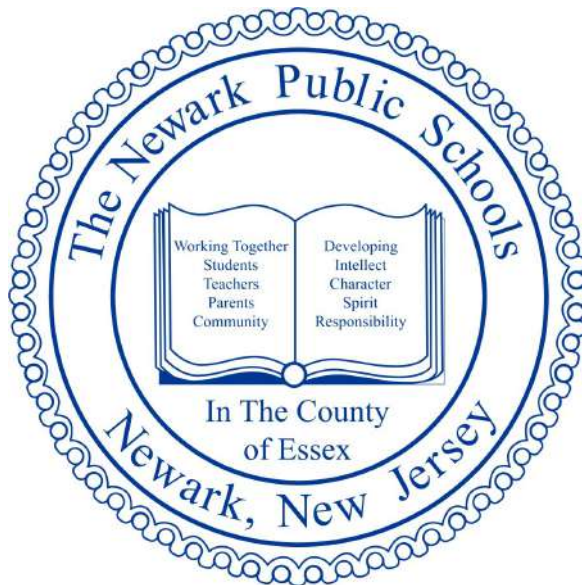# Literacy Instruction in the Bilingual Classroom:

A Resource Guide

K – 8

An addendum to the
Newark Public Schools
Bilingual, ESL and Literacy Curriculum

DECEMBER 2007

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2007 – 2008

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ADAPTING INSTRUCTION FOR THE ENGLISH LANGUAGE LEARNER

An Overview of Approved Policy and Practice for Differentiating Literacy and Core Content Instruction for ELL's

Bilingual and ESL instruction is the *state-mandated daily development instructional program for English Language Learners. (ELLs). *NJ Administrative Code 15 - 6:A

Bilingual instruction is a research-based alternative approach to delivering the identical core curriculum content provided in the general program in a manner which differentiates and adapts instruction to match the distinct linguistic and academic characteristics of second language learner from the very first day they enrolled in district schools.

 The policy of the Newark Public Schools requires that, as appropriate and available, the home language and English be used in a systematic and coherent way so as to ensure consistent and equitable access of the learner to fully comprehensible instruction as they progress through the stages of acquiring a second language.

Literacy and core content instruction is most effective when teachers and administrators implement district policy and use both languages as well as a variety of specific linguistic accommodations corresponding to the academic and NCLB proficiency levels of each English Language Learner.   In accordance with guidelines promoted by the district and state and best practice research, accommodations must extend to…

- Linguistic and experiential expansion, clarification and opportunities for additional practice
- Use and/or development of *alternative forms of assessment to ensure reliable and valid performance measurement, (*should include access to performance measures in the home language for NCLB Level 1 and Level 2 ELLs)
- Use of alternative/adapted standards of performance when using evaluation tools developed for general program students
- Use of materials at instructional rather than grade level
- Use of "adapted/sheltered" teaching techniques--codified as the "**SIOP**-Sheltered Instruction Observational Protocols" model--applied <u>both</u> to home language and to English instruction/text.
- Cross-cultural sensitivity and flexibility: over 60 languages are represented in the Newark ELL population. Immigrant students from non-Romance language backgrounds may require significantly more phonemic, syntactical and cultural exposure and support.

Approved district policy and practice requires instruction provided the sub-group of the district population be flexible and differentiated (including systematic amplification and alteration) in the following components.

- Lesson planning
- Lesson presentation
- Lesson pacing
- Assessment of Learning

English as a Second Language (ESL) teachers provide a systematic and specialized English language development curriculum sequence spanning the domains of listening, speaking, reading, writing based upon national TESOL standards as mandated by NJ state law and code and as measured by NCLB- required annual English Proficiency Testing.

In order to accomplish the stated purpose of Bilingual/ESL instruction, the Office of Bilingual Education is engaged in the following activities.

- Improving the quality and consistency of Native Language and English literacy instruction to enable English Language Learners to become fluent readers and to make a successful transition to meet the all Core Curriculum Content Standards including the New Jersey State World Language Standards.

- Refining the course proficiencies and curriculum of the four levels of Secondary (9-12) ESL and develop a corresponding sequence of mid-year and final exams.

- Assisting schools to implement a systematic and coherent sequence of instruction appropriate for all English Language Learners as they make the transition through what has now been designated by new NJ DOE/NCLB guidelines as Five Language Proficiency Levels. These five levels now are: **Level I** – Entering, **Level II** – Beginning, **Level III** – Developing, **Level IV** – Expanding, and **Level V** – Bridging.

- Integrating a process to determine and meet the needs of administrators, bilingual, ESL and general program teachers in the area of professional development as it relates to the most effective research – based educational practices matching a variety of academic, linguistic and cultural needs of a ever more diverse population of **E**nglish **L**anguage **L**earners.

- Advising all teachers and all Offices of the Department of Teaching and Learning on how to incorporate resources and cross – cultural perspectives into the curriculum of the district in order to make all instruction relevant, comprehensible and accessible to the growing NCLB sub-group population of immigrant students.

- Advising schools and SLT's regarding quality curriculum resources in ESL and in the content areas in both home language and alternative "adapted/sheltered English" supplements. This function serves to make all educators accountable for providing ELLs with relevant and equitable access to comprehensible instruction through the use of appropriate resources and methods for adapting both teaching and assessment.

ENGLISH LANGUAGE LEARNERS: AN OVERVIEW

The Newark Public Schools provides instruction to the largest population of English Language Learners in the state of New Jersey. In any given year, almost four thousand English Language Learners are eligible for Bilingual/ESL services. Along with those students in self-contained bilingual classrooms, there are hundreds of students enrolled in general program homerooms who also need special academic and linguistic accommodations. While some also receive linguistic support from a bilingual pullout teacher, an increasing number of immigrant students come from over 40 other language backgrounds and only receive daily ESL. Every teacher who works with these students needs to become more aware of the particular linguistic, academic and cultural dynamics of teaching immigrant students and of new methods to provide "Sheltered/Adapted" instruction. These methods for "Sheltered" instruction are equally effective when employed in the native language by the bilingual teacher in order to assist students who have limitations in their mastery of concepts, language and literacy in their first language.

1,200 to 1,300 students are mainstreamed from the bilingual/ESL program each June. Mainstreaming takes place on a case – by – case basis and while a majority of exited students have been enrolled in the program for three – four years, some may have met state criteria after only one year. As would be expected, all will need some degree of academic, cultural and linguistic support and encouragement as they transition to general program, English-only instruction.

Linguistic research over the last twenty years has consistently demonstrated that full "native – like" comprehension in the ever more sophisticated cognitive, academic and linguistic demands of the American school curriculum normally requires as many as five to seven years to achieve. Both current and former English Language Learners will need significant and long – term support to equip them to meet NCLB "AYP" requirements.

Many students in transition to general program instruction have demonstrated considerable surface conversational fluency. However, it is the norm that they still have linguistic needs that are not always evident, especially in the areas of prior knowledge and comprehension of the more sophisticated terms and syntax (i.e., idioms, abstract concepts, content vocabulary, multiple meanings, word order, complex sentence and verb usage) that characterizes the written expository text of content area materials.

Also, the linguistic and cognitive complexity that is required by the sorts of inferential and interpretive higher-order skills that are included in every-day learning activities and on state assessments call for a degree of familiarity with language, literature, reasoning, and culture that even native speakers of English often find to be difficult.

General program teachers must be disposed and prepared to recognize and accommodate these needs if this growing population of mainstreamed students is to achieve success on assessments that measure their mastery of the required core curriculum content standards.

The Office of Bilingual Education and the bilingual and ESL teachers assigned to the schools of the district can serve as a valuable *resource in assisting all teachers to develop their professional expertise in this area. In fact, these language specialists have completed a comprehensive program of graduate training in second language acquisition and are expected to share this expertise in venues from grade level meetings, to PRC committees and to faculty meetings.   Since under NCLB every teacher who interacts with current or former ELL students shares the responsibility of providing supportive instruction and guidance to this identified sub-group, it is most appropriate that the use of "Sheltered – English" pacing, testing and adaptations in lesson planning and presentation become more well known and utilized.   A shared vision among school faculty for extending the goal of most effectively understanding and meeting the needs of bilingual students is the first step in establishing positive educational attitudes, expectations, experiences and outcomes for this growing population who are moving into general program instructional settings.

(*To this end, the Office of Bilingual Education has also initiated a formal training module based upon the <u>Center for Applied Linguistics/George Washington University: "SIOP"</u> instructional strategies)

SECOND LANGUAGE ACQUISITION

English Language Learners come from diverse linguistic and cultural backgrounds and it is the challenge of schools across the nation to equip all these students with the skills necessary to compete in American society. As required by the No Child Left Behind Act, in addition to learning English, students must simultaneously develop the same high-level academic skills as their general program peers.   According to NCLB, schools are required to create the most efficient programs where access to comprehensible instruction in core content is immediate and sustained all through the sequence of acquiring first a basic level of conversational English then make the gradual transition to the more sophisticated academic language which incorporates the complex semantics and syntax required to master NJ state and National Curriculum standards.

Naturally, this rigorous level of proficiency that the NCLB Act now demands in order to meet performance targets and graduation requirements is not acquired spontaneously or simply by exposure over time.   Sufficient time and specific techniques and approaches are necessary—both in the areas of ESL and bilingual content instruction.

These approaches are most effective when they are applied in an every-day classroom content that accounts for the following fundamental elements of language learning and bilingualism.

Language varies

Oral and written language comes in different varieties. Region, social class and ethnic group membership influence dialect choices, and language usage differs according to person, topic, purpose, and situation. Moreover, language varies from one academic domain to another; the language of mathematics is different from the language of social studies. It is incumbent upon English Language Learners to acquire the oral and written language structures used in schools and in the community at large. It is most important for English Language Learners to be able to function effectively in academic environments, while retaining their own native language and culture.

Language Learning is Cultural Learning

Language usage is culture specific and reflects differences in values, norms, and beliefs about social roles and relationships. Second language acquisition encompasses learning the values, norms, and beliefs of a new culture, thereby broadening one's socio – linguistic competence. In order for English Language Learners to attain the same high academic standards as native English – speaking students, educational programs in the Newark Public Schools are founded on the understanding of children from diverse linguistic and cultural backgrounds.

Language Learning is most efficient when delivered in a low-stress, supportive environment

Current brain-functionality research consistently confirms the fact that stress, distractions, self-consciousness and fear of failure/ridicule literally shuts down the brain's capacity to learn, to retain and to use new language. This natural response is best overcome through individualized, small-group instructional settings where language learning is very active, fun and supportive and students are encouraged and rewarded in their efforts to experiment with their new language skills.

Language acquisition is a long – term process

Language acquisition occurs over time as learners move through developmental stages and gradually increase proficiency in the second languages. Individual learners, however, move through these stages at variable rates. Rates of acquisition are influenced by multiple factors, including an individual's educational background, first language literacy, learning style, motivation and personality. Socio – cultural factors, such as the relative significance of the English and native language communities in the learner's life, also play a role in the rate of acquisition. Language acquisition is a long – term period. It is achieved through the acquisition of Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency Skills (CALPS). Although these different skills are learned simultaneously, students usually acquire the listening and speaking components of a language first. These instructional goals is to assists the English Language Learners to acquire some of the BICS, while focusing on developing CALPS to enable them to participate in subject area instruction.

Developing Native language fluency and literacy accelerates the efficiency and speed of learning to speak and read in a second language acquisition: CURRENT RESEARCH ON THE POWER OF THE TRANSFER OF SKILLS

Significant research over the last fifteen years, particularly those studies that have probed, in real-time, how the brain functions during learning, has confirmed the significance of the (1) the ease and efficiency of the brain to learn literacy in the first language where a foundation of oral language (both semantics and syntax) already exists and (2) the power of skills to transfer from one language to another.

This research has revealed the dramatic complexity and flexibility of the human brain which has the wondrous capacity to operate as a learning system (much more sophisticated yet similar to the way computer data is stored and accessed) which routinely creates, activates, changes and refines new and multiple, parallel pathways to information. These findings support the experience of teachers who always understood that skill acquisition—like the process of learning to read---does not happen twice as an ELL student learns to speak and then read a second language. The transfer of skills works and the power of this mechanism lies behind the efforts to support and expand federal programs such as Reading First. The power of the phenomenon of Transfer of skills is also reinforced by a growing body of research which validates the accelerated growth of critical language skills among bilingual students who show a pattern of higher SAT verbal scores over their monolingual peers and higher performance in both secondary and university academic settings.

ESL learners bring the knowledge of their native language to the task of second language learning. They have acquired an understanding of the general structural and functional characteristics of language. Some literacy in native language correlates positively with the acquisition of literacy in a second language. In addition, instruction in content area should include the use of English Language Learners' native languages to promote learners' academic achievement while they are acquiring the English language skills necessary to benefit fully from instruction in English. The most valuable and effective environment for second language teaching and learning is one that promotes the English Language Learners' native language and literacy development as a foundation for English language and academic development.

Second Language fluency is an extraordinarily valuable skill in a multinational economy

More than ever, the proficiency and literacy in more than one language is a tremendous advantage in the multi-lingual, multinational economy of that now exists across the globe. This factor alone validates our effort to give the students of Newark the language and literacy skills that can help them achieve a higher level of success, satisfaction and achievement in their lives.

Literacy Core Curriculum Standards

STANDARD 3.1 (READING) ALL STUDENTS WILL UNDERSTAND AND APPLY THE KNOWLEDGE OF SOUNDS, LETTERS, AND WORDS IN WRITTEN ENGLISH TO BECOME INDEPENDENT AND FLUENT READERS, AND WILL READ A VARIETY OF MATERIALS AND TEXTS WITH FLUENCY AND COMPREHENSION.

- A. Concepts About Print
- B. Phonological Awareness
- C. Word Recognition and Decoding
- D. Fluency
- E. Reading Strategies
- F. Vocabulary and Concept Development
- G. Comprehension Skills and Response to Literature
- H. Inquiry and Research

STANDARD 3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.

- A. Writing as a Process
- B. Writing as a Product
- C. Mechanics, Spelling, and Handwriting
- D. Writing Forms, Audiences, and Purposes

STANDARD 3.3 (SPEAKING) ALL STUDENTS WILL SPEAK IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.

- A. Discussion
- B. Questioning (Inquiry) and Contributing
- C. Word Choice
- D. Oral Presentation

STANDARD 3.4 (LISTENING) ALL STUDENTS WILL LISTEN ACTIVELY TO INFORMATION FROM A VARIETY OF SOURCES IN A VARIETY OF SITUATIONS.

- A. Active Listening
- B. Listening Comprehension

STANDARD 3.5 (VIEWING AND MEDIA LITERACY) ALL STUDENTS WILL ACCESS, VIEW, EVALUATE, AND RESPOND TO PRINT, NONPRINT, AND ELECTONIC TEXTS AND RESOURCES.

- A. Constructing Meaning
- B. Visual and Verbal Messages
- C. Media Production
- D. Living with Media

No Child Left Behind:
Standards of Accountability for the English Language Learner

❖ English Language Learners are the only population in the schools of the United States that face **two levels of accountability**: performance that meets AYP standards on the <u>content areas achievement tests</u> [**ASK, GEPA, HSPA**] *and* annual growth in the acquisition of English as measured by an annual state-approved <u>English Proficiency Test</u>.[**ACCESS**]

❖ **ELLs in their *first year in the United States are <u>exempt</u> from taking the Literacy section of the achievement test.** [*defined as having attended school in the United States - not including Puerto Rico- for less than 10 months before the administration of the test: July 1st will be the cut off date for calculating time]

❖ **ELLs are entitled to receive all state-mandated testing accommodations during the administration of achievement tests.** This entitlement extends to the administration of any practice or mid-terms/finals assessments where an ELL student's performance is being formally evaluated for diagnostic, grading or promotion purposes with an instrument created to measure the performance of general program students. Accommodations on school and/or district tests should extend to the provision of alternative adapted/sheltered English and/or native language versions as appropriate.

❖ The reading section of the **ACCESS** is used to measure literacy performance for those new arrivals who have been exepted from the Literacy section of the state test.

❖ Under current NCLB regulations, All ELL students, regardless of time in the United States, are expected to perform at the ever–increasing proficiency benchmarks established for Adequate Yearly Progress [AYP] on standard achievement tests.

❖ The results from the state achievement tests for the ELL subgroup are reported separately but are still counted.

❖ The Title III section of the NCLB Act adds an additional requirement for ELL students, a mandate that directly connects the overall NCLB performance designation of schools to their growth on an annual English Proficiency Test (**ACCESS**).

DISTRICT-APPROVED PRACTICES FOR ADAPTING LITERACY INSTRUCTION AND ASSESSMENT FOR ENGLISH LANGUAGE LEARNERS:

PART I – The Foundation of Literacy/Language Arts Instruction in the Newark Public Schools: A BALANCED LITERACY PROGRAM

The elementary school classroom is a laboratory in which students learn about themselves, others, and about the world beyond the classroom door. Here they develop attitudes and habits about literacy and learning that will last a lifetime. The ability to read and write effectively is the decisive factors in their academic success.

In the Newark Public Schools, we have adopted the philosophy of a "Balanced Literacy Program" in the design and practice of our literacy curriculum and in compliance with the NJ Core Curriculum Content Standards.

The following components are most significant in such a program:

- ❖ *Read – A – Loud*
- ❖ *Shared Reading*
- ❖ *Guided Reading*
- ❖ *Independent Reading*
- ❖ *Sustained Silent Reading*

READ – A – LOUD

DEFINITION:
The teacher reads to the students a text of high interest on a high reading level.

MAIN FOCUS:
- Modeling how to choose a book
- Modeling "Think Aloud and Predicting"
- Instill a positive enjoyment for reading
- Enhance vocabulary skills by using challenging vocabulary words
- Assist students in comprehension

READ – A – LOUD (continued)

TEXTBOOKS:
Teacher selects an appropriate text / books that addresses the interest of the student population in the class. In Bilingual Classrooms, teachers are encouraged to read challenging texts in the students native language.

SUGGESTED TIME FRAME:
- Beginning of day
- After lunch
- Ending of day

SUGGESTIONS FOR A READ – A – LOUD:
1. Introduce books and discuss why the teacher chose the book
   - Make reference to the author
2. Examine and discuss the book
   - Front Cover
   - Dedication Page (if it has one)
   - Back Cover
3. Have students share their ideas prior to and during reading
   - Making Predictions
   - Connections to their personal experiences
   - Interpretations
4. The teacher should encourage students to use new vocabulary terms as they speak.

SUGGESTIONS FOR ASSESSING COMPREHENSION AND UNDERSTANDING:
- Have a class discussion where students describe and explain setting, theme, problem (conflict), solutions, characters / character traits, and story events.
- Teacher can assign partners and have students complete a "*Story Map*". (See Appendix)
- Have students illustrate their favorite event of the story.
- Have students work in cooperative groups to develop and create an alternative ending or to write the story from another point of view.
- Compare and Contrast two different characters from the story using a Venn Diagram.

SHARED READING

DEFINITION:
The teacher will model and share the reading of a text on the students' grade level, incorporating gradually the participation of all the students.

