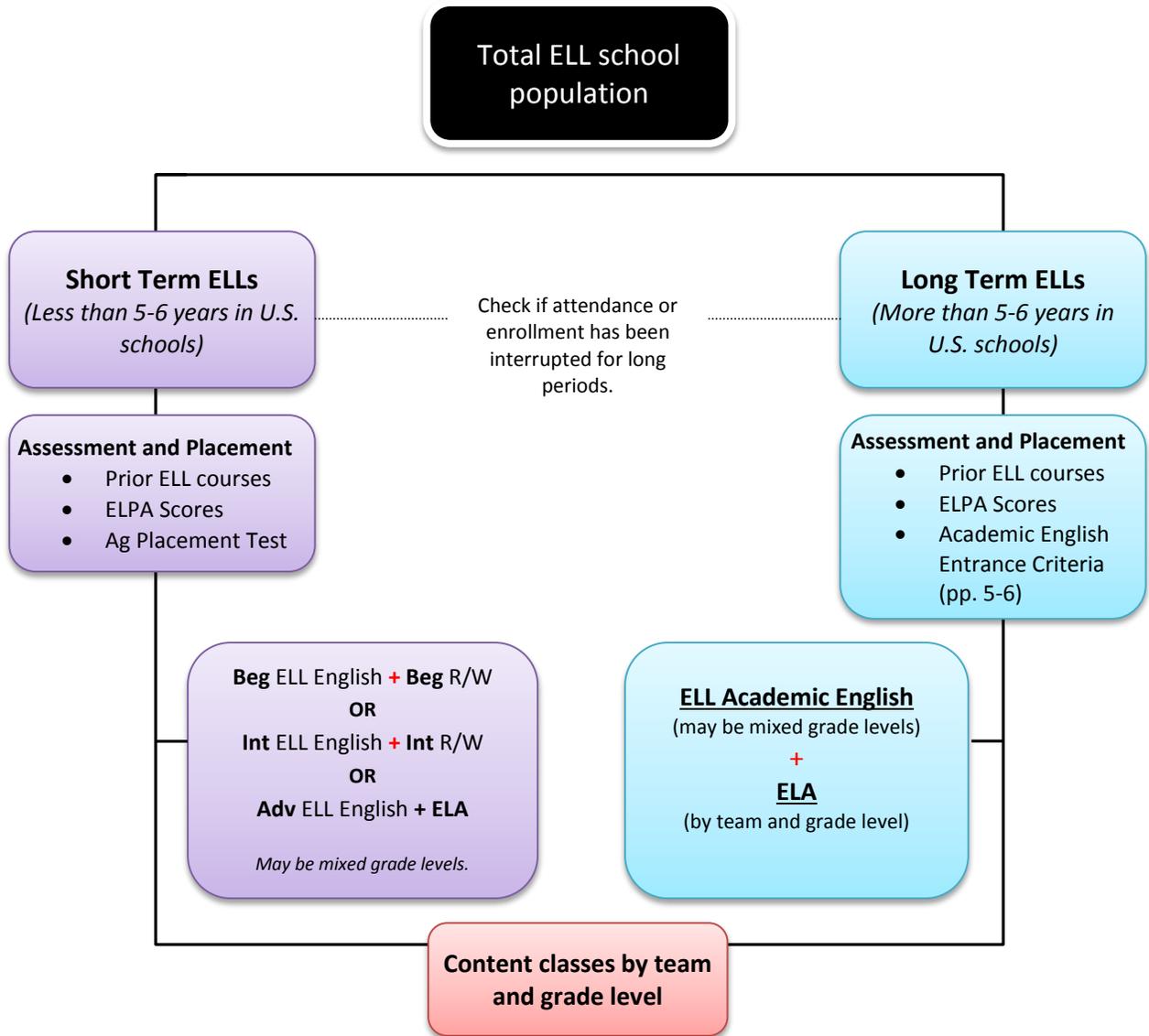


High School ELL Academic English 1: Entrance Criteria Worksheet  
**MIDDLE SCHOOL ELL PROGRAM and COURSE PLACEMENT**

**PLACEMENT CHART**



Notes: • Content classes leading to graduation may include short-term ELLs, long-term ELLs, and non-ELLs.  
 • English credit toward promotion may be earned through ELL English and Academic English courses; see p. 3 ff.

**Short-Term ELLs** are new to the country or have attended U.S. schools for five years or less. Short term ELLs are typically limited English proficient in comprehension/speaking as well as in reading/writing.

