

Pemberton Township Schools

Course of Study/Curriculum Guide

Curricular Area: English Second Language (ESL)

Course Title: English Second Language (ESL)

Grade Level(s): K-12

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Course of Study/Curriculum Guide

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Rationale and Philosophy

The purpose of English as a Second Language Program is to help limited English Proficient students learn English as quickly as possible through specific ESL or bilingual instruction and to help them succeed in the mainstream classroom setting and be successful in their school programs. Such instruction should also help them to adjust culturally to life in America. Efforts should be made to develop in students and staff an understanding and appreciation of the linguistic and cultural diversity of our student population. ELL students must be encouraged to share their heritage and culture with native English-speaking students. Through shared experiences, all students can learn to value each others' contribution to our society.

ELL students require appropriate English language support services. A clear understanding of ELL students and their needs is a requisite to enable them to develop their individual potential. While classroom teachers share in the responsibility for educating ESL students, the ESL specialist is able to provide information on assessment, placement, and programming decisions. All teachers and ESL teachers must adjust their instructional approaches to accommodate the different levels of English proficiency and different learning rates and styles of ELL students. ELL will develop the academic language they need to succeed in the mainstream classroom setting.

Goals and Objectives (outcomes):

Full proficiency in English must be the over-arching goal of an ESL program if the limited English proficient student is to realize long-term personal, social, and economic success in an English-speaking society in the 21st century. In order to provide ELL students with adequate instruction that will meet their academic and cultural needs Pemberton Township Schools will:

- Ensure equity of educational opportunity for all ELL students
- Promote academic success by providing ELL students with a positive and nurturing environment.
- Celebrate the diversity of the student population.
- Promote a climate of acceptance and respect for all.
- Provide a standards-based education that will promote academic achievement and language competence.
- Use current knowledge of effective instructional practices to ensure a student-centered approach to learning.

Program Description:

Process for Identifying ELL Students:

- Maintain a census indicating all students whose native language is other than English
- Develop a screening process, initiated by a home language survey, to determine which students in K to 12th grade must be tested to determine English language proficiency.
- WIDA Placement Test (W-APT) is administered to determine eligibility for new students.
- In addition, the following indicators must be considered (Multiple Measures):
 - ✓ level of reading in English
 - ✓ previous academic performance
 - ✓ achievement on standardized tests in English
 - ✓ teacher judgment
- The ACCESS for ELLs is used for existing students to determine if they remain eligible for services or are exited from the program.

ESL Program:

- All K-8 ELL students are required to receive ESL instruction daily for a 40 minute period on a daily basis.
- 9-12 ELL students' receive instruction in their required English courses from an ESL teacher. Advanced reading, writing, speaking, and listening skills are woven into the study of content areas or themes that are presented through the use of specifically targeted materials and resources.

Bilingual Program:

- Bilingual students receive an additional 40 minute period of instruction on a daily basis. The Denbo and Crichton School complex serves as a magnate for the Bilingual program for students at the elementary level (K-5). The Bilingual program is a part-time bilingual model implemented through a resource room. ELL students whose native language is Spanish receive 40 minutes of daily instruction in Language Arts and Mathematics using research-based strategies. Students' native language (Spanish) is also used for instruction depending on students' English Language proficiency level.

Units of Study:

Planning effective English language instruction for ELL students cannot be done in isolation. It must be part of a comprehensive and challenging educational program that takes into account ELL students' social, educational, and personal backgrounds, as well as their existing skills and knowledge bases.

Through instruction, ELL students will acquire skills to:

- Use English to communicate in social settings.
- Use English in socially and culturally appropriate ways.
- Use English to achieve academically in all content areas.

Curriculum/Instructional Settings:

- ✓ All ELL lessons are aligned to the New Jersey State Common Core Standards as well as the WIDA Standards.
- ✓ In grades K-5, the Literacy and Mathematics programs' thematic units of study (Journeys & Go-Math) that are used in the general and special education classrooms are also used by the bilingual and ESL teachers.
- ✓ Integrating language teaching with the teaching of curricular content in thematic units simultaneously develops students' language, subject-area knowledge, and thinking skills.
- ✓ The district's ELA and Mathematics curriculum maps are followed but adapted to English Language proficiency levels through differentiating instructional activities and assessments.
- ✓ The district's ESL curriculum maps were developed to further support ESL teachers as they plan and implement instruction that take into consideration each student's English Language proficiency level.
- ✓ The ESL curriculum's Student Learning Objectives designate what each student needs to know and be able to do.
 - For ELLs, what they are able to do varies with their level of English Language proficiency.
 - The ESL curriculum's supportive framework delineates what ELL's "can do" with each objective at their developmental linguistic level and what instructional supports are appropriate so that ELL can achieve the stated objective.

