TN Department of Education

Module 3

Developing CALP and Increasing Access to Core Content

[TAB PAGE]

A Language Immersion Story

Moises, a young Spanish-speaking immigrant, faces challenges in his new school in the United States. Moises understands math concepts well, but his limited English means he does not have the vocabulary to understand the language of word problems. His teacher is preparing the class for an upcoming standardized math assessment.

Use the chart to take notes while viewing the video clip.

	Moises	Math Teacher	Others
Successes			
Challenges			

Module 3: Developing CALP and Increasing Access to Core Content

Rationale

"For English learners, accessing academic achievement means not only having declarative and procedural knowledge, but also the social, instructional, and academic language associated with it. Therefore, instruction and assessment of English learners should be crafted with two goals in mind: the acquisition of knowledge and skills as well as the development of academic language."

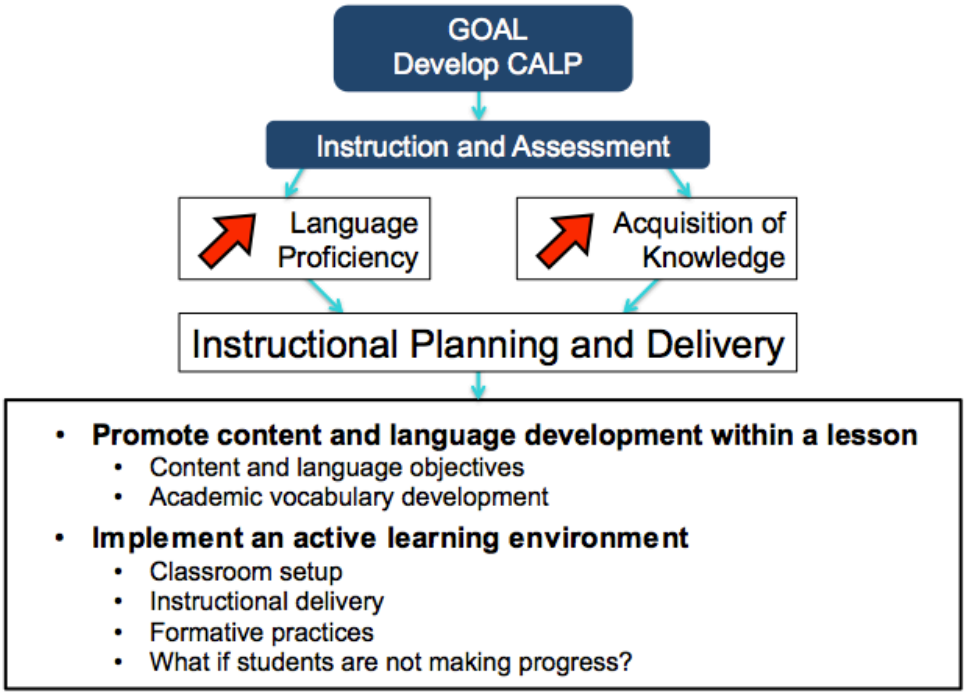
-WIDA Focus on Formative Assessment (2009).
WIDA Focus Bulletins, 1(2), p.1.

Essential Question

In what ways can we foster the development of CALP for English learners throughout the instructional planning and delivery of core instruction?

Agenda

In this module of today's professional learning, we will explore how to develop English learners' CALP and increase access to core content by:



Content and Language Development

Designing Content and Language Objectives

- Read the content standard.
- Determine a content objective—what do students need to know?
- Determine a language objective—what do students need to do to access that content?

Content Standard	Content Objective	Language Objective
5.51 Compare and contrast a firsthand and secondhand account of the impact of the Dust Bowl in the 1930s.		

Academic Vocabulary Defined

Academic vocabulary represents words that are used primarily in the academic disciplines. These words are much more frequently used in discussions, essays, and articles in these disciplines than in informal conversations and social settings.

