

Atlantic City Public Schools



Curriculum Handbook for
K - 8 Teachers of English Language
Learners (ELL)

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Introduction

This Bilingual/ESL Curriculum Handbook is designed for all teachers who work with English language learners (ELLs).. The Handbook is developed to assist teachers in delivering language and content instruction to ELLs using the integrated ESL/ELA and content curriculum guides.

The goals of the Handbook are:

- Inform district staff of English Language Proficiency testing and the placement process.
- Provide structure to the integrated Bilingual/ESL/ELA and ELA-integrated content curriculum guides through models and examples of district-wide programs for ELLs and the roles of teachers within those programs.
- Maintain curriculum alignment between the Bilingual and ESL Programs and K-8 ELA and content programs.
- Provide professional support to classroom teachers who work with ELLs using the Sheltered English Instruction (SEI) model.

The primary instructional goal for ELLs is to prepare them to meet the WIDA English Language Development, the New Jersey Student Learning Standards and College and Career Readiness Standards. In order to achieve this goal, teachers will use the Bilingual/ESL Curriculum Handbook in conjunction with the district curriculum guides that integrate content and language standards for instruction.

English Language Proficiency Testing and Student Placement

Entering students whose Home Language Survey shows a primary language other than, or in addition to English, are screened for English language proficiency. Kindergarten students are tested with the W-APT assessment and students in grades 1-12 are tested with the WIDA SCREENER assessment. Both assessments are aligned to the ACCESS for ELLs 2.0 student language proficiency assessment given annually in New Jersey.

K-8 students in Atlantic City attend neighborhood schools. Each of the elementary schools and the high school have ESL and sheltered content programs. Spanish bilingual programs are offered at two elementary schools and the high school. In addition, the high school offers a Newcomer program, and four elementary schools provide a Bengali language support program.

English Language Proficiency, New Jersey Student Learning and WIDA Language Proficiency Standards

The integrated K-5 Bilingual/ESL/ELA/Science/Social Studies curriculum incorporates the WIDA English and Spanish language proficiency standards and the New Jersey Student Learning standards for ELA, Science, and Social Studies.

Grade 6-8 ELA and content curricula incorporate the WIDA English and Spanish language proficiency standards and the New Jersey Student Learning standards for ELA, Science, and Social Studies.

The K-8 Mathematics curriculum incorporates the WIDA English and Spanish language proficiency standards and the New Jersey Student Learning standards for Mathematics.

The high school curriculum guides incorporate the WIDA English and Spanish language proficiency standards and the New Jersey Student Learning standards for ELA, science, social studies and math.

ESL Instructional Model

ESL instruction takes place in Reading Workshop and Language and Word Study **OR** Writer's Workshop **OR** Science/Social Studies in both bilingual and sheltered classrooms. The push-in model for ESL is further described under *Teacher Roles in the Classroom* and includes sample teaching scenarios.

Classroom Instruction Grades K-6: The Bilingual Classroom

The district bilingual program uses the native language, Spanish, for constructing a strong base of knowledge and skills for the students in the primary grades. There is a gradual introduction to the second language which allows for the students' successful transition to the English-only program. In the bilingual classroom, both native language and English instruction follow the integrated bilingual/ESL/ELA curriculum and WIDA English and/or Spanish Language Development standards. The ESL program works in collaboration with the bilingual program and instruction takes place primarily in reading workshop and the language and word study or writing workshop. The bilingual teacher and the ESL teacher articulate to develop appropriate and effective content-integrated literacy lessons that meet both the requirements of the literacy framework and the language needs of the students.

In the middle grades, the native language is used to bridge instruction and make content accessible to ELLs. Students receive bilingual language arts and ESL using the integrated Bilingual/ESL/ELA curriculum and the WIDA English and/ Spanish Language Development Standards. Students are supported in content classes through ESL support.

Classroom Instruction Grades K-6: The Sheltered English Classroom

In the sheltered English program, instruction is coordinated with the comprehensive literacy framework. The sheltered teacher and the ESL teacher articulate to develop appropriate and effective content-integrated literacy lessons that meet the requirements of the literacy framework, language proficiency and content standards, and the needs of the students.