MAIN FOCUS:
- Acquire independence and confidence for reading by observing and listening to others read
- Model and continuously practice different reading strategies, while reading
- Practice responding to text and using oral expression

TEXTBOOKS:
- Big Books   • Poems   • Songs   • Biographies   • Riddles
- District mandated reading textbooks   • Science / Social Studies texts

SUGGESTED TIME FRAME:
- At least 40 – 50 minutes each day

SUGGESTIONS FOR IMPLEMENTING SHARED READING:
- The text is read various times throughout the week for different purposes and instructional objectives.
- Teacher introduces text to the students to capture the students' interests.
- During the reading of the text the student's participation increases. Students may read portions of the story aloud, or by accompanying the teacher through echoing. In turn, students will be able to build fluency and confidence.
- Strategies that are touched upon during Shared Reading:
    o Pre – Reading
    o Making Predictions, Picture-walk
    o Comprehension
    o Grammar / Punctuation
    o Phonemic Awareness

SUGGESTIONS FOR ASSESSING COMPREHENSION AND UNDERSTANDING:
- Students can create a list highlighting important events.
- Students can write their favorite part of the story, share it with a partner, and then present it to the class. (Think – Pair – Share)
- Students can confirm / check their predictions by actively participating in a discussion about the story.
- Compare and Contrast two different characters from the story using a Venn Diagram.

GUIDED READING

DEFINITION:

Guided Reading is small group instruction for students who read the same text. The students read at about the same level, demonstrate similar reading behaviors and share similar instructional needs. Groups are subject to change as the students advance in their reading abilities. The student uses appropriate reading strategies to better understand the text being read while the teacher observes reading behaviors and takes notes for instructional purposes.

MAIN FOCUS:
- Organize an effective system where students will be able to read higher reading level text
- Students should be actively engaged in Guided Reading to better enhance their comprehension through a variety of texts
- Teacher should provide different opportunities and equip students with the proper reading strategies needed to overcome any challenges. This will allow students to become successful independent readers.

TEXTBOOKS:
- Leveled Books
- Each student should have their very own copy of the book

TEACHER ROLE:
- Selects text
- Observes students during reading as well as conference with them
- Teaches students specific reading strategies

STUDENT ROLE:
- Actively participate and listen to the presentation of the text
- Silently reads the text that is assigned
- Reads orally with the teacher
- Self – monitors his/her progress while reading
- Uses appropriate reading strategies when necessary

GUIDED READING (continued)

SUGGESTIONS FOR ASSESSING COMPREHENSION AND UNDERSTANDING:

- Students can maintain a reading journal where they can reflect and summarize the text.
- Teacher can use an oral assessment to check for understanding.
- Have a class discussion where students describe and explain setting, theme, problem (conflict), solutions, character / character traits, and story events.
- Teacher assign partners and have students complete a "*Story Map*". (See Appendix)
- Have students illustrate their favorite event of the story.
- Compare and Contrast two different characters from the story using a Venn Diagram.

Guided Reading Observations

Names	Title/Level	Comments

INDEPENDENT READING

DEFINITION:
Independent Reading is a systematic process that supports and guides the students to read independently. Students read a variety of texts and respond periodically by writing.

MAIN FOCUS:
- To provide opportunities for students to read different genres and a variety of texts
- Instill an enjoyment and desire for reading

TEXTBOOK:
Teacher assists students in choosing a book that is either on level or below level.

SUGGESTED TIME FRAME:
- Anytime during the day, usually 10 – 15 minutes

ROLE OF TEACHER:
- Teacher discusses the book
- Mini – Lessons
- Conferences
- Shares Ideas
- Selects genre
- Walks around the classroom observing students and recording observations

ROLE OF STUDENT:
- Randomly chooses books
- Reads silently and independently
- Reflects
- Occasionally responds in written form
- Discusses and shares the text with teacher and peers
- Self – monitors and maintains a list of books read (See Appendix)

SUGGESTIONS FOR ASSESSING COMPREHENSION AND UNDERSTANDING:
- Compare and Contrast two different characters from the story using a Venn Diagram.
- Book Report
- Create a book jacket for the book
- Character Trait Chart (See Appendix)
- Illustrate the events of the story
- Create a song about the story

Reading List

Select a book to read. Enter the title and author on your reading list. When you have completed it, write the genre, and the date. If you abandoned it, write an (A) and the date you abandoned it in the date column. Note whether the book was easy (E), just right (JR) or a challenging (C) book for you.

#	Title	Author	Genre	Date Completed	E JR, C

Nombre_____

REGISTRO INDIVIDUAL DE LIBROS LEIDOS
DURANTE LA LECTURA INDEPENDIENTE

Selecciona un libro. Escribe el titulo y el autor en esta lista. Cuando termines de leerlo, escribe el genero y la fecha. Si decided abandonar el libro, escribe una (A) y la fecha cuando decidiste no leerlo en la columna de las fechas. In dica si el libro es facil (F), al nivel correcto (NC) o si es muy dificil (D) para ti.

#	TITULO	AUTOR	GENERO	FECHA	A,F,NC,D

GÉNEROS MÁS COMUNES PARA ORGANIZAR LA BIBLIOTECA EN EL SALÓN DE CLASES

LEYENDAS	FÁBULAS
AVENTURAS	CIENCIA FICCIÓN
DEPORTES	MISTERIO
BIOGRAFÍAS	AUTOBIOGRAFÍAS
POESÍAS	FANTASÍAS
CUENTOS	MATEMÁTICAS
FICCIÓN	ESTUDIOS SOCIALES

SUSTAINED SILENT READING

DEFINITION:
The students are given the opportunity to read without interruptions during a predetermined time.

MAIN FOCUS:
- Increase the amount of time students spend reading
- Allow students to actively participate in reading

TEXTBOOK:
- Students select the book on level or below level with minimal teacher intervention.

SUGGESTED TIME FRAME:
- Anytime during the school day usually about 15 – 20 minutes

TEACHER ROLE:
- Independently reads along with the class
- Maintains student focus

STUDENT ROLE:
- Continuously reads

Conference Record Form

Name	M	T	W	T	F	Comments

Mini - lessons:

When instructing students using the second language, the following procedures will promote more comprehension and efficient learning;

❖ Seat the students close to the front of the room where the directions and instructions may be given with fewer distractions.

❖ Speak naturally, but slowly, to allow for comprehension to develop.

❖ Use a lower <u>register</u> that is, shorter sentences, simpler concepts, and fewer multi – syllabic words.

❖ Repeat the explanations, directions, or instructions as needed.

❖ Support content area instruction with visual materials – pictures, diagrams, stick men, and drawings.

❖ Do not call on the ELL student for a lengthy response. Elicit one word or gesture answers when appropriate.

❖ Avoid correcting errors of pronunciation, structure, or vocabulary. Accept the student's effort, or if necessary, state the response correctly without comment.

❖ Do not expect mastery of language or the accuracy of a native – English speaker. Enjoy the flavor of the non – native speech especially when such usage does not interfere with comprehension.

❖ Assign a dependable classmate to assist whenever additional directions are needed to follow through on assignments or seatwork.

❖ Allow time for <u>silence</u> for taking in the new melody, rhythm, and rhyme of English.

❖ Provide a climate of warmth and caring which nurtures a sense of comfort and ease for students who are coping with the demands of a new language.

(Information derived from Wheatland School District; Wheatland, California)

LITERACY DEVELOPMENT POLICY FOR ELLS
IN THE NEWARK PUBLIC SCHOOLS

Teachers and administrators are to understand that a growing body of research supports the establishment of a program of <u>dual language, two-way bilingual education for *all* students</u> as clearly superior and the most effective model in supporting sustained learning gains in all core content areas including both Spanish and English reading. However, there often exist constraints that make the operation of such programs difficult.

Where dual language programs cannot be sustained, the Newark Public Schools will operate a state-approved program of transitional bilingual education.

The transitional bilingual model in the Newark Public Schools endorses and requires the appropriate use of both languages in recognition of the fact that children come to school with years of language use and development in their home language and this foundation - even though it may be incomplete and imprecise - is a significant asset which is much stronger and more socially and emotionally anchored in the life and experience of children than is English. Attempting to develop literacy in a new language where vocabulary and skills are absent is inefficient and significantly prolongs and complicates those early literacy steps from decoding, to comprehension to phonemic analysis. This is particularly evident in the contrast between the intrinsic differences in achieving proficiency and reading fluency in English—being so phonetically irregular and complex—and in a Romance languages.

The Newark Public Schools policy supports the development of initial literacy in the home language—especially for Level 1 and Level 2 students where dominance in the home language is evident. To this end, the district and schools will seek to provide parallel texts and supplemental resources in the home languages of the students where available.

The investment of time and effort to establish a foundation of first language skills from which transfer to English can proceed is to be a critical goal of bilingual education in the Newark Public Schools.

From this foundation, transition to English is to proceed in as accelerated manner as possible, with support, encouragement and opportunities to continue literacy development in the first language as a valuable tool for motivating recreational reading and further learning, sustaining connections with parents and family, and promoting full biliteracy as a viable and valuable life skill and career advantage in an increasingly multilingual society and economy.

Teaching Language Arts / Literacy in Spanish

There are different approaches to teaching Language Arts / Literacy in Spanish. Bilingual Teachers in the Newark Public Schools are directed to use the *Thematic Approach* as presented in the districts approved Literacy series (Trofeos).

The vital components of the Thematic Spanish Language Arts / Literacy Approach are the following:

• Phonemic Awareness	• Vocabulary
• Explicit, Systematic Phonics	• Writing
• Comprehension	

Phonemic Awareness

Phonemic Awareness is the recognition of sounds in the spoken language. It is an understanding that speech is made up of a series of sounds and phonemes and that the individual sounds can be manipulated. The following tasks can nurture and improve the growth in phonemic awareness:

- *Phoneme Isolation*
  The teacher can ask the students "What is the *l* at sound in *sol*?" (/l/)
- *Phoneme Matching*
  The teacher can ask the students "Which two words begin with the same sound – *sopa, saco, gato?"* (sopa, saco)
- *Phoneme Segmentation*
  The teacher can ask the students "What sounds do you hear in the word *pan*?" (/p/ /a/ /n/)
- *Phoneme Deletion*
  The teacher can say to the students "Say *las* without /s/." (la)
- *Phoneme Addition*
  The teacher can say to the students "Say *ato* with /r/ at the beginning" (rato)

In Trofeos:

A Phonemic Awareness lesson is tied to a phonics lesson. Phonemic Awareness instruction in Trofeos for Kindergarten and Grade 1 follows a systematic, developmental sequence progressing in difficulty from an awareness of words, syllables, and onset / rimes to isolation, substitution, and other manipulating tasks. Every lesson in Trofeos targets a specific skill in phonemic awareness which is scripted for you in the teachers manual.

There are two types of phonemic awareness instruction in Trofeos:

1. Word – play activities that draw attention to sounds in spoken language, recited poems, and read – aloud literature.
2. Formal Instruction that focuses on syllables.

Explicit, Systematic Phonics

It is the teaching of letter – sound correspondences and there applications in a sequential and cumulative order. It focuses on decoding a particular word.

- *Word Blending:* combining sounds represented by letter sequences to decode and pronounce words. They begin with blending consonants and vowels together, such as ma, me, mi, mo, and mu.

In Trofeos:
Trofeos employs the cumulative blending method, which has students blend and pronounce successfully.

- *Word Building:* allows students to practice making words by using previously taught letters – sound relationships. Students are able to decode (read) and encode (spell). Attention should be focused on each letter in the sequence of letters that make up words.

In Trofeos:
In the decoding portion of Word Building, teachers first tell students what letters to put in what place. For example, students are told to put *d* at the beginning, *e* after *d*, and *l* at the end. They are asked to read the word *del* and then are asked to change *l* to *s* and read the new word *des*.

- *Decoding Multisyllabic Words:* Direct Instruction in recognizing syllables so that phonics generalization can be applied to decode unfamiliar words.
    - Some effective strategies include:
        - Identifying syllabic boundaries
        - Identifying syllable types
        - Isolating affixes
        - Applying phonics knowledge to blend syllables in sequence

In Trofeos:
Students are taught to see words as patterns of letters, to identify long words by breaking them down into syllable units, and to blend the syllables to form and read long words.

Comprehension

Comprehension **is the construction of meaning through an interactive exchange of ideas between the text and the reader**. Most students need explicit, direct instruction in comprehension skills and strategies.
Direct Instruction consists of the following:
- an explanation of what the skill or strategy is and how it aides comprehension
- modeling how to use the skill or strategy
- working directly with students as they apply the skill or strategy, offering assistance as needed
- having students apply the skill or strategy independently and repeatedly.

From the earliest grades teachers guide students before, during, and after reading in the use of strategies to monitor comprehension. Guided comprehension questions ask students to apply a variety of comprehension skills and strategies appropriate to particular selections. Students demonstrate their comprehension through asking and answering questions, retelling stories, discussing characters, comparing stories, making and confirming predictions. As students progress through the grades, they build upon their existing skills and read a more extensive variety of text.

In Trofeos:
In Kindergarten, students explore story elements, such as characters, setting and important events. As students move up the grades, they analyze both literary elements, devices and expository organizational patterns, such as cause / effect, compare / contrast, to understanding increasingly difficult text.

THE FOLLOWING ARE SUGGESTIONS FOR TEACHERS IF THEY RECEIVE A STUDENT THAT BELONGS IN A SPECIFIC GRADE LEVEL BUT IS NOT READING ON GRADE LEVEL:

- The teachers should differentiate their instruction to meet the academic needs of that particular student (always keeping in mind that they must **also** expose the student to their appropriate grade level material). The teachers can use various strategies such as *tiered assignments, complex instruction, mini – lessons, and flexible grouping* to improve the students academic literacy level. Teachers may borrow instructional materials from each other in order to better service the students and meet their academic needs / functional reading ability.

Writing

Writing instruction should incorporate explicit modeling and practice in the conventions of written Spanish.

- In *Kindergarten,* children should use their growing knowledge of language structure and the conventions of print to begin expressing their ideas through words and pictures and putting these ideas into writing, without words spelling phonetically.
- In *Grades 1 – 3*, students should continue to transfer their developing reading skills to writing conventions by using their knowledge of word structure and phonics to spell new words. They should learn and apply the fundamentals of grammar, mechanics, and sentence structure.
- In *Grades 4 – 6,* instruction should build advanced spelling, grammar, and mechanics skills and should apply them in student writing of narratives, descriptions, and other extended composition. Students should be systematically taught to apply writing conventions in purposeful writing activities.

The process of writing in Trofeos :

The Writing Process	Proceso de escritura
Pre – Write	Antes de escribir
Drafting	Borrador
Revise & Edit	Responder y revisar
Proofreading	Corregir
Published Piece	Mostrar - Publicar

- Weeks 1 and 2 of the unit present writer's craft skills, such as organizing, choosing words, and writing effective sentences. Students complete targeted exercises and apply the craft in relatively brief writing forms.
- Weeks 3 and 4 present longer writing forms, emphasizing the steps of the writing process. The writer's craft skills learned in Weeks 1 and 2 are applied in longer composition.
- In grades 3 – 6, week 5 presents a timed writing test in which students apply what they have learned.

Trofeos offers teachers many resources to assist them in their daily instruction.

This information was derived from Harcourt Brace "Tropheos", which is the mandated Language Arts / Literacy Series in the Elementary Grades, in Newark Public Schools.

Literacy Instruction
in the
PULL – OUT BILINGUAL PROGRAM

In some schools there are teachers that pull out the English Language Learners from a general education classroom because there are not enough students to create a bilingual self-contained classroom. English Language Learners in the general education program **are required by law to receive at least one period of Language Arts Literacy instruction with modifications and adaptations made by a Certified Bilingual Pull – Out Teacher.** The Bilingual Pull – Out Teacher should differentiate the Language Arts Literacy instruction that the general education teacher is delivering in the general education classroom, keeping in mind the academic needs and English proficiency level of each student.

Recommendations for the Certified Bilingual Teacher to implement in the classroom:

English Proficiency Levels	Recommendations
Levels I and II **(Spanish Speaking ELLs)**	These students should receive 100 minutes of Language Art Literacy Instruction (in the Native Language) by a Certified Bilingual Teacher.
	If a double period of LAL can't be provided due to scheduling conflicts, then utilize the guided reading books in English from Trophies or the Spanish resources provided within the series that will correlate with what the general education teacher is doing in the general education classroom.
	These students are to be serviced for at least <u>one</u> period of LAL provided by the

Level III **(Spanish Speaking ELLs)**	Certified Bilingual Teacher. The Certified Bilingual Teacher may decide to use the push – in model, or consult with the general education teacher to make a decision about what LAL instructional resources would be appropriate for the students.
Levels IV and V **(Spanish Speaking ELL's)**	It is recommended that these students remain in the general education classroom for the district mandated 100 minutes of Language Arts Literacy. The Certified Bilingual Teacher may "Push – In" or decide (after consulting with the general education teacher about the academic progress of the student in LAL) <u>not to service</u> (**) the student for Language Arts Literacy. However, if the Bilingual Pull – Out Teacher has time in his / her schedule to provide the required period of LAL, it should be implemented. ***Remember to list the students on the Partial Transition List Form I, which is included in this manual.***

DISTRICT-APPROVED PRACTICES FOR ADAPTING
LITERACY INSTRUCTION AND ASSESSMENT
FOR ENGLISH LANGUAGE LEARNERS:

PART II – Guidelines for making the best match between the characteristics and needs of English Language Learners and teaching strategies and practices

- *Why should literacy instructional materials be adapted for the ELL student?*
- *Why should a 6th grade bilingual student be instructed using 5th grade literacy instructional materials in English?*

READING AND LANGUAGE LEARNING IS ALL ABOUT GIVING STUDENTS THE MOST IMMEDIATE COMPREHENSIBLE INPUT!

Comprehensible input is the practice of highlighting key languages features and incorporating strategies that make the content comprehensible to students.

- ✓ Use expression and body language
- ✓ Speak slowly and clearly
- ✓ Use more pauses between phrases
- ✓ Use shorter sentences with simpler syntax
- ✓ Stress high frequency vocabulary
- ✓ Repeat and review vocabulary
- ✓ Watch carefully for comprehension
- ✓ Repeat or restate to clarify meaning
- ✓ Open discussion to different perspectives of a topic
- ✓ Use visuals and graphic organizers
- ✓ Tap the students as resources for information about the topic
- ✓ Provide hands – on and performance – based activities
- ✓ Promote critical thinking and study skill develop
- ✓ Incorporate cooperative learning activities
- ✓ Be process – oriented and provide modeling
- ✓ Differentiate instruction for the different learning styles of the students

THE NEWARK PUBLIC SCHOOLS LITERACY ADOPTION:
Essential Features s of the Spanish Component of the Harcourt Brace and McDougal Littell Series selected for use with *ELL Students:

❖ *Grades K through 5*

Harcourt Brace "Trophies-Trofeos"
- Trophies and Trofeos in Pupil Editions
  (Trofeos is a parallel series to Trophies.)
- Guided Reading Books
  (Below Level, On Level, and Advanced)
- ELL Resource Kit with Books
  (It is recommended that these books be used with first year mainstream students to allow the transition to be successful.)

❖ *Grades 6 through 8*

McDougal Littell "Language of Literature"
- Language of Literature Pupil Editions
- Interactive Reader
- Bridges to Literature
  (Selections in the Bridges to Literature book are available in Spanish on a CD)
- Anthology

General Guidelines to provide Comprehensible Input while using the District Literacy Series:

✓ All Level I and Level II and many Level III bilingual students should <u>not</u> be instructed in English on grade level. While Levels4 and 5 students may have the oral fluency, academic language and reading skills to work at level, they still require accommodations
✓ The language proficiency in the native language as well as in English must be taken into consideration when making instructional decisions how to utilize materials.
✓ It is recommended that all Literacy Instruction/Materials in **English** be adapted and adjusted to the equivalent of up to 2 years below grade level.

