Looking at other schools and how they work with ELLs

**Taipei American School**

es <http://www.tas.edu.tw/page.cfm?p=395>

ms http://www.tas.edu.tw/page.cfm?p=685

Their Program Model

“he Sheltered Immersion program is based on the belief that ESL students are an integral part of TAS and that their needs are best met in the mainstream classroom with its language-rich environment. ESL students, at all levels of proficiency, are immersed in the mainstream classes at TAS. The primary goal of the ESL program is to develop language skills that will allow children to be successful in their academic work as well as in everyday communication. ESL students at TAS receive language and content support both through direct and indirect means. Direct means include in-class ESL support, co-teaching between ESL and mainstream teachers, and sometimes pullout ESL groups. Indirect means include ESL and mainstream teacher collaboration, in-service training and curriculum construction. The sheltered immersion program is, therefore, a collaborative program involving a partnership between mainstream teachers and ESL teachers.

Sheltered Immersion is immersion in the mainstream program with support for language needs provided by the ESL teacher. In this model, “sheltered” means to have some protection or extra help in a difficult situation. It's like jumping into that deep swimming pool, but wearing water wings or a life jacket to keep afloat. After becoming comfortable in the water and learning how to swim better, the lifejacket would no longer be necessary. It can take a considerable amount of time to learn to swim; just as acquiring a new language does—less time for some, and more time for others.

Early Intervention for ELLs

# Early Reading Intervention for English Language Learners At-Risk for Learning Disabilities: Student and Teacher Outcomes in an Urban School

By: Diane Haager (2001) http://www.colorincolorado.org/article/13017/

“Results indicated positive growth for ELLs, with a disproportionately large percentage of students falling into the risk range. At-risk and LD students showed steady improvement, supporting the coupling of an inclusive special education program with reading intervention in the primary grades…

Conducting instruction in English, regardless of whether it is students' native language, makes it critically important to develop strategies for addressing English Language Learner (ELL) students' unique literacy learning needs…

# Response to Intervention in Reading for English Language Learners

# *by [Sharon Vaughn, Ph.D.](http://www.rtinetwork.org/about-us/contributors/vaughn-sharon" \o "Sharon Vaughn" \t "_self)* <http://www.rtinetwork.org/learn/diversity/englishlanguagelearners>

A considerable amount of evidence suggests that approaches involving early intervention, ongoing progress monitoring, and effective classroom instruction consistent with Response to Intervention (RTI) are associated with improved outcomes for the majority of students in early reading and math (e.g., Burns, Griffiths, Parson, Tilly, & VanDerHayden, 2007; Fletcher, Lyon, Fuchs, & Barnes, 2007; Haager, Klingner, & Vaughn, 2007; McCardle & Chhabra, 2004).

* Do not wait for English oral language to meet grade-level expectations before providing reading instruction. Provide instruction in early reading while also providing support for English oral language development.
* Ensure that interventions are sufficiently intense by retaining small groups (3–6 students) who are provided intervention for a minimum of 30 minutes each day.
* *When students receiving literacy instruction in English demonstrate weak reading skills or have evident reading difficulties, do not wait for English oral language to improve before providing reading interventions Use appropriate practices for building oracy skills and vocabulary development as well as reading skills*

<http://www.twincitytimes.com/events/letter-early-intervention-needed-for-english-language-learners>

For everything there is a time and a season: the time to learn a language is between two and seven years of age.