The sheltered program is designed for English Language Learners who have sufficient English language skills to transition to English-only instruction. Non-Spanish speaking newcomer students begin their study of English in a sheltered classroom. District classroom teachers receive a 15-hour initial year of sheltered English instruction (SEI) training, and follow-up training in subsequent years. All teachers receive an annual training on ELLs achievement data and best instructional practices for ELLs student achievement.

K-5 Integrated Curriculum

The K-2 and 3-5 Bilingual/ESL/ELA/Science/Social Studies/Mathematics integrated curricula are designed for all teachers who work with students in grades K-5. The New Jersey Student Learning standards, the WIDA English and Spanish Language Proficiency standards, the Next Generation Science standards, Technology, Career Education and 21st Century standards are all addressed in the curriculum units. Modifications, accommodations and alternative assessments are built into the integrated units to address the needs of ELLs. Integrated curriculum delivery is particularly beneficial for ELLs as it allows them to acquire academic language and concepts while they are learning content language and concepts. Lastly this model supports Sheltered English Instruction (SEI).

The K-5 integrated units, organized by marking period, have the following components:

Standards Map overview

Unit Summary

Unit Sequence

Lesson Sequence

What it Looks Like in the Classroom:

Social Studies with ELA/ESL integration

Science with ELA/ESL integration

Accommodations

Modifications

Assessment Alternatives

Integration of 21st Century Skills

Integration of Technology

Career Education

Professional Learning Resources

The bilingual, sheltered and ESL teachers use scaffolds and sheltered English content strategies to differentiate instruction within the units of study, and adjust lessons according to the language proficiency levels of the students. The teachers use story maps, word walls, partner work, native language support, sentence frames, pictures/photographs, shared and guided literacy activities, online learning resources, and small/focus group instruction as their learning supports. ESL teachers deliver both pullout and/or push-in services for students based on student proficiency level and classroom performance. Classwork and homework are modified based on language proficiency level and/or K-8 [WIDA Can-Do Descriptors](#) for

Recount, Explain, Argue and Discuss. ESL teachers work collaboratively with the classroom teacher for planning and flexible grouping to meet the needs of all the students, especially in the area of guided reading for newcomer students and students who are not reading on grade level.

Rigby's *On Our Way to English* is one of the core instructional resources used with English language learners in K-5. Each Rigby unit is correlated to the Bilingual/ESL/ELA/Science/Social Studies integrated units. Rigby includes learning through rich literature and highly visual content, and develops academic language skills and vocabulary in social studies and science. ACCESS Newcomer and ACCESS supplemental content textbooks for ELA, Science and Social Studies are used in middle grades to support content concepts. There are Rigby *On Our Way to English* and ACCESS Newcomer/Content Correlation documents for the integrated units of study: Science and Social Studies and Writing Units of Study.

Teachers consider the following data sources to determine which materials are most appropriate for instruction:

- English Language Proficiency Level
- District ELA Assessment data in edConnect
- Benchmark Assessment data
- Anecdotal Records
- ELL Progress Reports
- Guided Reading level

The Bilingual/ESL Curriculum Handbook, the [Supporting ELLs During Content Instruction](#), [Modifications for ELLs](#), [Accommodations for ELLs](#) and [Alternative Assessments for ELL](#) resource documents for bilingual, sheltered and ESL teachers are linked to the Bilingual/ESL/ELA Science/Social Studies/Mathematics curriculum units.

The Intellectually Gifted (IG) program curriculum includes qualification guidelines, native language recommendation forms, and services for ELLs. All students, including ELLs, are evaluated for IG services; in addition, Bilingual, sheltered and ESL teachers, and parents can recommend ELLs for the IG program. English and native language recommendation forms are housed in the school buildings.

