



ENGLISH LEARNER PLACEMENT GUIDE

Ensuring the best program for each of your English learners

ACCESS: Building Literacy Through Learning • English 3D • Escalate English • On Our Way to English

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ENGLISH LEARNER PROFILES

As with any student, there is no one-size-fits-all strategy when recommending a program to meet specific students' needs. This is particularly true of English learners, who are a heterogeneous population possessing various profiles depending on the type of schooling they received prior to entering the U.S. school system, proficiency in their first language, socioeconomic status of the families, and the individual learner's ability to acquire language and literacy skills.

Learner Profiles	Descriptions
1. Newcomers with limited or interrupted schooling	<ul style="list-style-type: none"> • Recent arrivals (one year or less in the U.S.) • Limited attendance in formal schooling or have experienced interrupted schooling in their home country • Low first-language proficiency • Parents may have experienced interrupted schooling • Examples may include refugees, immigrants from underdeveloped countries, etc.
2. Newcomers with uninterrupted schooling	<ul style="list-style-type: none"> • Recent arrivals (one year or less in the U.S.) • Attended formal schooling in their home country • Some have studied English as a foreign language • Strong literacy skills in their first language • Parents are formally educated • Examples may include immigrant families from developed countries • Often acquire language at a fast pace
3. Normatively progressing English learners	<ul style="list-style-type: none"> • Enrolled in the U.S. school system for more than one year • Require English language support • Respond positively to language development and literacy instruction • Progressing at a growth rate typical for average English learners: reclassification in 3.8 years (Greenburg Motamedi, 2015; Hakuta, 2000)
4. English learners beginning to exhibit reading difficulties (at-risk LTELs)	<ul style="list-style-type: none"> • Enrolled in the U.S. school system for more than one year • Require English language support • Exhibit difficulty with oral language development and literacy instruction • Upper elementary school students and older
5. Long-term English learners (LTELs)	<ul style="list-style-type: none"> • Schooled in the U.S. for six or more years (CA DOE, 2014, p. 9) • Fluent in social/conversational English • Stalled in one proficiency level for three or more years without improvement • Family typically speaks another language at home • Usually middle or high school students but may consist of fourth- or fifth-grade students

IDENTIFICATION AND ASSESSMENTS

The *English Learner Tool Kit*, published by the U.S. Department of Education, Office of English Language Acquisition (2017), provides comprehensive guidelines to ensure that state and local education agencies meet the lawful requirements for English learners to have equal access to high-quality, developmentally appropriate instruction and services. The *English Learner Tool Kit* outlines the process of EL identification and program placement as follows:

- Step 1.** Identify student as a potential English learner.
- Step 2.** Assess student’s language proficiency to determine need for service.
- Step 3.** Provide appropriate service.
- Step 4.** Transition student from services after reaching exit criteria.
- Step 5.** Monitor former EL to gauge ability to participate meaningfully in the general education program.

The purpose of this document is to provide guidelines for the first three steps outlined above.

A. Identify Student as a Potential English Learner

When students first enroll in a school, the school is required to identify English learners in a timely manner (e.g., the first 30 days of school) and determine their need for language assistance services. Oftentimes, schools will distribute a home language survey (HLS) to families of newly enrolled students as a preliminary screener.

The home language survey gathers three essential pieces of information for the identification of English learners:

1. Primary language used in the home
2. Language most often spoken by the student
3. Language that the student first acquired (U.S. DOE OELA, 2017)

B. Assessments Used for Placement

Once schools identify a student as a potential EL, the use of valid and reliable assessments is required to measure the English learner’s language and literacy abilities and determine whether the student is eligible for language assistance services. These assessments can consist of the state English Language Proficiency (ELP) assessments and the state English Language Arts (ELA) assessments.

1. English Language Proficiency (ELP) Assessments

State ELP tests are designed to identify and monitor English learners by examining their listening, speaking, reading, and writing skills in English. These tests also determine the extent to which the student needs English language acquisition assistance in both written and oral language.

2. English Language Arts (ELA) Assessments

State ELA tests assess a broad view of student language proficiencies, often including reading of fiction and nonfiction text, spelling, vocabulary, and composition. These tests measure a student’s comprehension and written proficiency.

