

**Bi-Borough
English as a Second Language Curriculum
2016
Grades K-6**



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I. Introduction

The purpose of the Bi-Borough English as a Second Language (ESL) curriculum is to provide both current and new teachers with an overview of skills and strategies to support ESL students. This document is intended to serve as a curriculum for ESL teachers as well as a resource for content area teachers. The implementation of this curriculum is to ensure that ESL students receive instruction based on their language proficiency and/or grade level. Students will receive instruction in a pull-out and/or push-in, inclusive classroom setting.

The Bi-Borough ESL curriculum is designed in coordination with the New Jersey Language Proficiency standards along with World-Class Instructional Design and Assessment (WIDA) Consortium English Language Proficiency standards for English language learners.

II. Philosophy

The staff of Oradell and River Edge schools believe that all students should be engaged in meaningful learning throughout the school day. We provide a broad, whole-school approach to support the education of linguistically and culturally diverse students, so that they can benefit fully from their educational experience. Our school community must be ready to help English Language Learners (ELLs) become productive individuals through a comprehensive, challenging and enriching educational program in the mainstream learning environment.

Our ESL program should allow ELLs to gain long-term personal, social and academic success in the United States. Non-English speaking students arriving in the United States have often been separated from all that is familiar: family, friends, school, home, culture and the use of their own language in the greater community. Our program is designed to offer instruction in a low anxiety and sympathetic setting that is critical to alleviating the cultural shock experienced by our ELLs.

The education of ELL students is the responsibility of everyone in the building. The ESL program does not relinquish responsibility for our ELLs at the end of the ESL instructional period. With the help of ESL teachers, classroom teachers provide comprehensible input while the students are in the mainstream class. Teachers have been trained in differentiating instruction and modified materials are provided for all beginning ESL students to be used throughout the school day.

The following should be considered as an anchor to guide the Bi-Borough ESL philosophy:

- To develop English language learners command of English and academic language in the four basic skills of listening, speaking, reading and writing, so that they will be able to function in the mainstream classroom. Success is measured by multiple criteria. A student is considered successful when able to compete with native English speakers in the classroom during content area instruction.
- To ease the transition of new English language learners from one culture to another.
- To plan effective English language instruction for ELLs as part of a district-wide comprehensive effort, which will help them meet the NJ Core Curriculum Content

- Standards and the WIDA Standards.
- To provide ongoing professional development to content area teachers in second language acquisition, diverse cultures, and understanding of increased standardized test expectations for ELLs mandated by state and federal law.
 - To assist classroom teachers in modifying lessons and assignments for ELLs during the hours that they are in the mainstream classroom. This includes the purchase of modified resources.
 - To help classroom teachers prepare ELLs in meeting the NJ Student Learning Standards. Adaptations for content area materials and content-based ESL instruction aid the students' transition from the ESL program to the mainstream classroom.
 - To recognize that parents of ELLs in all grade levels need explicit instruction and ongoing support to understand the expectations of the school culture. This includes providing information to immigrant families about school programs and policies and encouraging parental involvement with translated school mailings, team meetings, parent/teacher conferences, Back-to-School night, and the ESL/Bilingual Parent Advisory Meetings.
 - To communicate with the Bi-Borough ESL teachers regarding student progress and assessment, including obtaining ACCESS test results.
 - To develop in the school-wide community an understanding and appreciation of the linguistic and cultural diversity of our student population.
 - To continue establishing home/community exchanges of cultural information that can enrich the instruction activities of the mainstream student population.
 - To include the parents of ELLs in the educational support of the Bi-Borough curriculum initiatives.

III. Curriculum Alignment to the WIDA English Language Proficiency Standards

The Bi-Borough curriculum is aligned to the WIDA Standards/2012 Amplified WIDA Standards, and the philosophy behind the standards is woven into the curriculum. The WIDA Standards are aligned to the state academic content standards as well as to the TESOL Standards (http://www.wida.us/standards/Resource_Guide_web.pdf).

The New Jersey Bilingual Code has adopted the WIDA Standards as the benchmark for English Language Proficiency (ELP). Therefore, the Bi-Borough ESL teachers should exhibit knowledge and be familiar with the WIDA standards in order to build the content of their lesson plans.

The Bi-Borough ESL teachers will refer to the WIDA Standards and grade level clusters depending on the grade levels they are teaching. The WIDA Standards will support the Bi-Borough ESL teachers in the development of ongoing formal and informal assessments. The ESL teachers will also connect the content of their lessons to the five WIDA content standards:

- Standard 1: Social and Instructional Language
- Standard 2: The Language of Language Arts
- Standard 3: The Language of Math
- Standard 4: The Language of Science
- Standard 5: The Language of Social Studies

The WIDA CAN DO Descriptors/Key Uses Edition will provide the Bi-Borough ESL teachers with a starting point and a baseline to work with ELLs, as well as to help guide content area teachers in their expectations for student performance. Content area teachers should participate in professional development to gain familiarity with the framework of the standards. The CAN DO Descriptors/Key Uses Edition are designed for the entire PreK-6 spectrum. They are generalized across grade spans so teachers should be aware of the variability and differences between these spans and adjust their expectations accordingly.

https://www.wida.us/standards/CAN_DOs/#eld

IV. ESL Methods and Techniques

Using this curriculum guide as a base, the ESL teacher in the role of decision maker, selects the specific method or technique best suited to reach a particular objective. The teacher uses an eclectic approach, drawing upon his or her experience and knowledge of teaching and learning while responding to the English language level of the students and their immediate social and academic needs. ESL teachers are sensitive to the differences between what the students are taught and what the students bring to class, so that lessons and teaching methods are student-centered, based on each student's individual English language needs.

