

# New Teacher Orientation Bilingual/ESL/World Languages

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Supervisor

Bilingual/ESL/World Languages

# AGENDA

## 10:00 A.M - 11:00 A.M

- Profile of a Standards-Based Classroom
- Curriculum Overview
  - ❖ ELA
  - ❖ Math
  - ❖ Science
  - ❖ Social Studies
- ❖ Online Programs: WL/ESL/District
- ❖ Benchmark & State Assessments: ACCESS/STAMP
- ❖ First 20 Days of School

## 11:00 A.M - 12:00 NOON

1. Lesson Plan protocol
2. Adaptations for ELLS within the lesson plan
  - ✓ Language objectives
  - ✓ Essential questions that relate to world situations
  - ✓ Activities
3. Direct Instruction in Small Groups
  - ✓ Instructional Round
  - ✓ Discussion/Questioning Techniques

# INTRODUCTIONS

Caroline A. Onyesonwu, Supervisor

Serrano Margaret, BIL Teacher, Lincoln Avenue School

Amber Ingram, ESL Teacher, Cleveland Street School

Denise Costello, ESL Teacher, Park Avenue School

Yahaira Castro-Aguirre, BIL Teacher, Central Elem School

David Bartlett, ESL Teacher, Orange High School

....., ESL Teacher, Rosa Parks Community School

...., Spanish Teacher, STEM Academy

# PROFILE OF A STANDARDS – BASED CLASSROOM

<https://drive.google.com/file/d/1v1LhsLmgefCOxeYweD-G2Ckij8Cn5yqG/view?usp=sharing>

- ❖ **Learners:**
- ❖ **Teachers**
- ❖ **attitudes**
- ❖ **Classroom Environment**

# CURRICULUM OVERVIEW

District:

<https://www.orange.k12.nj.us/site/Default.aspx?PageType=1&SiteID=1&ChannelID=11&DirectoryType=6>

❖ ELA - <https://www.orange.k12.nj.us/Domain/1297>

❖ Math - <https://www.orange.k12.nj.us/Domain/26>

❖ Science - <https://www.orange.k12.nj.us/Domain/28>

❖ Social Studies

✓ Grades K – 4: <https://www.orange.k12.nj.us/Domain/1925>

✓ Grades 5 – 12: <https://www.orange.k12.nj.us/Page/16257>

# ONLINE PROGRAMS: WL/ESL/DISTRICT

- Rosetta Stone:

<https://orangetownship.rosettastoneclassroom.com/en-US>

- Learning A – Z: [https://accounts.learninga-z.com/accountsweb/account/home.do?submit=Log+In.](https://accounts.learninga-z.com/accountsweb/account/home.do?submit=Log+In)

Username: roweaudr; password: Orangeesl

- DreamBox Math Learning: <http://www.dreambox.com/>

# ONLINE PROGRAMS/SOFTWARE: WL/ESL/DISTRICT

Cont.

- Discovery Education: <https://app.discoveryeducation.com/learn/signin>
- NEWSELA: <https://newsela.com/articles/#/rule/latest>
- Learning Ally: <https://learningally.org/>
- Readorium (science) EDpuzzle
- DBQ (social studies) Edublogs
- Spelling city Starfall
- NWEA Reading Plus
- Brainpop Edulastic
- Education.com
- MobyMax
- Iread k-2



An advertisement for MobyMax. At the top, the MobyMax logo is on the left with the tagline "Learn twice as fast". To the right, two green boxes contain pricing: "Complete K-8 Moby Curriculum \$99" and "Sync &amp; Lock Moby Tablet \$69". Below this is a green navigation bar with four buttons: "Free", "Complete K-8 Curriculum", "Complete System", and "Order Now". The main image shows a young boy smiling while looking at a laptop screen. Overlaid on the bottom left of the image is the text "Find and fix missing skills automatically." in white.

