

**Overview**

Language learning requires consistent exposure to the target language in all of the domains of listening, speaking, reading, and writing. The recent interruptions to schooling and learning have had a significant impact on achievement for our state’s English Learners (ELs). Therefore, school systems need to address both language and learning loss with their ELs.

While there is a desire to look for one single program or curriculum to address language loss for ELs, it is important to look at their specific needs. In most scenarios, a program or curriculum will need to be used in combination with [accommodations](#), [supports](#), and [literacy instruction](#) to truly address language loss and [accelerate](#) learning for ELs.

**Purpose**

This document was created to provide guidance in ways to address language loss in ELs at all grade and proficiency levels.

*Step 1: Review the student’s ELPT scores from the spring 2021 administration*

Consider the following when reviewing:

- Is this the student’s first year taking ELPT? If so, this is their baseline and their [trajectory](#) can be determined.*
- If this is not the student’s first year taking ELPT, is the student meeting their [trajectory goals](#)?*

Trajectory goals are defined in the following terms.

Exceeds	Meets	Missed	No Score/Baseline
<ul style="list-style-type: none"> <li>● Support student as needed by using the <a href="#">EL Classroom Differentiation Plan</a>.</li> <li>● Administer the <a href="#">EL Language Check-up</a> to monitor progress throughout the year.</li> </ul>			
<ul style="list-style-type: none"> <li>● Reduce the amount of classrooms supports to only what is needed.</li> <li>● Provide more opportunities for the students to interact with non-EL peers and build to near-native-like English proficiency</li> <li>● Increase literacy instruction and give students access to texts above their levels.</li> </ul>	<ul style="list-style-type: none"> <li>● Provide more opportunities for students to learn independent strategies to overcome language obstacles.</li> <li>● Give the student access to materials and practice at least one level higher than where they are currently</li> </ul>	<ul style="list-style-type: none"> <li>● Adjust accommodations and supports to meet the student’s specific language needs.</li> <li>● Identify areas of language weakness and provide targeted practice in those domains.</li> <li>● Increase literacy instruction and give students an opportunity to see themselves represented in reading selections.</li> </ul>	<ul style="list-style-type: none"> <li>● Create a plan to determine how this student will be accommodated in their content classes and supported with direct English instruction (if needed).</li> <li>● Focus on learning strategies that connect learning to their language, culture, likes, or prior education (if applicable).</li> <li>● Build confidence in the student’s language abilities</li> </ul>

			with continuous practice in all four domains.
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*Step 2: Use a combination of indirect and direct English language development instruction.*

ELs scoring in the overall proficiency determinations of Emerging to Progressing 2 may require both indirect and direct English instruction

*Indirect English Language Development*-This is ELD that is provided through content based English instruction and is usually done through supporting ELs in their content classrooms through accommodations and modifications.

*Direct English Language Development*- This is ELD that is provided as a stand-alone class and/or instruction. This can be achieved through scheduling, push-in/small group instruction, and/or before/after school, lunchtime, recess or other enrichment or acceleration instructional time.

ELs need to be part of the intervention cycle. EL support is not itself a form of intervention because ELs still need the opportunity to receive appropriate interventions in their content areas equal to their non-EL peers. ELD should be approached as an additional way to support ELs.

*Step 3: Monitor English language acquisition progress with your school system’s instructional/assessment tool or by using the [EL Language Check-up](#).*

1. Administer the progress monitoring tool every 2-3 months to determine if instructional approach and supports are effective.
2. Adjust supports and instruction as needed to strengthen any areas of weakness by using the student’s stronger language domains to support growth in another.

Resources

- [EL Language Check-up](#)
- [Achieve Funding for ELs](#)
- [EL Classroom Differentiation Plan](#)
- [Louisiana Literacy](#)
- [Accelerate Tutoring Strategy](#)

Have additional questions about EL programming or supports?  
email: [diverselearnersupport@la.gov](mailto:diverselearnersupport@la.gov)