTRICT DOCUMENTS TRANSLATED INTO OTHER LANGUAGES?

Many district documents are already available on the District website. These may be downloaded from “Translated Forms” at <http://ell.school.boiseschools.org>. This site is rapidly expanding so check frequently for updates.

At this site, you will also find a link to the U.S. Department of Agriculture with Free and Reduced Lunch Forms in over nineteen languages.



RESOURCES

SUGGESTED LITERATURE FOR THE ELEMENTARY CLASSROOM

Coming to America

Books that Compare and Contrast Cultures

Books that Teach about Other Cultures through Stories and Celebrations

Multicultural Poetry Collections

Books That Deal With Struggles and Differences



Coming to America

- ❖ Annuska's Voyage, Edith Tarbescu (Russian)
- ❖ The Butterfly Seeds, Mary Watson (European)
- ❖ Dia's Story Cloth: The Hmong People's Journey to Freedom, Dia Cha
- ❖ Grandfather's Journey, Allan Say
- ❖ How Many Days to America? Eve Bunting
- ❖ Journey to Ellis Island- How My Father Came to America, Carol Bierman (European)
- ❖ The Lotus Seed, Sherry Garland (Vietnamese)
- ❖ My Freedom Trip- A Child's Escape from North Korea, Frances & Ginger Park
- ❖ One More Border, William Kaplan (Russian)
- ❖ Painted Words, Aiki
- ❖ Peacebound Trains, Haemi Balgassi (Korean)
- ❖ A Piece of Home, Sonia Levitin (European)
- ❖ Silence in the Mountains, Liz Rosenberg (Lebanese)
- ❖ A Very Important Day, Maggie Rugg Herold (European)
- ❖ When This World was New, D.H. Figueredo (Hispanic)

Books That Compare and Contrast Cultures

- ❖ All in a Day, Mitsumasa Anno
- ❖ All the Colors of the Earth, Sheila Hamanaka
- ❖ All the Colors We Are, Katie Kissinger
- ❖ A My Name is Alice, Jane Bayer
- ❖ Around the World- Who's Been Here? Mary Lankford
- ❖ Birthdays- Celebrating Life Around the World, Eve Feldman
- ❖ Bread, Bread, Bread, Ann Morris
- ❖ Celebrations, UNICEF
- ❖ Children Just Like Me, B. & A. Kindersley
- ❖ A Country Far Away, Nigel Gray
- ❖ Different Just Like Me, Lori Mitchell
- ❖ Dominoes Around the World, Mary Lankford
- ❖ Everybody Cooks Rice, Norah Dooley
- ❖ Families, Ann Morris
- ❖ Hats Off to Hair, Virginia Kroll
- ❖ Here Are My Hands, Bill Martin Jr.
- ❖ Hopscotch Around the World, Mary Lankford
- ❖ How to Make Apple Pie and See the World, Marjorie Priceman
- ❖ Jamaica Sandwich, Brian Cleary



RESOURCES

- ❖ Let the Games Begin, Maya Ajmera
- ❖ Market, Ted Lewin
- ❖ My House Has Stars, Megan McDonald
- ❖ Play, Ann Morris
- ❖ Potluck, Anne Shelby
- ❖ Somewhere in the World Right Now, Stacey Schuett
- ❖ Talking Walls, Margy Burns Knight
- ❖ Talking Walls the Stories Continue, Margy Burns Knight
- ❖ This is My House, Arthur Dorros
- ❖ This is the Way We Go to School, Edith Baer
- ❖ Those Building Men, Angela Johnson
- ❖ Throw Your Tooth on the Roof- Tooth Traditions from Around the World, Selby Beeler
- ❖ To Be a Kid, Maya Ajmera
- ❖ We Are a Rainbow, Nancy Maria Grande Tabor
- ❖ Welcoming Babies, Margy Burns Knight
- ❖ We're All Special, Arlene Maguire
- ❖ What's Your Name- from Ariel to Zoe, Eve Sanders
- ❖ What Time is it Around the World? Hans Baumann
- ❖ Whoever You Are, Mem Fox
- ❖ The World Turns Round and Round, Nicki Weiss