**Long-Term ELLs** have had at least five years of formal education in the U.S., may be fluent English speakers or approach oral fluency criteria in English, but may have low academic skills. For many long term ELLs, English is the dominant language.

## Short Term (ST) ELL Program

**IMPORTANT:** *Beginning ELL courses, Multicultural Education, and ELL Literacy Skills are ONLY offered at Newcomer Centers (Incline MS, Pine MS, Traner MS). If a student qualifies for newcomer services and/or Beginning ELL, they should attend the appropriate Newcomer center; contact the Department of ELL for assistance.*

	<b>Instructional Focus</b>		<b>General Student Outcomes</b>	<b>Core ELL Texts</b>
<p><b>Beginning ELL</b></p> <p>ELL Beg English CRS ID 0251</p> <p>ELL Beg Read/Write CRS ID 0253</p>	<p><b><u>General</u></b> Fundamentals of language structure and communication; strong vocabulary development.</p> <p><b><u>Oral</u></b> Practice oral communication using common vocabulary and expressions.</p> <p><b><u>Writing</u></b> Fundamentals of writing: word order, structure, organization and mechanics. Include paragraph development. Introduce/practice more complex syntax, verb tenses.</p> <p><b><u>Reading</u></b> Short reading selections including fiction and non-fiction,</p>	<b>B E G I N N I N G</b>	<p>Understands informal conversation although difficulties in comprehension remain. Communicates using common vocabulary/simple structures.</p> <p>Understands selected mainstream classes with assistance.</p> <p>Uses uncomplicated syntax in writing; has sense of organization; can use common mechanics. Uses paragraphs and writes simple stories and descriptions.</p>	<p><i>Keys to Learning</i></p> <p><i>Shining Star, Intro &amp; Level A</i></p> <p><i>Step by Step Writing 1</i></p> <p><i>Grammar Sense 1</i></p>
<p><b>Intermediate ELL</b></p> <p>ELL Int English CRS ID 0252</p> <p>ELL Int Read/Write CRS ID 0254</p>	<p><b><u>General</u></b> More complex language structure and communication; detailed vocabulary including academic vocabulary.</p> <p><b><u>Oral</u></b> Expand oral communication to include class discussion.</p> <p><b><u>Writing</u></b> Expand writing to include more complex grammar and structure, organization, expanded paragraphs, and more detailed vocabulary.</p> <p><b><u>Reading</u></b> Introduce a variety of fiction and non-fiction; introduce different styles in writing.</p>	<b>I N T E R M E D I A T E</b>	<p>Uses more complex structures and vocabulary in oral and written communication although errors remain.</p> <p>Participates in guided class discussions with assistance; can summarize information from text.</p> <p>Understands more specific academic vocabulary; understands mainstream classes with assistance.</p> <p>Understands paragraph development and essay development and applies knowledge of organization, structure, mechanics, and vocabulary; some errors remain.</p>	<p><i>Shining Star, Level B</i></p> <p><i>Step by Step Writing 2</i></p> <p><i>Grammar Sense 2</i></p>
<p><b>Advanced ELL</b></p> <p>ELL Adv English CRS ID 0255</p>	<p><b><u>General/Oral</u></b> Expand and practice English skills in all areas including oral communication; continue academic language development.</p> <p><b><u>Reading/Writing</u></b> Expand and practice reading/writing for different purpose; focus on different writing style and voice.</p> <p>Expand exposure to a variety of fiction and non-fiction with focus on literature as well as academic content.</p>	<b>A D V A N C E D</b>	<p>Uses complex sentence structure and specific vocabulary although errors may remain; participates in class discussions.</p> <p>Uses mechanics, complex syntax, and organization in writing with few significant errors; writes with good organization, focus, and specific vocabulary although some errors may remain.</p> <p>Reads a variety of fiction including literature, and non-fiction with academic focus.</p>	<p><i>Shining Star, Level C</i></p> <p><i>Step by Step Writing 3</i></p> <p><i>Grammar Sense 3</i></p>

# MIDDLE SCHOOL ELL COURSE DESCRIPTIONS

## Short Term (ST) ELL Program

Beginning level

### **ELL English: Beginning Level – CRS ID 0251**

*(Placement: ELL assessment results)*

This class addresses language skills and language structure to help students understand basic conversations. Students will be expected to apply this knowledge when asking or answering questions and in oral or written assignments. Students will have the opportunity to practice oral communication in different educational and social settings. Vocabulary development includes high frequency words in content classes and in social conversations. Students read a variety of simple reading selections and respond in writing.