**Rigby *On Our Way to English*
ELA/ESL/WIDA Standards
Correlation**

**ELA INTEGRATED
SCIENCE & SOCIAL STUDIES
UNITS OF STUDY**

Kindergarten

Grade Level ELA/Integrated Content Themes	Correlated Rigby Theme (Kindergarten Rigby OOWTE)	WIDA ELDS
<p style="text-align: center;"><i>MP1 (9/6 - 11/7)</i></p> <p><u>Unit 1: The Way We Work</u> Unit Sequence - Social Studies: <u>Civics, Government and Human Rights</u> Unit Sequence - Physical Science: <u>Force Olympics</u></p>	<p>K Rigby: <u>Unit 1: At School</u> <u>Unit 2: All About Me</u> <u>Unit 3: All Around Me</u></p> <p>K Rigby: <u>Unit 8: Away We Go</u></p>	<p><u>ELDS 1</u> <u>ELDS 2</u> <u>ELDS 4</u> <u>ELDS 5</u></p>
<p style="text-align: center;"><i>MP2 (11/13 - 1/24)</i></p> <p><u>Unit 2: Winds of Time</u> Unit Sequence - Social Studies: <u>History, Culture and Perspectives</u> Unit Sequence- Science: <u>Earth & Space Science- Weather Watching</u></p>	<p>K Rigby: <u>Unit 3 All Around Me</u></p> <p>K Rigby: <u>Unit 6 Turn, Turn, Turn</u></p>	<p><u>ELDS 1</u> <u>ELDS 2</u> <u>ELDS 4</u> <u>ELDS 5</u></p>
<p style="text-align: center;"><i>MP3 (1/25 - 3/26)</i></p> <p><u>Unit 3: Taking Care of Business</u> Unit Sequence - Social Studies: <u>Economics, Innovations, & Technology</u> Unit Sequence- Life Science: <u>Plant & Animal Secrets</u></p>	<p>K Rigby: <u>Unit 2 All About Me</u> <u>Unit 7 Growing Gains</u></p> <p>K Rigby: N/A</p>	<p><u>ELDS 1</u> <u>ELDS 2</u> <u>ELDS 5</u></p>
<p style="text-align: center;"><i>MP4 (3/27 - 6/7)</i></p> <p><u>Unit 4: In the Whole Wide World</u> Unit Sequence - Social Studies: <u>History, Culture and Perspectives</u> Unit Sequence- Life Science: <u>Basic Needs of Living Things</u></p>	<p>K Rigby: <u>Unit 4 Let's Eat</u></p> <p>K Rigby: <u>Unit 5 Animals All Around</u></p>	<p><u>ELDS 1</u> <u>ELDS 2</u> <u>ELDS 4</u></p>

*Weather Unit is taught throughout the year

Grade 1

Grade Level ELA/Integrated Content Themes	Correlated Rigby Theme (Grade 1 Rigby OOWTE)	WIDA ELDS
<p style="text-align: center;">MP1 (9/6 - 11/7)</p> <p>Unit 1: The Sky's the Limit! Unit Sequence - Social Studies: Civics, Government, and Human Rights Unit Sequence- Space and Sciences: Spinning Sky</p>	<p>1st Grade Rigby: Unit 1 School Days Unit 2 Welcome to My World</p> <p>1st Grade Rigby: Unit 8 The Big Beautiful Earth</p>	<p>ELDS 1 ELDS 2 ELDS 4 ELDS 5</p>
<p style="text-align: center;">MP2 (11/13 - 1/24)</p> <p>Unit 2: Reflections of the Past Unit Sequence - Social Studies: History, Culture and Perspectives Unit Sequence- Science: Light and Sounds</p>	<p>1st Grade Rigby: Unit 3 Neighborhood News Unit 4 Weather Wonders</p> <p>1st Grade Rigby: Unit 6 Away We Grow</p>	<p>ELDS 1 ELDS 2 ELDS 4 ELDS 5</p>
<p style="text-align: center;">MP3 (1/25 - 3/26)</p> <p>Unit 3: What in the World?! Unit Sequence - Social Studies: Economics, Innovation and Technology Unit Sequence- Science: Plant and Animal Superpowers</p>	<p>1st Grade Rigby: Unit 7 Taking Care</p> <p>1st Grade Rigby: Unit 5: Animals and Their Homes Unit 6: Away We Grow</p> <p>2nd Grade Rigby: Unit 4: From Farm to You</p>	<p>ELDS 1 ELDS 2 ELDS 5</p>
<p style="text-align: center;">MP4 (3/27 - 6/7)</p> <p>Unit 4: Winds of Change Unit Sequence - Social Studies: Geography, People and the Environment Unit Sequence- Science: Light, Sound & Communicating with Light and Sound</p>	<p>1st Grade Rigby: Unit 8 The Big Beautiful Earth</p> <p>1st Grade Rigby: N/A</p>	<p>ELDS 1 ELDS 2 ELDS 4 ELDS 5</p>