# Benchmark & State Assessments: ACCESS/STAMP

## **ESL/BILINGUAL**

- WIDA Model
- ACCESS
- Benchmarks
  1. ELA
  2. Math
  3. Science
  4. Social Studies

## **WORLD LANGUAGES**

- Benchmarks
- Flip grid



# THE FIRST DAYS OF SCHOOL

- Schedules and Student list (LEP Report)
- Make classroom welcoming
- Teach rules and consequences
- Lesson plan
- Bulletin boards
- Name tags
- School walk – recognize areas of the school; draw a map
- Teachers and pictures posted
- Where do I line up for dismissal?
- Introduce classroom centers and activities

# LESSON PLAN PROTOCOL

## **EXPECTATIONS FOR ESL TEACHERS**

1. collaborate with co-teacher
2. Due by Thursday/Friday
3. Specific & intentional

## **LESSON COMPONENTS ADAPTED**

- Essential Questions
- Interdisciplinary Connections
- Tech Integration
- Equip Needed
- Objectives
- Activities
- Differentiation
- Resources
- Assessments
- Homework
- Assignments
- Standards

BREAK

# LESSON COMPONENTS



**Essential Questions (real world connections – handout)**



**Interdisciplinary Connections(ELA, Math,Science, etc)**

# ESSENTIAL QUESTIONS



IS *OPEN-ENDED*; THAT IS, IT TYPICALLY WILL NOT HAVE A SINGLE, FINAL, AND CORRECT ANSWER.



IS *THOUGHT-PROVOKING* AND *INTELLECTUALLY ENGAGING*, OFTEN SPARKING DISCUSSION AND DEBATE.



CALLS FOR *HIGHER-ORDER THINKING*, SUCH AS ANALYSIS, INFERENCE, EVALUATION, PREDICTION. IT CANNOT BE EFFECTIVELY ANSWERED BY RECALL ALONE.



POINTS TOWARD *IMPORTANT, TRANSFERABLE IDEAS* WITHIN (AND SOMETIMES ACROSS) DISCIPLINES.



RAISES *ADDITIONAL QUESTIONS* AND SPARKS FURTHER INQUIRY.



REQUIRES *SUPPORT AND JUSTIFICATION*, NOT JUST AN ANSWER.



*RECURS* OVER TIME; THAT IS, THE QUESTION CAN AND SHOULD BE REVISITED AGAIN AND AGAIN.

# LESSON COMPONENTS

Cont.



**Tech Integration** (handout)



**Equipment Needed** – by subject  
or content area

# LESSON COMPONENTS ADAPTED

## Objectives

### 1. Language Objectives:

- Promote student academic language growth.
- Include the use of either receptive (listening and reading) and/or productive language skills (speaking and writing)
- Connect clearly with the lesson topic or lesson activities

<http://www.janaechevarria.com/?p=834>

Handouts

# LESSON COMPONENTS ADAPTED

## Activities

- State the domain of focus for each group if possible/necessary: reading, writing, speaking, listening
- Clearly delineate the procedure (step 1, step 2, step 3)
- Add number of minutes each part will take if possible

## Differentiation

- Content – what you teach and expect students to learn
- Process – How you teach (explicit instruction, modeling, multi-media, etc)
- Product (how you expect students to demonstrate learning – DOL)
- Student groups – use initials





## What is differentiated Instruction?

- Differentiating instruction means creating multiple pathways so that students (with different ability levels/learning styles/interests) can ALL be successful in learning and in demonstrating what they have learned.

# Why Differentiate Instruction?

Instruction is differentiated depending on a student's:

Learning style

Interests

Readiness



By varying the

Content

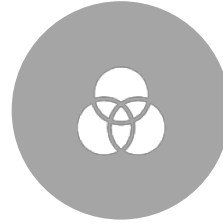
Process

Product

Content: what  
I plan to  
teach; what  
students need  
to learn



ORANGE CURRICULUM/NJSLS  
BASED/WIDA STANDARDS



ESSENTIAL FACTS AND SKILLS  
(TFP -  
TRUTHS/FACTS/PRINCIPLES)