Mastery Objectives:

PART A:

K-12 Performance Definitions for the Levels of English Language Proficiency –

At the given level of English language proficiency, English language learners will process, understand, produce, or use:

6 Reaching –

- ✓ specialized or technical language reflective of the content areas at grade level
- ✓ a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level
- ✓ oral or written communication in English comparable to English-proficient peers

5 Bridging –

- ✓ specialized or technical language of the content areas
- ✓ a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports
- ✓ oral or written language approaching comparability to that of English-proficient peers when presented with grade-level material

4 Expanding –

- ✓ specific and some technical language of the content areas
- ✓ a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences, or paragraphs
- ✓ oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic, or interactive support

3 Developing –

- ✓ general and some specific language of the content areas
- ✓ expanded sentences in oral interaction or written paragraphs
- ✓ oral or written language with phonological, syntactic, or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative, or expository descriptions with sensory, graphic, or interactive support

2 Beginning –

- ✓ general language related to the content areas
- ✓ phrases or short sentences
- ✓ oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic, or interactive support

1 Entering –

- ✓ pictorial or graphic representation of the language of the content areas
- ✓ words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice, or yes/no questions, or statements with sensory, graphic, or interactive support
- ✓ oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic, or interactive support

PART B:

K-12 English Language Proficiency Standards – The following represent five language proficiency standards that include both social and academic uses of the language students must acquire for success in and beyond the classroom:

Standard 1: English language learners communicate for **social, intercultural, and instructional** purposes within the school setting.

Standard 2: English language learners **communicate** information, ideas, and concepts necessary for academic success in the area of **language arts**.

Standard 3: English language learners **communicate** information, and concepts necessary for academic success in the area of **mathematics**.

Standard 4: English language learners **communicate** information, and concepts necessary for academic success in the area of **science**.

Standard 5: English language learners **communicate** information, and concepts necessary for academic success in the area of **social studies**.

PART C:

Specific Grade-Level Clusters – English language development occurs over multiple years, is variable, and depends on many factors (e.g., age, maturation, classroom experiences, programming, motivation, and attitudes), which makes it difficult to establish fixed language expectations for any grade level or age. Therefore, the standards are arranged around grade-level clusters as a reminder that instruction for ELLs must be age and developmentally appropriate

| | |
|---------------|---|
| PreK-K | Grade levels PreK-K are grouped together because the primary focus is on creating a learning environment that nurtures the development of young English language learners. |
| 1-2 | Grade levels 1-2 are grouped together because in most elementary school programs, these grades are geared toward “learning to read.” |
| 3-5 | Grade levels 3-5 share the common goal of literacy skills application, often referred to as “reading to learn.” |
| 6-8 | At the 6-8 grade levels, English language learners face increased academic and social pressure to perform. In addition, at this level, there is a widening range of student performance. |
| 9-12 | Grade levels 9-12 reflect the traditional high school organization. The academic demands at the secondary level make reaching parity with grade-level peers increasingly difficult for English language learners. |

PART D:

Language Domains – Each of the five language proficiency standards is divided into the language domains of listening, speaking, reading, and writing. While interaction naturally occurs between and among language domains, they are maintained as separate constructs as one way of thinking about curriculum, instruction, and assessment.

Listening – Listening is an active skill. By highlighting an assortment of listening tasks across standards, the need to involve students in active listening and purposeful listening skills development becomes clear.

Speaking – English language learners engage in oral communication in a variety of situations for a variety of purposes and in a wide spectrum of settings. As part of oral communication, students are constantly using language in meaningful interaction with others.

Reading – English language learners process, interpret, and evaluate written language, symbols, and text with understanding and fluency. Learning to read in a second language may be enhanced or hindered by students' level of literacy in their native language. Students who have a strong foundation in reading in their first language bring with them skills that can be readily transferred in the process of learning to read in English.

Writing – English language learners use written communication for a variety of purposes and audiences. Writing can be used to express meaning through drawing, symbols, or text. English language learners may come with writing styles influenced by their home cultures.