Sheltered Instruction Observation Protocol (SIOP):

The Bi-Borough ESL teachers are using the teaching methods inspired by the SIOP Model. SIOP is an instructional framework under which the teacher utilizes effective instructional approaches, such as cooperative learning and differentiated instruction, to support content area instruction and English language learning. SIOP is derived from Sheltered Instruction (SI), which is an approach for teaching grade-level content to English learners in ways that make the subject matter understandable by providing comprehensible input. Teachers scaffold instruction to aid student understanding of content topics and objectives by adjusting their speech and instructional tasks. The SIOP approach enables students to access the necessary academic vocabulary and build background knowledge to meet the objectives of the mainstream class according to their language ability.

The SIOP Model is an effective tool to assist mainstream teachers with teaching ELLs. The key concepts of the SIOP model begin with determining what content area key concepts and vocabulary the ELLs need. Then teachers can begin building background and making the content comprehensible. The SIOP model gives teachers a lesson-planning framework, so that mainstream and ESL teachers are working collaboratively to support ELLs.

Cooperative Learning:

Throughout the school year, cooperative learning activities give students opportunities to work in groups and share their knowledge. These learning activities are characterized by three

components: positive interdependence, individual accountability, and face-to-face interaction. Cooperative learning helps ELLs develop social and oral language skills. It motivates ELLs to learn English, which helps them become an integral part of the class community.

Differentiated Instruction:

The Bi-Borough ESL Curriculum strives to implement differentiated instruction in order to meet the WIDA standards. Students must have access to a variety of scaffolded and leveled materials that enable them to learn the same topics being taught in the mainstream classroom. Texts, computer resources and assessments are modified as needed.

Thematic Approach:

The Bi-Borough ESL teachers should include topics or themes into their lesson planning that incorporate the WIDA Standards. Topic or theme-related language and concepts may be spiraled over a period of time, ensuring their conceptualization. Students are continually expected to communicate in all four language domains: listening, speaking, reading and writing.

Total Physical Response (TPR)

The Bi-Borough ESL teachers of lower grades are encouraged to scaffold or support language through the use of TPR. In order to provide comprehensible input to K-1 students, the ESL teacher gives a command for single action word or phrase such as "jump" or "point to your eye" and then demonstrates the action. This method is effective with entry-level students, as it provides direct and visual instruction

Technology:

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

The integration of technology plays an integral part in providing ELLs with valuable language experiences as they learn a new language. ESL teachers should offer English language

learners a language-rich environment in which students are constantly engaged in language activities. Computers can act as a tool to increase verbal exchanges, develop content area vocabulary and improve reading and writing skills. Students should be exposed to language learning software and websites, which may be utilized at home and in school. Students will be introduced to basic technology skills in order to apply computer skills in their learning and assessments.

Reading and Writing Workshop for ELLs:

Reading and Writing Workshop methods blend whole group instruction, small needs-based groups, and individual conferring to guide students through the application of the basic reading comprehension strategies and writing applications. These methods are especially effective with elementary ELLs.

Teachers of English language learners should be familiar with the workshop model of teaching literacy, that has been utilized in our Bi-Borough elementary schools. While setting up a workshop model classroom in the ESL classroom may not be feasible, ESL teachers can adapt the following strategies used to teach mainstream students to read and write.

- Determining Importance - Identifying themes and diminishing focus on less important ideas or pieces of information
- Drawing Inferences - Combining background knowledge and textual information to draw conclusions and interpret facts
- Using Prior Knowledge - Building on previous knowledge and experiences to aid in comprehension of the text
- Asking Questions - Wondering and inquiring about the book before, during, and after reading
- Monitoring Comprehension and Meaning - Using an inner voice to think about if the text makes sense or not
- Creating Mental Images - Implementing the five senses to build images in the mind that enhance the experience of reading
- Creating narrative samples of writing, drawing on personal experiences
- Creating opinion and persuasive writing, with substantiated evidence
- Creating informational writing, including sequential/procedural writing and nonfiction research

V. Sample Thematic Units for ELL Learners K-6

The example topics and genres are derived from the WIDA English Language Proficiency Standards. For more specific criteria, refer to the Formative Framework found for each grade level and content area at: http://www.wida.us/standards/Resource_Guide_web.pdf.

Kindergarten

Example Topics and Genres- Content Related to WIDA's English Language Proficiency Standards:

Standard 1: Social and Instructional Language

- Classrooms
- Colors
- Feelings
- Games
- Body Parts
- Hygiene & Safety
- Music & Movement
- Recreational Objects & Activities
- Routines
- School
- Self & Family
- Social Behavior
- Spatial Relations

Standard 2: The Language of Language Arts

- Chants & Songs
- Concepts about Print
- Environmental Print
- Fairy Tales
- Forms of Print
- Make-Believe
- Nursery Rhymes
- Picture Books
- Rhyme
- Same & Different
- Sounds & Symbols (Phonemic Awareness)
- Sight Word Recognition
- Story Elements
- Informational Text
- Multicultural Literature

Standard 3: The Language of Mathematics

- Attributes
- Equivalency
- Geometric Shapes
- Measurement of Time
- Measurement Tools
- Number Sense
- Numbers & Operations
- Patterns
- Quantity
- Size
- Spatial Relations
- Temperature
- Weight

Standard 4: The Language of Science

- Animals
- Plants
- Environments
- Living and Nonliving Things
- Senses
- Weather and Climate
- Night/Day
- Seasons
- States of Matter
- Forces and Interaction

Standard 5: The Language of Social Studies

- Classroom/School
- Clothing
- Families
- Food
- Friends
- Historical Stories & Legends
- Community Workers
- Homes in a Community/Habitats/Shelter
- Neighborhood
- Location of Objects & Places
- Seasons
- Symbols & Holidays
- Transportation