Typically, academic vocabulary is broken into two categories: *general academic* vocabulary and *domain-specific* vocabulary. General academic vocabulary words such as *environment*, *factor*, *exhibit*, *investigate*, *transition*, and *tangential* are used in writing across many academic disciplines. A word's meaning may shift slightly in different contexts, although occasionally the shift is dramatic. For example, the word *factor*, in a mathematical context, refers to the multiplicative relationships between a set of numbers (e.g., 3 and 8 are *factors* of 24). In history, a *factor* is an issue or event that helps explain why something happened (e.g., the USSR's chronic economic problems and its defeat in Afghanistan, both of which are considered factors that helped lead to the country's breakup). Although there is a loose linkage between the two uses of the term (in a sense, 3 and 8 can "create" 24), students clearly need to know that meanings of many academic vocabulary words shift considerably across disciplines.

By contrast, domain-specific academic vocabulary words are unique to a particular academic discipline. Words such as *pi* and *commutative* are linked to mathematics; words like *diode* and *atom* are linked to physics.

Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J., Gersten, R., Haymond, K., Kieffer, M. J., Linan-Thompson, S., & Newman-Gonchar, R. (2014). *Teaching academic content and literacy to English learners in elementary and middle school* (NCEE 2014-4012). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: http://ies.ed.gov/ncee/wwc/publications_reviews.aspx.

Steps for Developing Academic Vocabulary

Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities.

- Choose a brief, engaging piece of informational text that includes academic vocabulary as a platform for intensive academic vocabulary instruction.
- Choose a small set of academic vocabulary for in-depth instruction.
- Teach academic vocabulary in depth using multiple modalities (writing, speaking, listening).
- Teach word-learning strategies to help students independently figure out the meaning of words.

Zoo Passage

When you walk into a zoo today, the exhibits look different than they used to look years ago. Before the 1960s, zoos had cages with tile walls and floors. Now, animals in zoos live in more natural environments. For example, instead of enormous gorillas pacing back and forth in cramped cement areas, they play on soft grass and nap in trees. Before, large birds lived in small cages. Now, zoos have large exhibits where birds can stretch their wings and soar from tree to tree. According to zoo design expert Jon C. Coe, these changes often have a positive impact on animals' health and happiness.

Still, creating better living spaces is just one step toward improving the lives of animals that live in zoos. Even in exhibits that look like their natural environments, animals can become bored. According to Coe, boredom can have harmful effects.

"An exhibit may look great, but it isn't doing much for the animal unless it also involves a choice of things to do all day," said Coe. Animals need to be challenged with activities such as looking for food and exploring their surroundings. In fact, some research has shown that giving zoo animals more options and activities promotes good health and lowers the incidence of violent behavior. Today, several zoos have created living environments for their animals that involve the kinds of pursuits that Coe described. For instance, the orangutans at the National Zoo in Washington, DC can travel across the zoo on overhead ropes to visit friends.
Coe recommends more investigation into these types of zoo exhibits and their impact on animal health. With this new pursuit of creating more natural environments in zoo exhibits, he sees a happier and healthier future for many zoo animals.

Sample text adapted from material posted on the American Veterinary Medical Association website (see https://www.avma.org/News/JAVMANews/Pages/021201k.aspx).

Zoo Passage—Academic Vocabulary

Choose 5-8 words that are…

- Central to understanding the text
- Frequently used in the text
- Tier II and Tier III words
- Multiple meaning words
- Words with affixes

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Active Learning Environment

Accountable Talk® Language Stems

Agreement
• "I agree with _____ because _____." • "I like what _____ said because _____." • "I agree with _____; but on the other hand, _____."
Disagreement
• "I disagree with _____ because _____." • "I'm not sure I agree with what _____ said because _____." • "I can see that _____; however, I disagree with _____."
Clarification
• "Could you please repeat that for me?" • Paraphrase what you heard and ask, "Could you explain a bit more, please?" • "I'm not sure I understood you when you said _____. Could you say more about that?" • "What's your evidence?"
Confirmation
• "I think _____." • "I believe _____."
Extension
• "I was thinking about what _____ said, and I was wondering if _____." • "This makes me think _____." • "I want to know more about _____." • "Now I am wondering _____." • "Can you tell me more about _____?"
Review
• "I want to go back to what _____ said."

- Adapted from © 2013 Institute for Learning

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Instructional Planning and Delivery in Action—Nashville Video Clip Notes

How did the teacher promote both language and content development within the lesson?

How did the instructional setup promote an active learning environment for the students?

Identifying Instructional Delivery in Action—Text Scenarios

The following two teaching scenarios represent ninth grade science classrooms during a unit on buoyancy. Each classroom contains EL students ranging in proficiency from beginning to advanced.

Example 1—Mr. Lew

As Mr. Lew began the lesson, he drew students' attention to the objective written on the board and told students the purpose of the unit was to understand why some objects float and others sink. As he said the word 'float', he pointed to an orange floating in the aquarium at the front of the room, and as he said the word 'sink', he dropped a peeled orange into the water, which sank to the bottom. Then he repeated while pointing at the corresponding object, "Some things float and others sink." He went on to tell the students that at the end of the unit they would be able to calculate and predict whether something is buoyant enough to float. The words, float, sink, calculate, predict, and buoyant were written in the word bank for students to see. The word list included content-specific, Tier III vocabulary (buoyant, float, sink) as well as general academic, Tier II vocabulary (calculate, predict). Since many of his students were recent immigrants and had gaps in their educational backgrounds, Mr. Lew was careful to make sure students not only knew the meaning of content vocabulary, but also to know the meaning of words associated with academic tasks, such as predict and calculate.

Throughout the lesson, Mr. Lew used language structures and vocabulary that he believed the students could understand at their level of proficiency. He slowed his normal rate of speed to make himself better understood by the students and he enunciated clearly. Also, he avoided the use of idioms, and when he sensed that students did not understand him, he paraphrased to convey the meaning more clearly. He repeated important words frequently and wrote them for students to see.

Example 2—Mrs. Castillo

As is her practice, Mrs. Castillo wrote the objective, "Find the mass/volume ratio for objects that float," on the board. She began the lesson by discussing the fact that some things float and others sink, giving examples of objects that float, such as a large ship and others that sink, such as a small coin. Then she asked the class if they knew what makes some objects float and others sink. A few students guessed, but nobody was able to give an accurate explanation. During the discussion, Mrs. Castillo paid attention to her rate of speech and she tried to use sentences that were less complex than those she would naturally use, but some of the students still seemed confused while she was talking.

Mrs. Castillo told the students to read the first three pages of their text to themselves and they would discuss it when they'd finished. After the students indicated that they were done reading, Mrs. Castillo asked students if there were any words in the text they did not know. Several students called out unfamiliar words, and the teacher wrote them on the board. Then she assigned students at each table a word to look up in the glossary. After several minutes, she asked the students what they had found. Only about half of the words were included in the glossary, since the other words were not science terms per se, but words such as 'therefore', and 'principle'. Mrs. Castillo orally gave students the definitions of those words that were not in the glossary, and then summarized the information the students read in the text for 10 minutes. As she talked, she occasionally spoke too fast for many of the students to understand and she used long, detail-laden sentences in her summary. When she noticed students were not paying attention, she slowed her rate of speech to make it understandable and to

- Adapted from Echevarria, J. & Short, D. (2000). *Using Multiple Perspectives in Observations of Diverse Classrooms: The Sheltered Instruction Observation Protocol (SIOP).* Retrieved from http://files.eric.ed.gov/fulltext/ED441334.pdf

Identifying Instructional Delivery in Action—Text Scenario Comparisons

1. Which lesson was more effective? Why?

2. Identify effective teacher moves from both scenarios that improved their EL students' learning in the lesson.

3. What do these two scenarios reveal about the role the instructional delivery tweaks play in learning for English learners?

Identifying Formative Practices in Action—Text Scenario

This example illustrates on-the-fly formative assessment. The teacher provides feedback and adjusts instruction in the moment, based on her observations of students and their comments or questions. While responding to a specific comment, she also draws from her prior knowledge of that student, including the student's capabilities and goals for future learning.

Alice Cohen teaches an English as a Second Language (ESL) class at Ridgewood Intermediate, School 93, in New York City. Although her class contains only recent arrivals to the United States, they are very diverse, coming from 12 different countries and representing 10 languages as well as varied levels of prior schooling experiences. Although Ms. Cohen keeps in mind individual needs as she plans lessons, she invites all of her students to participate in the same rich and robust learning experience. As the lesson unfolds, she engages in constant "kid watching" to assess how much each student is understanding, whether students are misunderstanding something, how far they are from the learning goals she set for the lesson, and where to go next instructionally for individual students, and for the class as a whole.

The current lesson was designed to be a weeklong focus on Robert Frost and the poem, *The Road Not Taken*, with the objective of analyzing metaphor and figurative language in poetry. On the first day students read and discuss a biography of Robert Frost. On the second day they listen to Ms. Cohen as she reads the poem aloud to them, and then they read it silently, working on interrogating the text and writing down their reactions and questions. Notes are shared in groups, and similar and different individual reactions are highlighted. On the third day the teacher asks students at each table to read the poem aloud in four voices (she has chunked out the poem meaningfully, retyping each chunk in a different font so that students can take a font each). They are then given the task of constructing a collaborative poster on one stanza of the poem, with each group working on a different stanza. Each group's poster is supposed to contain one key quote from the stanza, one original phrase summarizing the spirit of the fragment, one symbol, and one picture. As groups work on their posters, Ms. Cohen walks around the class, observing what each individual student does and what each group does. She uses her observations to inform where she may go next.

The students who were assigned the first stanza choose their quote, start drawing their picture, and work on their original phrase. While the group's two boys (S1 & S4) focus more on the drawing, the two girls (S2 & S3) work on writing their own statement:

S2: How about this, "I'm Robert Frost, I've got to decide, which path to take, right or wrong." No, "right or wrong" ruined it. (Begins writing in a notebook.) "I'm Robert Frost...I'm Robert Frost, I have to choose, but it's difficult for me, Robert Frost, to find the truth."

S3: I don't know, write it, write it. Write all of it, then we can fix it.

S2: "I'm Robert Frost, I have path to choose. It's hard for me,"

S3: "Robert Frost,"

S2: "to find the truth." It's like a rap.

S3: Let me see (reading from the notebook), "I'm Robert Frost, I have a path to choose,"

S2: "it's hard for me, Robert Frost, to find the truth." Like, "truth" and "Frost" kind of go together...

Not content with their choice, they keep trying:
S2: Oh, oh! "to choose the good or to choose the wrong."
S3: Uh, "to choose the right or to choose the wrong."
S2: Yeah, yeah, "to choose the right or to choose the wrong."

S3: But he doesn't know which one is wrong...

S2: Okay, "I'm Robert Frost, I have a path to choose, (writing the new ending) it's up to me to find the truth."

S3: Better. I think this one makes more sense and it explains more.

S2: Yeah, but he still needs to choose, "to choose the right or to choose the wrong."

S3: Wait.

S2: No, no, now it doesn't make sense, "to choose the right or to choose the wrong."

S3: It doesn't make sense because he doesn't know which one is right, which one is wrong. That's the point of asking himself which way to go.
S2: How about, "I gotta choose now, or I might be"
S3: I think this one's better.
S2: Okay, how about this, "I might choose one, but I might be wrong."

S3: Yeah. Write it, write it fast. "I might choose one, but I might be wrong."

S2: (writing) Keep repeating it.
S3: "I might choose right, but I might be wrong."
S2: "I'm Robert Frost, I have a path to choose. I might choose the right, but I might be" (puzzled)
S3: "wrong."

S3: (pointing to notebook) This is good until this part. We have to think up of the ending.

S2: "I might choose the right, but I might be..." Only "wrong" goes there. (frustrated)

S3: Where's the dictionary? (S2 leaves group)
The boys have finished their illustration and become interested in the problem of completing the original quote. As the four students work together, Ms. Cohen is brought into the group by one of the students.

S4: Rhyme something with "right" instead of "wrong."

S3: I know.
S1: And it gotta rhyme. (S2 has gone to look for the teacher.)

S3: (Teacher joins the group, S2 has explained the problem to her.) We think that after the "right" part, it's right, but we don't know.

S2: (reading) "I'm Robert Frost, I have a path to choose. I might choose the right, but it might be ..."

T: "but it might be wrong."

S3: But it doesn't rhyme.
T: You want it to rhyme?
S2: Yeah.
T: Why don't you use a homophone?
S1: "I might choose the right road so I can write."
S3: (smiling) "I might choose the right that might help me write."

This example shows valuable instances of on-the-fly formative assessment, in which Ms. Cohen provides a suggestion based on her observations and knowledge of students that supports the group in successfully completing the task. Ms. Cohen has observed, without interrupting, the first part of the discussion. She knows the students in this team understand what they need to do, they get the key idea of the poem's first stanza, and their decisions on the quote and picture to be drawn demonstrate their understanding and struggles with making their language increasingly more precise. She then decides to move to observe and assess other groups' actions. When she is called by S2 to help the team with their impasse, it becomes clear to her that the group has misinterpreted that their phrase must rhyme. She sees that students are keen on their interpretation of the task, which increases its complexity. Rather than disappointing the students by saying that their statement does not need to rhyme, she acts contingently by bringing in a concept the students studied before—homophones. After one boy suggests an answer, S3 polishes it for the poster. During the presentation to the whole class, which is shared by all, it is S4 who explains to the class, "We decided to use a homophone."

Ms. Cohen's careful observation of students' actions serves as formative assessment data that she interprets in order to act contingently and provide feedback that supports the students in completing the academic task. Her observations tell her that students understand and enjoy using rhyme, that they are developing linguistic perseverance (they check the dictionary; they try hard; when everything fails, they look for the teacher's help), and that they can bring forth resources learned in past classes. She realizes that metalinguistic knowledge (their objective knowledge about language) fosters their autonomy, and more importantly, rather than giving them the answer, she formulates a question that will get students to get the answer themselves. In addition to this in-the-moment feedback she has provided, she now knows how she is going to introduce in the next class other metalinguistic concepts, such as figurative language and metaphor.

- Adapted from Alvarez, L., Ananda, S., Walqui, A., Sato, E., & Rabinowitz, S. (2014). *Focusing formative assessment on the needs of English language learners.* San Francisco: WestEd. Retrieved from https://www.wested.org/resources/focusing-formative-assessment-on-the-needs-of-english-language-learners/

Identifying Formative Practices in Action—Text Reflect

1. How did Ms. Cohen formatively assess her students during the lesson?

2. What impact did this have on her students' learning?

Identifying Formative Practices in Action—Video Clip Notes

Formative Assessment Checklist—Video Clip

Listening and Speaking Formative Assessment Checklist

Student	Generating new main ideas or evidence?	Building on others' ideas?	Asking appropriate elaborative or clarifying questions?

-
- Retrieved from https://www.teachingchannel.org/videos/assess-listening-speaking-skills-ousd

Identifying Formative Practices in Action—Video Clip Reflect

1. How does Ms. Horwitz's use of the checklist help students focus on their speaking and listening goals?

2. How does Ms. Horwitz use the data from the checklist?

3. How might this checklist be adapted for use in your own classroom?

Identifying Formative Practices in Action—Comparisons

1. How did both teachers support their EL students' learning through formative assessment practices?

2. How was student learning impacted by the use of formative assessment in each classroom?

3. What do these two scenarios reveal about the role formative assessment plays in learning for English learners?

What If Students Are Not Making Progress?

Retention Guidelines for EL Students

Retention of EL students shall not be based solely upon level of English language proficiency (Section I, Part G, Guidelines to Satisfy Legal Requirements of Lau v. Nichols). Prior to considering retention of EL students, the following points should be addressed in consultation with the ESL staff or designated district language minority contact person:

- Retention policies for EL students should not be based on one specific piece of data alone or any sole criterion. In most cases, retention does not help the child with academic achievement. Every effort should be made to move the child to the next level of academic work and allow the child to remain in the grade that is age appropriate.
- Retention of EL students will not facilitate English language acquisition. The process of language acquisition should occur at all grade levels.

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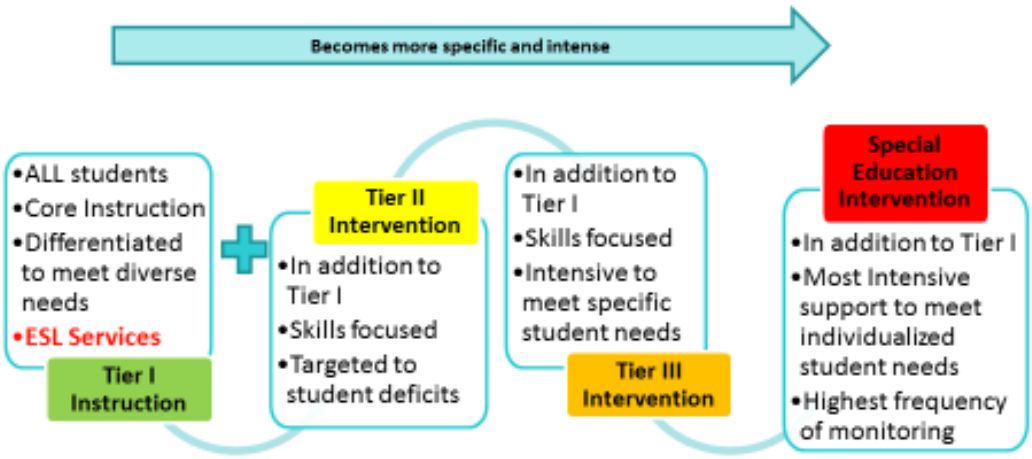
Continuum of Instructional Support



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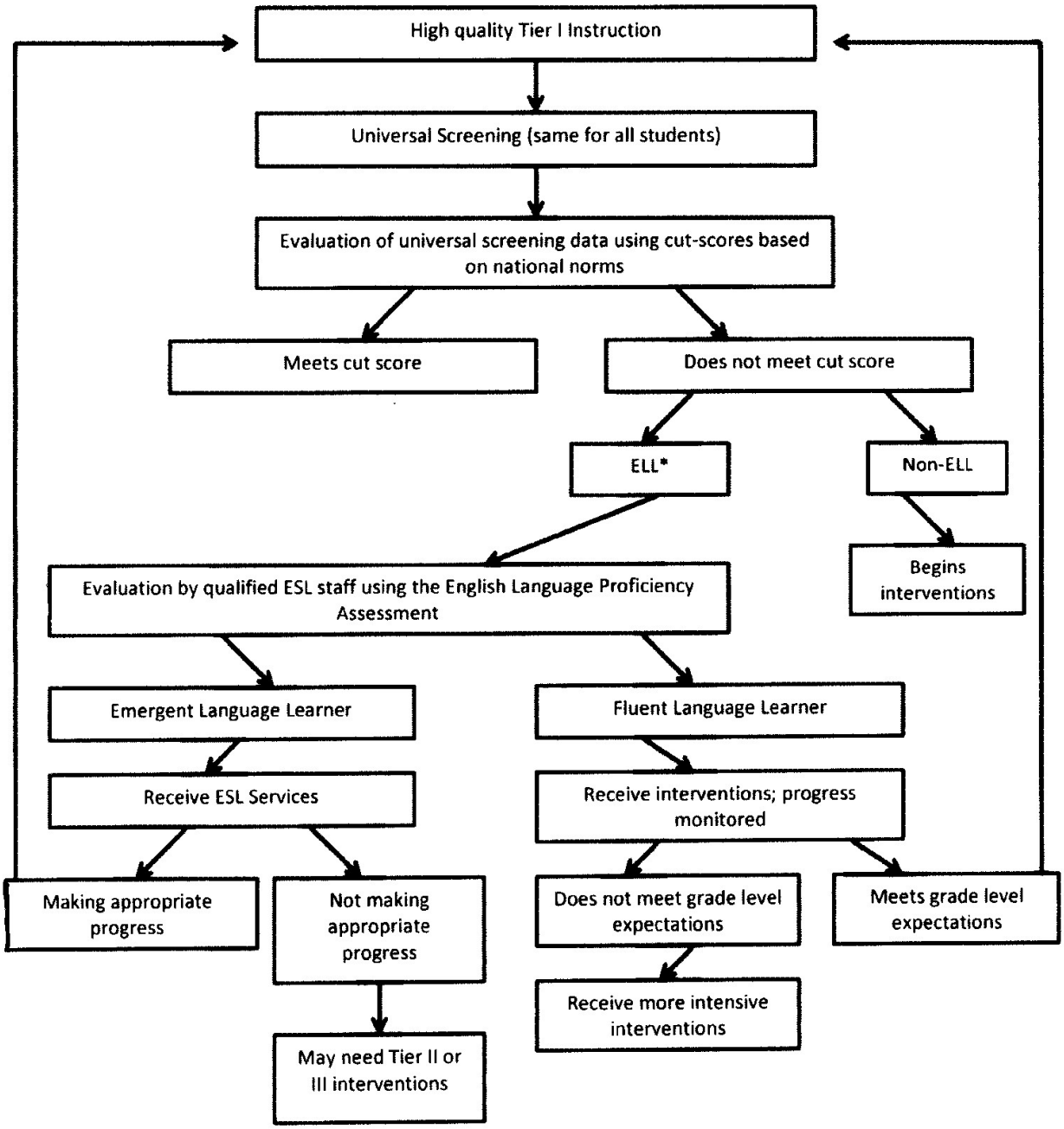
Decision Making Process for ELLs Regarding Reading Instruction and Intervention



*According to SBE policy 3.207, if a child's parent or guardian selects any answer besides English on the Home Language Survey, that student will be screened with the English Language Proficiency Assessment.

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- Retrieved from TDOE RTI² Implementation Guide

Considerations Prior to a Referral to Special Education

The following questions should be documented when an EL is struggling in school:

- Is there evidence that the student is currently receiving appropriate ESL services?
- Have English language proficiency tests been administered and what are the results? Has each domain been reviewed closely to help plan instruction?
- Was the ESL instruction evidence-based and how effective was the instruction?
- Is there evidence that the general education curriculum is being appropriately accommodated for ELs?
- Are appropriate accommodations and modifications within the general education classroom being provided that address the specific cultural/language needs of the EL student?
- Is there evidence that the identified problem has been systematically addressed in the general education classroom?
- Has the student made adequate progress through the interventions and accommodations that have been provided?
- Is there evidence that the student's behavior is significantly different from grade-level peers? Are we sure that this is not due to frustration over the target language?
- Has the student been observed in multiple settings to compare his/her behavior to grade level peers?
- Have parents been interviewed in their native language in a comfortable setting to determine behaviors at home? Is the home behavior appropriate in the student's culture? Is the behavior appropriate for a typical classroom?

Common ELL Behavior Manifestations that Mimic Other Disorders/Deficits

Behaviors associated with learning problems	Manifestations in ELLs
Slow to begin tasks	ELLs have limited comprehension of classroom language so they may not always clearly understand instructions on how to properly begin or complete tasks
Slow to finish tasks	ELLs may have to translate material between English and their native language, which extends the time needed to complete tasks
Forgetful	Due to limited English proficiency and comprehension, what appears to be forgetfulness may be a limited ability to fully encode information into memory
Inattentive/Distractible	ELLs may not fully understand the language used in the classroom and therefore will move their attention to whatever they can comprehend or may not know exactly what they should be paying attention to
Hyperactive/Impulsive	Due to a lack of awareness or cultural differences related to situation-specific behavioral norms, classroom rules, and other rules of social behavior, ELLs may appear hyperactive or impulsive
Disruptive	Disruptive behavior or excessive talking may often be related to the process of figuring out what is expected or frustration about not knowing what to do or how to do it
Disorganized	ELLs may not be comprehending the instructions on how to organize or arrange materials and may never have been taught efficient learning and problem solving strategies

Ortiz., S. (2008). Best practices in nondiscriminatory assessment. In A. Thomas & J. Grimes (Eds.), Best practices in school psychology V (pp. 666–678). Bethesda, MD: National Association of School Psychologists.

Comparison of Characteristics for English Learners and English Learners who May Have a Disability

On the surface, students who are English Learners (ELs) and children with disabilities may appear to be similar; however, there are differences. This chart provides a comparison of children with a disabilities and those who are ELs.