LANGUAGE DEVELOPMENT PROGRAMS

A. Program Models

There are several different EL program models. Schools can determine which program model best fits the needs of their student population and school structure. The following chart provides general descriptions of these program models, but there are variations within each model.

Program Model	Description	Language Used for Instruction
English Language Development (ELD) or English as a Second Language (ESL)	<p>Program designed to teach ELs explicitly about the English language, including the academic vocabulary needed to access content instruction and to develop their English language proficiency in all four language domains (e.g., speaking, listening, reading, and writing).</p> <p>a. Push-in: Provides ELD instruction in the student’s content-area classroom. Push-in ELD integrates academic language support directly with content-area studies.</p> <p>b. Pull-out: Provides ELD instruction outside the core classroom. ELs are pulled out of their classroom by grade and/or language proficiency levels to receive intensive ELD support. Ideally, students receive this support without missing essential ELA instruction taking place in the core classroom.</p>	English
Structured English Instruction (SEI)	<p>Program designed to teach English language skills so the ELs can transition and succeed in an English-only mainstream classroom once proficient. Teachers focus on grade-level content and academic language skills.</p>	English (with native language clarification when needed)
Transitional Bilingual Education (TBE)	<p>Program that maintains and develops skills in the primary language while introducing, maintaining, and developing skills in English.</p>	Students’ primary language and English
Dual Language or Two-Way Immersion	<p>Program in which students develop language proficiency in two languages by receiving instruction in English as well as in another language. Classrooms are composed of both native and non-native English speakers, both learning a new language.</p>	English and another language

(U.S. DOE OELA, 2017)

LANGUAGE DEVELOPMENT PROGRAMS (continued)

B. Language Development Program Descriptions

HMH® offers world-class, standards-aligned English language development programs for Grades K–12 that span the full range of language proficiency levels—from newcomer to proficient. These programs consist of both ELD push-in and pull-out models to best meet the needs of individual schools.

On Our Way to English

GRADES K–5



On Our Way to English® is a comprehensive English language development solution that supports newcomers through normally progressing English learners. It brings domain-based instruction to every language learner across listening, speaking, reading, and writing through best practices and instruction that is driven by the latest English language development standards. *On Our Way to English* was developed by renowned ELD thought leaders, including Dr. Yvonne Freeman, Dr. David Freeman, Dr. Margo Gottlieb, Dr. Robert Marzano, Mary Lou McCloskey, Dr. Cecilia Silva, Lydia Stack, and Aurora Colón Garcia. The program is aligned to the Common Core State Standards as well as WIDA® PRIME™ Standards.

hmhco.com/onourwaytoenglish

Escalate English

GRADES 4–8



Escalate English® is built on current English language development standards. Its focus is on delivering intensive support to long-term English learners (LTELs) that accelerates their growth in the academic language and content needed to meet today's rigorous standards. This research-proven program provides language-rich, intellectually challenging learning experiences, both in print and online, while motivating LTELs through the use of relevant and current literary and informational text, rich media, and interactive learning that focuses on authentic engagement with grade-level content. This CODiE® Award-winning program, developed by Dr. Elena Izquierdo, helps students bridge the gap between conversational English and the academic language they need to achieve success in school. The program is aligned to the WIDA PRIME Standards.

hmhco.com/escalateenglish

English 3D

GRADES 4–12



English 3D® is a rigorous standards-aligned and research-validated English language development program that propels English learners beyond early levels of proficiency. Designed by Dr. Kate Kinsella, a nationally recognized ELD author, researcher, and teacher educator, this explicit, interactive curriculum effectively supports students in Grades 4–12 who have stalled in their English development as well as recent immigrants beyond beginners making reasonable progress. *English 3D* engages students with relevant informational and narrative text sets and multimedia, creating a dynamic conceptual platform for daily spoken and written responses that advance students' academic English language knowledge and skills. The recursive unit design and evidence-based instructional routines enable students to improve their academic interaction, reading, and writing competencies in order to thrive in content area coursework and graduate college and career ready. *English 3D* is available at three different stages, each including two separate years of age-appropriate content for elementary or secondary contexts. Detailed *Teaching Guide* instructional guidance and classroom video footage provided by Dr. Kinsella offer new and veteran teachers alike invaluable lesson study opportunities. *English 3D* is strategically aligned to current ELD standards across the nation, including California and the WIDA consortium.

hmhco.com/english3d

ACCESS: Building Literacy Through Learning

GRADES 5–12



ACCESS: Building Literacy Through Learning® (**ACCESS**) is a standards- and content-based series to help newcomer to beginning/intermediate level English learners build language and learning skills in all subjects including English, mathematics, history, and science. The program simultaneously teaches language and content to provide students with a successful transition to their core instruction. *ACCESS* provides unparalleled support to prepare students to perform at grade level in the content-area classroom by blending best practices in English language development instruction with academic content, differentiated instruction, and assessment. *ACCESS* was developed by leading ELD thought leaders including Jo Gusman, Dr. Elva Duran, and Dr. John Shefelbine. This series includes **ACCESS Newcomers**, **ACCESS American History**, **ACCESS World History**, **ACCESS Science**, **ACCESS Math**, and **ACCESS English** and is aligned to the Common Core State Standards and WIDA PRIME Standards.

hmhco.com/access

LANGUAGE DEVELOPMENT PROGRAMS (continued)

C. Program Selection



1. Identify Language Proficiency Level

As an initial step, school administrators and educators measure the student's English language proficiency with the state ELP assessments when placing an English learner in an instructional intervention program.

The World-Class Instructional Design and Assessment (WIDA) Consortium developed a K–12 ELP assessment, *ACCESS for ELLs*, and it is currently the most widely used ELP assessment.

WIDA *ACCESS* categorizes English language proficiency in six levels:

- Level 1—Entering
- Level 2—Beginning
- Level 3—Developing
- Level 4—Expanding
- Level 5—Bridging
- Level 6—Reaching

Those students who score in Levels 1 to 5 are considered English learners and require language assistance services. Those who score at Level 6 demonstrate English proficiency in oral and written communication similar to their English-proficient peers and typically transition back into the mainstream classroom.

For newly enrolled students, ELP assessments are typically administered upon enrollment for placement purposes and at the end of the year to measure growth. For continuing ELs, ELP assessments are administered once at the end of the year.

2. Determine Reading Proficiency Level

In addition to assessing students' language proficiency levels, states also measure students' reading proficiency levels through ELA assessments. Language and literacy are inextricably linked, and measuring students' reading ability will provide schools with additional information to offer a comprehensive, targeted instructional approach for each English learner.

3. Consider Grade, Learner Profiles, and Teacher Recommendations

Along with language and literacy assessment scores, school administrators and educators also take into account the students' grade levels and learner profiles. Examining the educational background of the students, the length of attendance in the U.S. school system, the proficiency level of their first language, and the duration of time students have maintained a specific proficiency status is essential to gain a holistic perspective on the needs of the students. Based on discussions with parents, class observations, and interactions with students, teachers have additional insight into the students' language abilities and levels of understanding, which are crucial to determining the appropriate instructional solution.

4. Select Instructional Solution

Once schools assess the varied factors that can influence an English learner’s progress, administrators can select the HMH ELD program that best meets their needs. Regardless of whether a district is using a push-in or pull-out model for their ELs, it’s important to ensure that students are not missing their core ELA instruction in order to receive EL support. When ELs miss time in their core ELA classes, they can fall further behind. An EL intervention solution will be more effective when instruction leverages the synergy between language and literacy and when it frontloads and enhances what ELs learn in their core ELA classroom.

a. Newcomers and Beginners

Students in the lower score ranges for English language proficiency, including newcomers and beginners, are likely not ready for an academic English acceleration program like *English 3D* or *Escalate English*. Students who are relative newcomers and who need foundational English language support will benefit from *On Our Way to English* in Grades K–5 and *ACCESS* for Grades 5–12.

b. Normatively Progressing English Learners

If students are moderately behind in their English language abilities and fall within the beginning to expanding level as outlined in the WIDA ELD proficiency levels, students are recommended to be placed in *On Our Way to English* according to the student’s grade level, or in the *ACCESS* content-area domains that best align to the core classes the student is studying.

For normatively progressing English learners who are past the beginning and early intermediate stage, *English 3D* or *Escalate English* would be recommended as the next step.

c. Long-Term English Learners (LTELs) or At-Risk LTELs

English 3D and *Escalate English* are recommended for English learners who have stalled or have not advanced toward English proficiency for a period of three or more years despite being in the U.S. school system for at least four years. These students require rigorous academic language support depending upon the Lexile® level at which they are stalled.

Learner Profiles	ELD Programs
1. Newcomers with limited or interrupted schooling	<ul style="list-style-type: none"> • <i>ACCESS</i> • <i>On Our Way to English</i>
2. Newcomers with uninterrupted schooling	<ul style="list-style-type: none"> • <i>ACCESS</i> • <i>On Our Way to English</i>
3. Normatively progressing English learners	<ul style="list-style-type: none"> • <i>ACCESS</i> • <i>On Our Way to English</i> • <i>English 3D</i> • <i>Escalate English</i>
4. English learners beginning to exhibit reading difficulties (at-risk LTELs)	<ul style="list-style-type: none"> • <i>ACCESS</i> • <i>On Our Way to English</i> • <i>English 3D</i> • <i>Escalate English</i>
5. Long-term English learners (LTELs)	<ul style="list-style-type: none"> • <i>English 3D</i> • <i>Escalate English</i>

Development of literacy is crucial for academic success. For students needing additional reading intervention along with language development instruction, please refer to our literacy intervention programs such as *System 44*® and *READ 180*®. For all core English language arts program offerings that also provide EL support, please refer to the *HMH Into Reading*™, *HMH Into Literature*™, *Journeys*, *Collections*, and *¡Arriba la Lectura!*™ programs.

FIGURES

FIGURE 1:
ELD Programs by Proficiency Level

	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
	Very limited English vocabulary	Basic vocabulary sufficient for communication about familiar objects and concepts	Wide range of basic and academic vocabulary	Able to participate comfortably in most conversations and academic discussions	Able to speak using grade-appropriate English in academic and social settings
<i>On Our Way to English</i> Grades K–5					
<i>Escalate English</i> Grades 4–8					
<i>English 3D</i> Grades 4–12					
<i>ACCESS</i> Grades 5–12					

FIGURE 2:
ELD Programs by Grade

	Elementary School					Middle School			High School				
	K	1	2	3	4	5	6	7	8	9	10	11	12
<i>On Our Way to English</i> Grades K–5													
<i>Escalate English</i> Grades 4–8													
<i>English 3D</i> Grades 4–12													
<i>ACCESS</i> Grades 5–12													

FIGURE 3:
ELD Programs by Grade and Proficiency Level

	Elementary School					Middle School			High School				
	K	1	2	3	4	5	6	7	8	9	10	11	12
Beginning	On Our Way to English					ACCESS							
Early Intermediate	On Our Way to English					ACCESS							
Intermediate	On Our Way to English					ACCESS							
					Escalate English				English 3D				
Early Advanced	On Our Way to English					Escalate English				English 3D			
Advanced					Escalate English				English 3D				

FREQUENTLY ASKED QUESTIONS

1. What proficiency level does a student need to demonstrate to be identified as an English learner?

States use different ELP assessments with various labels corresponding to a specific proficiency level. Many states have their own standards in their ELD framework. Please refer to the ELD framework of each state that outlines which proficiency levels classify a student as an EL and which exit criteria determine when a student can transition out of an English language development program.

2. For newcomers or English learners who need basic foundational reading instruction, could an intensive literacy intervention program such as *System 44* be sufficient as a standalone product?

System 44 delivers content and instruction on foundational decoding skills to teach students how to break the phonetic code of the English language. Newcomers will need the additional language support provided by *ACCESS* or *On Our Way to English* in conjunction with *System 44*.

3. If we already use *Escalate English* or *English 3D*, would that cover all of our English learner needs?

Both *Escalate English* and *English 3D* assume a higher level of English proficiency than newcomer or beginning learners. There are newcomer supplements in the teacher resources for each program, but *ACCESS Newcomers* or *On Our Way to English* are recommended in combination with *System 44* for newcomers. Programs should be selected based on the English learners' proficiency levels for both their language and literacy skills.

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For more information on English language development programs, visit [hmhco.com/eld](https://www.hmhco.com/eld).

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