Kindergarten Suggested Mentor Text

Creak! Said the Bed by Phyllis Root
Freight Train by Donald Crews
My First Soccer Game by Alyssa Satin Capucilli
The Beetle Alphabet Book by Jerry Pallotta
Brown Bear, Brown Bear, What do you See? by Bill Martin, Jr.
Can You See the Eggs? by Jenny Giles
The Carrot Seed by Ruth Krauss
Dragonflies by Margaret Hall
Gossie by Olivier Dunrea
Honey Bees by Martha E.H. Rustad
Honey for Baby Bear by Beverley Randell
In the Garden by Annette Smith, Jenny Giles, and Beverley Randell
Mouse Has Fun by Phyllis Root
Mrs. Wishy-Washy by Joy Cowley
My Bug Box by Pat Blanchard and Joanne Suhr
Not Norman: A Goldfish Story by Kelly Bennett
So Much! by Trish Cooke
The Three Billy Goats Gruff by Paul Galdone
Wake Up, Dad by Beverley Randell, Jenny Giles, and Annette Smith

Grade 1

Example Topics and Genres- Content Related to WIDA's English Language Proficiency Standards:

Standard 1: Social and Instructional Language

- Classroom & School Rules
- Everyday Objects
- Feelings & Emotions
- Following Directions
- Interests, Opinions & Preferences
- Leisure Activities
- Likes, Dislikes & Needs
- Personal Information
- School Areas, Personnel, & Activities
- Sharing/Cooperation

Standard 2: The Language of Language Arts

- Fiction (Literary Text)
- Folktales
- Non-Fiction (Informational Text)
- Poetry
- Pattern Books/Predictable Books
- Elements of a Story
- Homophones
- Phonemic Awareness
- Phonics
- Rhyming Words
- Role Play
- Sequence of a Story
- Spatial Relations
- Story Elements
- Story Telling
- Word Families

Standard 3: The Language of Math

- Basic Operations (Addition & Subtraction)
- Capacity
- Estimation
- Graphs
- Interpretation of Data
- Money
- Money & Banking
- Number Sense
- Patterns
- Place Value
- Quantity
- Shapes
- Size
- Standard & Metric Measurement Tools
- Symmetry
- Time (Digital & Analog)
- Two- and Three- Dimensional Shapes
- Weight
- Whole Numbers

Standard 4: The Language of Science

- Animals
- Astronomy
- Body Parts
- Change
- Chemical & Physical Attributes
- Earth & Sky
- Force & Motion
- Gravity
- Life Cycles
- Light
- Living/Non-Living Things
- Magnetism
- Natural Resources
- Organisms & Environment
- Plants
- Renewable & Nonrenewable Resources
- Senses
- Sound
- Water Cycle
- Weather
- Weathering & Erosion

Standard 5: The Language of Social Studies

- Artifacts of the Past
- Celebrations/Customs
- Citizenship
- Community Workers
- Cultural Heritage
- Families & Responsibilities
- Historical Figures & Leaders
- Homes & Habitats
- Indigenous Peoples & Cultures
- Jobs & Careers
- Landforms/Bodies of Water
- Neighborhoods & Communities
- Products in the Marketplace
- Representations of the earth (maps & globes)
- Seasons
- Time & Chronology
- Uses of Resources & Land

Grade 1 Suggested Mentor Text

Night of the Veggie Monster by George McClements
Sharks! (national Geographic Reader) by Anne Schreiber
Henry and the Mudge and the Happy Cat by Cynthia Rylant
Frog and Toad Are Friends by Arnold Lobel
George and Martha: One More Time by James Marshall
Gossie & Gertie by Olivier Dunrea
Hang On, Monkey! By Susan B. Neuman
In the Days of the Dinosaurs: The Dinosaur Chase by Hugh Price
Iris and Walter and the Field Trip by Elissa Haden Guest
Ish by Peter Reynolds
Kazam's Birds by Amy Ehrlich
Mr. Putter & Tabby Drop the Ball by Cynthia Rylant
Ollie the Stomper by Olivier Dunrea
Owls by Mary R. Dunn
Super Storms by Seymour Simon
Tumbleweed Stew by Susan Stevens Crummel
Upstairs Mouse, Downstairs Mole by Wong Herbert Yee
Zelda and Ivy: The Runaways by Laura McGee Kvasnosky

Grade 2

Example Topics and Genres- Content Related to WIDA's English Language Proficiency Standards:

Standard 1: Social and Instructional Language

- Classroom & School Rules
- Everyday Objects
- Feelings & Emotions
- Following Directions
- Interests, Opinions & Preferences
- Leisure Activities
- Likes, Dislikes & Needs
- Personal Information
- School Areas, Personnel, & Activities
- Sharing/Cooperation

Standard 2: The Language of Language Arts

- Fiction (Literary Text)
- Folktales
- Non-Fiction (Informational Text)
- Poetry
- Pattern Books/Predictable Books
- Compound Words
- Elements of a Story
- Homophones
- Phonemic Awareness
- Phonics
- Rhyming Words
- Role Play
- Sequence of a Story
- Spatial Relations
- Story Elements
- Story Telling
- Word Families

Standard 3: The Language of Math

- Basic Operations (Addition & Subtraction)
- Capacity
- Estimation
- Graphs
- Interpretation of Data
- Money
- Number Sense
- Patterns
- Place Value
- Quantity
- Shapes
- Size
- Standard & Metric Measurement Tools
- Symmetry
- Time (Digital & Analog)
- Two- and Three- Dimensional Shapes
- Weight
- Whole Numbers

Standard 4: The Language of Science

- Animals
- Body
- Astronomy
- Parts
- Change
- Chemical & Physical Attributes
- Earth & Sky
- Force & Motion
- Gravity
- Life Cycles
- Light
- Living/Non-Living Things
- Magnetism
- Natural Resources
- Organisms & Environment
- Plants
- Renewable & Nonrenewable Resources
- Senses
- Sound
- Water Cycle
- Weather
- Weathering & Erosion