PART E:

The Wida “Can Do Descriptors” is a resource designed to support teachers by providing them with information on the language students are able to understand and produce in the classroom. What is unique about the Can Do Descriptors is that they apply to all five English language proficiency standards, which means they provide an opportunity to link language development across all academic content areas. The Descriptors are intended to be used in tandem with the Performance Definitions. This is because the quantity and quality of language expected at a particular level of language proficiency may not be fully indicated within the Can Do Descriptor for each language domain and proficiency level. **See “Can Do Descriptors” Appendix**

PART F:

NJ Common Core State Standards (CCSS) articulate rigorous grade-level expectations in the areas of speaking, listening, reading, and writing. To prepare all students to be college and career ready, including English language learners.

Reference the following website to review the NJCCSS:

<http://www.corestandards.org/ELA-Literacy>

All course of study must include the following, which replace the Workplace readiness standards:

Career Education and Consumer, Family, and Life Skills

Career and Technical Education: All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.

Consumer, Family, and Life Skills: All students will demonstrate critical life skills in order to be functional members of society.

Scans Workplace Competencies

Effective workers can productively use:

Resources: They know how to allocate time, money, materials, space and staff.

Interpersonal Skills: They can work on teams, teach others, serve customers, lead, negotiate, and work well with people from culturally diverse backgrounds.

Information: They can acquire and evaluate data, organize and maintain files, interpret and communicate, and use computers to process information.

Systems: They understand social, organizational, and technological systems; they can monitor and correct performance; and they can design or improve systems.

Technology: They can select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot equipment.

SCANS Foundations Skills:

Competent workers in the high-performance workplace need:

Basic Skills: reading, writing, arithmetic, and mathematics, speaking and listening.

Thinking Skills – the ability to learn, reason, think creatively, make decisions, and solve problems.

Personal Qualities – individual responsibility self-esteem and self-management, sociability, integrity, and honesty.

Teaching/Learning Activities

The focus of instruction for ELLS must include the following:

- Build background and promote oral language
- Develop high-utility vocabulary and academic language
- Provide visual support and additional practice for target vocabulary

The following are some strategies to consider as you try to meet the educational and social needs of ELL students:

1. **Assess needs** – Within a few days of the newcomer's arrival, assess his/her English-language proficiency. Do they know letter names and sounds? Can they count? Can they follow simple directions and answer simple questions? What has their literacy experience in their first language been? Ongoing, informal assessment will give you a clear picture of where the student is.
2. **Empathize** – Imagine how overwhelming and alienating it is to be educated in an unfamiliar language and culture. The student grasps only some of what he/she hears and probably feels disconnected from the school community. They may struggle to socialize with their classmates. After assessing their particular needs and sensitivities, you might decide to help the group understand and appreciate his/her position by arranging for an adult to present a short lesson to the group in the student's primary language. After the lesson, discuss with students how they felt about the experience of being educated in another language.
3. **Foster a sense of belonging** – Help the newcomer feel welcome. Make sure to say his/her name correctly, communicating friendliness and patience with a warm smile and relaxed body language. Discuss with the rest of your class how they might help the new student adjust to the class and its routines. If you can find someone who speaks the student's native language (another student, a parent volunteer, or school personnel), have them write or record a welcoming message in that language. You might even have the new student answer their classmates' questions in her native language while an interpreter translates their answers for the class.
4. **Assign a buddy** – Ask a responsible and friendly student to help the newcomer find his/her way around school, master classroom routines, get involved in games at recess, and understand directions. Arrange for different students to be their buddy for various parts of the school day or rotate the responsibility on a weekly basis, so that a number of students can share the experience. Try to be particularly vigilant about certain problems that may arise, such as finding the right school bus at the end of the day, counting money at lunch, and so on.
5. **Use "sheltering" techniques** – Sheltered English is, in part, an approach to teaching ESL students so that they can comprehend and participate in as much classroom learning as possible. When you speak to hi/her, slow down your rate of speech and repeat directions several times, checking periodically for understanding. Whenever possible, use simple, subject-verb-noun sentences, visual references (words written on the board, pictures, photos, maps,

diagrams, charts, and so on), and physical gestures or pantomime as you speak.