GEARED TO STUDENT'S ELD  
LEVEL

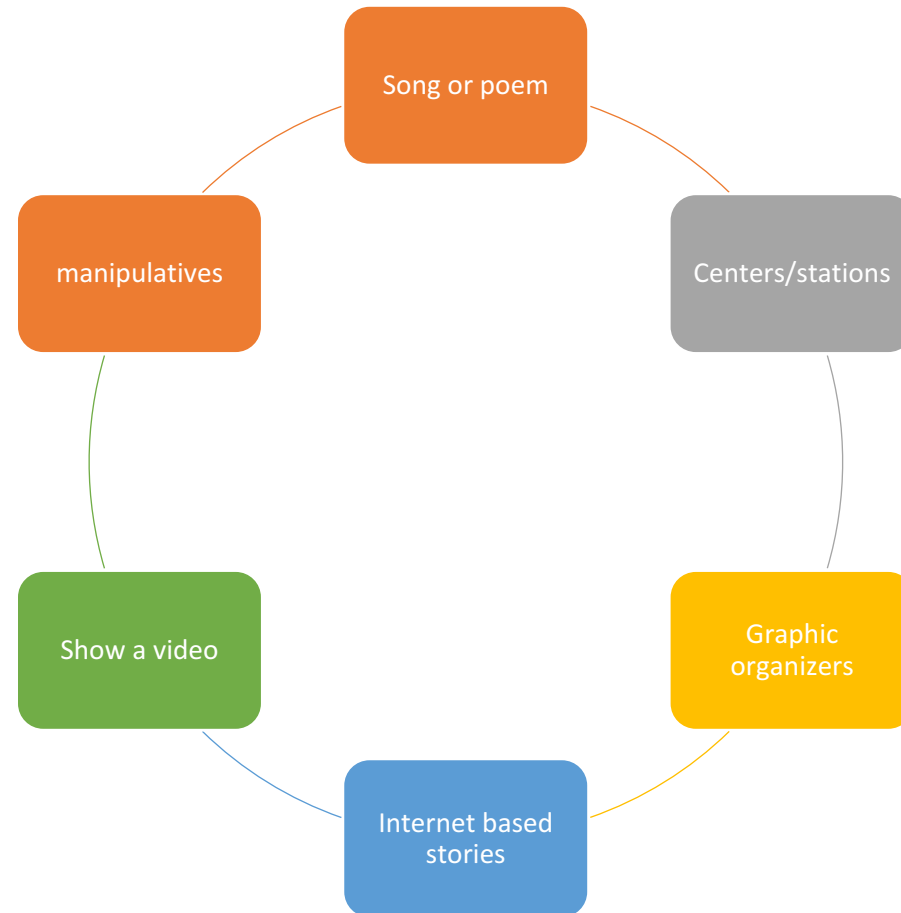


CULTURAL CONNECTIONS



PRIOR KNOWLEDGE

# Process: how students access the information/learning styles



# Product – how students show what they have learned/how I will assess



QUIZ/TEST



PRESENTATION



PODCAST OR A BLOG



SONG OR A POEM



LISTEN AND RETELL



\* DEPENDING ON  
STUDENT ELD LEVEL

# BASIC STEPS FOR DIFFERENTIATION

1. Know the ELD level of your ELLs and other important background factors (language background, L1 literacy, prior schooling, special ed considerations)
2. Know your curriculum/content standards
3. Design outcomes by applying relevant assignment/assessment strategies to student ELP level while addressing same content standards (see Can-Do-Descriptors)
4. Support student success with instruction differentiated according to students' ELD levels (share ELD levels with all teachers)
5. Collect performance-based evidence to demonstrate student learning (growth and achievement) (authentic assessment – portfolio)

# LESSON COMPONENTS ADAPTED

## RESOURCES:

- ROSETTA STONE
- DREAMBOX
- LEARNING A-Z
- VIDEO LINKS

# LESSON COMPONENTS ADAPTED

Formative/Summative/Authentic



**ASSESSMENTS**



**HOMEWORK –  
TIMELINE GUIDE**



**ASSIGNMENTS**



# ASSESSMENTS CONT.

Analyzing student work: <https://drive.google.com/file/d/1NQrD4dPIJb0Xesi-bsLUtiL3uce2SUd3/view?usp=sharing>

Diagnostic	Formative (informal)	Summative	Authentic (performance-based)
Pre & Post Self-assessments Entry/Exit tickets Observations Polling	Student observations Homework Socratic discussions Student/teacher conferences Peer reviews Think-pair-share Entry/Exit tickets	High stakes tests Multiple choice Checklist Portfolio – culmination Performances Tests – unit Teacher-created Essays	Discussion board responses Interviews Reflection journals Sketchbooks Informal presentations Portfolios – ongoing Project phases (over time) Critiques Essays – over time

**LESSON  
COMPONENTS  
ADAPTED  
Standards: WIDA**

**#1 - Social and Instructional Language (SIL)**

ELLs communicate for social and instructional purposes within the **school setting**.