Books That Teach About Other Cultures Through Stories and Celebrations

- ❖ Abuela, Arthur Dorros
- ❖ Angel Child, Dragon Child, Maria Surat
- ❖ Baba Yaga and Vasilisa the Brave, Marianna Mayer
- ❖ Babushka's Doll, Patricia Polacco
- ❖ Beatrice's Goat, Page McBrier
- ❖ The Bracelet, Yoshiko Uchida
- ❖ Bringing the Rain to Kapiti Plain, Verna Aardema
- ❖ Caravan, Lawrence McKay Jr.
- ❖ Chicken Sunday, Patricia Polacco
- ❖ Cinco de Mayo, Janet Riehecky
- ❖ The Chinese Mirror, Mirra Ginsburg
- ❖ Chinese New Year's Dragon, Rachel Sing
- ❖ Coolies, Chris Soentpiet & Yin
- ❖ Dara's Cambodian New Year, Sothea Chiemruom
- ❖ The Distant Talking Drum, Isaac Olaleye
- ❖ The Dream Stair, Betsy James
- ❖ The Egyptian Cinderella, Shirley Climo
- ❖ Elizabeth's Doll, Stephanie Stuve-Bodeen
- ❖ A Gift for Abuelita- Celebrating the Day of the Dead, Nancy Luenn
- ❖ The Golden Sandel, Rebecca Hickox
- ❖ Fiesta, Ginger Foglesong Guy
- ❖ The Gold Coin, Alma Flor Ada
- ❖ The Golden Slipper, Darrell Lum
- ❖ Golden Tales: Myths and Legends from Latin America, Lulu Delacre



RESOURCES

- ❖ Grandfather Tang's Story, Ann Tompert
- ❖ In My Family/En Mi Familia, Carmen Lomas Garza
- ❖ Juneteenth Jamboree, Carole Boston Weatherford
- ❖ Kente Colors, Debbi Chocolate
- ❖ Korean Cinderella, Shirley Climo
- ❖ Lion Dancer: Ernie Wong's Chinese New Year, Kate Waters
- ❖ Lon Po Po, Ed Young
- ❖ One Hundred is a Family, Pam Munoz Ryan
- ❖ The Piñata Maker, George Ancona
- ❖ Radio Man/Don Radio, Arthur Dorros
- ❖ Ramadan, Suhaib Hamid Ghazi
- ❖ Ravi's Divali Surprise, Anisha Kacker
- ❖ Rio Grande Stories, Carolyn Meyer
- ❖ Sky Legends of Vietnam, Lynette Dyer Vuong
- ❖ The Spider Cloth, Margaret Musgrove
- ❖ The Three Muslim Festivals, Aminah Ibrahim Ali
- ❖ Too Many Tamales, Gary Soto
- ❖ Under the Sunday Tree, Eloise Greenfield
- ❖ Yeh-Shen, Ai-ling Louie

Multicultural Poetry Collections

- ❖ Cool Melons Turn to Frogs, Matthew Gollub (Japanese haiku)
- ❖ De Colores and Other Latin -American Folk Songs for Children, José Luis Orozco
- ❖ Families- Poems Celebrating the African American Experience, Dorothy Strickland
- ❖ Festival in My Heart: Poems by Japanese Children, Bruno Nagasaki
- ❖ From the Bellybutton of the Moon, Francisco Alarcon (Hispanic, bilingual)
- ❖ I Dream of Peace: Images of War by Children of Former Yugoslavia, UNICEF
- ❖ In My Daddy's Arms I Am Tall, Javaka Steptoe
- ❖ Laughing Tomatoes, Francisco Alarcon (Hispanic, bilingual)
- ❖ Love to Mama, Pat Mora
- ❖ Off to the Sweet Shores of Africa, Uzo Unobagha
- ❖ Palm of My Heart: Poetry by African American Children, Davida Adedjouma
- ❖ Quiet Storm: Voices of Young Black Poets, Lydia Omlola Okutoro
- ❖ My Song is Beautiful, Mary Ann Hoberman
- ❖ This Same World: A Collection of Poems from Around the World, Naomi Shihab Nye
- ❖ Street Rhymes Around the World, Jane Yolen
- ❖ Under the Sunday Tree, Eloise Greenfield (African)

Books That Deal With Struggles and Differences

- ❖ Becoming Naomi Leon, Pam Muñoz
- ❖ Bein' With You this Way, Lisa W. Nikola
- ❖ Child of the Owl (novel), Laurence Yep
- ❖ The Cow That Went Oink, Bernard Most
- ❖ Eggbert the Slightly Cracked Egg, Tom Ross
- ❖ Elmer, David McKee
- ❖ Esperanza Rising, Pam Muñoz Ryan
- ❖ Faraway Home, Jane Kurtz