IMPORTANT NOTE

*English Language Learners from language backgrounds other than Spanish are most effectively guided through the initial stages of literacy through the use of whatever texts can be obtained in their native language. (Portuguese and French resources are most readily available) Whenever English reading is implemented, district policy requires "sheltered/adapted" approaches that include both alternative materials to supplement instruction and the off-grade level use of the district series. The district requires adaptations to Literacy Instruction and Assessment in the areas of lesson planning, presentation, and pacing.

ESSENTIAL ADAPTATIONS TO DISTRICT LITERACY INSTRUCTIONAL MATERIALS FOR ELL STUDENTS IN GRADES K THROUGH 5
(Self – Contained Classes)

K through 2 _Spanish Speaking ELL's_		K through 5 _ELL students of languages other than Spanish_
• Harcourt Brace "Trofeos" (Levels I & II) • Harcourt Brace "Trophies" with adaptations for (Levels III to V)		• Apply the Sheltered English Approach to Harcourt Brace "Trophies".

Grades 3 through 5
Levels III & IV Students

• Harcourt Brace Trophies, below grade level (no more than 2 years) especially for Shared Reading.

Grades 3 through 5
Level V Students

• Teachers should use the district mandated Trophies Reading Series in English (on grade level when possible) with adaptations for ELL students.

ESSENTIAL ADAPTATIONS TO DISTRICT LITERACY INSTRUCTIONAL MATERIALS FOR ELL STUDENTS IN GRADES 6 THROUGH 8

Grades 6, 7, & 8 ***Spanish Speaking ELL's*** ***Levels I & II***	**Grades 6, 7, & 8** ***ELL students of languages other than Spanish*** ***Levels I & II***
▪ **Grades 6 & 7** can use Harcourt Brace "Trofeos" (Grade 5) for Shared Reading purposes. ▪ **Grade 8** can use McDougal Littell's Interactive Reader and / or Bridges to Literature (below grade level).	▪ **Grades 6 & 7** Consider using Harcourt Brace "Trophies" (Grade 5). ▪ **Grade 8** Use McDougal Littell Interactive Reader and Bridges to Literature (below grade level).
Levels III & IV	**Levels III & IV**
▪ **Grades 6,7, & 8** can use McDougal Littell's Interactive Reader for *Shared Reading* purposes and Bridges to Literature for *Guided and / or Independent Reading* (both should be on grade level or <u>one year</u> below grade level).	▪ **Grades 6, 7, & 8** Use McDougal Littell Interactive Reader and Bridges to Literature (on grade level or <u>one year</u> below grade level).
Level V	**Level V**
▪ **Grades 6, 7, & 8** Every effort should be made for these students to read the McDougal Littell Anthology using Sheltered English techniques and strategies.	▪ **Grades 6, 7, & 8** Every effort should be made for these students to read the McDougal Littell Anthology using the Sheltered English techniques and strategies.

DISTRICT MANDATED NOVELS

FALL NOVELS:

Grade	Title	Author	Publisher
5 5 (Substitute)	Lucky Stone Puente hasta Terabithia	Lucille Clifton Katherine Paterson	Yearling Flame
6 6 (Substitute)	The Watsons Go to Birmingham Huída al Canadá	Christopher Paul Curtis Barbara Smucker	Scholastic Flame
7 7 (Spanish Version)	Roll of Thunder, Hear my Cry Lloro Por La Tierra	Mildred Taylor Mildred Taylor	Scholastic Lectorum
8 8 (Spanish Version)	Holes Hoyos	Louis Sachar Louis Sachar	Yearling Lectorum

SPRING NOVELS:

Grade	Title	Author	Publisher
5 5 (Spanish Version)	There's a Boy in the Girl's Bathroom Hay un chico en el baño de las chicas	Louis Sachar Louis Sachar	Yearling Flame
6 6 (Spanish Version)	Number the Stars ¿Quién cuenta las estrellas?	Lois Lowry Lois Lowry	McDougal Littell Flame
7 7(Spanish Version)	House of Dies Drear ¡Por La Gran Cuchara de Cuerno!	Virginia Hamilton Sid Fleischman	McDougal Littell Flame
8 8 (Spanish Version)	Taking Sides Tomando Partido	Gary Soto Gary Soto	McDougal Littell Flame

ESSENTIAL ADAPTATIONS TO INSTRUCTION AND EVALUATION TO MAKE THE DISTRICT "NOVEL INITIATIVE" MEANINGFUL AND VALID FOR ELL STUDENTS
(Grades 5 through 8)

- ✓ It is suggested for Level 1 and 2 students to read the novel in their native language when available (the majority of titles are available in Spanish). Alternative titles in the home language covering the same theme/genre are to be used where an exact match is not available. [The basic objective of enjoying and learning from good literature is always better served by using a text that is immediately accessible. Teachers should consider how they would feel having to struggle through a book written in a new language]

- ✓ When a district required novel is not available in Spanish or Portuguese, it is suggested that a different novel be read in Spanish or Portuguese as long as the same skills are targeted.

- ✓ Level 1, 2 & 3 students from languages other than Spanish are to be given access to less linguistically complex "chapter books" (found in 5th grade guided reading kits and library collections).

- ✓ Level 4 and 5 should be reading the district assigned novels with the following accommodations:

  A. Read – A – Loud a chapter or portions of the novel. Conduct a discussion in the native language to ensure understanding.

  B. Pair and Share - Pair a proficient reader with a struggling reader.

  C. Cooperative Learning Groups – Use a graphic organizer and / or prompts to guide students through the text.

  D. Have students keep a journal where they record their ideas, reflections, answers to writing prompts, personal connections to the novel, etc.

  E. See Suggested Activities / Assessment for Literacy

  F. Use the Sheltered Instruction Approach

RESEARCH-BASED BEST PRACTICE INSTRUCTION:
THE "SIOP" MODEL OF SHELTERED INSTRUCTION:
How it works and why it works.

Sheltered Instruction is more than high quality teaching. It is an approach that systematically develops students' academic English skills and accommodates gaps in their educational and linguistic background.

Sheltered Instruction consists of the following elements:

1. Building Background

2. Strategies

3. Interaction

4. Practice – Applications

5. Review and Assessment

KEY CONCEPTS TOCONSIDER WHEN FORMULATING A LANGUAGE OBJECTIVE TO TEACH CONTENT

- Determine **key technical vocabulary,** concept words, and other words needed to read or write about the topic of the lesson (e.g., names of important people and places, processes, comparative words if the lesson compares words or experiments; sequential words; words with prefixes and suffixes). Teach the words and give students opportunities to practice using them.

- Consider the **language functions** students will use in the lesson (e.g., will they define terms, describe or explain, classify, compare, or summarize) and teach / reinforce the function with lesson activities.

- Decide which **language skills** are needed to accomplish the lesson activities (e.g., Do students have to read for main idea? Are they asked to listen and give an opinion? Will they edit sentences or essays about the topic?) and provide explicit instruction in the skills or review the skills.

- Identify possible **grammar or language structure** connections (e.g., questioning patterns, sentence structure, paragraph writing, punctuation practice, use of past and future tense, pronoun usage).

- Consider the **task** students need to complete and determine what language might be embedded in the assignments that could be pulled forth and turn into explicit instruction in language (e.g., students negotiate roles, students read and take notes, one student explains the procedure to another).

- Explore possible **language learning strategies** to share in the lesson (e.g., language of prediction or hypothesis, use of cognates, preview of texts via illustrations and bold print, note taking).

Source: M.E. Vogt. (personal communication, November, 2001)
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BUILDING BACKGROUND

As was common with previous generations of immigrants, almost every English Language Learners was either born and raised outside of the United States or in the United States in relatively insular family enviorments which often were neither linguistically nor culturally integrated into the broader English-speaking cultures of the United States. Consequently, most if not all of the prior knowledge and language learning of these students is vastly different from the experience and skills underlying both the texts used in American schools and the semantic and syntacticaly complexity encountered in their formal and informal interactions with their teachers and classmates. Children from culturally and linguistically diverse backgrounds struggle to comprehend a text or a concept presented in class. Their schema does not match those of the culture for which the text is written and because they do not understand either the academic vocabulary and the structures in which it is expressed. Building Background includes the following three areas:

A. Concepts explicity linked to students' background experiences
- ❑ **Questioning -** Ask a simple question, "Who remembers what we did yesterday?" and solicit responses.
- ❑ **Charts -** Make a chart of key information being studied and keep the chart as a reference. Call students' attention to it as needed.
- ❑ **KWL** – Have students individually or as a class create a KWL chart. Refer back to it during the unit and check off things in the 'want' column when explored and add things to the 'learn' column.
- ❑ **Student Journals** – Have students write what they have learned in a journal or notebook.
- ❑ **Lesson Connections** – Make explicit statements to connect what the students are going to study with what they have studied. Help students see a continuum of the content concepts and build a bigger picture in their minds.

B. Links explicitly made between past learning and new concepts
- ❑ **Think – Pair – Share** – Have students think of a personal experience that relates to the story and discuss it with a partner. Once all the students have met with a partner, have a class discussion and chart the students' responses.
- ❑ **Webbing** – Have students create a web where they can record personal experiences that relate to the same topic of the story.

C. Key vocabulary emphasized

BUILDING BACKGROUND
Emphasizing Key Vocabulary

The most effective vocabulary development is closely related to the area of study of the students. Vocabulary should be tailored to the English and literacy skills of the students and should be presented in context, not isolation. The following selections are several techniques that teachers can use to emphasize key vocabulary.

- **Contextualizing Vocabulary** means that sheltered instructors should choose several vocabulary words that are essential to understanding the lessons' most important concepts and present the definitions in context, not just using dictionaries that might offer multiple meanings.
- **Vocabulary Self – Selection** encourages students to self – select key vocabulary that is essential to understanding the concept. Students select vocabulary as individuals, in pairs, or in small groups. After discussion and learning about the terms, the students share their lists with the entire class that then agrees upon a class vocabulary list. This is an effective method because students learn to trust their own judgments about which content words are most important for them to know and seek out definitions on their own.
- **Personal Dictionaries** are created by students as an individual spelling and vocabulary resource. ELLs work as individuals, in pairs, or in groups and add unknown words to their dictionary, which they encounter while they read. The teacher works with each group or pair, clarifying words the students encountered.
- **Word Walls** are effective for displaying content words related to a particular unit or theme. Words may be added as a unit progresses and teachers should remind students to consult the wall. The word wall should be carefully maintained with regular student input to remove words that the students have mastered. Keep the number of words reasonable.
- **Word Sorts** are used for students to categorize words or phrases that have been previously introduced. Words or phrases are written on strips of paper. The students organize the strips according to meaning, similarities in structure, derivations, sounds, words, and phrases related to a content concept or other criteria determined by the teacher.
- **Word Generation** helps ELLs review new content vocabulary through analogy. A root is provided, and students brainstorm words that include that root. The class analyzes the meaning of each brainstormed word to figure out what the root means. If they cannot determine the meaning, the teacher may give hints or explain the meaning. Then the students apply the meaning to the words in the list.
- **Word Study Books** are student – made personal books containing frequently used words and concepts. The teacher or class determines the words and definitions to include and how to organize the words (e.g., by structure, by concept).

Practical "Sheltered English" Strategies for Differentiating Instruction

Sheltered Instruction teachers must provide explicit instruction in learning strategies. Many English Language Learners (ELLs), especially those at non - advanced levels of proficiency, have difficulty initiating an active role in using learning strategies. They focus their mental energy on translating words, pronouncing new terms, and other basic activities while learning English.

- **Thinking Skills**
  - Predict
  - Categorize
  - Classify
  - Observe / report (oral, written, pictures)
  - Sequence
  - Compare
  - Analyze
  - Summarize
  - Synthesize
  - Solve Problems
  - Evaluate

- **Scaffolding Tasks**
  - Teacher Modeling
  - Timelines
  - Flow chart
  - Outlines
  - Mapping
  - Graphing
  - Charting
  - Venn and other diagrams

SAMPLE STRATEGIES
Expository Text Structures & Graphic Organizers

Description – text describes or defines information

    Organizers – webs, features chart, comparison charts

Enumeration – text lists information about several related items, (e.g., events, characters, objects) and provides supporting evidence or details

    Organizers – tree diagrams, branch diagrams, webs, outlines, comparison charts

Comparison-contrast – text comments on similarities and differences among facts, people, events, and uses comparative adjectives and transitional markers (e.g., "on the one hand….on the other," "both…only one")

    Organizer – Venn diagrams, comparison charts

Chronological or sequential – text organized in a time sequence and uses temporal markers, such as dates, prepositional phrases of time, sequence words (e.g., first, next, then)

    Organizers – timelines, story summaries

Cause-effect – text describes cause-effect reactions, how one thing occurs as the result of another and uses causative words (e.g., so, as a result, therefore)

    Organizers – flow charts, sequence chains, cycles

Problem- solution – text presents a problem and one or more solutions, word choice relates to options, alternatives, consequences, and results

    Organizers – decision-making diagrams, semantic maps

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MAKING LEARNING ACTIVE AND FUN
CLASSROOM INTERACTION IS THE KEY!

Sheltered content classes should be structured so that the students are interacting with the teacher and their peers as they study a specific body of knowledge. There needs to be a balance between teacher and student talk. Students need to be given as many opportunities as possible to develop their English skills and to learn from each other. It is through discussion with classmates and with the teacher that English learners practice important skills.

- ➢ Cooperative Learning

- ➢ Peer Tutoring

- ➢ Information Gap

- ➢ Jigsaw

- ➢ Questionnaires

- ➢ Interviews

- ➢ Games

Cooperative Learning with Language-Minority Students

Cooperative Learning is an approach to accommodate diversity, aid students in the socialization process and promote mastery of academic skills.

Advantages of Cooperative Learning

- First, the teacher is always present to model appropriate language when that is the objective of the lesson or activity.
- Second, the students learn to communicate in English through clarification, paraphrasing, repetition, and other accommodations that help them negotiate their meaning.
- Third, many of the students will interact with non – native English speakers outside the classroom and need to learn strategies for such communication.
- Fourth, cooperative groups provide a management tool for heterogeneous classes when teachers engage student leaders and encouraging students to generate their own strategies.
- Fifth, cooperative learning asks students to take more responsibility for their learning and also for monitoring their errors. It is well known that students learn from their peers. If the teacher establishes a positive, supportive atmosphere in the classroom, students will feel comfortable correcting errors and helping one another with the language.
- Sixth, students can be more motivated when they work in cooperative groups. While working with their peers, students experience a synergistic effect encouraging them to learn English.
- Seventh, students can be motivated to work in cooperative learning groups. A teacher trains students for life beyond schools where they will work with others to complete assigned tasks.

Getting Started with Cooperative Learning Groups

Type of group to set up:
1. Random Groups
2. Voluntary Groups
3. Teacher Assigned Groups

Changing Groups:
1. Frequency
2. Management

Group roles:
- Group recorder – writing down the group's ideas or responses
- Materials collector – gathering needed materials from the teacher or other central location and collecting them at the end of the activity
- Reporter – acting as spokesperson for the group in reporting its progress or giving oral responses
- Final copy scribe – writing the final version that will be turned in
- Illustrator – drawing accompanying diagrams, pictures, and so forth
- Timekeeper – watching the time and pacing the group through the task
- Cheerleader/facilitator – encouraging the group, keeping the group on task
- Monitor – checking for errors, proofreading
- Messenger – seeking or sharing information with the teacher or another group

Planning Group Activities

It is difficult to run successful cooperative teaching groups the first few times that group tasks are presented. This usually occurs in situations where the language of instruction is the first language of the students as well as situations where the language is the second or third. It will take time to train your students how to behave, how to manage their work, and how to look to one another at resources, instead of always at you. It is worth the effort because you will be able to involve all students, increase the amount of time students spend using the language, and focus on communicative, student – centered activities.

Help your students by:
- organizing exciting cooperative activities
- preparing clear instructions
- modeling appropriate interactions and social behavior
- establishing a little rule like "Ask Three Before Me"
-

If desired set up a system of group rewards:
- bonus points for good group behavior
- special treats
- homework pass or test question pass

Cooperative Learning Activities
Information gap activities
These activities, which include jigsaws, problem-solving, and simulations, are set up so each student (in a class, or more generally, in a group) has one or two pieces of information needed to solve the puzzle, but not all the necessary information. Students

must work together, sharing information while practicing their language, negotiating and critical thinking skills.

Jigsaw

Suppose you have planned a theme about trees. After introducing the topic to the students and providing some general information, you want them to learn more specifics. In this jigsaw you start with heterogeneous groups of equal numbers of students. If there are six students in each group, each student is given a number from one to six. Then all number 1s from all the groups leave their original groups and form a secondary, expert group to learn about one tree, such as oak. All number 2s form another expert group to learn about birch, and so forth.

Each expert group must study the information about their trees, which you have provided, and assess one another to check on their comprehension. Then the students return to their original groups to share their expertise. At this juncture you may provide the groups with a worksheet with questions about all the plants. The students now must pool their information to complete the task.

Numbered heads together

This technique is similar to a jigsaw in that the students number off, but they do not need to form expert groups. Instead the regular groups work together, but the individuals are responsible for any questions assigned to their number.

Four Corners

You can use this activity to introduce a topic to your class or let students share their knowledge about a topic. If desired, this technique can also give students opportunities to practice their paraphrasing skills.

Choosing a topic that has four possible dimensions to each corner of the room. For example, the topic might be food resources. The corners could be labeled: cleared land, forest, river, and ocean. Students then move to the corner of interest or of knowledge.

At their corners, students pair up and explain why they choose that corner and what they know about food resources in that area. After they have had some time to talk, ask a student from one corner to share his / her ideas with the whole class. Then you may want to ask a student from another corner to paraphrase. This process continues with students from all corners sharing while other paraphrase.

This activity is also a method for creating voluntary groups. After the Four Corners technique is over, you may want the students to keep their corner groups for another group task.

Round Robin / Roundtable
This activity works with open – ended questions, providing your students know several possible responses. It is a fun way to focus on grammar. You may, for example, ask the groups to generate a list of irregular verb forms or the rules for capitalization. In Roundtable each group has one sheet of paper and one pencil. The students pass the sheets around to all members to record the responses. To encourage total student participation, explain that you will be checking the sheets for each student's handwriting period. In Round Robin, the students provide answers orally one at a time in an orderly fashion. You would circulate among the groups to check on student participation.

Three – step interview
This structured interview allows student pairs to form groups. Assign an interview topic that relates to the unit theme (What is your favorite character in _____ and why?) and have students select partners. The teacher can also take it upon herself or himself to pair the students up. First, one partner interviews the other and then they reverse the role. As a next step, several pairs (depending on class, the number of pairs can range from three to six) form a group and a Round Robin to share their opinions, with each student speaking for her or his partner.

Questionnaires & Interviews
Designing questionnaires and interviewing respondents are excellent activities for heterogeneous student groups. In the design phase of the questionnaire, all students in the group can contribute and evaluate questions for inclusion. In the interviews phase, the number of the people each student may be expected to interview can be adjusted to the students' ability. Also interviews may be conducted in students' first language, though responses must be reported in English, orally or in writing.

Story Summaries
This activity has both a written and pictorial component. Students summarize a lesson, reading or experience (individually or in group), by drawing illustrations and describing them.