Grade 2

Grade Level ELA/Integrated Content Themes	Correlated Rigby Theme (Grade 2 Rigby OOWTE)	WIDA ELDS
<p>MP1 (9/6 - 11/7) <i>Unit 1: One World, Many Stories</i> Unit Sequence - Social Studies: <i>Civics, Government, and Human Rights</i> Unit Sequence- Science: <i>Plant Adventures</i></p>	<p>2nd Grade Rigby: <i>Unit 1: Proud to Be Me</i> <i>Unit 2: Living in America</i></p> <p>2nd Grade Rigby: <i>Unit 4: From Farm to You</i></p>	<p>ELDS 1 ELDS 2 ELDS 4 ELDS 5</p>
<p>MP2 (11/13 - 1/24) <i>Unit 2: Facing the Facts of Fiction</i> Unit Sequence - Social Studies: <i>Geography, People and the Environment</i> Unit Sequence- Science: <i>Animal Adventures</i></p>	<p>2nd Grade Rigby: <i>Unit 2: Living in America</i></p> <p>2nd Grade Rigby: <i>Unit 3: Circle of Life</i></p>	<p>ELDS 1 ELDS 2 ELDS 4 ELDS 5</p>
<p>MP3 (1/25 - 3/26) <i>Unit 3: As the World Turns</i> Unit Sequence - Social Studies: <i>Economics, Innovation, and Technology</i> Unit Sequence- Science: <i>Material Magic</i></p>	<p>2nd Grade Rigby: <i>Unit 8: The Choices We Make</i></p> <p>2nd Grade Rigby: <i>Unit 7: How Things Work</i> <i>Unit 5: Water Works</i></p>	<p>ELDS 1 ELDS 2 ELDS 3 ELDS 4 ELDS 5</p>
<p>MP4 (3/27 - 6/7) <i>Unit 4: Reshaping Society</i> Unit Sequence - Social Studies: <i>History, Culture and Perspectives</i> Unit Sequence- Science: <i>Work of Water</i></p>	<p>2nd Grade Rigby: <i>Unit 2: Living in America</i></p> <p>2nd Grade Rigby: <i>Unit 5: Water Works</i> <i>Unit 6: Disaster Alert</i></p>	<p>ELDS 1 ELDS 2 ELDS 4 ELDS 5</p>