- 6. Teach key words** – Make sure the student knows basic school-based words such as student, teacher, principal, bathroom, nurse, book, reading, math, writing, board, homework, clock, cafeteria, lunch, playground, recess, and bell. You might draw pictures on index cards and label the objects on the back. Keep a box with these cards in an accessible place in the classroom and add new vocabulary words as needed. The student can use them as flashcards or use the words in spoken or written sentences. Also, be sure the student knows how to ask for help in various basic contexts: if he/she is sick, if he doesn't understand, if he needs to know what page the class is on, and so on.
- 7. Read and reread books aloud** – Read aloud to the student (or have a buddy or volunteer do so) to help him/her learn the language, build curriculum concepts, and expand vocabulary. Choose high-interest books with strong visual cues that correspond directly to the text; use patterned, predictable books when possible. Read books again and again, so that the student internalizes certain language patterns. Find books that they can read independently, using their reading level and interests to guide your selections.
- 8. Provide opportunities for success** – If the student is comfortable with this, showcase certain accomplishments and talents. For instance, the student might read a story to the class in his native language, display an outstanding art project, or act as the captain of the soccer team for a day. Give the student simple, nonverbal classroom jobs, such as passing out or collecting papers. Encourage participation in less language-demanding subject areas: music, art, physical education, and certain areas of the math curriculum (such as computation). When the class is working in small groups (this type of interaction with native English speakers is ideal because the student gets many opportunities to speak), give the student a specific, manageable role such as being responsible for the supplies or creating a chart or time line.
- 9. Keep track of language progress** – Keep a portfolio of the student's work throughout the year. You might audiotape conversations with the student at different times of the year to show him/her how they have progressed.
- 10. Value bilingualism** – Support continued literacy development in the student's first language, because literacy skills in the native language enriches English-language development. Encourage the student to continue reading and writing in his/her native language and invite them to practice this during free-reading time.
- 11. Encourage the family's involvement** – Different cultures have different perspectives on family involvement in school. Help parents of ESL students feel part of the community by first arranging for an interpreter (or inviting them to bring one) at your initial conference. Explain certain school procedures and expectations that may be unique to American schools (such as an emphasis on cooperative learning, portfolio assessment, parent volunteerism, and so on). Find out what special skills, talents, or interests families might be willing to

share with the class. If possible, have school communications translated into the parents' native language.

12. Foster an appreciation of cultural diversity – Consider a whole-group social studies unit on family origins and cultural heritage. You might display a world map on the bulletin board and have all students put pushpins with their names on their families' countries of origin. Students might interview a family member, plan an international food festival, teach the class several words from another language, create country maps, and so on. Through these and other activities, students can learn to connect with their own cultural heritage and come to appreciate that the United States is a country of immigrants.

13. Literacy – Not all learners begin at the earliest stages of literacy development. Reading is a highly involved process, and every learner is different, bringing different abilities, strengths and challenges to the classroom. There are a number of things to consider when teaching reading:

❖ **Developing Sight Words** –Learners need support with phonological awareness, and it can take them quite some time to catch on to decoding words using phonetic strategies (i.e. sounding out words). Rather than starting reading instruction with phonics, begin building a sight word vocabulary bank. Learners recognize these words without decoding. Literate readers read almost entirely through recognizing sight words.

Instructional Tips:

- Start with words from learners' experiences: name, brand names, and signs.
- Only work with words that learners understand orally.
- Go for walks and read signs, such as PUSH, PULL and EXIT.
- Make labels for everything in the classroom: door, window, table
- Pick out words from flyers.
- Have learners cut out pictures to make their own picture dictionaries, labeling pictures with instructor help.
- Have learners copy and examine labels to recognize the configuration of familiar words.
- Create sight word flashcards for learners to use in class and at home.
- Check that learners have an accurate concept of a word's meaning.

❖ **Phonetic Clues** – Most experienced readers read almost entirely by recognizing sight words. However, readers still need phonetic understanding, which helps in the development of reading, listening, and writing skills. Pronunciation and listening are vital to learning to read. Learners may not hear the exact English sound that corresponds to the English use of the letter. The English sound may not exist in their first language.

Instructional Tips:

- Do not decode words phonetically right from the start.
- Work on building up sight vocabulary while introducing the use of phonetic clues for word recognition.

- Work on letter recognition first.
- Be aware that learners may confuse M,N,W, E, F; and b, p, d
- Practice visually and orally discriminating between problem letters, alone and in words.
- Show learners the position of the tongue, lips, and teeth for English phonetic sounds.
- Work on auditory and visual discrimination with minimal pairs, such as cat/sat or pat/pan.
- Use rhyming words to help learners recognize similar patterns of letters in similar sounding words.