Literature Study Groups
Offer several books (short stories or poems) as possible selections and have students divide into "book study" groups according to their reading preference. The students are expected to read their books (individually if sufficient copies are available, or in pairs, or aloud if several beginning readers are in the group), discuss the contents and prepare a report to the rest of the class. The procedure can be varied according to the desired skill practice. For example, you may want to focus on characterization or conflict in the books and so you may design a series of questions for the groups to respond to. Their responses may be in writing or orally.

Writing Headlines

Suppose you have asked your student groups to read a story or an article, or you want them to describe the results of a science experiment. After having the groups discuss it among themselves, you can check on their observations and comprehension by having them write a headline or title for a book review. Students will practice their summarizing skills and, as they get more proficient, their descriptive language skills, when writing news headlines. More advanced students may provide most of the language, but beginning students can copy the final product, perhaps in a fancy "script".

Science and Math Investigations

For science inquiry, ask groups to pose "research" questions, design an experiment and carry it out. They can present their results and conclusions through pictorial, written and oral formats.

Investigations can be adapted to mathematical concepts too. Probability, for example, can be examined in a game like setting. Student groups can make predictions about percentages of time two dice (or replicas carved from wood or soap) will show a certain number, like four or seven or twelve. One-group rolls the dice, records the result, draws some conclusions and makes generalizations which are then compared to the other groups.

Send a Problem

This cooperative learning activity can be used with many content areas. Have your student groups write a problem, such as a math problem, a scientific hypothesis, and historical question, or a literature prediction (what will happen next in the story), and send it to another group that must respond. The receiving group answers the problem and returns it to the original group for approval. You then check both the problem and the response to give point or a grade, if desired.

Projects

Projects certainly offer opportunities for problem – posing and problem – solving. By making the topic pertain to a local issue, students are more motivated to become actively involved. Cooperative projects have brought possibilities:

- writing and illustrating a story about a problem
- scripting a scene a performing it
- making a product and developing a marketing plan for it
- producing a class newspaper or bimonthly newsletter for parents
- recording oral histories from local residence about changes in the community (e.g., how technology has affected their lives
- conducting research to obtain background information on a chosen topic
- creating a poster or mural to reflect a topic in history or literature

Process Writing
Process writing combines aspects of whole class, group and individual work. Students begin with prewriting activities. They may, for example, listen to you read an article that sets the stage for the topic. You may review with the class key concepts and vocabulary to incorporate in the writing.

Students learn to develop and elaborate on possible writing topics, create successive drafts, confer with peer editors, work groups and the teacher, and eventually produce the final version. They also learn to take responsibility for their work. During the process the students learn about language – specific to the content topic selected – in a meaningful and motivating manner.

Source: M.E. Vogt. (personal communication, November, 2001)

Interaction to the Max!
More Interaction Techniques for the Classroom

1. Quick, simple instructions such as **turn to your partner** and give three reasons why this particular character acted the way she did, or turn to your partner and share three things that you just learned as you watched this film together, or as you read this story together.
2. **Foreheads in the middle.** When students are sitting at tables, the teacher can call out and say, "Foreheads in the middle." The students stand up and put their heads together and complete a task or solve a problem.
3. **Volunteer your partner.** When partners share their ideas with each other, often times a student who has a wonderful idea is reluctant to share it with the class. A partner can volunteer his / her partner, and explain in his/her own words what the partner has just said, or encourage the student to share the good idea that she/he had.
4. **Explain a process to your partner.** A teacher may have children write a letter to a partner explaining a mathematical procedure. The teacher may also ask a student to explain a process orally to a partner, or to the group.
5. **Choral reading, reader's theatre, and drama play.** These techniques can promote reading and movement in a risk-free environment.

Source: M.E. Vogt. (personal communication, November, 2001)
Using the SIOP Manual. Copyright 2002. Center for Applied Linguistics.

Practice / Application

Like all students, English Language Learners have a variety of learning styles and multiple intelligences. Lessons that build in hands – on, visual, and other kinesthetic tasks benefit English Language Learners because they afford students the opportunity to practice the language and content knowledge through multiple modalities. Practice and application of all objectives must take place; therefore a variety of activities that encourage students to practice and apply the content must be included.

Learning Style

❖ Bodily / Kinesthetic   ❖ Linguistic

❖ Interpersonal   ❖ Logical / Mathematical

❖ Intrapersonal   ❖ Musical   ❖ Spatial

Learning Style	Characteristics	Supporting Classroom Activities
BODILY / KINESTHETIC	Good motor control, coordinated; good sense of timing; physically active; relies on gestures and touching	Crafts Dance Drama Tactile and Movement games
INTERPERSONAL	Aware of, can influence, and can lead others; socially active; good communicator and negotiator	Group activities Discussions Debates Sharing and comparing
INTRAPERSONAL	Strong sense of self; likes working alone; focuses on own feelings, dreams, interests; intuitive and original	Self-placed Learning Independent Projects Individual Workspace Personal responses
LINGUISTIC	Sensitive to language and words; loves to read, write, and tell stories; good memory for names, places, and dates	Creative writing Oral reading Storytelling Writing reports memorizing
LOGICAL/ MATHEMATICAL	Good at reasoning and abstract thought; organized and precise; a problem solver; good with numbers; asks logical questions	Math problems Problem solving Experiments Categorization Classifying Creating Or solving riddles
MUSICAL	Responds to music; sensitive to sounds, rhythm, pitch, hums and sings; remembers melodies	Musical activities Rhythm exercises Learning or Working to music Playing with sounds
SPATIAL	Visual thinker; good observer; imaginative; daydreams; likes to make and use designs, diagrams, etc.	Spatial games Puzzles Making maps or Charts Art projects

Review / Assessment

Effective sheltered instruction involves reviewing important concepts, providing constructive feedback through clarification and modeling, and making instructional decisions based on student responses. Teachers should decide the goal of their formal and informal assessments, because most assessment instruments actually test, content concepts and language ability, particularly reading comprehension and writing.

- ❖ Strip Story

- ❖ Reading Log

- ❖ Cloze Exercise

- ❖ Story Summary

- ❖ Dialogue Journal

- ❖ Drama

- ❖ Role Play

- ❖ Writing Headlines

- ❖ Illustrations

- ❖ Experiments

- ❖ Character Diaries

- ❖ Mix & Match Activity

- ❖ Outcome Sentences

Sheltered English
Lesson Plan Template

Topic:	Class:	Date:
Content Objective:	**Language Objective:**	
Key Vocabulary:	**Materials:**	

Higher – Order Questions:

Time:	Activities:
	Building Background
	Links to Experience:
	Links to Learning:
	Key Vocabulary:

Time:	Student Activities:
	Scaffolding: Modeling Guided Independent
	Grouping: Whole Class Small Group Partners Independent
	Processes: Reading Writing Listening Speaking
	Strategies: Hands – on Meaningful Link to Objectives
	Review and Assessment (Check all that apply):
	Individual Group Written Oral
	Review Key Vocabulary:
	Review Key Content Concepts:

(Developed by John Seidlitz. Used with permission)

Sample Lesson

Subject: Science

Topic: The Water Cycle

Grade Level(s): 3 – 4

Content Objective:

SWBAT demonstrate understanding of the water cycle by labeling and explaining every step of the process orally and in written form.

Language Objective:

SWBAT write a paragraph and explain the process that occurs in the water cycle by using transitional words.

Materials:

- Science textbook / Science kit
- Science notebook
- Transparency that shows a diagram of the water cycle
- Graphic Organizer for labeling purposes
- Cloze Exercise
- Assorted materials to create a model of the water cycle
- Transitional words written on index cards

Building Background:

- KWL Chart
- Webbing
- Link the concept of a **cycle** to a real life experience (cleaning of room, brushing of teeth).
- Describe what a **process** is by using an everyday activity (making a sandwich).

Presentation / Comprehensible Input:

- Word Association activity to define **cycle & process.** Ask students what words comes to their mind when they hear the word **cycle (happens over and over again) – process (step by step).**

- For a Spanish speaking ELLs the teacher can highlight that the scientific terms for the water cycle are **cognates**. (Evaporation – Evaporación)

- **Vocabulary Self Selection** -- students will select a term, discuss it with a partner, and determine it's meaning.

- **Word Wall** – display words that have similar suffixes.

- Teacher can **model / explain** the steps to the water cycle, using the index cards of transitional words to describe the steps in order.

- Teacher can group the students into four **cooperative learning groups** and have each group describe / explain one step of the water cycle. (Evaporation, Condensation, Precipitation, and Accumulation).

Practice / Application:

- Students will work in pairs to complete the graphic organizer or the clozed exercise.

- Students will discuss and practice explaining the water cycle process orally to each other.

- Students work in cooperative learning groups to design a model of the water cycle.

Assessment / Evaluation:

- **Levels I & II**
  - Students can label a diagram of the water cycle.

- **Level III**
  - Students will write at least two sentences for each step of the water cycle.

- **Levels IV & V**
  - Students can describe and classify each of the steps of the water cycle orally or in written form.
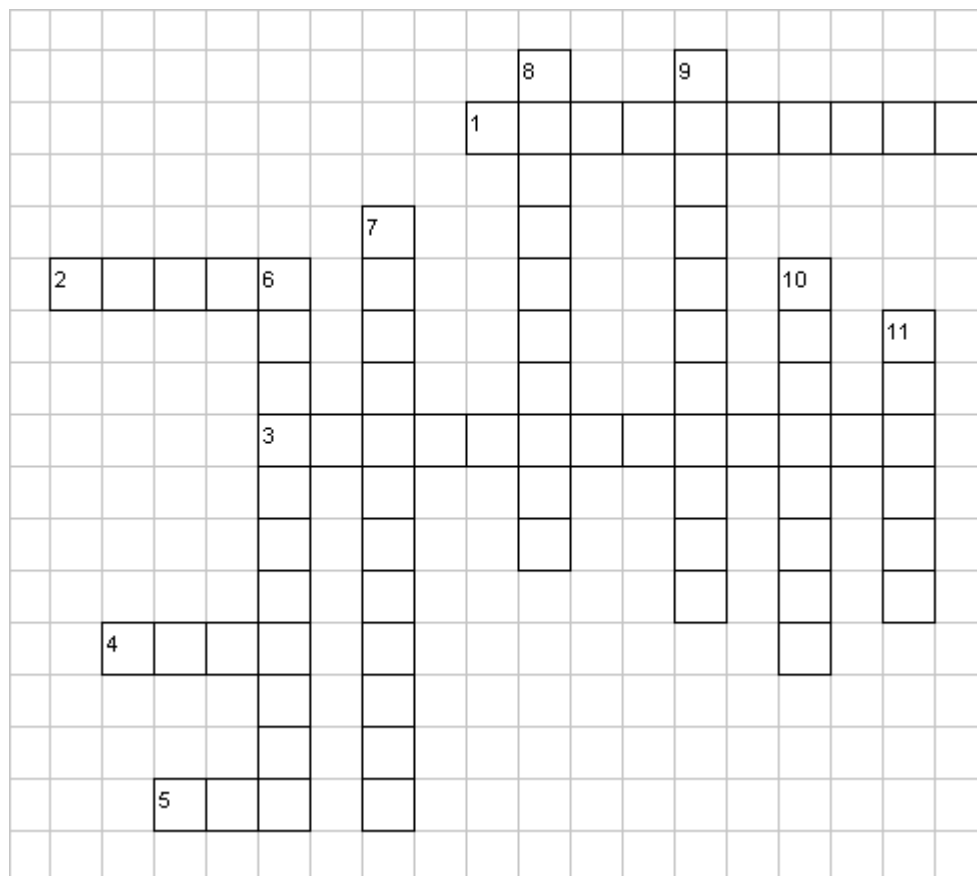
ACROSS:

1. The _____ is when water goes through evaporation, condensation, and precipitation.
2. A _____ is a series of events that repeats itself endlessly.
3. _____ is when water returns to the earth as rain, snow or hail.
4. Clouds are made when water droplets attach to particles of _____ in the air.
5. _____ provides the heat energy for evaporation.

DOWN:

6. _____ is when water turns into water vapor.
7. _____ happens when water vapor cools and turns into water.
8. _____ is water in the form of gas.
9. _____ is water that has soaked into the ground and can be gotten form a spring or well.
10. _____ is the amount of water vapor in the air.
11. When water flows down into a lake or stream, we call it _____.
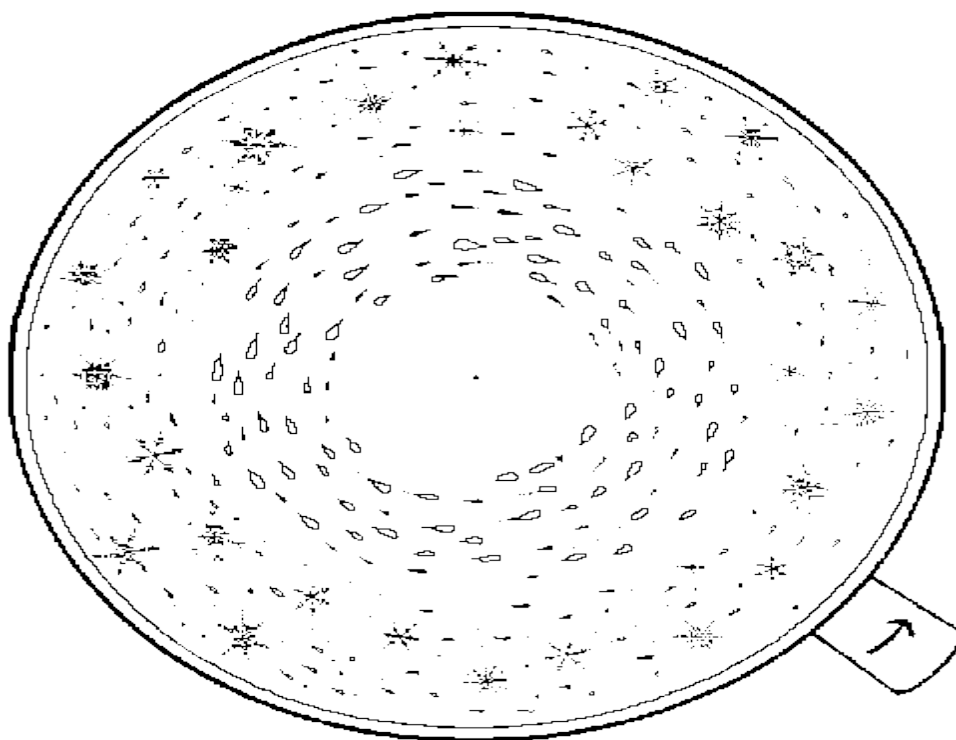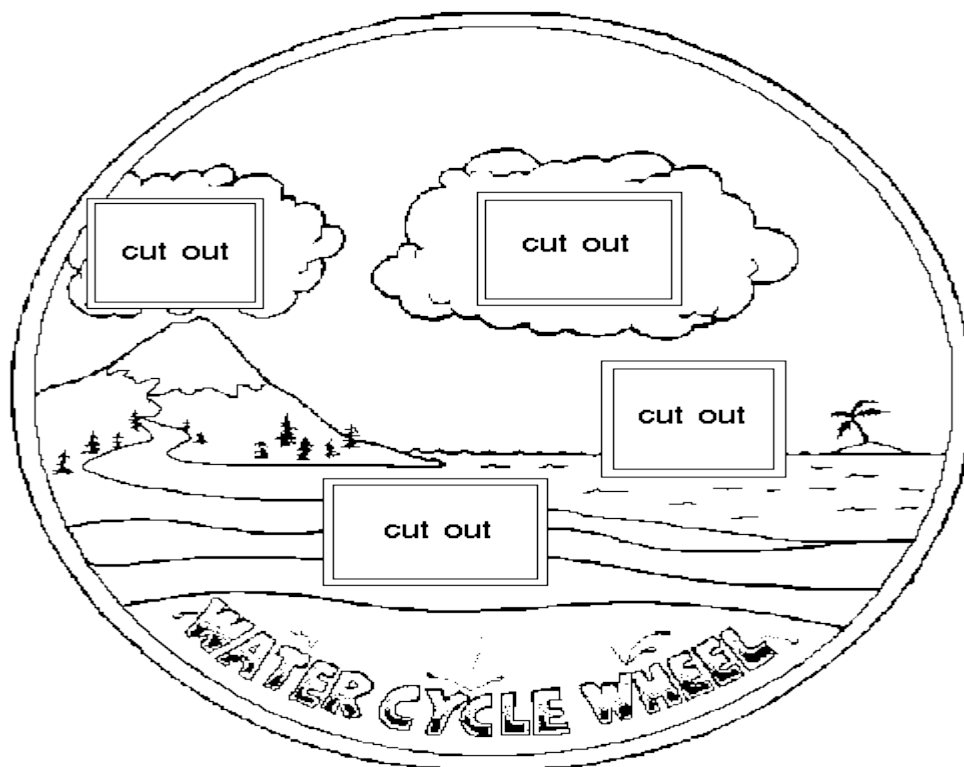
WATER CYCLE WHEEL

Instructions for Making a Water Wheel

Now that you've printed out the two circles, it's time to make your water cycle wheel!

Color the pictures on the two big circles with your favorite colors. When you are

finished coloring, cut out the two circles and the four "cut outs" that are on circle 1.

Attach the two circles together (one on top of the other) with a metal fastener through a

hole in the center. Put the circle with the cut outs on top. Using the tab on circle two,

turn the circle counterclockwise and see the water cycle at work!

__Directions:__ Label the following steps of the water cycle.

The Water Cycle
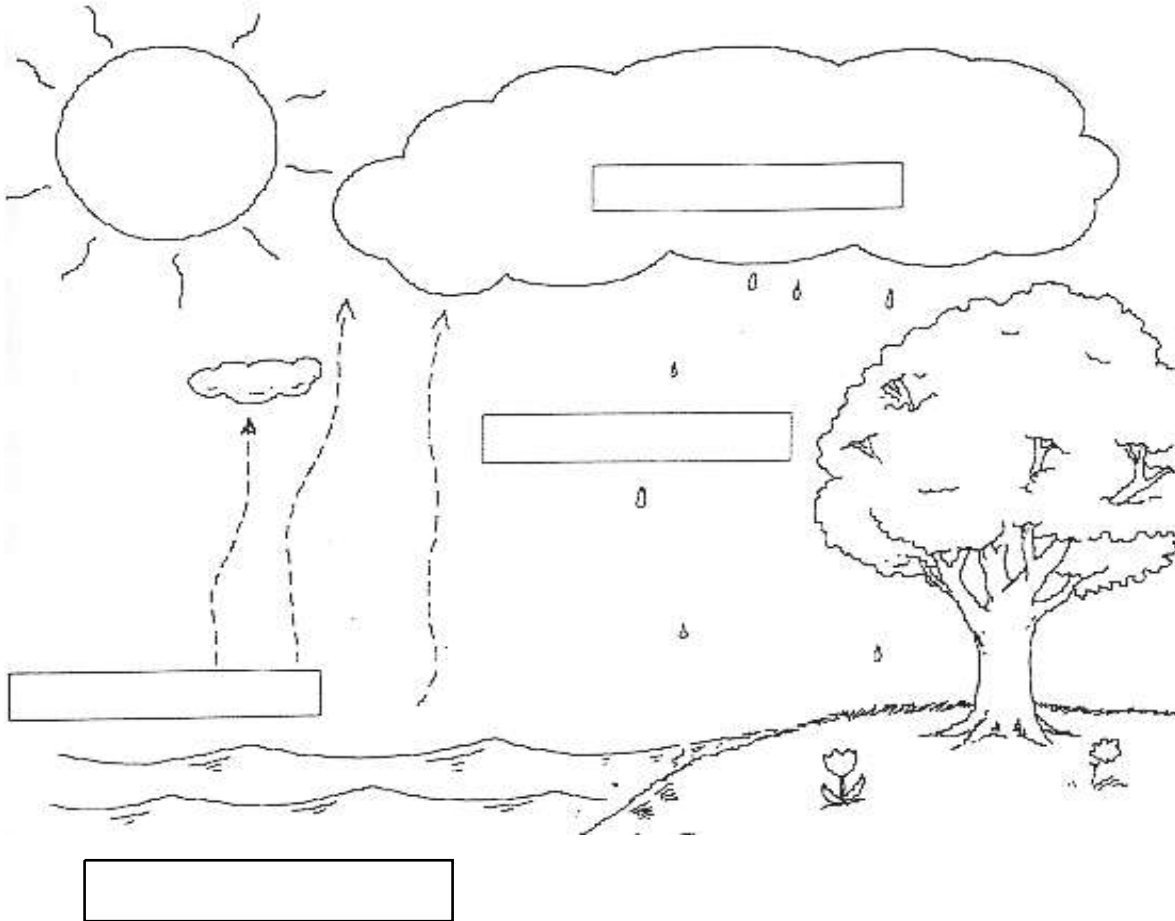
Accumulation – the process in which water accumulates into large bodies (like oceans, seas and lakes).