ST

### **ELL Reading/Writing: Beginning level – CRS ID 0253**

*(Placement: ELL assessment results)*

This class provides intensive English instruction to develop reading and writing skills in English. Different aspects of reading and writing are introduced including word order, organization, sequencing, and basic mechanics and spelling. Reading and writing at this level will incorporate vocabulary development and will include describing, giving directions, responding to simple fiction and non-fiction reading selections, and composing simple multi-paragraph stories.

ST

Intermediate level

### **ELL English: Intermediate Level – CRS ID 0252**

*(Placement: ELL assessment results; meets/approaches ELL Beginning course objectives)*

This class focuses on using more elaborate syntax and more complex verb tenses. The expanded vocabulary will include more specific and specialized words commonly used in content area and mainstream classes. Students will read a variety of fiction and non-fiction and will respond to questions orally as well as in writing. Students will also learn note taking skill. They will be expected to participate in classroom discussions and to ask and answer questions for clarification.

ST

### **ELL Reading/Writing: Intermediate Level – CRS ID 0254**

*(ELL assessment results; meets/approaches ELL Beginning course objectives)*

This class expands the reading and writing skills introduced at the beginning level. The approach is to integrate reading and writing skills as important academic skills in mainstream classes. Students will read a variety of fiction and non-fiction and will be introduced to different writing styles and writing purposes. Students will be asked to summarize essential information from text, write paragraphs using clear transitions, and practice use of different tenses, word order structures and conjunctions. Students will also be expected to use more specific vocabulary in their writing with few errors in basic spelling and mechanics.

ST

Advanced level

### **ELL English: Advanced level – CRS ID 0255**

*(ELL assessment results; meets/approaches ELL Intermediate course objectives)*

The focus of this class is to expand English language skills in all areas and to apply previous knowledge to oral and written communication. This class also emphasizes more advanced language use and reading and writing skills approaching grade level. Students will use more complex sentence structure and rules of grammar, some idioms, and more specific vocabulary orally as well as in writing. Concurrent enrollment in a non- ELL English or reading/writing class is strongly recommended.

ST

## **Multicultural Education – Newcomer Course**



**Course Number: 763**

One Semester: 0.5 credit

Prerequisite: Intended for ELL newcomers (new arrivals to the country)  
Instructor approval

This course is designed for ELLs who are new arrivals to the country, and is intended to help students become aware of social customs and cultural traditions in the U.S. The course will also address specific cultural issues ELL newcomers face. A second major goal includes developing an understanding of school customs and procedures, including academic practices, to help students feel connected to the school culture. The course will also introduce students to local history, customs, and current events through video, web searches, field trips, and selected articles. Upon completion of this course, students will have an increased awareness of cultural traditions in the U.S. and in their community. They will also have learned valuable and practical knowledge that will help them feel part of the school environment and become academically successful.

## **ELL Literacy Skills – Middle School**



**Course Number: 250**

Full year: 0.5 elective credit per semester

Prerequisite: Intended for ELL newcomers (new arrivals to the country)

Instructor approval

May be repeated for a second year

May be taken concurrently with ELL Beginning English

This course is intended for incoming ELLs who have low academic skills in the native language because of interrupted education in the native country. The course offers extra support for Beginning ELLs who have low or intermediate skills in the native language. The class also offers support for incoming ELLs who have difficulty learning a western (alphabetic) writing system and who need extra practice. The focus is to provide additional opportunities for students to increase reading and writing skills and to expand basic content area vocabulary. Students will review and practice different aspects of writing including word order, mechanics and spelling and paragraph development. Reading selections and vocabulary development will include content-related topics to help expand reading comprehension. Teachers will use specific ELL literacy teaching techniques to assist students.

**Summer School: TBD**

## Long Term (LT) ELL Program



### ELL Academic English 1 Course Number: 256

Full Year or Semester: 0.5 elective credit per semester

*Students may earn a maximum of 2 English credits from ELL English courses which **may include up to one English credit from either ELL Academic English 1 or ELL Academic English 2.***

Prerequisite: Must meet selection/enrollment criteria below

The focus of this course is to expand academic language development in oral and written communication. Students will read and explore a variety of expository and narrative texts and respond orally and in writing. Students are expected to acquire and apply complex grammatical structures, word meanings and word formation in different academic contexts, explicit and implicit language use, use of abstract concepts and figurative expressions, and specific academic learning skills. While the overall goal for the course is similar for all schools, detailed objectives may vary, depending on specific linguistic characteristics of students enrolled in the course. To plan and implement effective instruction for this course, the instructor must be able to interpret available assessment data, identify academic language skills, adapt instruction, provide instructive feedback, and monitor progress. The course requires an ESL endorsed instructor trained in SIOP. **Student must be concurrently enrolled in a grade level English course - this course is not designed to supplant the student's grade level ELA requirements.**

