**Sky View Middle School**

**English Learner Profile for Remigia XXXXXX**

**SY 2017-18**

**PRONUNCIATION OF NAME:** *reh-MIH-jee-ah*

**STUDENT’S BACKGROUND**

Remigia’s family is from Guatemala. She was born on 4-12-06, in XXXXX. She lives in Leominster with her mother, XXXXX; her father is in Guatemala. Mom does not speak English. Remigia is able to read, write, and speak in Spanish. She has two sisters: her older sister, XXXX, is 14 years old and lives in Guatemala with Remigia’s father. Her younger sister, XXXX, was only 24 days old as of this writing. The family does not have a car; Mrs. DeOliveira has Mom’s permission to bring Remigia home if she stays for extra help.

Mom reports that Remigia is a good student, and likes school. She sometimes experiences sadness, and has missed school in the past as a result. Mom’s attention has been focused on the baby, and she questioned whether this could contribute to some melancholy Remigia has experienced of late. Life in Guatemala, according to Mom, is very violent and there are many gangs. School is expensive; the government pays for school through 5th Grade, but most parents are unable to continue their children’s education past this point. The teachers are strict in Guatemala, and sometimes children are afraid to go to school.

Mom’s hopes and dreams for Remigia are that she finishes public school and goes to college. Mom had many questions about the bus schedule, supply list, Specials, and half-days that were answered during the home visit.

**STUDENT’S ACADEMIC EXPERIENCE**

Remigia has attended schools in the U.S. for 6 years; she attended XXXXXX Elementary School in XXXXX, and transferred to XXXXX in Leominster in 2016. Remigia’s previous teachers comment that she was a “great student”, with consistently good effort. She was classified as “Meeting Standards” in all domains on her last ESL Progress Report. Remigia understands and uses grade-level vocabulary.

**STANDARDIZED TEST SCORES (2016 – 17)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **ACCESS** | | | | **MAP** | | **DIBELS** | |
| Composite: | | | | Math | Reading | Words Correct |  |
| L 6.0 | S 2.8 | R 5.6 | W 4.3 | 214 | 215 | 100% |  |

Despite strong scores, Remigia did not meet the threshold to automatically exit ESL. However, her mother decided to opt out of ESL instruction as she felt it was more important for Remigia to participate in Social Studies.

**LEARNER ASSETS**

* Remigia is bilingual; she can speak, read and write in Spanish.
* Her mother expects her to do her best at school, and go to college.
* She has respect for teachers and enjoys school.
* Her family is familiar with the U.S. school system.
* She is pleasant and cooperative in the classroom, and wants to do well.

**WIDA CAN-DO DESCRIPTORS**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Listening** | **Speaking** | **Reading** | **Writing** |
| **WIDA “Can Do” Descriptors for ESL Level 5** | * Use oral information to accomplish grade-level tasks * Evaluate intent of speech and act accordingly * Make inferences from grade-level text read aloud * Discriminate among multiple genres read orally | * Defend a point-of-view and give reasons * Use and explain metaphors and similes * Communicate with fluency in social and academic contexts * Negotiate meaning in group discussions * Discuss and give examples of abstract, content-based ideas (e.g. democracy, justice) | * Differentiate and apply multiple meanings of words/phrases * Apply strategies to new situations * Infer meaning from modified grade-level text * Critique material and support argument * Sort grade-level text by genre | * Create expository text to explain graphs/charts * Produce research reports using multiple sources/citations * Begin using analogies * Critique literary essays or articles |
| **Short List of**  **Suggested Strategies** | * Create expository text to explain graphs/charts * Paraphrase Passport * Videos * Repetition * Slower pace * Reduction in use of slang/idioms | * Think-Pair-Share * Paraphrase Passport * Strategic partnering * Predicting * Identifying cognates from student’s home language * Sentence starters | * [Anticipation guides](http://oame.on.ca/main/files/thinklit/anticipationguide.pdf) * [SQP2RS](http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0ahUKEwjZuYqF2IXQAhVJ7oMKHU0VA0QQFggcMAA&url=http%3A%2F%2Fangelalgile.cmswiki.wikispaces.net%2Ffile%2Fview%2FSqueepers%2BTemplate.doc&usg=AFQjCNFUxlegubFeDEMui3OqOYxL-9eGvQ&sig2=M_LaYh4LcFVC6eGHnvOiLQ) * Pictures, flow charts, diagrams, timelines * Choral reading * Building background * Preteach unfamiliar vocabulary | * Graphic organizers for writing * Dialogue Journals * [Cornell Notes](http://coe.jmu.edu/learningtoolbox/cornellnotes.html) * Sentence starters |

**ADDITIONAL STRATEGIES**

Two excellent resources for additional strategies are the Center for Applied Linguistics’ [Go-To Strategies for ELLs](http://www.ride.ri.gov/Portals/0/Uploads/Documents/Students-and-Families-Great-Schools/English-Language-Learners/go-to-strategies.pdf), and the Idaho Department of Education’s [ESL Strategies](https://www.sde.idaho.gov/el-migrant/el/files/classroom/curriculum/English-Second-Language-Strategies.pdf).

**WORKING WITH LATINO/A STUDENTS** (Borrowed from *Cultural Competence: A Primer for Educators* by Jean Moule)

As a group, Latinos/as are very diverse. The cultural values described below will be true in varying degrees for individual students. Many factors play a role in creating diversity among individuals within Latino communities, including acculturation to life in the U.S. The following general features of Latino culture:

* Deep sense of family commitment, obligation, and responsibility
* “Family” includes both nuclear and extended (plus godparents and informally adopted children)
* Emphasis on the group, rather than the individual
* Emphasis on interdependence and cooperation
* Family roles and duties are highly structured and traditional
* Children are expected to be obedient and deferential
* An acceptance of life as it exists
* Time orientation to the present

*Submitted by Rita DeOliveira, ESL Teacher*