

**English for Speakers  
of Other Languages  
(ESOL)  
K–12**

**Section 47**

# ESOL K–12

## **1 Knowledge of culture as a factor in English language learners' (ELLs') learning**

1. Analyze elements of culture and their impact on the instruction of ELLs.
2. Identify ways that student participation, learning, and behavior can be affected by cultural differences (e.g., religious, economic, social, family).
3. Identify phases and distinguish among characteristics of cultural adaptation (e.g., assimilation, acculturation) in order to better understand ELLs.
4. Select a variety of resources to obtain information about the cultural background and experiences of ELLs and their families to guide curriculum development and instruction.
5. Select strategies to promote multicultural sensitivity and diversity in the classroom.
6. Identify ways that home/school connections build partnerships with ELLs' families (e.g., Parent Leadership Councils).
7. Analyze social issues and trends (e.g., immigration) that affect the education of ELLs.

## **2 Knowledge of language as a system**

1. Identify how the universal principles of language (e.g., systematic, rule-governed, arbitrary) guide ELL instruction.
2. Apply principles of phonology to facilitate ELLs' English language acquisition.
3. Apply principles of morphology to facilitate ELLs' English language acquisition.
4. Apply principles of semantics to facilitate ELLs' English language acquisition.
5. Apply principles of pragmatics to facilitate ELLs' English language acquisition.
6. Apply principles of syntax to facilitate ELLs' English language acquisition.
7. Apply principles of discourse (i.e., written and oral) to facilitate ELLs' English language acquisition.
8. Identify and apply appropriate forms of the English language for different purposes.
9. Identify phonological, morphological, semantic, pragmatic, syntactic, and discourse differences between English and other languages.

### **3 Knowledge of language acquisition and development**

1. Identify the major theories of first and second language acquisition that inform classroom practices.
2. Identify and compare first and second language acquisition processes that affect student learning.
3. Use research-based models of instruction including bilingual, sheltered, and/or inclusion.
4. Determine characteristics of bilingualism.
5. Determine factors that influence the development of bilingualism.
6. Identify how ELLs' use of home language serves as a foundation for learning English.
7. Determine factors that affect ELLs' learning of English, including psychological, social, cultural, and political factors.
8. Apply individual learner variables to guide the process of learning English as a second language.
9. Distinguish characteristics of social language (e.g., basic interpersonal communication skills [BICS]) and academic language (e.g., cognitive academic language proficiency [CALP]).
10. Identify sources of ELLs' errors (e.g., interlanguage) to guide effective instruction.
11. Identify language functions (e.g., communicating needs, purpose, desires) of spoken and written English to facilitate English language acquisition.

### **4 Knowledge of second language literacy development**

1. Determine and apply current theories of second language reading development for ELLs at varying English proficiency levels.
2. Determine and apply current theories of second language writing development for ELLs at varying English proficiency levels.
3. Identify how ELLs' L1 oral language influences the use of oral and written English in the classroom.
4. Identify how ELLs' home literacy practices (e.g., oral, written) influence the development of oral and written English.
5. Select methods to incorporate students' L1 literacy into English language literacy development (e.g., transfer).

## **5 Knowledge of ESL/ESOL research, history, public policy, and current practices**

1. Identify past and present approaches to ESOL instruction (e.g., grammar-translation, audio-lingual, Communicative Language Teaching, Natural Approach, TPR, CALLA, SIOP).
2. Identify major researchers and how their contributions have affected the field of second language teaching and learning.
3. Relate current research to best practices in second language and literacy instruction.
4. Evaluate appropriate research-based models of instruction for ELLs.
5. Identify major federal and state court decisions, laws, and policies that have affected the education of ELLs.
6. Apply the sections and requirements of the *League of United Latin American Citizens (LULAC) et al. v. State Board of Education Consent Decree, 1990* (e.g., 1990 Florida Consent Decree) to specific situations.