IDENTIFICATION CRITERIA	STUDENT:
<b>Length of time in U.S. schools</b>	<ul style="list-style-type: none"> <li>Has been in U.S schools 5-6 years or more</li> </ul>
<b>LEP status</b>	<ul style="list-style-type: none"> <li>Has LEP status with ELPA overall proficiency level of 3-5</li> <li>Has Exited LEP status within previous 2 years but exhibits poor academic performance (see next selection criteria)</li> </ul>
<b>Academic Performance</b>	<ul style="list-style-type: none"> <li>Does not meet state/district standards in reading and writing*</li> <li>Does not meet most recent grade level reading/writing standards</li> <li>Does not meet SBAC reading/writing standards (if applicable)</li> <li>Low academic performance (D/F) in ELA, social studies &amp; science</li> </ul>
<b>Student input</b>	<ul style="list-style-type: none"> <li>Has been informed about the course and objectives. Understands the importance of the course and focus on academic language leading to graduation (e.g., passing courses and proficiency exams)</li> </ul>
<b>Parent informed</b>	<ul style="list-style-type: none"> <li>Parent has been provided with an explanation of the course and its potential impact on graduation</li> </ul>
ENROLLMENT CRITERIA	CONCURRENT ENROLLMENT IN OTHER CLASSES
<b>ELL classes</b>	<ul style="list-style-type: none"> <li>Student may not concurrently enroll in any ELL language or ELL support course (these classes are for short-term ELLs)</li> </ul>
<b>ELA support</b>	<ul style="list-style-type: none"> <li>Student may not concurrently enroll in any general language support class, e.g. Read 180, Systems 44, etc.</li> </ul>
<b>SE ELA</b>	<ul style="list-style-type: none"> <li>Student may not concurrently enroll in any ELA class for SE students. SE students do qualify to take this course if they meet all other criteria.</li> </ul>

Student must meet all selection/enrollment criteria to enroll in the ELL Academic English course. This course is not designed to replace SE support. Students receiving SE services should be served through their IEPs which should be developed in consultation with a person with expertise in language acquisition. SE teachers should meet with ELL teachers for potential placement of students who are dual certified.  
\*ELL teachers can further assess students' writing to determine if ELL type errors are still exhibited.

## ELL Academic English 2

Course Number: 257



Full Year: 0.5 Elective credit per semester

Prerequisite: Must meet selection/enrollment criteria below  
Instructor approval  
Completed ELL Academic English 1\*\*

This course is intended for students who completed ELL Academic English 1, but who need further academic language development in oral and written communication, and who meet all entrance criteria for the course. Students will read and explore a variety of expository and narrative texts and respond orally and in writing. Students are expected to acquire and apply complex grammatical structures, word meanings and word formation in different academic contexts, explicit and implicit language use, use of abstract concepts and figurative expressions, and specific academic learning skills. While the overall goal for the course is similar for all schools, detailed objectives may vary, depending on specific linguistic characteristics of students enrolled in the course. To plan and implement effective instruction for this course, the instructor must be able to interpret available assessment data, identify academic language skills, adapt instruction, provide instructive feedback, and monitor progress. The course requires an ESL endorsed instructor preferably trained in SIOP. **Student must be concurrently enrolled in a grade level English course - this course is not designed to supplant the student's grade level ELA requirements.**

IDENTIFICATION CRITERIA	STUDENT:
Length of time in U.S. schools	<ul style="list-style-type: none"><li>Has been in U.S schools 5-6 years or more</li></ul>
LEP status	<ul style="list-style-type: none"><li>Has LEP status with ELPA proficiency level of 3-5</li><li>Exited ELPA LEP status within previous 2 years but exhibits poor academic performance (see next selection criteria)</li></ul>
Academic performance	<ul style="list-style-type: none"><li>Does not meet state/district standards in reading and writing*</li><li>Does not meet most recent grade level reading/writing standards</li><li>Does not meet SBAC reading/writing standards (if applicable)</li><li>Low academic performance (D/F) in ELA, social studies &amp; science</li><li>Completed ELL Academic English 1 (MS or HS) <u>with evidence of growth</u> (e.g., progress tests, semester final, writing assessment)**</li></ul>
Teacher input	<ul style="list-style-type: none"><li>ELL teacher recommends a second year of ELL Academic English</li></ul>
Student input	<ul style="list-style-type: none"><li>Has been informed about the course and objectives. Understands the importance of the course and focus on academic language leading to graduation (e.g. passing courses and proficiency exams)</li></ul>
Parent informed	<ul style="list-style-type: none"><li>Parent has been provided with an explanation of the course and its potential impact on graduation</li></ul>
ENROLLMENT CRITERIA	CONCURRENT ENROLLMENT IN OTHER CLASSES
ELL classes	<ul style="list-style-type: none"><li>Student may not concurrently enroll in any ELL language or ELL support course (these classes are for short-term ELLs)</li></ul>
ELA support	<ul style="list-style-type: none"><li>Student may not concurrently enroll in any general language support class, e.g. Read 180, Systems 44, etc.</li></ul>
SE ELA	<ul style="list-style-type: none"><li>Student may not concurrently enroll in any ELA class for SE students. SE students do qualify to take this course if they meet all other criteria.</li></ul>