Standard 5: The Language of Social Studies

- Artifacts of the Past
- Celebrations/Customs
- Citizenship
- Community Workers
- Cultural Heritage
- Families & Responsibilities
- Historical Figures & Leaders
- Homes & Habitats
- Indigenous Peoples & Cultures
- Jobs & Careers
- Landforms/Bodies of Water
- Money & Banking
- Neighborhoods & Communities
- Products in the Marketplace
- Representations of the earth (maps & globes)
- Seasons
- Time & Chronology
- Uses of Resources & Land

Grade 2 Suggested Mentor Text

Owl Moon by Jane Yolen

The Leaving Morning by Angela Johnson

Forces and Motions by John Graham

Old Elm Speaks: Tree Poems by Kristine O’Connell George

Amazing Animals: Tigers by Valerie Bodden

Days With Frog and Toad by Arnold Lobel

Happy Like Soccer by Maribeth Boelts

Houndsley and Catina by James Howe

Katie Woo Has the Flu by Fran Manushkin

Knights in Shining Armor by Gail Gibbons

Mercy Watson to the Rescue by Kate DiCamillo

Minnie and Moo Go Dancing by Denys Cazet

Owl Moon by Jane Yolen

The Stories Julian Tells by Ann Cameron

Those Darn Squirrels! by Adam Rubin

Tigers by Laura Marsh

Grades 3-5

Example Topics and Genres- Content Related to WIDA’s English Language Proficiency Standards:

Standard 1: Social and Instructional Language

- Assignments
- Technology/Resources/Research
- Following Directions
- Health & Safety
- Information Gathering
- Leisure Activities
- Opinions
- Personal Experiences
- Personal Information
- Rules and Procedures

Standard 2: The Language of Language Arts

- Biographies & Autobiographies
- Fables
- Fairy Tales
- Fantasies
- Folklore
- Informational Texts
- Legends
- Mysteries
- Myths
- Narratives
- Prose
- Science Fiction
- Tall Tales
- Root Words & Affix
- Comprehension Strategies
- Conventions & Mechanics
- Editing & Revising
- Explicit & Inferential Information
- Fact or Opinion
- Fluency Strategies
- Hyperbole
- Main Ideas/Details
- Organization of Texts
- Phonemes/Phonology
- Points of View
- Story Elements & Types of Genres
- Story Grammar
- Text Structure & Organization

Standard 3: The Language of Mathematics

- Angles
- Area
- Attributes of Two- and Three Dimensional Shapes
- Basic Operations (Multiplication & Division)
- Cost/Money
- Data Analysis
- Decimals
- Descriptive Statistics
- Fractions
- Large Whole Numbers
- Metric System
- Patterns & Relationships

- Percent
- Perimeter
- Place Value
- Polygons
- Scale
- Sets
- Strategies for Problem Solving

Standard 4: The Language of Science

- Body Systems
- Cells & Organisms
- Earth History/Materials
- Ecology & Conservation
- Ecosystems
- Electricity
- Energy Sources
- Foods & Nutrition
- Forces of Nature
- Fossils
- Geological Forms
- Heat
- Living Systems
- Magnetism
- Natural Resources
- Nature
- Reproduction & Heredity
- Scientific Inquiry
- Simple Machines
- Solar System
- States of Matter
- Weather Patterns

Standard 5: The Language of Social Studies

- Ancient Civilizations
- Branches of Government
- Colonization
- Communities
- Cross-Cultural Experiences
- Explorers
- Goods & Services
- Historical Events, Figures, & Leaders
- Immigration/Migration

- Legends & Scales
- Maps & Globes/Locations
- Needs of Groups, Societies & Cultures
- Neighbors North & South
- Prehistoric Animals
- Resources & Products
- Times Long Ago
- Tools & Artifacts
- Topography: Rivers, Coasts, Mountains, Deserts, Plains
- Trade Routes
- U.S. Documents
- U.S. Regions

Grade 3 Suggested Mentor Text

Come On, Rain! by Karen Hesse

Deadliest Animals (National Geographic Reader) by Melissa Stewart

Prince Cinders by Babette Cole

Because of Winn-Dixie by Kate DiCamillo

Frogs by Elizabeth Carney

Frogs and Toads by Bobbie Kalman and Tammy Everts

Gorillas by Lori McManus

The Life Cycle of an Emperor Penguin by Bobbie Kalman and Robin Johnson

The Life Cycle of a Frog by Bobbie Kalman and Kathryn Smithyman

Make Way for Dyamonde Daniel by Nikki Grimes

The Penguin: A Funny Bird by Beatrice Fontanel

Penguins by Bobbie Kalman

Peter's Chair by Ezra Jack Keats

Stone Fox by John Reynold Gardiner

Grade 4 Suggested Mentor Text

Fireflies! by Julie Brinkloe

Pecan Pie Baby by Jacqueline Woodson

Revolutionary War (Cornerstone of Freedom series) by Josh Gregory

Fox by Margaret Wild and Ron Brooks

The American Revolutionaries: A History in Their Own Words, 1750-1800 by Milton Meltzer

Every Living Thing by Cynthia Rylant

Everything Weather by Kathy Furgang

Hurricane & Tornado by Jack Challoner

King George: What Was His Problem? By Steve Sheinkin

Liberty!: How the Revolutionary War Began by Lucille Recht Penner

Number the Stars by Lois Lowry

Oradell and River Edge Public Schools

ESL Curriculum

RE BOE Approved 07/27/16

OPS BOE Approved 08/24/16

The Revolutionary War by Josh Gregory
Rose Blanche by Christopher Gallaz and Roberto Innocenti
The Split History of the American Revolution by Michael Burgan
The Tiger Rising by Kate DiCamillo