Condensation – the process in which water vapor (a gas) in the air turns into liquid water. Condensing water forms clouds in the sky.

Evaporation – the process in which liquid water becomes water vapor (a gas). Water vaporizes from the surfaces of oceans and lake, from the surface of the land, and from melts in snow fields.

Precipitation – the process in which water (in the form of rain, snow, sleet, or hail) falls from clouds in the sky.

THE WATER CYCLE
On each line, write the name of the step in the water cycle.
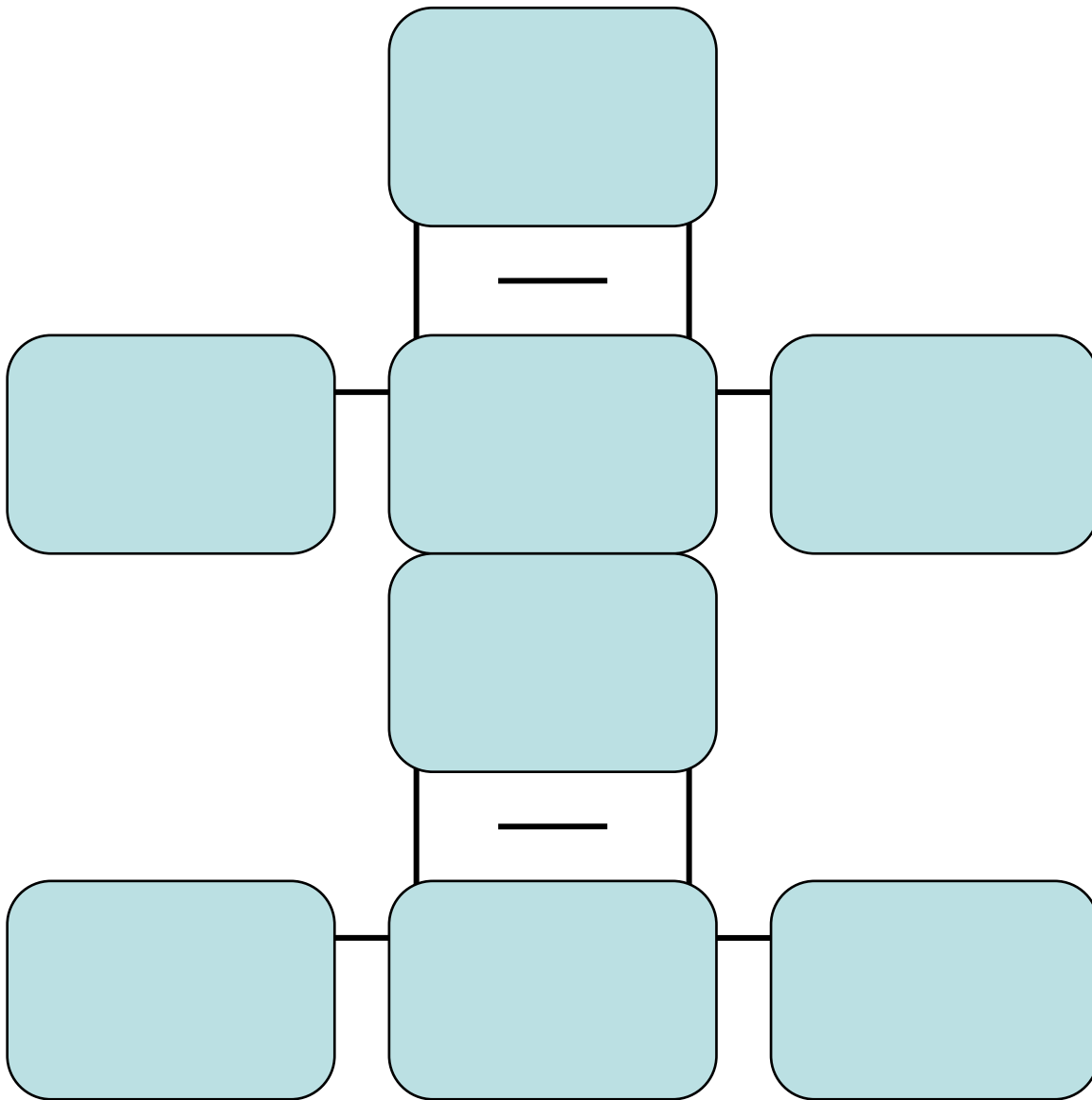
Now, beside each step below, write the name and a short description of each step in the water cycle.

STEP 1_____

DESCRIPTION_____

STEP 2_____

DESCRIPTION_____

STEP_____

DESCRIPTION_____

STEP 4_____

DESCRIPTION_____

THE WATER CYCLE

Complete each statement about the steps in the water cycle process.

First, the water _____ in large bodies (like oceans, seas, and lakes). This step is called _____. **Next**, the liquid water becomes a
_____. Water _____ from the surfaces of oceans, lakes, and from the surface of the land. We call this step _____.
Then, the water vapor turns into _____ again and forms clouds in the sky. This is called _____.
Finally, water (in the form of rain, snow, sleet, or hail) _____from the clouds in the sky. This final step is called _____.

Condensation   falls

Precipitation   vapor
Accumulation   liquid
Evaporation   accumulates
                                       evaporates

Sample Lesson

Subject: Mathematics

Topic: Fractions – Comparing Fractions

Grade Level(s): 6th Grade

Content Objective:

SWBAT compare and contrast fractions by "cooking with fractions" (illustrating pairs of fractions using a brownie mix).

Language Objective:

SWBAT understand numbers with the ending "th".

SWBAT look at various pairs of fractions and make decisions in small groups to determine what mathematical terms should be used for comparison..

SWBAT justify and explain orally how two fractions are alike or different by using mathematical terms. (greater than, less than, equal to, equivalent to).

Materials:

- Math Teachers Guide "Connected Math – Bits and Pieces I" (page 31 – 33).

- Math Notebook

- Transparency that illustrates different baking pans

- Fraction Strips (Labsheet 1.5) {Page 118 in Teachers Guide}

- Brownie Pans (Labsheet 3.1) {Page 119 in Teachers Guide}

Building Background:

- Webbing – *What do you know about fractions?*
- Create a list of various ways in which fractions are use in everyday life.

Presentation / Comprehensible Input:

- **Vocabulary Self Selection** -- students will select a term, discuss it with a partner, and determine its meaning.
- **Word Wall** – display mathematical terms (numbers) that end with "th"
- **Word Study Book –** students can make personal dictionaries where they record the new vocabulary terms and their interpretation of what the word eans.(Example – 1 = whole, 2 = half; link the denominators with grade levels to facilitate students understanding and pronunciation: example *You are in the **sixth** grade, last year you were in the **fifth** grade, and next year you will be in the **seventh** grade*)
- Review mathematical terms (greater than, less than, equal to, equivalent to; and the appropriate signs) by using an overhead projector to illustrate each term.
- Draw a square with dots and another square with less dots. Ask the students what is the difference between the two squares.
- Record the responses the students give.
- Then, explain to the students how to explain the two squares using the mathematical terms. (Square A is *greater than* Square B – Square B is *less than* Square A).
  - {The same process can be used to explain equal to or equivalent to}
- In pairs students will discuss and create a list of different foods that can be cut into pieces.
- Draw a square on the board or overhead projector.
- Have students work in their cooperative learning groups and cut the brownies into equal pieces.

- One group can cut the brownies into 2 equal pieces, another into 3 equal pieces and so on.
- The teacher can show the students what a half looks like and what 2/4 looks like and explain that both are the same size cut into different pieces. The teacher can tell the students this shows that 1/2 and 2/4 are equivalent.
  - {The same process can be used to explain equal to or equivalent to}.

Practice / Application:

- The teacher will model a problem on the board or overhead projector, and then assign a set of problems to each cooperative learning group.
- Students will work in their cooperative learning groups to solve the problems.
- Once all of the groups have completed their work, they will share and explain their answers as well as explain what they did to get their answer.
- The teacher can now assign the students the math task (Problem 3.1 – pg. 31 in the Math textbook)
  - Use the squares on Labsheet 3.1 as models for pans of brownies. Show the cuts you would like to make to divide a pan of brownies into
    - 15 equal size large brownies
    - 20 equal size medium brownies
    - 30 equal size small brownies
- (Use Labsheet 3.1)

Assessment / Evaluation:

- The teacher can walk around the classroom throughout the lesson and observe / check for students understanding.

DISTRICT ASSESSMENT POLICY/PRACTICE: ESSENTIAL MODIFICATIONS /ADAPTATIONS FOR ENGLISH LANGUAGE LEARNERS

FALL and **INTERVAL** ASSESSMENT SCHEDULE

	Date	Grade	Assessment
SEPTEMBER	Month	**K - 3**	**Observation Survey**
		4-5	Harcourt Placement and Diagnostic Assessment
OCTOBER	Month	**Pre-K**	*Developmental Screen*
	First Week	**K-8**	**Writing Task**
		K-3	Observation Survey Classroom Data Sheets Due to Administration
	Second Week	**K-3**	**Observation Survey** Grade Level Summary Sheet Due to SLT Office
	Third Week	**K-8**	**Writing Task** **Classroom Summary Sheet** Due to Administration

	Last Week	K-8	Writing Task School Summary Sheet Due to SLT Office
NOVEMBER	Second Week	2-5	*Oral Reading Fluency Test*
	Third Week	5-8	*LAL Assessment*
		Pre-K	*Developmental Screen* *Grade Level Summary Sheet* Due to SLT Office

FALL and INTERVAL ASSESSMENT SCHEDULE… Continued

DECEMBER	Second Week	5-8	**LAL Assessment** School Summary Sheet **Due to SLT Office**
JANUARY	Third Week	1-5	**Oral Reading Fluency Test**
MARCH	Third Week	1-5	**Oral Reading Fluency Test**

Language Arts Literacy
Spring **ASSESSMENT SCHEDULE**

Dates	Grades	Assessment

MAY	Month	**Pre-K-3**	**Observation Survey** **Developmental Screen**
	Second Week	**K-8**	**Writing Tasks**
	Third Week	**K-8**	**Writing Task** Classroom Summary Sheets **Due to Administration**
		K-8	**Writing Task** School Summary Sheet **Due to SLT Office**
		5-8	**LAL Assessment**
JUNE	**First Week**	**PreK-3**	*Observation Survey* *Developmental Screen* *Classroom Summary Sheets* **Due to Administration**
	Second Week	**5-8**	**LAL Assessment** **School Summary** **Due to SLT Office**
		Pre-K –3	**Observation Survey** **Developmental Screen** Grade Level Summary Sheets **Due to SLT Office**

Concepts About Print (CAP)
*Provides information about what the child is attending to,
 as links are created between oral and written language.

*This assessment can be administered in the student's native language.

- This test is only administered to Kindergarten students.

Ohio Word Test
*Indicates the extent to which a child is accumulating a reading sight vocabulary in English.

 *This test is only available in English, it should only be administered to the students in Levels III, IV, & V.

* This test is to be administered to students in grades K & 1st.

Dictation

*Measures the student's ability to record spelling patterns.

*This test is only available in English, it should only be administered to the students in Levels III, IV, & V.

*This test is to be administered to students in the 2nd grade only.

Slosson Oral Reading Word Test

*Indicates the extent to which a student is accumulating a reading vocabulary.

*This test is only available in English, it should only be administered to the students in Levels III, IV, & V.

* This test is to be administered to students in the 2nd & 3rd grade.

Text Level Screening (Grade 3)

*If the student is not proficient in English, the assessment must be administered in the student's native language, when possible.

Many English Language Learners in the upper levels (IV & V only) are able to reach the DRA benchmarks. English Language Learners in levels I,II, & III may not be linguistically ready to meet the benchmarks and therefore it should not be expected of them.

Text Level Reading

Developmental Reading Assessment (DRA)

*Helps teachers determine each student's independent reading level, confirms or redirect ongoing instruction, document changes in each student's reading ability, and group students effectively for the right instruction.

*This test is to be administered to students in grades K through 3rd.

THE SPANISH VERSION OF THE DRA

Evaluación del Desarrollo de la Lectura (EDL)

*This program is developed to assess Spanish Speaking
students and field test for reliability and validity. It helps teachers prepare for and
conduct individual assessment conferences and determine students' reading proficiency.

*This test is to be administered to students in grades K through 3rd.
*The school literacy coach has the newer version of the EDL, Grades K - 6

*Many English Language Learners in the upper levels (IV and V only) are able to reach the DRA benchmarks. English Language Learners in Levels I, II, & III may not be linguistically ready to meet the benchmarks and therefore it should never be interpreted as a failure to meet grade-level expectations.

*SUGGESTED NOVELS

Grades 5-8

SUGGESTED FALL NOVELS

Grade	Title	Author	Publisher
5 (Substitute)	Lucky Stone Puente Hasta Terabithia	Lucille Clifton Katherine Paterson	Yearling Flame
6	The Watsons Go to Birmingham	Christopher Paul Curtis	Scholastic

(Substitute)	**Huída al Canadá**	**Barbara Smucker**	**Flame**
7 **Spanish Version**	**Roll of Thunder, Hear My Cry** **Lloro por la Tierra**	**Mildred Taylor**	**Scholastic** **Lectorum**
8 **Spanish Version**	**Holes** **Hoyos**	**Louis Sachar**	**Yearling** **Lectorum**

SUGGESTED SPRING NOVELS

Grade	Title	Author	Publisher
5 **Spanish Version**	**There is a Boy in the Girl's Bathroom** **Hay un Chico en el Baño de las Chicas**	**Louis Sachar**	**Yearling** **Flame**
6 **Spanish Version**	**Number the Stars** **¿Quién Cuenta las Estrellas?**	**Lois Lowry**	**Mc Dougal Littell** **Flame**
7 **Spanish** **Substitute**	**House of Dies Drear** **¡Por la Gran cuchara de Cuerno!**	**Virginia Hamilton** **Sid Fleischman**	**Mc Dougal Littell** **Flame**
8 **Spanish Version**	**Taking Sides** **Tomando Partido**	**Gary Soto**	**Mc Dougal Littell** **Flame**

Adaptations for the Novel Initiative for ELL Students
Grades 5 – 8

- Levels I and II students can read the novel in their native language if available (some titles are available in Spanish and Portuguese).

- When the district required novel is not available in the native language, students should read a comparable novel in the native language, as long as the same skills are targeted.

- Levels I, II & III students of languages other than Spanish and Portuguese could read an easier chapter book (found in the 5th grade guided reading kits and library collections).

- Levels IV and V should be reading the district assigned novels in English with the following accommodations:

  A. Read a loud chapter or portions of the novel. Conduct a discussion in the native language to ensure comprehension.

  B. Pair and Share – Pair a proficient reader with a struggling Reader.

  C. Have students keep a journal where they record their ideas, questions, reflections and personal connections to the novel.

  D. Cooperative Learning Groups – Use graphic organizers/ prompts to guide students through the text.

  E. See Suggested Activities / Assessment for Literacy.

  F. Use the Sheltered Instruction Approach

GENERIC NOVEL ASSESSMENT FOR ENGLISH LANGUAGE LEARNERS

Name_____ Date _____

1. **What is the theme of the novel?**

   a.   c.

   b.   d.

2. **One important event that occurs toward the beginning of the novel is…**

    a.   c.

    b.   d.

3. **The turning point of the novel occurs when…**

    a.   c.

    b.   d.

4. **By the end of the novel, the reader comes to the conclusion that…**

    a.   c.

    b.   d.

5. **During the course of the novel, what are two major changes?**

    a.   c.

    b.   d.

6. **During the course of the novel _____changes from**
                                         Character
    _____ to _____.

        a.   c.

        b.   d.

7. **Identify and explain what literacy device was used in the novel
    (foreshadowing, imagination, etc.)**

    a.   c.

b.   **d.**

8. _____ was narrated by _____.
            Novel   Person

        a.   **c.**

        b.   **d.**

9. The author uses _____ to represent…
                                Character

        a.   **c.**

        b.   **d.**

        c.

10. What does _____ mean in _____?
                        Word   Sentence where the word is used

        a.   **c.**

        b.   **d.**

11. Explain why _____feels that _____.
                            Character
        Identify two reasons from the novel to support your response.

            1.

            2.

12. One message that _____ gives the reader is that
                                    Novel

_____. What

the author means is that………

    a.   **c.**

    b.   **d.**

WRITING SITUATION

Write a letter to _____either supporting or opposing the

Character

idea that _____. Support your position with

reasons, examples, facts, and/or evidence. Convince _____to take your

Character

position seriously.

GENERIC NOVEL ASSESSMENT FOR ENGLISH LANGUAGE
LEARNERS IN SPANISH

Nombre _____   **Fecha** _____

1. **¿Cuál es el tema de la novela?**

    a.   **b.**
    c.   **d.**

2. **Un evento importante que ocurre al principio de la novela es….**

    a.   **b.**
    c.   **d.**

3. El punto culminante de la novela ocurre cuando…

    a.   **b.**

    c.   **d.**

4. Al final de la novela, el lector llega a la conclusión que..

    a.   **b.**

    c.   **d.**

5. Durante el curso de la novela, ¿cuáles son los dos cambios mayores?

    a.   **b.**

    c.   **d.**

6. Durante la novela_____cambia de

                              Personaje

_____ a _____.

    a.   **b.**

    c.   **d.**

7. Identifica y explica cuál recurso literario fue usado en la novela (imaginación, predicciones, etc).

    a.   **b.**

    c.   **d.**

8. _____ fue narrada por _____.

    Novela   **Persona**

    a.   **b.**

    c.   **d.**

9. El autor usa _____ para representar _____.

    a.   b.

    c.   d.

10. ¿Qué significa _____ en _____?
                Palabra   **Oración donde se usó la palabra**

    a.   b.

    c.   d.

11. Explica por qué _____cree que _____.
                  Personaje   **Razones**

    a.   b.

    c.   d.

12. Identifica las dos razones de la novela que apoyan tu respuesta.
    1.

    2.

13. Un mensaje que _____ le da al lector es que
                Novela

_____
        Frase de la novela

14. Lo que el autor realmente quiere decir es que…

    a.   b.

    c.   d.