## **6 Knowledge of standards-based ESOL and content instruction**

1. Select methods to improve ELLs' English listening skills for a variety of academic and social purposes.
2. Select methods to improve ELLs' English speaking skills for a variety of academic and social purposes.
3. Apply standards-based instruction that develops ELLs' oral English in order to support learning in reading and writing English.
4. Apply appropriate standards-based reading instruction for ELLs at varying English proficiency levels.
5. Apply appropriate standards-based writing instruction for ELLs at varying English proficiency levels.
6. Select methods to develop ELLs' writing through a range of activities from sentence formation to extended writing (e.g., expository, narrative, persuasive).
7. Select activities, tasks, and assignments that develop authentic uses (e.g., real-world, contextualized) of English language and literacy to assist ELLs in learning academic language and content-area material.
8. Select instruction that effectively integrates listening, speaking, reading, and writing for ELLs at varying English proficiency levels.
9. Identify appropriate adaptations of curricular materials and modification of instruction according to an ELL's level of English proficiency and prior knowledge.

## **7 Knowledge of resources and technologies**

1. Evaluate and select culturally responsive, age-appropriate, and linguistically accessible materials for ELLs at varying English proficiency levels.
2. Evaluate and select a variety of materials and other resources, including L1 resources, appropriate to ELLs' English language and literacy development.
3. Apply technological resources (e.g., Internet, software, computers, related media) to enhance language and content area instruction for ELLs at varying English proficiency levels.
4. Identify effective means of collaboration with school-based, district, and community resources to advocate for equitable access for ELLs.
5. Identify major professional organizations, publications, and resources that support continuing education for teachers.

## **8 Knowledge of planning standards-based instruction of ELLs**

1. Apply appropriate language objectives and state-approved content-based standards to plan instruction for ELLs at varying English proficiency levels.
2. Identify the characteristics of engaging, challenging, and collaborative student-centered classroom environments for diverse learners.
3. Choose appropriate differentiated learning experiences for lesson planning based on students' English proficiency level.
4. Choose appropriate learning tasks for students with limited L1 literacy and/or limited formal schooling.
5. Identify methods of scaffolding and providing context for ELLs' learning.
6. Identify situations in which reteaching is necessary and appropriate for ELLs.

## **9 Knowledge of assessment issues for ELLs**

1. Identify factors such as cultural and linguistic bias that affect the assessment of ELLs.
2. Evaluate formal and informal assessments to measure oral language, literacy, and academic achievement.
3. Determine appropriate accommodations during formal and informal assessments of ELLs at varying English language proficiency levels.
4. Identify characteristics of ELLs with special needs (i.e., speech-language impaired, intellectual disabilities, specific learning disabilities).

5. Distinguish between the characteristics of ELLs in the natural process of acquiring English and ELLs with specific learning disabilities.
6. Identify characteristics of ELLs who are gifted and talented.

#### **10 Knowledge of language proficiency assessment**

1. Identify the district, state, and federal requirements for identification, reclassification, and exit of ELLs from ESOL programs.
2. Interpret assessment data from multiple sources to guide instruction for ELLs at varying English proficiency levels.
3. Identify effective ways to communicate with stakeholders (e.g., primary caregivers, school and district staff, community members) about assessment outcomes that guide policy and instructional practice.

#### **11 Knowledge of classroom-based assessment for ELLs**

1. Identify appropriate use of alternative assessments (e.g., authentic, performance-based, peer- and self-assessments) to evaluate content area learning for ELLs at varying English proficiency levels.
2. Identify appropriate measurement concepts (e.g., reliability, validity), test characteristics, and uses of norm-referenced and criterion-referenced assessments in evaluating ELLs.
3. Use a variety of instruments (e.g., portfolios, checklists, rubrics, anecdotal records) to assess students as they perform authentic tasks (e.g., real-world, contextualized).
4. Identify appropriate test-taking skills and strategies needed by ELLs.
5. Determine appropriate modifications of classroom tests, including test items and tasks, for ELLs at varying English proficiency levels.