**#2 – The Language of Language Arts (LOLA)**

ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Language**

**#3 – The Language of Mathematics (LOMA)**

ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**

**#4 – The Language of Science (LOSc)**

ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Science**

**#5 – The Language of Social Studies (LOSS)**

ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**

# LESSON COMPONENTS ADAPTED

## State Standards



21ST CENTURY



ENGLISH  
LANGUAGE ARTS



MATHEMATICS



SCIENCE



SOCIAL STUDIES

# DIRECT INSTRUCTION IN SMALL GROUPS

- Instructional Rounds

- ❖ 45 minutes

- ✓ Small Groups (20 minutes each group)

- ❖ 90 minutes

- ✓ Participate in whole group in a co-teaching model (15 – 20 minutes)
    - ✓ Small Groups (20 minutes each group)

Handout

[https://drive.google.com/file/d/1AfCkn4M0D8pShjJTm\\_k0dncfJmy5DEWc/view?usp=sharing](https://drive.google.com/file/d/1AfCkn4M0D8pShjJTm_k0dncfJmy5DEWc/view?usp=sharing)

# DISCUSSION/QUESTIONING TECHNIQUES

<https://www.youtube.com/watch?v=BGBLMdXnTmo>

- Blooms' Taxonomy
- Webb's Depth of Knowledge
- How does this look in an ESL Classroom?
- Think of students' language proficiencies

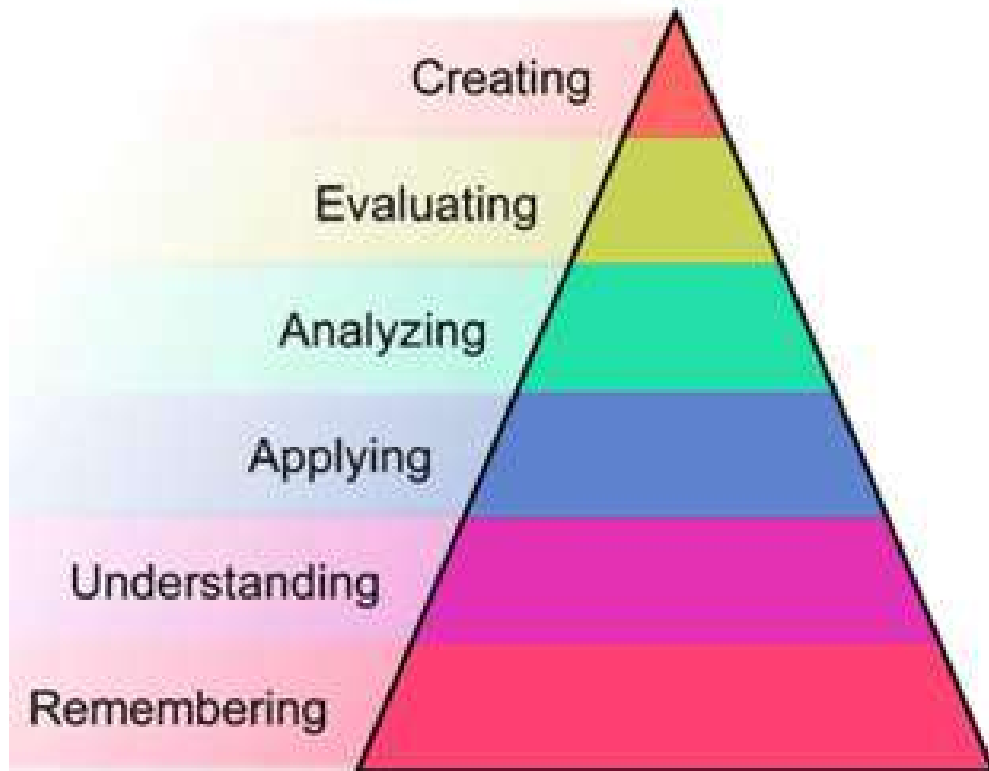
The Importance of High Quality Discussion