Grade 5 Suggested Mentor Text

When I Was Your Age: Original Stories About Growing Up, Vol 1 by Amy Ehrlich, ed.
Who Settled the West? (Life in the Old West series) by Bobbie Kalman
Eleven and Papa Who Wakes Up Tired in the Dark: Two Short Stories by Sandra Cisneros
Alien Deep: Revealing the Mysterious Living World at the Bottom of the Ocean by Bradley Hague
Every Living Thing by Cynthia Rylant
Fly Away Home by Eve Bunting
Home of the Brave by Katherine Applegate
Mufaro's Beautiful Daughters: An African Tale by John Steptoe
The Paper Bag Princess by Robert Munsch
The Thief of Always by Clive Barker
When Lunch Fights Back: Wickedly Clever Animal Defenses by Rebecca L. Johnson

Grades 6-8

Example Topics and Genres- Content Related to WIDA's English Language Proficiency Standards:

Standard 1: Social and Instructional Language

- Assignments/Research
- Character Development
- Instructions/Assignments
- Resources & Supplies
- School Behavior
- School Life
- Social Interaction
- Use of Information
- Use of Multiple Resources
- Use of Register

Standard 2: The Language of Language Arts

- Adventures
- Ballads
- Editorials
- Historical Documents

- Human Interest
- Mythology
- Poetry/Free Verse
- Science Fiction
- Technical Texts
- Alliteration
- Author's Purpose
- Biographies
- Comprehension Strategies
- Dialogue
- Editing
- Figures of Speech
- Literary Devices
- Metaphors & Similes
- Multimedia
- Multiple Meanings
- Personification
- Synonyms & Antonyms
- Test-Taking Strategies
- Word Origins

Standard 3: The Language of Mathematics

- Algebraic Equations
- Area, Volume & Circumference
- Complex 2- & 3-Dimensional Figures
- Data Interpretation & Statistics
- Data Sets & Plots
- Decimals
- Estimation
- Factors
- Fractions
- Geometric Relations
- Integers
- Line Segments & Angles
- Measures of Central Tendency (Mean, Median, Mode, Range)
- Metric & Standard Units of Measurement
- Parallel Lines
- Percent
- Perimeter
- Probability
- Ratio & Proportion
- Square Root

Standard 4: The Language of Science

- Atoms & Molecules
- Bacteria to Plants
- Body Systems & Organs
- Chemical Building Blocks
- Climate/Temperature Change
- Climate Zones
- Comets & Meteorites
- Cycles
- Elements & Compounds
- Forms of Energy
- Light
- Motion & Force
- Natural Disasters
- Populations, Resources & Environments
- Processes
- Reproduction
- Scientific Inventions or Discoveries
- Scientific Tools or Instruments
- Solar System
- Sound
- Universe: Stars and Planets
- Water

Standard 5: The Language of Social Studies

- Agriculture
- America's Story
- Ancient/Medieval Civilizations
- Bill of Rights
- Civic Rights & Responsibilities
- Civil Wars
- Colonization
- Countries & Continents
- Cultural Perspectives & Frames of Reference
- Economic Trends
- Forms & Organization of Government
- Freedom & Democracy
- Human Resources
- Longitude/Latitude/Time Zones
- Maps
- Revolution
- U.S. Constitution

VI. The Instructional Setting

It is the belief of the Bi-Borough ESL teachers that the physical teaching environment greatly impacts student progress. ESL teachers have a designated space, because a single class may be comprised of students of diverse English language ability and various grade spans. In order to effectively teach across grade and ability levels, a variety of leveled resources need to be on hand. An appropriate physical environment enables the teacher to enhance instruction by meeting the students' individual learning needs.

The Bi-Borough ESL instructional program is a combination of high-intensity (RE) and ESL (OPS). High intensity provides two periods of ESL per day for newcomers or students who are at low English proficiency levels. ESL provides one instructional period per day, based on student language proficiency. Both districts offer programs which entail pull-out and push-in instruction. Lessons are derived from the WIDA standards, content-area material, and students' area of greatest language acquisition needs.

Classes are grouped by grade levels or clusters and the average class size is eight students. It is important to note that the suggested maximum does not exceed this number in a pull out setting. Pull-out instruction locations may affect the number of students in a single session, in order to accommodate for the physical space restrictions.

VII. Professional Development

It is essential for the Bi-Borough ESL teachers to receive ongoing professional development in order to meet the needs of their ELLs and fulfill new state mandates. The ESL teachers benefit from attending New Jersey State Training Programs and professional conferences offered by the organizations in their field, such as NJTESOL. It is the obligation of each district to ensure that each ESL teacher keep up-to-date with the WIDA consortium and annual ACCESS 2.0 updates by providing time and services necessary to meet these requirements.

Bi-Borough ESL teachers work with classroom teachers to extend the instruction of ELLs in the mainstream setting. It is also important to train mainstream classroom teachers on basic second language acquisition theories, stages of second language acquisition and the different cultures of the students and how they influence or affect their performance. Training classroom teachers in these areas will provide ELLs with the very basic language supports necessary for them to succeed in the mainstream classroom.

The ESL and content area teachers should endeavor to collaborate and develop strategies that will result in the success of the ELLs. This collaboration should be ongoing and opportunities for additional collaboration should take place in professional workshops.

VII. Parent Involvement

Involving parents of English language learners is not only mandated by the state but is an integral part of a successful ESL program. The ESL teacher should serve as a resource for classroom teachers and administrators since they are professionals with training in multicultural awareness. ESL parents should be valued as an important addition to the cultural heritage of the school.

ESL parent meetings should be held in order to discuss the goals of the ESL program, the school's culture and the expectations of the ESL and content area teachers. These meetings may be held during Back-to-School Night, during an ELL Parent Evening, or during individual parent-teacher conferences. Communication between home and school should be meaningful and accessible to all parents. Parent volunteers of different language backgrounds should be invited to collaborate in these meetings in order to help those parents with little or no English. Translations of important school information should be offered when possible.

The ESL teachers should endeavor to provide resources and information that will help parents understand how their children can improve their skill and meet class expectations. The parents of our linguistically and culturally diverse students can be invited to visit the ESL classroom, in order to understand what is involved in developing their children's English language and academic skills.

When required by Bilingual waiver mandates, there will be a Bilingual/ESL Parent Advisory Committee. Representatives from the school community, including ESL teachers, will be in attendance to share information and answer questions about school programs. The objectives or goals of the committee are to open communication between the school and ESL parent population.

Parents of ESL students shall receive correspondence over the school year, containing information of student progress. This correspondence will be translated into home languages when possible.

Kept in the students' ESL file are the following:

- Home Language Survey: A form specifying the language spoken at home by family members and the student
- WIDA MODEL Placement Test and scores
- Eligibility Letter: A letter will be sent to parents of students who are eligible and enrolled in ESL class
- Continuation Letter: A letter will be mailed to parents to advise that their child will be continuing in the ESL program
- Exit Letter: A letter will be mailed to parents when a student meets the criteria to exit ESL
- ACCESS 2.0 Test Letter: A letter will inform parents of their child's state-mandated ACCESS for ELLs test results- A parent copy of the test scores will also be enclosed
- ESL Progress Sheets

VIII. Entry Criteria for the ESL Program

Eligibility for ESL should be decided by the ESL teachers, based on the following measures:

- WIDA MODEL results used for identification/placement for newly enrolled ELLs
- ACCESS test results from the previous school year
- Classroom teacher recommendation
- Participation in an ESL program in another school district, accompanied by ACCESS test scores or other measures if coming from a non-WIDA consortium state
- Arrival to the United States from a country where English is not the first language

IX. Exit Criteria for the ESL Program

Exit from ESL is decided comprehensively through multiple criteria, including:

- ESL and classroom teacher recommendation
- Progress reports filled out by classroom teachers
- Report card grades
- Data obtained from school assessments in reading and writing
- Performance on standardized state assessments
- ACCESS 2.0 test scores

Finally, a student's performance will be evaluated by the classroom teacher and the ESL teacher to determine whether that student has been successful in all areas of instruction. Classroom participation, assignments and assessment scores should reflect the student successfully completing all mainstream work without ESL modifications (extra time, modified assignments, etc.). The student should be able to work independently on mainstream work without ESL support.

Using the above criteria and upon receipt of the ACCESS 2.0 for ELLs test results, ELL students are evaluated to determine whether they will continue with the program. Once exited, students are monitored by classroom teachers and the ESL teacher for the following two years to establish if reentry to the program is beneficial. Classroom teachers must fill out *Progress Reports* for current ELL students and *Monitoring Progress Reports* for exited students.

X. ESL Concepts and Strategies for Classroom Teachers

(Excerpted from Getting Started with English Language Learners by Judie Haynes, ASCD, 2007)

The Silent Period:

Most new learners of English will go through a “silent period”, which is a period of time during which they are unable or unwilling to communicate orally in the new language. This stage may last for a few days or more than a year depending on a variety of factors. The silent period occurs before ELLs are ready to produce oral language and is generally referred to as the “pre-production” stage of language learning. ELLs should not be forced to speak before they are ready. The goal is to not embarrass them by putting them on the spot. They need time to listen to others talk, to digest what they hear, to develop receptive vocabulary, and to observe their classmates’ interactions. This does not mean the student is not learning. They may understand what is being said, but they are not yet ready to talk about it.

Teacher instruction is an important factor in the length of the silent period. If the teacher provides "hands-on" activities and has students interact in small groups, ELLs will be able to participate in the life of the classroom a lot sooner. They will feel more confident in risking oral language. It should not be assumed that learners of English do not feel embarrassment or shyness when attempting to speak in a second language.

Culture Shock:

Newcomers who act out in the classroom are probably suffering from culture shock. This is a term used to describe the feelings people have when they move to an unfamiliar culture. How does this term apply to immigrant children? They may become withdrawn and passive or they may be more aggressive; the greater the differences between the new culture and the students’ primary culture, the greater the shock. Newcomers have left behind family members, friends, teachers, and pets. They are no longer surrounded by a familiar language and culture. Often they do not have the support of their parents who are also experiencing culture shock. Teachers must realize that every child reacts differently to moving to a new place. New arrivals go through five stages of culture shock, listed below:

1. *Euphoric or Honeymoon Stage.* During this stage newcomers are excited about their new lives. Everything is wonderful and they enjoy learning about their environment.
2. *Rejection Stage.* At this stage, the differences between the new culture and the old one become more apparent to newcomers. They reject their new surroundings because there is so much they do not understand. They feel overwhelmed and may seem sleepy, irritable, disinterested or depressed. Some students may become aggressive and act out their frustrations. Students at the Rejection Stage may refuse to learn the new language.
3. *Regression Stage.* Students are frustrated because they cannot communicate and are bombarded with unfamiliar surroundings, unreadable social signals and an unrelenting barrage of new sounds. They are homesick and miss their family, friends and familiar sights and sounds. They spend time listening to music and watching videos or television from their home country. Older students may idealize their home countries. Teenaged newcomers often feel angry and helpless because they have had no say in their families' move to the U.S. They have lost control over their environment because they don't speak English. Newcomers in this stage of culture shock need time and patience from their teachers.
4. *Integration Stage.* At this stage, newcomers start to deal with the differences between the old culture and new. They learn to integrate their own beliefs with those of the new culture. Some of them will start to replace the old values with new ones. Others will begin to find ways to exist within both cultures. Many immigrant parents become alarmed at this stage, because they do not want their children to lose their primary language and culture.
5. *Acceptance.* Newcomers are now able to enter and prosper in the mainstream culture. They accept both cultures and combine them into their lives. Some students will adopt the mainstream culture at school and follow the values of the home culture outside of school. During this stage many immigrant parents make it clear to their children that they do not want them to abandon their primary language and culture.

Comprehensible Input:

Language is not “soaked up.” The learner must understand the communication that is conveyed by classmates and teachers. English language learners acquire language by hearing and understanding messages that are slightly above their current English language level. For example, an English language learner may understand the message “Put your book in your desk.” By slightly changing the message to “Put your book on the table,” the speaker scaffolds new information that increases the learner’s language comprehension. In order to do this, the teacher must provide new material that builds off the learner’s prior knowledge. When newcomers are assigned to a mainstream classroom and spend most of their day in this environment it is especially critical for them to receive comprehensible input from their teachers and classmates. When teachers employ a lecture style of instruction, the English language learner will not receive much input.

Comprehensible Output:

According to research, learners need opportunities to practice language at their level of competency. This practice with English-speaking peers is called Comprehensible Output. Many researchers feel that comprehensible output is nearly as important as input. Cooperative learning groups are one way for new learners of English to receive plenty of understandable input and output. A small group setting allows for more comprehensible input because classmates modify or adapt the message to the listener’s needs. There is more opportunity for oral practice and for repetition of content information as peers help new learners of English negotiate meaning. Students speak within a small group, focusing on what is actually happening at the moment as the task is completed. Feedback and correction are non-judgmental and immediate.

Language Acquisition and Language Learning:

There is an important distinction made by linguists between language acquisition and language learning. Children acquire language through a subconscious process during which they are unaware of grammatical rules. This is similar to the way they acquire their first language.

They get a feel for what is and what isn't correct. In order to acquire language, the learner needs a source of natural communication. Teachers emphasize the text of the communication, not the form. Young students who are in the process of acquiring English get plenty of "on the job" practice. They can easily communicate with classmates

Language learning, on the other hand, is not communicative. It is the result of direct instruction in the rules of language. Learners have conscious knowledge of the new language and can talk about that knowledge. Students who have learned about the language are not necessarily able to produce, speak and write, it correctly. A language learner can fill in the blanks on a grammar page. Research has shown, however, that knowing grammar rules does not necessarily result in good speaking or writing. A student who has memorized the rules of the language may be able to succeed on a standardized test of English language but may not speak or write correctly.

The Affective Filter:

Although comprehensible input is necessary to language acquisition, it is not sufficient in and by itself. The emotional state of the learner can interfere with the acquisition of a new language because it involves public practice and speaking in front of others. This requires that the learner take a risk. This risk can produce anxiety and embarrassment that can block the learner's ability to process new information. Classroom teachers who create an effective learning environment for ELLs set a classroom atmosphere that promotes the rapid integration of newly arrived students into the life of the school. They provide a milieu that is non-threatening and demonstrate a good understanding of the needs of their newcomers. The key is to make ELLs feel welcome and comfortable in the classroom so that their affective filter does not impede learning.

Social Language:

Social language is the language of the playground. Researcher Jim Cummins (Cummins, 1981, 1996) calls this language BICS (Basic Interpersonal Communication Skills). This is the oral communication that newcomers learn in order to function socially in the hallway, classroom, on the school bus and playground. Research by Cummins shows it takes 1-3 years for English

language learners to reach the social language level of their peers.

The context of social language is embedded. For example, if a student wants a drink of water, he or she can ask by making a drinking motion and saying the word “water.” Newcomers have support for this language because they can use gestures, objects and pictures to help make the information comprehensible.

As mentioned previously, social interactions are usually context embedded. They occur in a meaningful social context. They are not very demanding cognitively. As newcomers’ listening and oral language skills start to develop, they will be able to add more difficult activities to their repertoire. The context for these interactions will be reduced.

Understanding Academic Language:

Teachers and administrators often decide to move students who have social communication skills (BICS) out of language support services because they *sound* like everybody else in the class. It is crucial for all educators to understand the difference between BICS and CALP (Cognitive Academic Language Proficiency). If students speak English well in social situations, this does not mean that they are ready for the academic tasks of the classroom.

CALP refers to the language of formal academic learning. It is the language of written texts in content areas such as math, science, social studies and English literature. CALP includes reading, writing and thinking about subject area content material. It includes skills such as comparing, classifying, synthesizing, evaluating, and inferring. ESL students struggle to comprehend what they read and have difficulty expressing what they know in writing. It is essential, however, for students to develop academic language if they are to succeed in school.

Academic language proficiency is not just the rote learning of academic facts. In fact, many students can say all of the words in a reading passage and memorize the definitions of vocabulary words but still not comprehend the text. Academic language includes the development of cognitive abilities. Students may need to learn new concepts at the same time as they learn new language.

Cognitive academic language skills are abstract and context reduced. Information is read from a textbook or presented by the teacher with few verbal cues to give clues to meaning. As

students get older, the teacher is more and more likely to present material through a lecture in front of the room.

The content also becomes more cognitively demanding. Vocabulary is more specific to each subject area. New ideas and concepts are presented to the students at the same time as the context-reduced language. Textbooks are written way beyond the language level of an English language learner. On top of that, ELLs may well have limited background knowledge for subjects such as history and language arts.

Primary Language in the Home:

School administrators and classroom teachers should encourage parents to speak their primary language at home. It is much more beneficial for children to hear a fluent native language with a rich vocabulary than it is to hear imperfect, halting English. Another concept that is generally accepted in the field of second language acquisition is Cummins' Common Underlying Proficiency (CUP) theory. This model shows the relationship between native language and second language. According to Cummins, "Concepts are most readily developed in the first language and, once developed, are accessible through the second language. In other words, what we learn in one language transfers into the new language."

Students, who are literate in native language, even if the writing system is different, have many resources to draw on when learning academic English. Factors that are part of proficiency in any language form an underlying core of factors or skills that can be used in any other language. In reading for example, 10th graders who are literate in Korean will understand the underlying process of reading. Older students will already be able to use skills learned in first language such as scanning, selecting important information, predicting what comes next, visualization to enhance comprehension. This process does not need to be relearned in English because many reading skills will transfer from one language to the next. Young children who are literate in one language will know that print carries meaning and that this print is divided into words and sentences. They will also realize that letters stand for sounds. It is much more difficult to teach a concept, if that concept does not exist in the student's native language.

How long does it take to learn English?

How long does it take to learn English? How long should students receive English language support? These are the most frequently asked questions by administrators, school board members and classroom teachers. There are many factors that influence second language acquisition, such as age and personality on language development. Students' education background in their native language and the type of program also helps to determine how long it takes to learn English.

The most comprehensive work done in this field is the research conducted by Wayne Thomas and Virginia Collier. Thomas & Collier studied the language acquisition of 700,000 English language learners in a longitudinal study from 1982 to 1996. They wanted to find out how long it took students with no background in English to reach native speaker performance (50th percentile) on norm-referenced tests. In addition, they looked at variables such as socioeconomic status, first language, programs used to learn English, and number of years of primary language schooling.

In their study, Thomas/Collier found that the most significant variable in how long it takes to learn English is the amount of formal schooling students have received in their first language. Those students who were between 8-11 years old and had 2-3 years of native language education took 5-7 years to test at grade level in English. Students with little or no formal schooling, who arrived before the age of eight, took 7-10 years to reach grade level norms in English language literacy. Students who were below grade level in native language literacy also took 7-10 years to reach the 50th percentile. Many of these students never reached grade level norms. This data holds true regardless of the home language, country of origin, and socioeconomic status. (Thomas & Collier, 1997).

Researchers found that English language learners who received all of their schooling in English did extremely well in kindergarten through third grade. The gains these students made in English were dramatic. From fourth grade on through middle and high school, when the academic demands of the curriculum become more rigorous, the performance of these students fell substantially below the 50th percentile.

Why did this happen? Native English speakers make an average gain of ten months each

school year. However, English language learners only made a 6-8 month gain per school year. The gap between native-English and second language speakers widened from the 4th grade through high school. In the Thomas/Collier study the native language students spoke had no influence on these results. Students speaking Spanish made the same progress as those from an Asian background.

XI. Glossary of Terms

ACCESS 2.0 for ELLs: a standards-based, criterion referenced English language proficiency test designed to measure English language learners' social and academic proficiency in English as mandated by the state of NJ

Accommodation: modifying spoken or written language to make it comprehensible to second language learners

Adapted: modified for English language learners- This usually refers to materials that have simplified language, however concepts are not watered down

Affective filter: an imaginary wall that a language learner puts up that impedes language acquisition- A learner must be receptive to language input. When anxiety is high, the wall is high and input is screened out.

Basic Interpersonal Communication Skills (BICS): the language ability required for verbal face-to-face social communication

Bilingual: able to communicate in two languages

Bilingual Education: an instructional program that uses more than one language as the vehicle for instruction

Cognitive Academic Language Proficiency (CALP): the academic language of the content classroom that takes from four to ten years for ELLs to acquire

CAN DO Descriptors: general performance indicators that describe typical behaviors of ELLs in each language domain at each level of English language proficiency

Comprehensible Input: according to Stephen Krashen, this is communication that is just above each learner's level of English ability- ELLs learn best when they can understand the input and are challenged.

Content-Based ESL Instruction: an approach to second language teaching that utilizes content-area subject matter to teach language- Concepts are not watered down, but the language of the subject area is simplified.

Cooperative Learning: when students from varied backgrounds and abilities work together in small groups

Culture Shock: the feelings people have when they move to an unfamiliar culture

Culturally and Linguistically Diverse Students: refers to students who come from a language and cultural background other than that of the mainstream population

English Language Learners (ELLs): limited English proficient students, usually those in an ESL or bilingual program

English language proficiency standards (ELPs): criteria that express the language expectation of ELLs at the end of their English language acquisition across the language domains

English as a Second Language (ESL): the name of a program to teach the English language to non-English speakers

Heritage/Home/Primary Language: the student's native language

Language domains: the four main subdivisions of language: listening, speaking, reading and writing

Language Acquisition: learning a language through meaningful conversation that is similar to the way children learn their first language- Language is learned with no formal study of forms and grammar.

Language Experience Approach (LEA): an approach to reading instruction based on information and stories developed from the personal experiences of the students- The stories are written down by the teacher and read together until the student associates the written form of English with the spoken form.

Non-verbal communication: physical communication such as gestures, facial expressions, and physical proximity that support oral communication

Primary/Native Language: a student's first language and the language normally used in the home

Realia: physical items that are used in teaching English

Sheltered Instruction: a program where teachers simplify the language of instruction to teach content area subjects such as social studies or science- This makes the content accessible to ELLs.

Sheltered Instruction Observation Protocol (SIOP): a research-based sheltered instruction model used to describe instructional practices that help teachers make content accessible to ELLs.

Content information and language instruction is scaffolded to provide support to ELLs.

Teachers of English to Speakers of Other Languages (TESOL): is the international professional organization for those concerned with the teaching of English as a second or foreign language and of Standard English as a second dialect

Total Physical Response (TPR): is a teaching technique devised by James Asher where the learners respond to language with gestures and body motions. “Simon Says” is an example of TPR for beginning language learners.

World-Class Instructional Design and Assessment (WIDA): English language proficiency (ELP) standards designed as a curriculum planning and assessment preparation tool. They help educators determine children's English language proficiency levels and how to appropriately challenge them in reaching higher levels.

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