

## Alberto

Alberto (12) was born in the U.S. and can easily speak both English and Spanish. His parents are from Juarez, Mexico. Alberto is quiet and cooperative in class, rarely asking questions. He attends a pull-out ESL class one 45-minute period three times a week. However, Alberto's academic writing is below grade level and his grades are below average. He is at risk of failing sixth grade.



## *Hsiao*

Hsiao (15) and her family immigrated to the U.S. from Vietnam when she was 13. She speaks Vietnamese at home and can read and write in that language. Hsiao takes one period of sheltered English each day. The remainder of the time she is in ninth grade content area classes where she struggles with spoken and written English. She can follow class instructions but has trouble being understood during class discussions. Her essays and papers show signs of being well organized, but have multiple errors in spelling and grammar.



## *Marta*

Marta (16) is from a rural section of Mexico where the culture and language are distinct from much of the country. Her primary home language is Mixteco, an indigenous language that has no system of reading and writing. Although she received some Spanish instruction in Mexico, she is not literate in that language. Marta has a Spanish-English bilingual tutor who provides support with homework and in some content area classes. Marta has been in the U.S. for three years and is in the eighth grade.



## *Fareed*

Fareed (14) and his family have immigrated three times: first from Afghanistan to Uzbekistan, then to a refugee camp near the Kyrgyz-Uzbek border, and finally to the U.S. a year and a half ago. Fareed speaks and writes in Pashto and the Uzbek language, but has had significant interruptions in his formal schooling. At his new school, he first attended a newcomer program for one year, and now receives push-in ESL instruction. However, he has not made many friends and has started to skip classes.



	<b>Alberto</b>	<b>Hsiao</b>	<b>Marta</b>	<b>Fareed</b>
Country of birth or cultural group				
Grade level				
Home or native language				
Prior schooling				
Language of instruction or type of instructional program				
Literacy in English or other language				
Academic and social English proficiency				