Student must meet all selection/enrollment criteria to enroll in the ELL AELD course.

This course is not designed to replace SE support. SE students should be served through their IEP first. SE teachers should meet with ELL teachers for potential placement of dual certified students.

\*ELL teachers can further assess students' writing to determine if ELL type errors are still exhibited.

\*\* Exceptions may be made if ELL Academic English 1 was not or is not available in the master schedule; all other course criteria must be followed.

**ELL Academic English 1 (256)**  
**Entrance Criteria Worksheet**  
**(Middle School)**



Student Name: _____
Current grade level: _____
School: _____
Date: _____

<b>ENTRANCE CRITERIA</b>	
<i>Any <b>NO</b> means <b>not</b> a candidate for ELL Academic English 1</i>	
In US schools 5-6 years or more	YES NO
LEP status 3-5 <b>or</b> Exited within previous 2 years with poor academic performance	YES NO
Does not meet most recent state/district reading/writing standards	YES NO
Low academic performance (D/F) in English, social studies, & science	YES NO
Student understands the importance of the course and its potential impact on graduation ( e.g. passing courses, proficiency exams)	YES NO
Parents were notified of the course and impact on graduation	YES NO
Student will be enrolled concurrently in <b>grade-level ELA</b> course	YES NO
<b>CONCURRENT ENROLLMENT CRITERIA</b>	
<i>* Student may <b>NOT</b> concurrently enroll in other ELL courses, Read 180/System 44 or SE ELA support courses</i>	
<i>Any <b>YES</b> means <b>not</b> a candidate for ELL Academic English 1</i>	
Will student be concurrently enrolled in <b>other ELL course(s)</b> ?	YES NO
Will student be concurrently enrolled in <b>Read 180/System 44</b> or other language support course(s)?	YES NO
Will student be concurrently enrolled in an <b>ELA class for SE</b> ?	YES NO

Completed by: \_\_\_Counselor \_\_\_Teacher \_\_\_ Admin

Name: \_\_\_\_\_

Comments:

**ELL Academic English 2 (257)  
Entrance Criteria Worksheet  
(Middle School)**



Student Name: _____
Current grade level: _____
School: _____
Date: _____

<b>ENTRANCE CRITERIA</b> <i>Any <b>NO</b> means <b>not</b> a candidate for ELL Academic English 2</i>	
In US schools 5-6 years or more	YES NO
LEP status 3-5 or Exited within previous 2 years with poor academic performance	YES NO
Does not meet most recent state/district reading/writing standards	YES NO
Low academic performance (D/F) in English, social studies, & science	YES NO
Completed ELL Academic English 1 (MS) <u>with evidence of growth</u> (e.g. progress tests, semester final, writing assessment)	YES NO
Student understands the importance of the course and its potential impact on graduation (e.g. passing courses, proficiency exams)	YES NO
ELL teacher recommends second year	YES NO
Parents were notified of the course and impact on graduation	YES NO
Student will be enrolled concurrently in <b>grade-level ELA</b> course	YES NO
<b>CONCURRENT ENROLLMENT IN OTHER CLASSES</b> <i>* Student may <b>NOT</b> concurrently enroll in other ELL courses, Read 180/System 44 or SE ELA support courses</i> <i>Any <b>YES</b> means <b>not</b> a candidate for ELL Academic English</i>	
Will student be concurrently enrolled in <b>other ELL courses</b> ?	YES NO
Will student be concurrently enrolled in <b>Read 180/System 44</b> or other language support course(s)?	YES NO
Will student be concurrently enrolled in an <b>ELA class for SE</b> ?	YES NO

Completed by: \_\_\_Counselor \_\_\_Teacher \_\_\_ Admin

Name: \_\_\_\_\_

Comments: