

ELL Restructuring in Community Consolidated School District 21 Organizing Principles

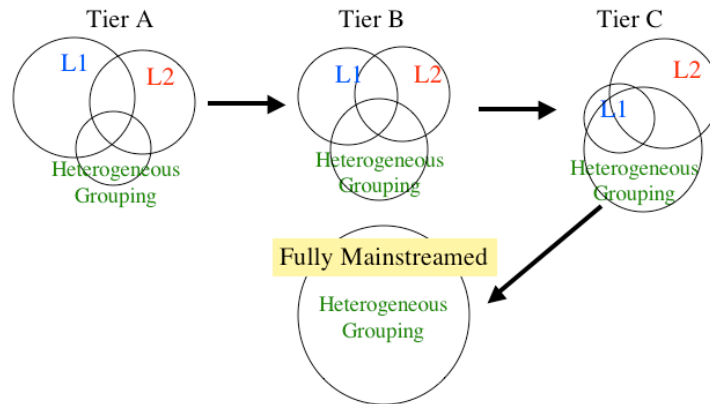
Principle #1:

For English Language Learners there is no one perfect educational setting. English Language Learners benefit from receiving instruction in a variety of settings, each of which offers different benefits to student learning and builds on the specific expertise of various teachers. These settings are:

- ❖ L1 Homogenous Group - Literacy and content instruction for ELL students in their home language
- ❖ L2 Homogenous Group – Targeted English-language instruction associated with content learning
- ❖ Heterogeneous Group - Content instruction in English for ELL students and their English proficient peers learning together

Principle #2:

The balance of time students spend in each of these settings evolves as students' English-language proficiency grows. Illinois' English Language Proficiency Standards categorize language proficiency by tiers.



Principle #3:

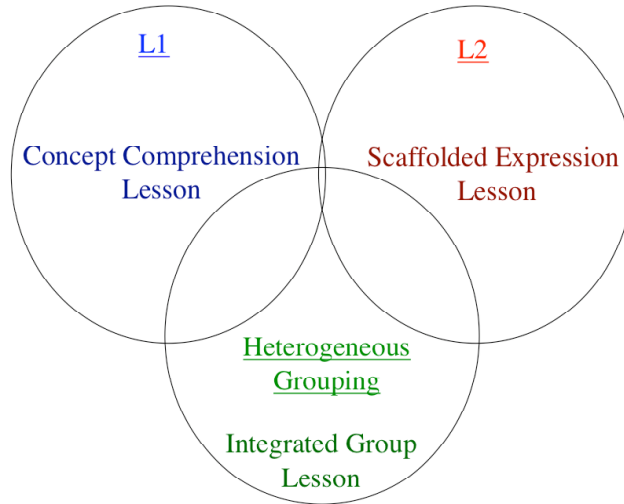
Language usage is clearly allocated and one language of instruction is maintained within each lesson.

Principle #4:

The range of language proficiency within each class is narrowed as much as possible during ESL instruction. Narrowing the range of language proficiency allows the teachers to target instruction according to the linguistic needs of students.

Principle #5:

ESL instruction is linked directly to content area instruction, but it does not happen during content instruction. ESL lessons are coordinated to ensure that students are learning the English language associated with the math or science they are learning, but time is not taken away during math or science to focus on ESL. ESL is its own separate subject.



Principle #6:

Content instruction in math, science and social studies must follow the same standards as the ELL students' general education peers and remain on pace with them, even when alternative materials and strategies are used to reach those same standards.

Principle #7:

ELL students experience academic instruction in the heterogeneous group setting through integrated group lessons. Students are prepared for these integrated lessons through coordinated Concept Comprehension and Scaffolded Expression Lessons and they are supported during these lessons by the presence of the bilingual/ESL and general education teachers.

The restructuring of School District 21's programs to meet the need of English Language Learners is based on multiple academic and research sources. However, the organizing principles stem primarily from Restructuring Schools for Linguistic Diversity by Ofelia Miramontes, Adel Nadeau, and Nancy Commins.