

## Where do I find the reading and writing progress indicators for my child who is an ELL?

### Progress Indicators

Students in middle school who are ELLs are enrolled in English language development classes. These students receive their reading and writing progress indicators in the English Language Development section of the Progress Report.

### English Language Development Section

The English Language Development section of the Progress Report measures ELLs' progress toward developing English language skills in listening, speaking, reading, and writing. Progress is measured by an ELL's advancement through levels of English language proficiency. These levels are **beginning, intermediate, and advanced**, which are not grade level specific. For example, a sixth grader and an eighth grader could both be at the beginning level of English language proficiency. The district ELD curriculum has been specifically selected to support ELLs acquire strong listening, speaking, reading, and writing skills.

### Reading and Writing Section

Some ELLs are enrolled in language arts classes. These students receive progress indicators in the Reading and Writing section of the Progress Report.

The Reading and Writing section of the Progress Report measures **all students'** progress toward meeting the reading and writing standards at their respective grade levels. All students are expected to meet the standards at their grade levels.

## What does it mean when an ELL is at a beginning, intermediate, or advanced level of English language proficiency?

### ELLs at the **beginning** English level

- Mostly listen for a few weeks or several months before conversing with others.
- Communicate with one or two words, short phrases, or gestures.
- Complete tasks by drawing, pointing, listing, and/or matching.
- Participate in classroom activities, such as songs, chants, and readings.
- Tell important information about self, such as name and age.

### ELLs at the **intermediate** English level:

- Speak effectively in social settings. For example, they talk to classmates, ask and answer questions, and talk about familiar topics.
- Participate in classroom discussions using simple sentences.
- Read familiar stories.
- Write and speak sentences making errors a native English speaker would not make.
- Write stories with beginnings, middles, and endings.

### ELLs at the **advanced** English level:

- Write sentences and stories using correct spelling, punctuation, and grammar.
- Tell stories including descriptions about important details with related vocabulary and correct language.
- Write sentences, paragraphs, and reports correctly about what was learned.
- Understand conversations well, but may not understand complex academic language.
- Understand language unique to English such as jokes, riddles, idioms, and metaphors.

## How can I help my child?

The following sections list the four English Language Development Standards for the State of Colorado and suggestions on how parents can help their children meet these standards.

**Standard 1—Listening:** English language learners listen for information and understanding, using a variety of sources, for academic and social purposes.

### Suggestions

- Speak to your child in the language you speak well (home language). A child needs to hear others who are more proficient in their home language speak and have conversations with them.
- Use dinner as a time for the family to share their day, listen to each other, and ask each other questions.
- Teach your child riddles, songs, tongue twisters, and rhymes in your home language. They are fun, rich in vocabulary, and help children become sensitive to the sounds words make.

**Standard 2—Speaking:** English language learners speak for information and understanding, using a variety of sources, for academic and social purposes.

#### **Suggestions**

- Converse with your child in your home language. A strong foundation in the home language will help your child learn English more easily. Speaking in an unfamiliar language limits the conversation.
- Teach your child riddles, songs, tongue twisters, and rhymes in your home language.
- Ask your child questions about school, things they like, books they read, and/or television shows they watch.
- Pay attention to what your child says and ask questions, which encourage him or her to keep talking.
- If your child is learning about a different country, discuss that country. Talk about the food, people, traditions, and location.
- Ask children what new English words they have learned in school. Translate the words into your home language and discuss their meanings. This practice helps your child remember the words.

**Standard 3—Reading:** English language learners read for information and understanding, using a variety of sources, for academic and social purposes.

#### **Suggestions**

- Model reading by reading books, bulletins, magazines, newspapers, and other printed materials written in your home language.
- Visit the library and borrow books in both English and your home language. Libraries have books in many languages.
- Share with your child stories from your culture that are similar to stories they read at school. Many stories from different countries share themes.
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- Have your child share with you books he or she brings from school. Talk about pictures, characters, settings, problems, and solutions. Have your child predict what stories are about. Ask your child to summarize stories. Point out things in stories and ask questions.
- Turn on closed captioning on your television, which shows words on the screen the people on television are speaking.
- Turn off the television when reading. Reading time should be a television and video-free time.
- In your home language, find words that look similar and have similar meanings. For example, *observe* in English and *observer* in Spanish are similar in looks and meanings. These words are called *cognates*. This strategy will help your child understand many new English words.

**Standard 4—Writing:** English language learners write for information and understanding, using a variety of sources, for academic and social purposes.

#### **Suggestions**

- Writing utensils, such as paper, pencils, colored pencils, and pens, should be available for your child to use. Encourage your child to draw and write. The more practice your child gets, the better.
- Encourage your child to write letters to relatives and friends.
- Encourage your child to use cognates when they write. (See the explanation of cognates in Standard 3—Reading.)
- Have your child draw illustrations and write about them.
- Ask your child to write words, sentences, or stories for illustrations they draw. Ask him or her to read to someone what he or she wrote. It does not matter if words are spelled incorrectly. With time, spelling will improve.
- Give your child encouragement and motivation to keep trying. Writing is hard work.

## **Parent Guide to Standards-Based Reporting (Middle School)**

### **English Language Development (ELD)**

*English language learners (ELLs) progress through predictable levels of English language acquisition. The Denver Public Schools ELD Progress Report measures all ELLs' progress within these levels, which are beginning, intermediate, and advanced for listening, speaking, reading and writing. The levels in the progress report are consistent with the ELD Standards for the State of Colorado.*

**Denver Public Schools**