

Aurora Public Schools Alternative Language Program Framework

Tier 1 Instruction for English Language Learners

"When we organize ourselves and our instruction with the needs of English language learners in mind, EVERY STUDENT BENEFITS." ~Nancy Commins

Content instruction differentiated for language development all day, every day.

Purpose: To provide access to rigorous grade level content concepts using:

- Explicit language instruction
- Sheltering techniques
- Content assessments differentiated by language development level
- Students' native language when appropriate

English Language Development (ELD) - Specific time allotted daily at each level for ALL ELLs

Purpose: To teach students the language necessary to become proficient in English, by moving from one language proficiency level to the next.

- Grouped by like language levels
- Focused on functions, grammatical structures, vocabulary, and application/fluency
 - Follows scope and sequence of language skills
 - Taught by an endorsed or certificated teacher
 - Minimum of 40 minutes a day

Common Components of a Culturally Responsive Classroom:

- Structured student interaction through listening, speaking, reading & writing
- Use of English Language Proficiency Standards (CELP)
- Interactive, graphic and sensory supports
- Language objectives
- Literacy connections
- Consistent rigorous instruction
- Explicit instruction of academic language
- Standards Based teaching and learning
- Ongoing assessment of language development
- Lessons grounded in socio-cultural contexts



"This instruction must be provided within an inclusive culturally responsive learning environment which builds upon the value of the language, culture, and experiences of each student." ~Susana Dutro