TEMA PARA LA COMPOSICIÓN

Escríbele una carta a _____ apoyando o oponiéndote a
<div align="center">Personaje</div>

la idea que _____. Apoya tu posición con

hechos, ejemplos y evidencias. Trata de convencer a _____
<div align="center">Personaje</div>

a que tome tu posición seriamente.

Adapted District Writing Assessments for English Language Learners

General Guidelines:

❖ In the Fall and Spring the Department of Language Arts Literacy assess the writing ability of Newark students, using a variety of prompts to determine students' strengths and needs in grades K through 8.

❖ Writing Assessment prompts <u>should be translated</u> into the students' native languages **by the Bilingual Teacher** (for ELLs in Proficiency Levels I and II).

❖ The results of the assessments for Levels I, II & III **MUST** be **reported** to the **Office of Bilingual Education**. (Reporting forms are included in this Manual).

❖ The results of the assessments for Levels IV & V **MUST** be **reported** to the **Office of Language Arts Literacy**. (Procedures for reporting these results are found in the Language Arts Literacy Assessment Manual).

WritingAssessment Tasks

Grade	Assessment	Rubric (*)	
		LEVELS I, II, & III *Apply ESL rubric for English Writing Apply LAL rubrics for Native Language Writing*	**LEVELS IV & V** *Apply LAL rubrics*
Kindergarten	Writing Samples	ESL Rubric	Primary Registered Holistic Rubric
Grade 1	Writing Samples	ESL Rubric	Primary Registered Holistic Rubric
Grade 2	Narrative Writing	ESL Rubric	Primary Registered Holistic Rubric
Grade 3	Narrative Writing	ESL Rubric	NJ Registered Holistic Scoring Method Rubric (Modified for NJASK)
Grade 4	Narrative Writing	ESL Rubric	NJ Registered Holistic Scoring Method Rubric (Modified for NJASK)
Grade 5	Narrative Writing	ESL Rubric	NJ Registered Holistic Scoring Method Rubric
Grade 6	Persuasive Writing	ESL Rubric	NJ Registered Holistic Scoring Method Rubric
Grade 7	Persuasive Writing	ESL Rubric	NJ Registered Holistic Scoring Method Rubric
Grade 8	Persuasive Writing	ESL Rubric	NJ Registered Holistic Scoring Method Rubric

(All Rubrics are included in this manual *)

LITERACY WRITING ASSESSMENTS
FOR ENGLISH LANGUAGE LEARNERS

LEVEL I: Spanish and Portuguese Assessed **in those languages**

(SUBMIT RESULTS TO THE BILINGUAL OFFICE)
Scored with rubrics suggested by the Language Arts Literacy Department
*Note that Spelling Rules in Language Arts Literacy suggested Rubrics are for English only. Apply Spelling Rules for the language in which the students are writing.

LEVEL I: Other languages   **Exempted**
(Level I students' writing in English should not be assessed unless they have shown substantial growth in acquiring English)

LEVELS
II& III: All Languages   Assessed in English,
                                                         Spanish or Portuguese*
                                                         All Levels II & III students
                                                         must be tested.

(SUBMIT RESULTS TO THE BILINGUAL OFFICE)
Use Language Arts Literacy Suggested Rubric for Native Language
Use Adapted ESL Rubric for English Writing
*Teachers should use their judgment when deciding the Writing Task Language.

LEVELS IV & V: **All Languages**   **Assessed in** ENGLISH
   (SUBMIT RESULTS TO THE OFFICE OF LANGUAGE ARTS LITERACY)
              Use Language Arts Literacy Suggested Rubrics

ESL Scoring Rubric for *Writing* Assessment

Rating	Description
Independent Writer 6	• Conveys meaning clearly and effectively • Presents multi- paragraph organization, with clear introductions, development of ideas, and conclusion • Shows evidence of smooth transitions • Writes with few grammatical/mechanical errors
Proficient Writer 5	• Conveys meaning clearly • Presents multi-paragraph organization logically, though some parts may not be fully developed • Uses varied and vivid vocabulary appropriate for audience and purpose • Writes with some grammatical/mechanical errors without affecting meaning
Expanding Writer 4	• Expresses ideas coherently most of the time • Writes with a variety of sentence structures with a limited use of transitions • Chooses vocabulary that is often adequate to purpose • Writes with grammatical/mechanical errors that seldom diminish communication
Developing Writer 3	• Begins to write a paragraph by organizing ideas • Writes primarily simple sentences • Uses high frequency vocabulary • Writes with grammatical/mechanical errors that sometimes diminish communication
Emergent Writer 2	• Begins to convey meaning • Writes simple sentences/phrases • Spells inventively • Uses little or no mechanics, which often diminishes meaning
Pre-Writer 1	• Draws pictures to convey meaning • Uses single words, phrases • Spells inventively • Copies from a model

*Adapted from; O'Malley, J.M. & Valdez Pierce, L. (1996)

New Jersey Registered Holistic Scoring Rubric

In Scoring, consider the grid of written language	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command	Superior Command
Score	1	2	3	4	5	6
Content & Organiza-tion	• May lack opening and/or closing	• May lack opening and/or closing	• May lack opening and/or closing	• Generally has opening and/or closing	• Opening and closing	• Opening and closing
.	• Minimal response to topic; uncertain focus	• Attempts to focus • May drift or shift focus	• Usually has single focus	• Single focus	• Single focus • Sense of unity and coherence • Key ideas developed	• Single, distinct focus • Unified and coherent • Well-developed
.	• No planning evident; disorganized	• Attempts organization • Few, if any, transitions between ideas	• Some lapses or flaws in organization • May lack some transitions between ideas	• Ideas loosely connected • Transition evident	• Logical progression of ideas • Moderately fluent • Attempts compositional risks	• Logical progession of ideas • Fluent, cohesive • Composi-tional risks successful
.	• Details random, inappropriate, or barely apparent	• Details lack elaboration, i.e., highlight paper	• Repetitious details • Several unelaborated details	• Uneven development of details	• Details appropriate and varied	• Details effective, vivid, explicit, and/or pertinent
Usage	• No apparent control • Severe/ numerous errors	• Numerous errors	• Errors/ patterns of errors may be evident	• Some errors that do not interfere with meaning	• Few errors	• Very few, if any, errors
Sentence Construc-tion	• Assortment of incomplete and/or incorrect sentences	• Excessive monotony/ same structure • Numerous errors	• Little variety in syntax • Some errors	• Some errors that do not interfere with meaning	• Few errors	• Very few, if any, errors
Mechanics	• Errors so severe they detract from meaning	• Numerous serious errors	• Patterns of errors evident	• No consistent pattern of errors • Some errors that do not interfere with meaning	• Few errors	• Very few, if any, errors

New Jersey Registered Holistic Scoring Rubric

Content & Organization	• Communicates intended message to intended audience • Relates to topic • Opening and closing • Focused • Logical progression of ideas • Transitions • Appropriate details and information
Usage	• Tense formation • Subject-verb agreement • Pronouns usage/agreement • Word choice/meaning • Proper modifiers
Sentence Construction	• Variety of type, structure, and length • Correct construction
Mechanics	• Spelling • Capitalization • Punctuation

Non-Scorable Responses

Non-Scorable Responses	**NR** = No Response	Student wrote too little to allow relaiable judgement of his/her writing.
	OT = Off Topic/ Off Task	Student did not write on the assigned topic/task, or the student attempted to copy the prompt.
	NE = Not English	Student wrote in a language other than English.
	WF = Wrong Format	Student refused to write on the topic, or the writing task folder was blank.

The Writing Process

Pre – Writing	Get ideas down on paper: • Brainstorm • Talk • Free write • Group Ideas • Draw a Picture • Outline
Drafting	Choose the kind of writing you'll do. Write a first draft. • Letters • Description • Personal Narrative • Comparison and Contrast Paragraph • How – To • Report
Revising	Make your writing clearer and better. • Add details • Choose a better word • Try peer conferencing talk about your writing with a friend.
Proofreading	Look for and fix mistakes in • Grammar • Verb tenses • Punctuation • Spelling
Publishing	Make your work final and share it with a peer or your chosen audience. • Read your work aloud • Make a videotape • Display your work on a bulletin board • Put a copy of your work in the library • Put your work in a book form • Make an oral presentation

(Spanish Version)

Grade 2

GUÍA PARA EL ESCRITOR

Recuerda que:

- Mantén siempre la idea principal o tópico en mente.

- Recuerda siempre a quién le escribes.

- Apoya tus ideas con detalles, explicaciones y ejemplos.

- Escribe tus ideas en una secuencia lógica.

- Usa una gran variedad de palabras y usa oraciones variadas.

- Usa letras mayúsculas, la ortografía y la puntuación correcta.

- Escribe claro, usando espacios entre las palabras.

(Portuguese Version)

Grade 2

GUIA DO ESCRITOR

- Mantem a ideia principal ou tópico em mente.

- Pensa no teu leitor.

- Baseia as tuas ideias em ditalhes, explicações e exemplos.

- Expressa a tua opinião ou conclusão claramente.

- Capitaliza, soletra e usa a pontuação correctamente.

- Escreve legivelmente.

(Spanish Version)

Grade 3 – 8

GUÍA PARA EL ESCRITOR

Puntos importantes que debes recordar a medida que escribas y leas lo que escribes para Revisar / Editar

- Mantén siempre la idea principal o tópico en mente.

- Recuerda siempre a quién le escribes.

- Apoya tus ideas con detalles, explicaciones y ejemplos.

- Escribe tus ideas en una secuencia lógica.

- Incluye una oración inicial (opening) y una de cierre (closing).

- Usa una gran variedad de palabras y usa oraciones variadas.

- Expresa tu opinión y conclusión con claridad.

- Usa letras mayúsculas, la ortografía y la puntuación correcta.

- Ecribe de forma ordenada y clara.

(Portuguese Version)

Grade 3 – 8

GUIA DO ESCRITOR

- Mantem a ideia principal ou tópico em mente.

- Pensa no teu leitor.

- Baseia as tuas ideias em ditalhes, explicações e exemplos.

- Inclui uma introdução e uma conclusão.

- Varia o teu vocabulário e os tipos de frases.

- Expressa a tua opinião ou conclusão claramente.

- Capitaliza, soletra e usa a pontuação correctamente.

- Escreve legivelmente.

REPORTING SHEETS FOR THE RESULTS OF THE OBSERVATION SURVEY OF ENGLISH LANGUAGE LEARNERS
Levels I, II and III

Department of Teaching & Learning

LEVELS I, II, & III

Office of Bilingual Education

Class Profile – Grade K
Language Arts Literacy Assessments for <u>English Language Learners</u>
Recording Form

School _____   Teacher_____

Grade _____   Date_____

Student Name	Letter ID		Writing Voc.		Concepts About Print (CAP)		EDL (Spanish DRA)		DRA	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										
12.										
13.										
14.										
15.										

Department of Teaching & Learning   **LEVELS I, II, & III**

Office of Bilingual Education

Class Profile – Grade 1
Language Arts Literacy Assessments for <u>English Language Learners</u>
Recording Form

School _____   Teacher_____

Grade _____   Date_____

Student Name	Letter ID		Writing Voc.		EDL (Spanish DRA)		DRA	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								
13.								
14.								
15.								

LEVELS I, II, & III

Class Profile – Grade 2
Language Arts Literacy Assessments for <u>English Language Learners</u>
Recording Form

School _____   Teacher_____

Grade _____   Date_____

Student Name	Letter ID		Writing Voc.		EDL (Spanish DRA)		DRA	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								
13.								
14.								
15.								

Department of Teaching & Learning **LEVELS I, II, & III**

Office of Bilingual Education

Class Profile – Grade 3
Language Arts Literacy Assessments for <u>English Language Learners</u>
Recording Form

School _____ Teacher_____

Grade _____ Date_____

Student Name	EDL (Spanish DRA)		DRA	
	Fall	Spring	Fall	Spring
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				

REPORTING SHEETS FOR WRITING TASKS RESULTS OF ENGLISH LANGUAGE LEARNERS
Levels I, II and III

Office of Bilingual Education

Grades K-1 Class Data Sheet

Language of Writing Task

Teacher's Name: _____   School: _____   _____

Grade: _____   Date: _____

Directions: Record student names and place a check mark in the appropriate columns for each component of the Primary Registered Holistic Method Scoring Rubric.

Student Name	Language Level Rubric Score						Message Quality Rubric Score						Directional Principles Rubric Score						Spelling/Usage Rubric Score					
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6

Office of Bilingual Education   **LEVELS I, II & III**

Grades 2
Class Data Sheet
WRITING TASKS   Language of Writing Task

_____

Teacher's Name: _____ School:_____

Grade: _____ Date: _____

Record student names and a check mark in the appropriate column.

Student Name	1	2	3	4	5

Office of Bilingual Education　　　　　　　　　　　　**LEVELS I, II & III**

Grades 3
Class Data Sheet
WRITING TASKS　　　　　　Language of Writing Task

_____

Teacher's Name: _____ School:_____

Grade: _____ Date:_____

Record student's names and a check mark in the appropriate column.

Student Name	1	2	3	4	5

Office of Bilingual Education   **LEVELS I, II & III**
Grades 4-8 Class Data Sheet
WRITING TASKS   Language of Writing Task
_____

Teacher's Name: _____ School: _____

Grade _____ Date _____

Record student's names and a check mark in the appropriate column.

Student Name	1	2	3	4	5

General Guidelines for Report Card Grading
of English Language Learners

      Research tells us that it takes two to seven years for English Language Learners to acquire the skills necessary to function on grade level. An English Language Learner who is an excellent student should not be penalized with a poor grade in Literacy because he/she is not proficient in English.

➢ English Language Learners (Levels I & II) who are not yet linguistically proficient to read in English on grade level, should not be hindered from receiving an A or B in Literacy and fulfilling the requirements for obtaining Honor Roll status if they are instructed in their native language.

➢ For the Spanish Speaking English Language Learner in grades K through 5, the district has adopted a Literacy program (Trofeos) that meets the grade level requirement for these students. Therefore, Spanish ELL students must be graded according to their academic performance and should receive the grade they earned.

➢ English Language Learners of other languages should be graded on their functional English reading level (which should be indicated on the report card) and receive a grade according to their academic performance at that level.

➢ If the Literacy letter grade is received as a result of instruction in Spanish (using Trofeos in grades 3 to 5), please insert the words "Spanish Literacy Instruction (SLI)" as shown on the next page.

➢ If the Literacy letter grade is received as a result of instruction in English, please insert the words "English Literacy Instruction (ELI)" as shown on the next page.

SAMPLE REPORT CARD PAGE

ACADEMIC SUBJECTS (SLI Spanish Literacy Instruction ELI English Literacy Instruction)	SLI Cycle 1	SLI Cycle 2	ELI Cycle 3	Cycle 4	Final Grade
READING (overall evaluation)					
Reading Grade Level					
Comprehension					
Fluency					
Word Attack Skills					
Maintains Journal/Log					
WRITING (overall evaluation)					
Content/Organization					
Usage/Mechanics					
Maintains Portfolio					
Speaking (purpose, organization, audience, delivery)					
Viewing (interprets information)					
Listening (attentive listening and understanding)					
MATHEMATICS (overall evaluation)					
Mathematics Grade Level					
Number Sense					
Problem Solving					
Algebraic Concepts					
Measurement/Geometry					
Maintains Journal/Log					
SOCIAL STUDIES (overall evaluation)					
Recognizes Responsibility of Citizenship					
Uses Maps and Globes Appropriately					
Understands History Maintains Journal/Portfolio					
SCIENCE (overall evaluation)					
Knowledge of Content					
Demonstrates Scientific Inquiry					
Applies the Scientific Method					
Note booking					

General Procedures for Obtaining
Texts and Supplies for Literacy Instruction

➢ Trophies from Harcourt Brace and the Language of Literature ELL supplemental materials from McDougal Littell are the official adopted series in the Newark Public Schools, therefore, as applies to the English components of this series, the school administration is responsible for including and disbursing funds from their budgets in order to replenish the supply of student and teacher materials as needed. Principals are directed to include these funds in their budgets and are given information regarding the specific titles and costs prior to budget submission in order to project adequate funding in their budget requests.

➢ The Newark Public Schools receives occasional grant funding to supplement the operation of the Bilingual and ESL programs. These funds are primarily intended for the operation of extended/supplemental services (after school programs - summer school) and the acquisition of supplemental supplies, equipment, software, dictionaries, etc. ELL students are entitled to access to the same curriculum materials as provided general program as well as supplemental materials in the home language and in "Sheltered/Adapted English" or at a more simplified level. These texts are a developmental instruction supply and are to be provided out of school funds.