RESOURCES

- ❖ For Pete's Sake, Ellen Stoll Walsh
- ❖ Freedom Summer, Deborah Wiles
- ❖ Get Set! Swim! Jeannine Atkins
- ❖ Going Home, Eve Bunting
- ❖ How My Parents Learned to Eat, Ida Friedman
- ❖ In the Year of the Boar and Jackie Robinson (novel), Bette Bao Lord
- ❖ It Takes a Village, Jane Cowen-Fletcher
- ❖ Journey Home, Lawrence McKay
- ❖ La Mariposa, Francisco Jimenez
- ❖ Letters from Rifka (novel), Karen Hesse
- ❖ Life Doesn't Frighten Me, Maya Angelou
- ❖ Margaret and Margarita, Lynn Reiser
- ❖ Metropolitan Cow, Tim Egan
- ❖ My Name is Marie Isabel, Alma Flor Ada
- ❖ My Two Grandmothers, Effin Older
- ❖ Night Golf, William Miller
- ❖ The Other Side, Jacqueline Woodson
- ❖ Pink and Say, Patricia Polacco
- ❖ Quiet Storm, Voices of Young Black Poets, Lydia Omolola Okutoro
- ❖ The Rainbow Tulip, Pat Mora
- ❖ Shadow of a Bull (novel), Maia Wojciechowska
- ❖ Sister Anne's Hands, Marybeth Lorbiecki
- ❖ So Far from the Sea, Eve Bunting
- ❖ Stلالuna, Janel Cannon
- ❖ Tacky the Penguin, Helen Lester
- ❖ Teammates, Peter Golenbock
- ❖ Tea With Milk, Allan Say
- ❖ Who Belongs Here? Margy Burns Knight
- ❖ Zlata's Diary, Zlata Filipovic

INTERNET SITES

The views expressed in any link do not necessarily reflect the policy or viewpoint of the Boise School District, nor does the mention of a particular organization, product or service imply endorsement.

[The ELL Knowledge Base](#)

This resource guides in developing and maintaining school and district wide ELL programs.

<http://www.mc3edsupport.org/community/knowledgebases/Project-10.html>

[Dave's ESL CAFE](#)

Find ESL resources and activities

<http://www.eslcafe.com/>

[Linguistic Funland](#)

Find resources for language teachers and learning linguistics, study, and other miscellaneous resources.

<http://www.linguistic-funland.com/>

[Center for Multilingual/Multicultural Research](#)

Information and links on education issues, instructional resources, lesson plans, and curriculum and accountability for ELLs.

<http://www-bcf.usc.edu/~cmmr/BEResources.html>

[Teachers of English to Speakers of Other Languages \(TESOL\)](#)

TESOL's professional organization offers an exhaustive array of teaching and professional resources <http://www.tesol.org/>

[Education Northwest](#)

Focuses on ELL educational and technical assistance for the Northwest.

<http://educationnorthwest.org/resources/topic/170>

[National Clearinghouse for English Language Acquisition \(NCELA\)](#)

Find guidance on designing, implementing and evaluating programs for ELL students.

<http://www.ncela.us>

[United Nations Cyber School Bus](#)

Classroom activities on global issues

<http://www.un.org/Pubs/CyberSchoolBus/>

[Education Alliance](#)

Find resources in second language acquisition, scaffolded instruction and culturally-responsive teaching.

<http://www.brown.edu/academics/education-alliance/teaching-diverse-learners/>

[Center for Applied Linguistics \(CAL\)](#)

Information on teaching and learning languages, and culture. The Center for Research on Education, Diversity and Excellence (CREDE) is also linked here.

<http://www.cal.org/>

[TESL/TEFL/TESOL/ESL/EFL/ESOL Links](#)

This site has over 4,546 registered links of interest to teachers and students of English as a second language.

<http://iteslj.org/links/>

[The World Factbook](#)

This site offers extensive information on any country in the world.

<https://www.cia.gov/library/publications/the-world-factbook/index.html>



INTERNATIONAL CALENDAR

The calendar represents only a few of the holidays for the many of our ELL students.

For more detailed calendars, log on to:

 <http://www.earthcalendar.net/>



August

 **5th** - Independence Day, Croatia

September

 **16th** - Independence Day, Mexico

October

 **15th** - Independence Day; Herzegovina

November

 **28th** - Liberation Day; Albania

 **30th** - Beginning of Ramadan (month of fasting), Muslim

December

 **25th** - Christmas; Croatia, Albania, Mexico, Sudan

January

 **1st** - Independence Day, Sudan

 **8th** - End of Ramadan (month of fasting), Muslim

 **27th** - Vietnam Day, Vietnam

February

 **5th** - Tet, Vietnam

March

 **1st** - National Independence Day, Bosnia Herzegovina

 **17th** - Eid, Id al-Adha, Islam

April

 **30th** - Liberation Day, Vietnam

May

 **5th** - Battle of Puebla, Mexico

June

 **25th** - Independence Day, Croatia

 **30th** - Revolution Day, Sudan