<https://www.teachingchannel.org/video/importance-high-quality-discussions>

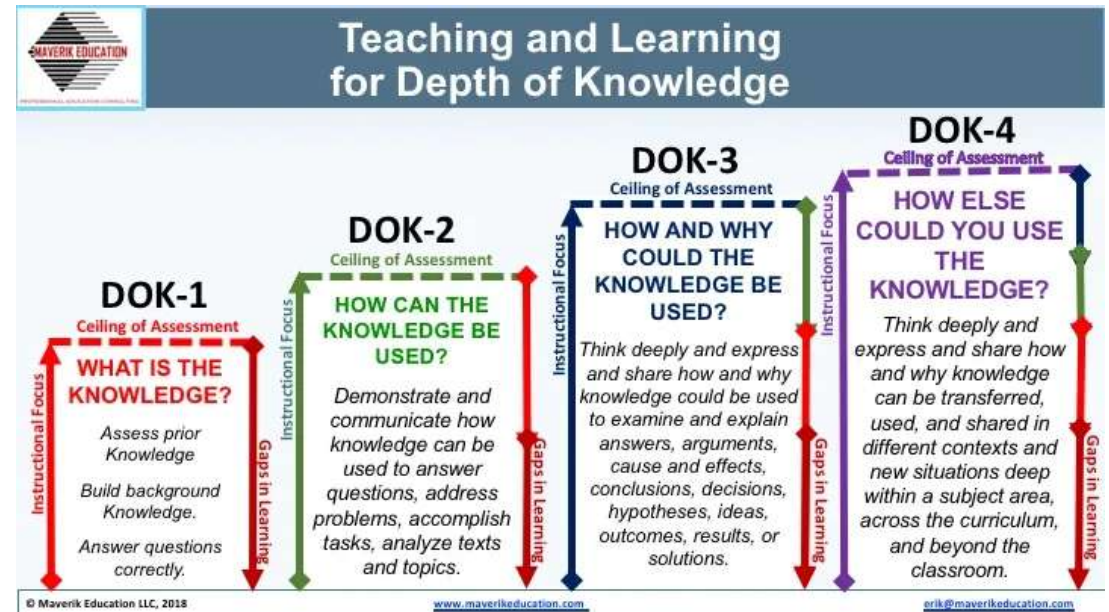
# DISCUSSION/QUESTIONING TECHNIQUES

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## Bloom's Taxonomy



## Webb's Depth of Knowledge



# READING STRATEGIES

1. Look – look at the pictures for clues
2. Mouth – get your mouth ready to say the first sound
3. Tap – tap the sounds
4. Reread – go back and read it again
5. Chunk – look for chunks or parts you know
6. Skip – skip the word, read the sentence, then hop back and try again
7. Flip – flip the vowel. Try a short vowel, then try the long vowel
8. Try – try a word that makes sense
9. Ask – ask myself: Does it look Right? Does it Sound Right? Does it Make Sense?

[https://drive.google.com/file/d/1nWeM32RXf59Xz\\_36tKnoPyzteXjWzjZ9/view?usp=sharing](https://drive.google.com/file/d/1nWeM32RXf59Xz_36tKnoPyzteXjWzjZ9/view?usp=sharing)

# PREGUNTAS DE LECTURA



What was the story about? **¿De qué se trataba el cuento?**



When did the story happen? **¿Cuándo ocurrió el cuento?**



Who was in the story? **¿Quién estaba en el cuento?**



Where did the story happen? **¿Dónde ocurrió el cuento?**



What was the problem in the story? **¿Cuál fue el problema en el cuento?**



<https://drive.google.com/file/d/1bSmUdgEv4bAv4S6ED1YVKvtgGMPy4VPC/view?usp=sharing>



# RESOURCES & READINGS

- Implementing English Language Learner Program Services in NJ
- Monthly Recurring ESL Tasks
- A Framework for Raising Expectations & Instructional Rigor for ELLs
- More than Words: Developing Core Speaking & Listening Skills
- Evaluation Instrument

# RESOURCES FOR THE TEACHER

- First 20 Days of School
- Rosetta Stone Resources:

<https://support.rosettastone.com/en/k-12/Foundations-for-K-12-TOTALe-PRO/Implementation-Guide/Teacher-Resources#bottomOfPage>

- Teaching Channel: <https://www.teachingchannel.org/>
- Department of Education: <https://www.nj.gov/education/>
- Bilingual/ESL Department: <https://www.state.nj.us/education/bilingual/>
- WIDA: <https://wida.wisc.edu/>
- WIDA AMS: <https://www.drctdirect.com/all/eca-portal-ui/welcome/WIDA>
- <https://www.spellingcity.com/printables.html>