For Your Information: (As of 1-06)
HARCOURT BRACE
School Publishers
5513 N. Cumberland Ave
Chicago, IL 60656
(773) 594 – 5110   (800) 787 – 8707   (737) 594 – 5170

For English Materials
Deborah Fedderly
(908) 832 – 7014
(908) 832 – 6052 (Fax)
dfedderly@harcourt.com

For Spanish Materials
Venessa Kostagos
(646) 260 – 5731 (Cell)
(800) 787 – 8707
Venessa.Kostagos_Felipe@hartcourt.com

HARCOURT TROPHIES/TROFEOS
Newark Public Schools
Resources for your Classroom
Kindergarten

	ENGLISH	SPANISH
Kindergarten Kit (Programa de Kindergarten)	_____	_____
Intervention Resource Kit (Materiales de intervención)	_____	_____
Independent Reader Collection, 5 sets of 35 Titles per teacher (Colección de lecturas independientes)	_____	_____
Little Book Collection, 5 sets of 14 titles per teacher (Colección de libritos)	_____	_____
Pre-decodable/Decodable Book Collection, 5 sets per teacher (Libros predecodificables/decodificables)	_____	_____
Pre-decodable/Decodable Book Collection, Take Home Version (Libros predecodificables/decodificables, versión para la casa)	_____	_____
Word Builder Cards, per student (Tarjetas para armapalabras)	_____	_____
World Builder Holder, per student (Armapalbras)	_____	_____
Write-on/Wipe-off Board and Phonemic Awareness Disks, per student (Pizarra para escribir y borrar fichas para desarrollar la conciencia fonémica)	_____	_____
ELL Teacher Resource Kit (English Only)	_____	_____

HARCOURT TROPHIES/TROFEOS
Newark Public Schools
Resources for your Classroom
Grade 1

	ENGLISH	**SPANISH**
First Grade classroom		
Student Editions 5 titles, per student Adivina Quien, (1-1), Alcanza un sueño, (1-2) Aquí y allá (1-3), Todos juntos (1-4), ¡Acérquense! (1-5) (Ediciones del estudiante)	_____	_____
Theme Teacher's Editions, set of 6 (Ediciones del maestro)	_____	_____
Below-Level Readers Collection, 5 sets of 34 titles (Colecciones de libros bajo nivel)	_____	_____
On-Level Readers Collection, 5 sets of 34 titles (Colecciones de libros a nivel)	_____	_____
Advanced-Level Readers Collection, 5 sets of 34 titles (Colecciones de libros avanzados)	_____	_____
ELL Readers Collections, 5 sets of 34 titles (English Only)	_____	_____
Decodable Books Collection, 5 sets of 34 titles per teacher (Colecciones de libros decodificables)	_____	_____
Decodable Books Collection, Take Home Version, (Colecciones de libros decodificables, 5 sets of 34 titles)	_____	_____
Guided Reading Library Set II (Colección de libros II para lectura en grupos nivelados)	_____	_____
Little Book Collection (Colección de libritos)	_____	_____

Big Book Collection, Pkg. of
12 titles and Big Book Audiotext   _____   _____
(Colección de superlibros y texto
en audio de los superlibros)

Library Book Collection, 12 titles,   _____   _____
5 sets per teacher
(Colección de libros de la biblioteca)

Read Aloud Anthology   _____   _____
(Antologías para la lectura en voz alta)

 Audiotext Collection   _____   _____
(Colección de texto en audio)

Letter and Word Cards   _____   _____
(Tarjetas del letras y palabras)

Word Builder Cards, per student   _____   _____
(Tarjetas para el armapalabras)

World Builder Holder, per student   _____   _____
(Armapalabras)

Big Book of Rhymes   _____   _____
(Superlibros de rimas)

Teaching Transparencies for Language Arts   _____   _____
(Transparencias para Artes del Lenguaje)

Holistic Assessment Test Booklet,   _____   _____
package of 12
(Evaluación integral) 1-1,1-2,1-3,1-4,1-5
ediciones del estudiante

Holistic Assessment Teacher's Edition   _____   _____
(Evaluación integral) edición del maestro

Oral Reading Fluency Assessment   _____   _____
(Evaluación de la fluidez oral de la lectura)

Teacher Support Package   _____   _____
(Apoyo adicional para el maestro)

Intervention Resource Kit   _____   _____
(Materiales de intervención)

ELL Resource Kit   _____   _____

HARCOURT TROPHIES/TROFEOS
Newark Public Schools
Resources for your Classroom
Grade 2

	ENGLISH	**SPANISH**
Student Editions, per student (Ediciones del estudiante) Para Ti (2-1) Dias Maravillosos (2-2)	_____	_____
Theme Teacher's Editions, set of 6 (Edición del maestro (6)	_____	_____
Below-Level Readers Collection, 5 copies of 34 titles (Colección de libros a bajo nivel)	_____	_____
On-Level Readers Collection, 5 copies of 34 titles (Colección de libros a nivel)	_____	_____
Advanced-Level Readers Collection, package of 34 titles (Colección de libros avanzados)	_____	_____
ELL Book Collection, 6 copies of 30 titles (English Only)	_____	_____
Decodable Books Collection, books 1-23 (Colección de libros decodificables)	_____	_____
Decodable Books Collection, Take Home Version (Colección de libros decodificables- version para el hogar- 2 volumes of 33 titles)	_____	_____
Guided Reading Library Set II (II Coleccion e libros para grupos nivelados)	_____	_____
Library Book Collection (Colección de libros de la biblioteca- one of 12 titles)	_____	_____
Challenge Library (Colección de libros avanzados- 30 titles)	_____	_____

ESL/Title Library Collection and
Audiocassettes
(English Only)   _____   _____

Literature Audiotext
(Colección de texto en audio)   _____   _____

Instructional Transparencies
(Transparencias)   _____   _____

Instructional Transparencies for
Language Arts
(Transparencias para Artes del Lenguaje)   _____   _____

Read Aloud Anthology
(Antologías para la lectura en voz alta)   _____   _____

Holistic Assessment Test Booklet,
per student
(Evaluación integral- edición para el estudiante)   _____   _____

Holistic Assessment Teacher's Edition
(Evaluación integral- edición para el maestro)   _____   _____

Oral Reading Fluency Assessment
(Evaluación de la fluidez oral de la lectura)   _____   _____

Teacher Support Package
(Materiales de apoyo para el maestro)   _____   _____

Intervention Readers, 5 per teacher
(Libros de intervención)   _____   _____

Intervention Resource Kit
(Materiales de intervención para el maestro)   _____   _____

ELL Resource Kit
(English Only)   _____   _____

Big Book of Rhymes
(Superlibros de Rimas)   _____   _____

HARCOURT TROPHIES/TROFEOS
Newark Public Schools
Resources for your Classroom
Grade 3

	ENGLISH	**SPANISH**
Student Editions, per student Asi cambiamos (3-1), ¡A sus marcas! (3-2) (Ediciones del estudiante)	_____	_____
Teacher's Editions, set of 6 (Ediciones del maestro)	_____	_____
Below-Level Readers Collection, 5 sets of 30 titles (Libros bajo nivel)	_____	_____
On-Level Readers Collection, 5 sets of 30 titles (Libros a nivel)	_____	_____
Advanced-Level Readers Collection, 5 sets Of 30 titles (Libros avanzados)	_____	_____
ELL Book Collection, 5copies of 30 titles English Only)	_____	_____
Guided Reading Library Set II (II Coleccion de libros para grupos nivelados)	_____	_____
Library Book Collection (Colección de libros de la biblioteca)	_____	_____
Challenge Library (Colección de libros avanzados- 30 titles)	_____	_____
ESL/Title Library Collection and Audiocassettes (English Only)	_____	_____
Literature Audiotext (Colección de texto en audio)	_____	_____

Grade 3 Continued

Teaching Transparencies   _____   _____
(Transparencias)

Teaching Transparencies for   _____   _____
Language Arts
(Transparencias para Artes del Lenguaje)

Holistic Assessment Test Booklet,   _____   _____
per student
(Evaluación integral)

Holistic Assessment Teacher's Edition   _____   _____
(Evaluación integral)

Oral Reading Fluency Assessment   _____   _____
(Evaluación de la fluidez oral de la
lectura)

Placement and Diagnostic Assessment   _____   _____
(grades 4&5)
(Evaluación diagnostica y de reubicación)

Teacher Support Package   _____   _____
(Materiales de apoya para el maestro)

Intervention Readers, 5 per teacher   _____   _____
(Libros de intervención)

Intervention Resource Kit   _____   _____

ELL Resource Kit   _____   _____
(English Only)

HARCOURT TROPHIES/TROFEOS
Newark Public Schools
Resources for your Classroom
Grade 4

	ENGLISH	**SPANISH**
Student Editions, per student Caminos abiertos (Ediciones del estudiante)	_____	_____
Teacher's Editions, set of 6 (Ediciones del maestro)	_____	_____
Below-Level Readers Collection, 5 sets of 30 titles (Libros bajo nivel)	_____	_____
On-Level Readers Collection, 5 sets of 30 titles (Libros a nivel)	_____	_____
Advanced-Level Readers Collection, 5 sets Of 30 titles (Libros avanzados)	_____	_____
ELL Book Collection, 5copies of 30 titles (English Only)	_____	_____
Guided Reading Library Set II (II Coleccione de libros para la Lectura en grupos nivelados)	_____	_____
Library Book Collection (Colección de libros de la biblioteca)	_____	_____
Challenge Library (Colección de libros avanzados- 30 titles)	_____	_____
ESL/Title Library Collection and Audiocassettes (English Only)	_____	_____
Literature Audiotext (Colección de texto en audio)	_____	_____
Teaching Transparencies (Transparencias)	_____	_____

Grade 4 Continued

Teaching Transparencies for
Language Arts
(Transparencias para Artes del Lenguaje)   _____   _____

Holistic Assessment Test Booklet,
per student
(Evaluación integral)   _____   _____

Holistic Assessment Teacher's Edition
(Evaluación integral)   _____   _____

Oral Reading Fluency Assessment
(Evaluación de la fluidez oral de la
lectura)   _____   _____

Placement and Diagnostic Assessment
(grades 4&5)
(Evaluación diagnosticas y de reubicación)   _____   _____

Teacher Support Package
(Materiales de apoya para el maestro)   _____   _____

Intervention Readers, 5 per teacher
(Libros de intervención)   _____   _____

Intervention Resource Kit
(Recursos de intervención)   _____   _____

ELL Resource Kit
(English Only)   _____   _____

HARCOURT TROPHIES/TROFEOS
Newark Public Schools
Resources for your Classroom
Grade 5

	ENGLISH	**SPANISH**
Student Editions, per student Viajes lejanos (Ediciones del estudiante)	_____	_____
Teacher's Editions, set of 6 (Ediciones del maestro)	_____	_____
Below-Level Readers Collection, 5 sets of 30 titles (Libros bajo nivel)	_____	_____
On-Level Readers Collection, 5 sets of 30 titles (Libros a nivel)	_____	_____
Advanced-Level Readers Collection, 5 sets Of 30 titles (Libros avanzados)	_____	_____
ELL Book Collection, 5copies of 30 titles (English Only)	_____	_____
Guided Reading Library Set II (II Colección de libros para la Lectura en grupos nivelados) Library Book Collection (Colección de libros de la biblioteca)	_____ _____	_____ _____
Challenge Library (Colección de libros avanzados- 30 titles)	_____	_____
ESL/Title Library Collection and Audiocassettes (English Only)	_____	_____
Literature Audiotext (Colección de texto en audio)	_____	_____
Teaching Transparencies (Transparencias)	_____	_____

Teaching Transparencies for　　　_____　　　　　_____
Language Arts
(Transparencias para Artes del Lenguaje)

Holistic Assessment Test Booklet,　_____　　　　　_____
per student
(Evaluación integral)

Holistic Assessment Teacher's Edition　_____　　　_____
(Evaluación integral- Edicion del
maestro)

Oral Reading Fluency Assessment　　_____　　　　_____
(Evaluación de la fluidez oral de la
lectura)

Placement and Diagnostic Assessment　_____　　　_____
(grades 4&5)
(Evaluación diagnostica y de reubicación)

Teacher Support Package　　　　　_____　　　　_____
(Materiales de apoya para el maestro)

Intervention Readers, 5 per teacher　　_____　　　_____
(Libros de intervención)

Intervention Resource Kit　　　　　_____　　　　_____
(Recursos de intervención)
ELL Resource Kit　　　　　　　　_____　　　　_____
(English Only)

Ordering Novels for Grades 5 – 8

Grade	Title	Author	Publisher
5 5 (Substitute)	Lucky Stone Puente hasta Terabithia	Lucille Clifton Katherine Paterson	Yearling Flame
6 6 (Substitute)	The Watsons Go to Birmingham Huída al Canadá	Christopher Paul Curtis Barbara Smucker	Scholastic Flame
7 7 (Spanish Version)	Roll of Thunder, Hear my Cry Lloro Por La Tierra	Mildred Taylor Mildred Taylor	Scholastic Lectorum
8 8 (Spanish Version)	Holes Hoyos	Louis Sachar Louis Sachar	Yearling Lectorum
5 5 (Spanish Version)	There's a Boy in the Girl's Bathroom Hay un chico en el baño de las chicas	Louis Sachar Louis Sachar	Yearling Flame
6 6 (Spanish Version)	Number of the Stars ¿Quién cuenta las estrellas?	Lois Lowry Lois Lowry	McDougal Li Flame
7 7 (Substitute)	House of Dies Drear ¡Por La Gran Cuchara de Cuerno!	Virginia Hamilton Sid Fleischman	McDougal Lit Flame
8 8 (Spanish Version)	Taking Sides Tomando Partido	Gary Soto Gary Soto	McDougal Lit Flame

These novel titles can be ordered from the following companies:

MC DOUGAL LITTELL
A Division of Houghton Mifflin
Customer Service Center
1900 S. Batavia
Geneva, IL 60134
(800) 462-6595

LECTORUM
524 Broadway
New York, NY 10012
(800) 853 – 3291

Sales Representative
Marge Kurinsky
(732) 493-2673
marge_kurinsky@hmco.com

Sales Representative
Ardelio Valdés
(212) 965 – 7202
avadldes@scholastic.com

FLAME
62 Water Street
Ossining, NY 10562
(800) 535 – 2632
(800) 571 – 1730 Fax

More Effective Methods for Adapting and Differentiating Instruction for ELLs:
GRAPHIC ORGANIZERS

Acrostic Poem

Write any word or name vertically with capital letters. Next, write a word or sentence that describes the character of the person beginning with the letter in the box.

_____

_____

_____

_____

_____

_____

Name_____

Title_____

Chapter Grid

In each box, put the chapter number and one or two sentences that summarize the important information.

Chapter Map

Book Title_____

No_____ Your Title_____	No_____ Your Title_____
No_____ Your Title_____	No_____ Your Title_____
No_____ Your Title_____	No_____ Your Title_____

Character Study

Describe one aspect of the main character of the story in each circle. Next, illustrate the story.

Title_____
_____
Author_____
_____
_____
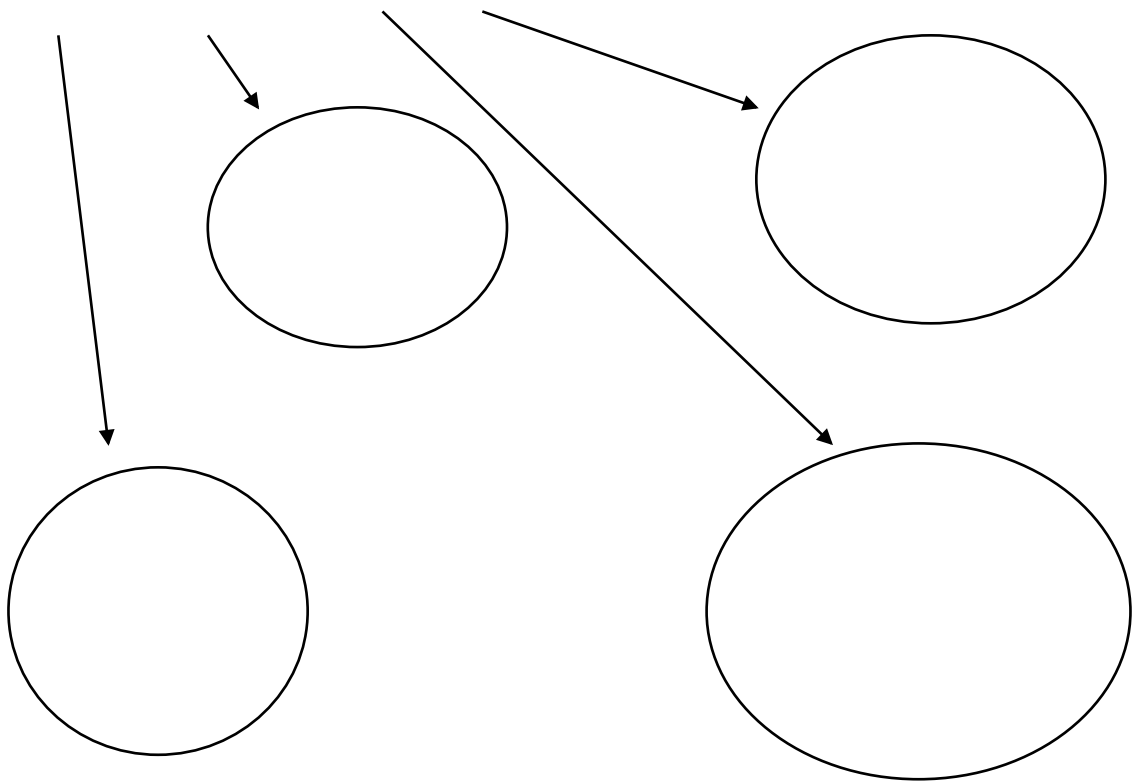
Conociendo el Personaje Principal

**Describe un aspecto del personaje principal en cada círculo.
Después, haz una ilustración.**

Título_____
_____
Autor_____
_____
_____
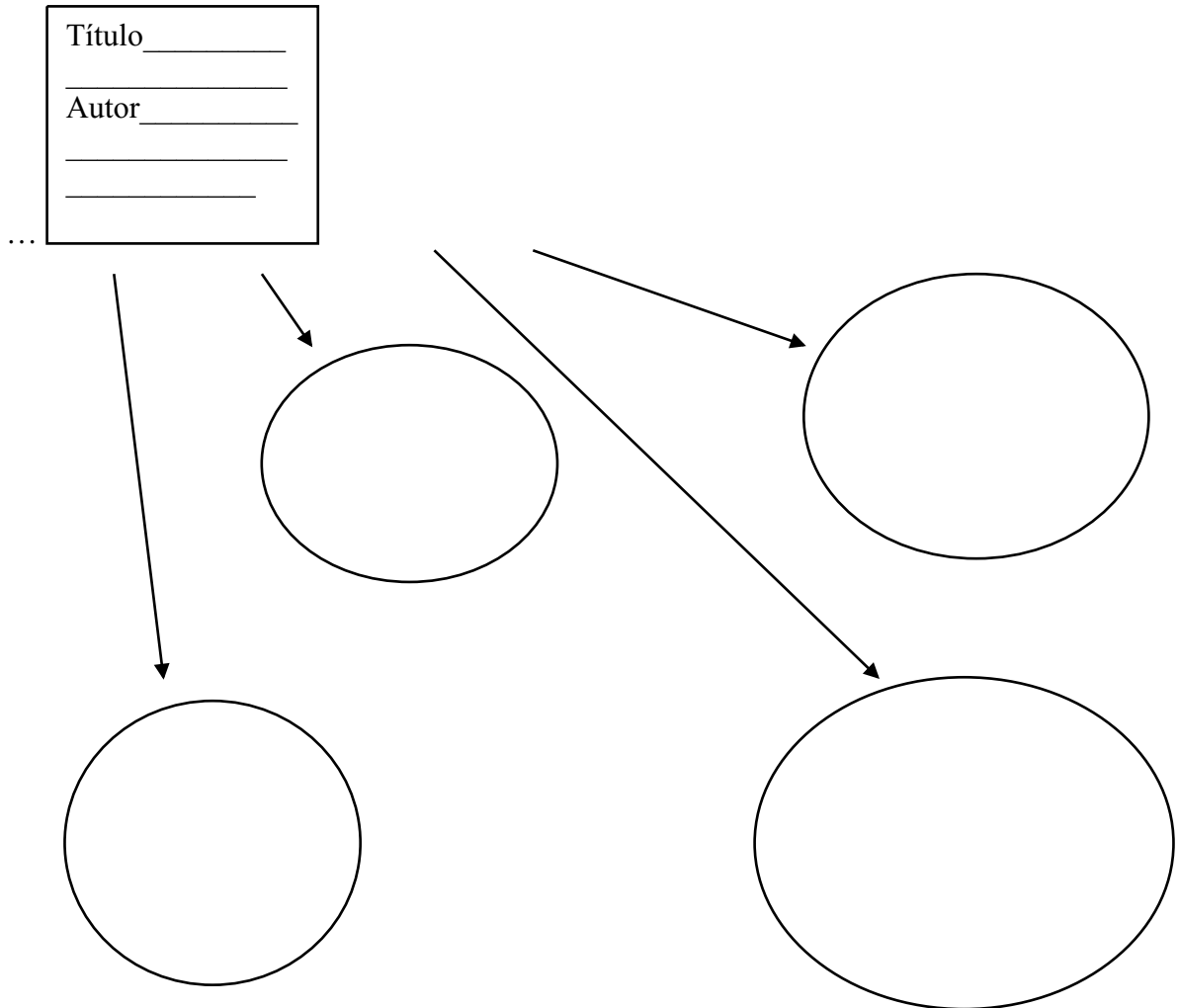
Name_____

Ideas/Details

Important Idea   **Details**

Page___

Page____

Page___

Diagrama Del Cuento

Haz una ilustración del orden de los eventos de un cuento comenzado en la flecha y continuado hacia la derecha.
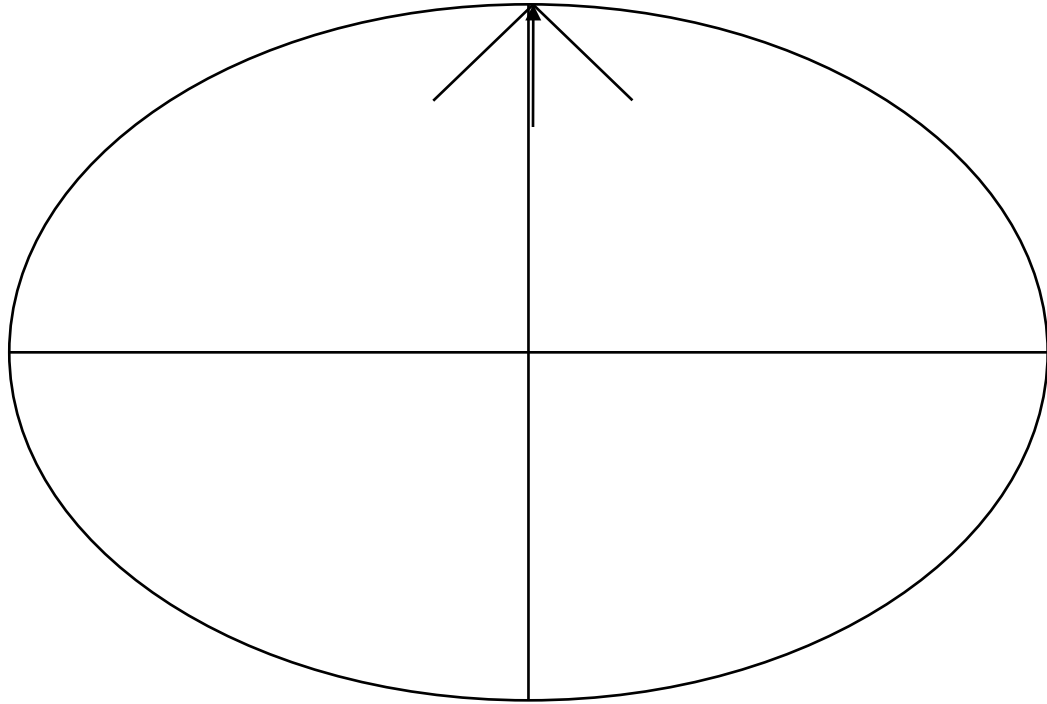
Ending a Story

Read the first part of a story. Next, guess how the story should end and write that ending. Use details from the story and the pictures to guess what will happen.