❖ **Understanding Sentences** – Learners usually hear language holistically, focusing on meaning, not analyzing individual words. They may not be aware that oral phrases are comprised of individual words. "Whasyunname" might seem like one discrete language item, not a structure of four individual words, "What is your name?"

Instructional Tips:

- Introduce phrases and short sentences right from the beginning.
- Encourage learners to read phrase by phrase, chunking the text rather as opposed to reading word by word.
- Through chunking, learners' reading comprehension will improve more quickly.
- Use Language Experience Approach stories (LEA) as first texts. In LEA, learners dictate what they want the instructor to write on the whiteboard or flip chart to create a story. The language comes directly from the learners themselves. The ideas, structure and vocabulary match their comprehension capabilities and interests. LEA stories show learners how spoken ideas translate into print.

❖ **Sequencing and Directionality** – Sequencing and directionality are crucial to beginning learners and must be taught explicitly. Some beginning learners have trouble with left to right progression and have a tendency to skip words. This generally means that learners are having trouble controlling eye movement. Some learners have an added difficulty in that any literacy training in their native language has been right to left.

Instructional Tips:

- Have learners put pictures in order from left to right.
- Ask learners to sequence phrases on flashcards from left to right into English sentences. Then have students read them.
- Have students use an EZ-Reader to track print .
- Practice paired reading: read with the learner while using a finger or pencil to follow the line, making sure that the learner is actually reading. The instructor adjusts reading speed so that the instructor and learner speak together.

❖ **Comprehension Strategies:** When teaching strategies, be as obvious and explicit as possible. Choose one or two strategies to highlight at a time. Draw

learners' attention to the use of these strategies. Show learners when they can use a strategy, how to use it, and when they have done it correctly. Label, define, model, and explain the strategy. Give students opportunities to practice using the strategy with a peer as they apply it to a short, simple paragraph. Debrief with the whole class to ask students to share how they applied the strategy. Learners must acquire a variety of reading strategies and techniques to become effective readers, as follows:

1. **Identify the purpose of the text** - Are they reading to find a piece of information, to get instructions to complete a task, to understand an opinion, or enjoy a human-interest story?
 - a. Discuss with learners the purpose of a text and the best way to read it. Should the learner skim, scan, visualize or summarize?
 - b. Bring several different kinds of texts into the classroom and discuss their use.
2. **Activate prior knowledge and make predictions** - Active readers connect new information to previously acquired information. They take an active role in making meaning from a text.
 - a. Help learners to become active readers.
 - b. Establish that reading for comprehension is the goal, rather than simply decoding.
 - c. Help learners to make predictions from all the clues available.
 - d. Discuss the title or illustrations. What does this tell us to expect in the text?
 - e. Brainstorm likely vocabulary.
 - f. After the learners have read a bit of text, ask "wh" questions to check on comprehension and discuss whether their initial predictions were correct.
 - g. Get the learners to predict what will come next.
 - h. Let them read most of the story and predict the ending.
3. **Use contextual clues** - Active readers figure out the meaning of new words using contextual clues. A learner must be able to read most of the words in a text before they have enough context to be able to understand new vocabulary that is present.
 - a. Give learners a passage with an unfamiliar word underlined.
 - b. Have learners look for clues in other descriptive words, verbs, and location phrases in the sentence to lead them to the meaning of the word.
 - c. Lead learners through a process of figuring out the meaning of the word by asking a series of questions:
 - What does it look like?
 - What do you do with it?
 - Where do you find it?
 - d. Give learners fill-in-the-blank exercises, making them focus on contextual clues.