Comparison of Characteristics for English Learners and English Learners who May Have a Disability		
Characteristics	**English Learner**	**Student with a Disability**
Communication Skills	Normal language learning potential. Communicative use of English is reduced and easily noted by native speakers. May be misdiagnosed as speech and language disorder. Usually there may be home language impact and inter-language variables in voice and/or articulation. Can be communicatively proficient to function in society.	May exhibit speech and language disorders in the areas of articulation, voice, fluency, or receptive and expressive language; may not always achieve communicative competence in either first or second language.
Language Skills	Home language skills were appropriate for age level prior to exposure to a second language. The nonverbal communication skills are culturally appropriate for age level, e.g., eye contact, response to speaker, clarification of response, turn taking, etc. Student may not know specific vocabulary, but he or she may be familiar with item or concept. Sentence structure and grammar is in highly transitional stage that follows similar patterns of normal language development. Student may pass through predictable periods, e.g., silent period, speech emergence, etc.	May exhibit needs in understanding and expression including vocabulary and word finding, following directions, sentence formulation, and pragmatics in either first and/or second language. Degree of disorder varies depending on processing skills and cognitive level. Difficulties in home language cannot be attributed to first language loss due to length of time in English speaking schools. Difficulties in English do not correspond to those expected based on student's length of time in English-speaking schools.
Sensory Functioning	Usually normal. Auditory and/or visual acuity defects are compensated with aids.	May have auditory and/or visual acuity and/or processing difficulties.

Comparison of Characteristics for English Learners and English Learners who May Have a Disability		
Health	No significant health characteristics for this group,	May have a history of risk: complications during pregnancy or birth, ear infections or hearing problems, sleep or eating disturbances,
Characteristics	**English Learner**	**Student with a Disability**
	but consider developmental factors in cultural context.	incontinence, and family incidence of inherited conditions, such as learning disability, deafness, etc.
Cognitive Abilities	Determining cognitive skills is often difficult due to the student's developing English language proficiency. Academic difficulties may be related to issues such as cultural differences, lack of or limited educational experiences in the home country, and differences in background/prior knowledge.	May include the full range of cognitive abilities. Deficits may result in significant educational impact which requires specialized instructional support. English normed tests must be interpreted with caution.
Academic Functioning	Normal language learning potential. Apparent problems due to culturally determined learning style, different perceptual strategies, or lack of schooling in home country.	A valid measure of educational impact may not be calculable. Other factors must be considered and may include inability to make progress in new language acquisition, difficulty retaining academic information in spite of a variety of systematic, sustained, and targeted interventions; history of and reasons for difficulty in schools in home country, and difficulty in acquiring the home language, etc.
Progress	Progress in home language is contingent upon adequacy and continuation of home language instruction. Academic progress in English will depend on the quality and quantity of English instruction. English progress should continue steadily even if slowly. During the language transition period, English performance may lag, and first language skills may decrease due to lack of continued instruction in home language.	For possible giftedness, may show remarkable progress in some areas when tasks are analyzed, taught sequentially, and include higher extent of teacher-pupil interaction. Skills may jump years in one year. For possible disability, may show less than expected progress in English acquisition and development of academic skills. May show a marked or extreme discrepancy between different areas (e.g., oral skills and writing skills, etc.) that cannot be attributed to lack of sufficient time or appropriate interventions.

Productivity	Verbal and written directions may not be understood due to insufficient English development. This may lead to students not beginning tasks or switching tasks without assistance.	Verbal directions may be too complex. May be unable to read written directions. May want to do task, be embarrassed about lack of skill, or not be able to concentrate. May not begin task without assistance. Student often unable to switch from task to task.
Social Abilities	May have some social problems due to lack of familiarity with American customs, language, expected behaviors, etc. Good normal potential. Because of lack of English competency, student may experience social isolation and may be likely to be a follower rather than a leader in a group of English speakers.	May exhibit difficulties with social/emotional skills which are not attributable to adjustment and acculturation.

Adapted from: Handbook for Educators of Students Who Are English Language Learners with Suspected Disabilities
http://www.doe.virginia.gov/instruction/esl/resources/handbook_educators.pdf

Module 3 Reflection

1. How can the components from this module foster the development of CALP for English learners throughout the instructional planning and delivery of core instruction?

2. Based on your learning in this module, what is one instructional shift you plan to make to better meet the needs of your EL students?