Title_____Author_____

Characters	Setting	Beginning Part of the Story

Middle Part of the story	Your Ending to the Story

Investigador del Cuento
Contesta las cinco preguntas del cuento.
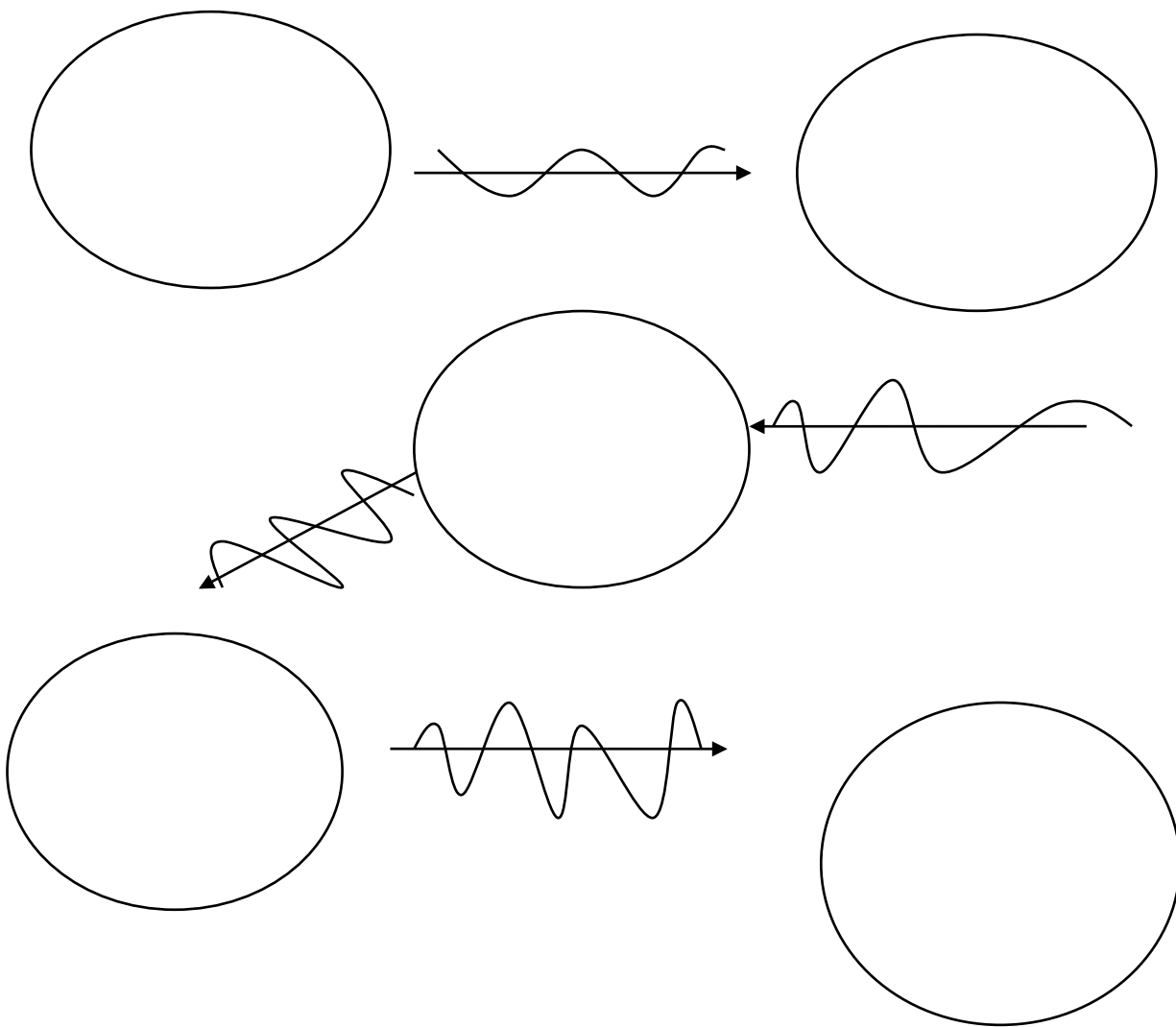
¿Quién?

¿Cuándo?

¿Dónde?

¿Qué?

¿Por qué?

La Parte
Favorita:_____

_____

La caminata del cuento
Escribe una frase de la secuencia de los eventos en el cuento.

Poema Acróstico

Escribe cualquier palabra o nombre verticalmente en letras mayúsculas. Después, escribe una palabra o una oración que describe al personaje comenzando con las letras en la caja.

☐ _____

☐

_____

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Problem Solving

The character in the story has a problem. Help the Character think wisely about what decisions to make to help solve the problem.

| Title of book_____	Characters:	Settings:
Author_____		
Problem_____	What do you think the character should do about the problem? Use details to explain your answer. 1._____ _____ Why?_____2 ._____ _____ Why?_____ 3._____ Why?_____

_

Resolviendo Problemas

El personaje del cuento tiene un problema. Ayuda al personaje a hacer una decisión sabia para resolver el problema.

Título del libro_____ _____ Author_____ _____	Los personajes:	Escenario:
Problema	¿Qué piensas que el personaje debería hacer sobre el problema? Usa detalles para explicar tu respuesta. 1._____ _____ ¿Porqué?_____ _2._____ _____ _¿Porqué?_____ _____ 3._____ ¿Porqué?_____ ___

Story Diagram

Illustrate the sequence of events of a story beginning at the arrow and continuing clockwise.
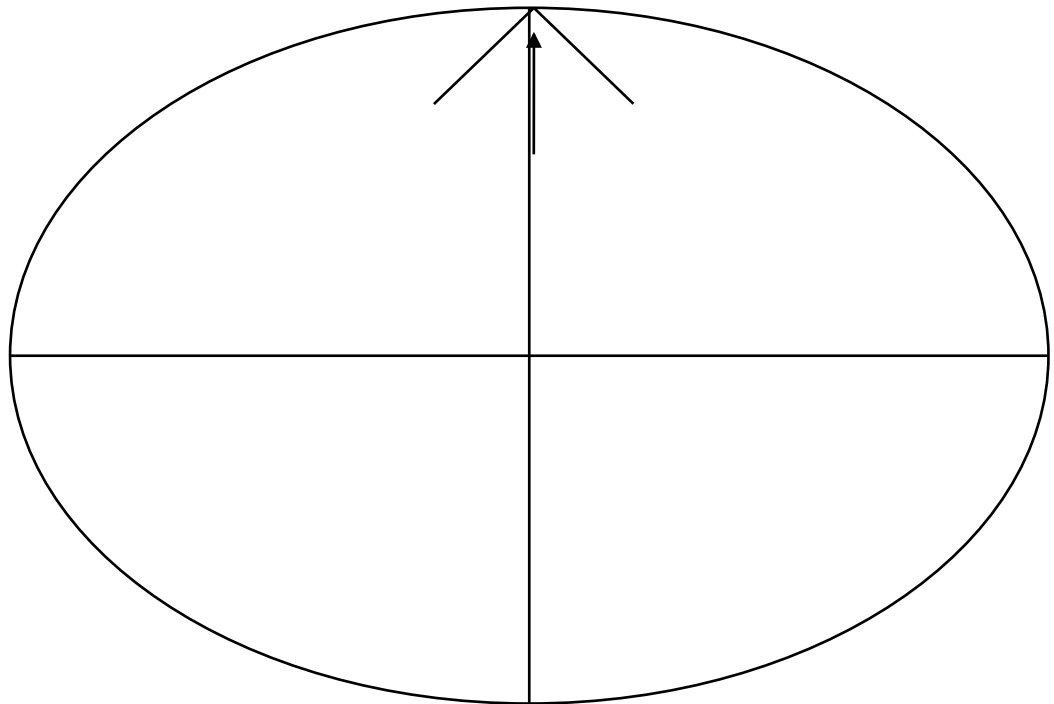
Name_____

Story Map
Narrative Text

Title and Author

[ ]

Setting

[ ]

**Characters
(Main and Supporting)**

[ ]

Problems

[ ]

Events

[ ]

Solution

[ ]

Name/s_____

Story Map

Book Title_____

Author_____

Setting

Characters

Problem

Goal

Event 1

Event 2

Event 3

Resolution

Story Summary

Write a paragraph of the beginning, middle and ending of the story.
Next, illustrate.

Beginning

Middle

Ending

Title: _____

Author: _____

El Resumen Del Cuento

Escribe un párrafo del principio, lo siguiente y al final del cuento. Después, haz una ilustración.
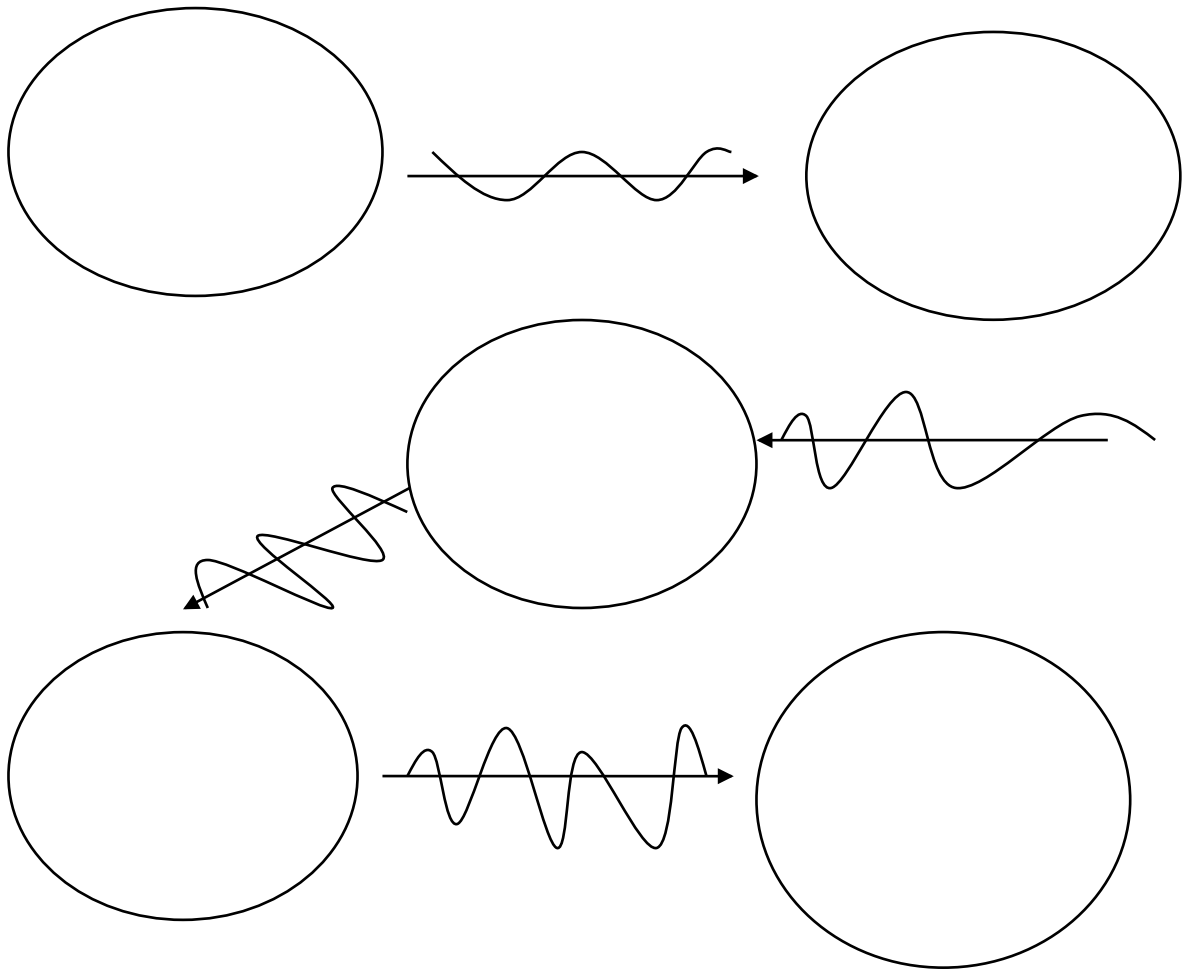
El principio

Lo siguiente

El final

EL título: _____

El author: _____

Story Walk

Write or illustrate the sequence of events in a story.

Terminando el Cuento

Lee el principio de un cuento. Después, adivina como terminará y escribe el final. Usa detalles del cuento y los dibujos para adivinar lo que va a pasar.

Título_____

Autor_____

Los Personajes	Escenario	El principio del cuento

La parte siguiente del cuento	El final del cuento

Story Map

Title:	
Author:	
Setting:	
Theme:	
Character (s):	
Problem:	
Events of the Story:	
Solution:	

Personal Experience

Directions: Select one character from the story and Compare & Contrast your personal experiences to theirs.

A. During Reading	B. After Reading
Character's Experiences	**Your Experiences**

PROFESSIONAL RESOURCES

Using the SIOP Model: Professional Development Manual For Sheltered Instruction By: Deborah Short, Justine Hudec, Jana Echevarria; with assistance from: Beverly Boyson & MaryEllen Vogt
Copyright 2002 Center for Applied Linguistics (CAL), Washington, DC

Creative Writing Prompts in Spanish and English By: Caroline Fernandez
Copyright 1997 Teacher's Discovery, 2741 Pardan, Auburn Hills, MI 48326

Graphic Organizers For Language Arts Classes By: Daniel J. Barnekow; Illustrated by Marcellus Hall
Copyright 1998 J. Weston Walch, P.O. Box 658, Portland, Maine 04104

Teaching Reading in Multilingual Classrooms By: David E. & Yvonne S. Freeman
Copyright 2000 Heinemann, 361 Hanover Street, Portsmouth, NH 03801

Exploring Second Language Reading Issues and Strategies By: Neil Anderson
Copyright 1999 Heinle & Heinle, Canada

Teaching Reading to Non- English Speakers By: Eleanor Wall Thonis
Copyright 1970 Collier Macmillan International, 866 Third Avenue, New York, NY 10022

The How-To Handbook: Teaching English Language Learners By: Teresa Walter
Copyright 2004 Pearson Education, 10 Bank Street, White Plains, NY 10606

Put Reading First: The Research Building Blocks for Teaching Children to Read K-3 By: Bonnie B. Armbruster, Fran Lehr & Jean Osborn

Copyright 2001 *National Institute for Literacy, U.S. Department of Education*

Teacher Workshop: First and Second Language Development; Practical Strategies for Bilingual and ESL Classrooms By: Hilda Medrano (Intro), Rebeca Maria Barrera, Lourdes Diaz Soto, Olga Romero, & David & Yvonne Freeman
Copyright 1995 Scholastic Inc., Printed in the USA

Language Transfer Issues: For English Learners By: Hampton-Brown
Copyright Hampton-Brown, P.O. Box 223220, Carmel, CA 93922

A Short Course in Teaching Reading Skills By: Beatrice S. Mikulecky
Copyright 1990 Addison-Wesley, Reading, MA 01867

Amazing English! How-To Handbook By: Teresa Walter
Copyright 1996 Pearson Education, 10 Bank Street, White Plains, NY 10606

The Learning Strategies Handbook By: Anna Uhl Chamot, Sarah Barnhardt, Pamela Beard El-Dinary, & Jill Robbins
Copyright 1999 Addison Wesley Longman, 10 Bank Street, White Plains, NY 10606

The Power of Two Languages: Literacy and Biliteracy for Spanish-Speaking Students By: Josefina Villamil Tinajero & Alma Flor Ada
Copyright 1993 Macmillan/McGraw-Hill School, 10 Union Square East, New York, NY 10003

A to EZ Handbook For Bilingual Teachers: Staff Development Guide By: Macmillan/McGraw-Hill School
Copyright 1993 Macmillan/McGraw-Hill School, 10 Union Square East, New York, NY 10003

Reading for Life: The Learner as a Reader By: Learning Media
Copyright 1997 Learning Media Limited, Box 3293, Wellington 6001, New Zealand

Ready To Read By: Ruth Brancard and Jeanne Hind
Copyright 1989 Oxford University Press, 200 Madison Avenue, New York, NY 10016

Teaching Reading in Middle School: A Strategic Approach to Teaching Reading that Improves Comprehension and Thinking By: Laura Robb & Foreword by P. David Pearson
Copyright 2000 Scholastic Inc., 555 Broadway, New York, NY 10012

Improving Comprehension with Think-Aloud Strategies: modeling What Good Readers Do By: Jeffrey D. Wilhelm & Foreword by Wayne Otto
Copyright 2001 Scholastic Inc., 555 Broadway, New York, NY 10012

Still Learning to Read: Teaching Students in Grades 3-6 By: Franki Sibberson & Karen Szymusiak
Copyright 2003   Stenhouse Publishers, Portland, Maine

Teaching to Diversity: Teaching and Learning in the Multi-Ethnic Classroom By: Mary Meyers
Copyright 1993 Addison-Wesley Publishing, 10 Bank Street, White Plains, NY 10606

Internet Resources

www.colorincolorado.org/

www.readingrockets.org/spanish

www.colorincolorado.org/educators/

www.ecampus.com/book/

www.nabe.org

www.ReadWriteThink.org

www.reading.org

www.siopinstitute.net

www.hartcourt.com