Dear Parents,

The ESOL Program at SAS Pudong provides language support for students based on their individual needs and language level. We offer three levels of support: ***Pull out, Push in,*** and ***Monitor***. In addition, **The Writing Center** at SAS provides one-on-one instruction and materials which target reading, writing, listening and speaking skills.

* ***Pull out*** students take *ESOL Academic Literacy* class in place of foreign language for elective credit. These students also receive Push in support (see below)
* ***Push in*** students are scheduled in *ESOL Flex* held in The Writing Center. The ESOL teacher is available in core classes to support students and help teachers adapt lessons to meet the needs of English language learners.
* ***Monitor*** students receive no support from ESOL teacher unless requested by the classroom teacher or the student.

Language learning is a developmental and individual process. The attached *Language Continuum* tracks each student’s English proficiency and progress in reading, writing, listening, and speaking. The back of this summary shows your child’s current language proficiency levels.

Sincerely,

Jon Nordmeyer, Grade 9 ESOL, [jon.nordmeyer@saschina.org](mailto:jon.nordmeyer@saschina.org)

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| --- | --- | --- | --- | --- | --- | --- |
| *Name* | *Grade* ***9*** | *ESOL Support Level* ***Pull Out*** | | | | |
| *Homeroom**Teacher* | *Quarter* ***2*** | *ESOL Teacher* ***Nordmeyer*** | | | | |
| Comments: | | | | | | |
|  | | | | | | |
| **Behaviors which promote learning at SAS** | | | **Area of Concern** | **Infrequently** | **Often** | **Consistently** |
| Actively seeks help from classmates, ESOL or content teacher when needed | | |  |  |  |  |
| Organizes self, materials, belongings, assignments, schedules | | |  |  |  |  |
| Uses class time appropriately, stays on task and finishes work on time | | |  |  |  |  |
| Participates in classroom discussion | | |  |  |  |  |
| Works well with other students (small groups or pairs) | | |  |  |  |  |
| Listens to instructions | | |  |  |  |  |
| Chooses to speak English in classroom settings | | |  |  |  |  |

* ***Language Continuum:*** *the level which is shaded shows this student’s current English proficiency.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Reading**  **WIDA Reading Icon** | **Level 2: BEGINNING**   * Finds main ideas or important information from a text * Distinguishes fact from opinion | **Level 3: DEVELOPING**   * Identifies main ideas and supporting details related to author’s purpose * Identifies an author’s purpose or point of view | **Level 4: EXPANDING**   * Identifies information to support a thesis or question * Identifies themes or specific literary devices reflecting author’s purpose * Recognizes multiple interpretations of a text | **Level 5: BRIDGING**   * Evaluates information to support a thesis or question * Draws conclusions or makes inferences based on information from text * Applies an author’s perspective in literary text to other contexts (e.g. would Mark Twain vote Obama?) |
| **Writing**  **WIDA Writing Icon** | **Level 2: BEGINNING**   * Writes phrases and short sentences including general and some specific vocabulary * Writes with errors in spelling, grammar and mechanics which often impede meaning | **Level 3: DEVELOPING**   * Writes simple and some expanded sentence types * Uses specific language but with errors in spelling, grammar and mechanics which at times impede meaning * Shows basic organization by relating some sentences | **Level 4: EXPANDING**   * Writes different sentence types with some fluency * Uses both specific and technical language but with errors in spelling, grammar or mechanics * Organizes writing by linking most ideas and using some transitions | **Level 5: BRIDGING**   * Writes a variety of clear, detailed, and complex sentences * Uses ‘just the right word’ with minimal errors in spelling, grammar or mechanics * Organizes writing for a specific purpose by connecting ideas and using transitions skillfully |
| **Speaking**  **WIDA Speaking Icon** | **Level 2: BEGINNING**   * Speaks in phrases or short sentences using general vocabulary. * Is generally fluent and understandable in simple tasks only. | **Level 3: DEVELOPING**   * Connects short sentences using some specific vocabulary and details. * Is generally fluent and understandable but makes grammar or pronunciation mistakes. | **Level 4: EXPANDING**   * Speaks with emerging complexity and relevant detail. * Uses specific and some technical language. * Is generally fluent and understandable with minor grammar or pronunciation mistakes. | **Level 5: BRIDGING**   * Speaks with complexity, cohesion and organization. * Uses content-specific technical language easily and appropriately. * Is fluent and understandable at all times with minimal grammar or pronunciation mistakes. |
| **Listening**  **WIDA Listening Icon** | **Level 2: BEGINNING**   * Rarely understands oral-only instructions; usually needs written instructions and/or visual aids * Struggles to identify the topic of an oral presentation or discussion | **Level 3: DEVELOPING**   * Sometimes understands oral-only instructions; sometimes needs written instructions and/or visual aid * Gives some verbal or non-verbal cues that indicate he/she is listening * Identifies the topic of an oral presentation or discussion | **Level 4: EXPANDING**   * Usually understands oral-only instructions; rarely needs written instructions and/or visual aid * Gives sufficient verbal or non-verbal cues to indicate he/she is listening * Identifies the main points of an oral presentation or discussion * Recognizes multiple meanings of words/phrases in social & academic contexts | **Level 5: BRIDGING**   * Always understands oral-only instructions; never needs written instructions and/or visual aid * Critiques the strengths and weaknesses of an oral presentation or discussion * Recognizes subtleties in conversation (e.g. sarcasm, humor) and reacts in culturally appropriate ways |