4. **Scan** - Scanning is a process of reading faster than usual to find specific pieces of information. Active readers often scan for information in ads, notices, and timetables. When scanning, the eye does not move from left to right along a line but sweeps the format, looking for specific words and numbers. Teach scanning, once learners have become reasonably proficient at left-right directionality.
 - a. Practice scanning formatted writing first, such as ads, notices, and timetables before scanning paragraphs for information.
 - b. Teach learners to use logical strategies to find information in a text, once learners are ready to scan paragraphs.
 - c. Discourage trial and error guessing.
 - d. Teach learners to find:
 - Words that refer to people to find out "who"
 - Time phrases to find out "when"
 - Phrases with location prepositions to find out "where"
 - Phrases with "by" or "with" to find out "how"
 - Phrases that match cause to effect to find out "why"
 - e. Teach learners to predict the kind of words that will lead to the information they are looking for and have them scan for those words.
5. **Skim** - Skimming is reading faster than usual to find only the main ideas of a text. It is not easy for beginning readers to make the connection from words and individual sentences to the main idea.
 - a. Have learners match word banks of eight or ten words to statements of main ideas. Discuss their reason for linking a particular idea to a particular word bank.
 - b. Highlight key words in a short paragraph.
 - Uncover the paragraph just long enough for learners to read the key words.
 - Over the paragraph and discuss what could be the gist of the text.
 - Have learners skim a passage for the gist.
 - Discuss it with them so that they are sure of the broad meaning.
 - Have learners complete a second reading for the details.
6. **Make an outline of the text and summarize** - Outlining the order in a piece of writing helps inexperienced readers to retain what they have read.
 - a. Give learners a story that comes with a sequence of pictures.
 - Copy the pictures and cut them up.
 - Have learners write a caption for each picture that tells the part of the story the picture illustrates.

- After this, learners can move on to sequencing the written passages without the pictures.
- Next, ask learners to retell the whole story.
- See if they can take the next step and summarize the story.

7. **Use inference** - Many learners find only a very literal meaning in a text and miss the inferences.
 - a. Start discussing inferences using statements with clear meanings to infer: "If you go out, make sure you have your umbrella" means it is probably going to rain.
 - b. Continue to develop an understanding of inference.
8. **Recognize other points of view** –These learners may have trouble linking cause and effect if it is outside their immediate experience. It may also be challenging to some learners to differentiate between fact and opinion.
 - a. Make abstract ideas like cause and effect concrete. Provide real examples to learners.
 - b. Give learners concrete examples of factual information and personal opinion and discuss how they differ.
9. **Visualize** - Learners need encouragement to visualize characters and settings in their mind. Good readers make movies in their heads while reading a story.
 - a. Encourage learners to find photographs in magazines to illustrate their vision of the story.

10. Additional Steps -

- Identify vocabulary words difficult for students to understand. Write a friendly definition for each that is simple and brief.
- Model think-alouds. Verbalize a confusing part or show how you use a strategy to understand something. (e.g., This sounds very confusing to me. I better read this sentence again.)
- Demonstrate fix-up strategies. (e.g., I need to think about this. Let me rethink what was happening. Maybe I'll reread this. I'll read ahead for a moment.)
- Partner ELL's with more dominant English speakers and ask each student to take a turn reading and thinking aloud with short passages. Have students practice reading independently and reflect after reading by answering the following question: While I was reading, how did I do?

Assessment and Testing Strategies

Formative Assessments:

- Anecdotal observations
- Checklists
- Quizzes & tests
- Student work samples
- Projects

Summative Assessments:

- PARCC
- DRA
- MAP
- STAR Reading
- ACCESS for ELLs

Texts and Materials

Houghton Mifflin Harcourt Journeys Program Resources K-5

GO MATH Program Resources

Santillana Spotlight on English

Hampton-Brown Company: High Point Books

Let's Go – Oxford University Press

Procedures for Use of Supplemental Instructional Materials

Instructional materials not approved by the Board of Education must be brought to the attention of the building principal or vice-principal before use in any instructional area. Materials that are approved include all textbooks, videos, and other supplemental material acquired through purchase orders, and/or other school funds. Resources from the Burlington County Education Media and Technology Center are also acceptable, with age appropriateness reviewed.

All instructional materials not explicitly Board approved as outlined in above, which are intended for use in any instructional setting must be approved by the building principal or vice- principal at least 5 schools days prior to use. The principal or vice-principal may request to review a copy of the materials, video, etc, prior to use in the classroom.

Supplemental Resources:

Oxford University Press

- Up and Away in English (Phonics K-5)
- Let's Go ELL Series (PreK – 6)

- The Oxford Picture Dictionary for Kids (2 – 5)

Scholastic:

- Sight Word Games (K-2)
- The Word Family Activity Book (K-2)
- 50 Month-by-Month Draw & Write Prompts (2 – 4)
- Independent Reading Response Activities (2 – 4)
- Independent Reading Activities (3 – 6)

Teachers are reminded to use caution when utilizing websites.

REFERENCES:

ESL Literacy Network “Reading Instruction”

Tesol Pre K-12 English Language proficiency Standards Framework

English as a Second Language Learners: A Guide for ESL Specialists

World Class Instructional design and Assessment (WIDA)

NJDOE “WIDA Standards and ESL Curriculum Alignment”