Grade 3

Grade Level ELA/Integrated Content Themes	Correlated Rigby Theme (Grade 3 Rigby OOWTE)	WIDA ELDS
<p style="text-align: center;">MP1 (9/6 - 11/7) <u>Grade Three Marking Period One</u></p> <p>Science: <u>Stormy Skies (Weather & Climate)</u></p> <p>Social Studies: <u>Geography and Native Americans</u></p>	<p style="text-align: center;">MP1 (9/6 - 11/7)</p> <p>2nd Grade Rigby <u>Unit 6: Disaster Alert</u></p> <p>3rd Grade Rigby <u>Unit 1: Faces and Places</u> <u>Unit 6: Our Valuable Earth</u></p>	<p><u>ELDS 1</u> <u>ELDS 2</u> <u>ELDS 4</u> <u>ELDS 5</u></p>
<p style="text-align: center;">MP2 (11/13 - 1/24) <u>Grade Three Marking Period Two</u></p> <p>Science: <u>Invisible Forces Forces, Motion & Magnets</u></p> <p>Social Studies: <u>Three Branches of Government; Celebrations & Symbols</u></p>	<p style="text-align: center;">MP2 (11/13 - 1/24)</p> <p>3rd Grade Rigby <u>Unit 5: Shoot for the Stars</u></p> <p>3rd Grade Rigby <u>Unit 7: We the People</u></p>	<p><u>ELDS 1</u> <u>ELDS 2</u> <u>ELDS 4</u> <u>ELDS 5</u></p>
<p style="text-align: center;">MP3 (1/25 - 3/26) <u>Grade Three Marking Period Three</u></p> <p>Science: <u>Power of Flowers Life Cycle, Traits, & Heredity</u></p> <p>Social Studies: <u>Life in America</u></p>	<p style="text-align: center;">MP3 (1/25 - 3/26)</p> <p>3rd Grade Rigby <u>Unit 6: Our Valuable Earth</u></p> <p>3rd Grade Rigby <u>Unit 3: Then and Now</u></p>	<p><u>ELDS 1</u> <u>ELDS 2</u> <u>ELDS 4</u> <u>ELDS 5</u></p>
<p style="text-align: center;">MP4 (3/27 - 6/7) <u>Grade Three Marking Period Four</u></p> <p>Science: <u>Animals Through Time Habitats, Heredity, & Change Over Time</u></p> <p>Social Studies: <u>People and Technology</u></p>	<p style="text-align: center;">MP4 (3/27 - 6/7)</p> <p>3rd Grade Rigby <u>Unit 2: Crafty Creatures</u></p> <p>3rd Grade Rigby <u>Unit 4: Making Life Easier</u> <u>Unit 8: In the Money</u></p>	<p><u>ELDS 1</u> <u>ELDS 2</u> <u>ELDS 4</u> <u>ELDS 5</u></p>

Grade 4

Grade Level ELA/Integrated Content Themes	Correlated Rigby Theme	WIDA ELDS
<p style="text-align: center;">MP1 (9/6 - 11/7)</p> <p><u>Grade Four Marking Period One</u></p> <p><u>Science:</u> <u>Birth of Rocks Rock Cycle, Erosion, & Natural Hazards</u></p> <p><u>Social Studies:</u> <u>Geography of New Jersey</u></p>	<p style="text-align: center;">MP1 (9/6 - 11/7)</p> <p>4th Grade Rigby Unit 3 <i>Our Changing Earth</i></p> <p>4th Grade Rigby Unit 4 <i>Unearthing the Past</i></p> <p>3rd Grade Rigby Unit 1 <i>Faces and Places</i></p> <p>4th Grade Rigby Unit 2 <i>Across the United States</i></p>	<p>ELDS 1</p> <p>ELDS 2</p> <p>ELDS 4</p> <p>ELDS 5</p>
<p style="text-align: center;">MP2 (11/13 - 1/24)</p> <p><u>Grade Four Marking Period Two</u></p> <p><u>Science:</u> <u>Human Machine Body, Senses, & the Brain</u></p> <p><u>Social Studies:</u> <u>Early Settlers of New Jersey</u></p>	<p style="text-align: center;">MP2 (11/13 - 1/24)</p> <p>4th Grade Rigby Unit 6 <i>Under the Canopy</i></p> <p>4th Grade Rigby Unit 8 <i>Inside Our Bodies</i></p> <p>5th Grade Rigby Unit 8 <i>Pulse of Life</i></p> <p>4th Grade Rigby Unit 1 <i>American Journeys</i></p> <p>4th Grade Rigby Unit 5 <i>The Early Americas</i></p>	<p>ELDS 1</p> <p>ELDS 2</p> <p>ELDS 4</p> <p>ELDS 5</p>
<p style="text-align: center;">MP3 (1/25 - 3/26)</p> <p><u>Grade Four Marking Period Three</u></p> <p><u>Science:</u> <u>Energizing Everything Energy & Motion</u></p> <p><u>Social Studies:</u> <u>The Revolutionary War</u></p>	<p style="text-align: center;">MP3 (1/25 - 3/26)</p> <p>4th Grade Rigby Unit 3 <i>Our Changing Earth</i></p> <p>5th Grade Rigby Unit 1 <i>Road to Freedom</i></p> <p>5th Grade Rigby Unit 2 <i>By the People</i></p>	<p>ELDS 1</p> <p>ELDS 2</p> <p>ELDS 4</p> <p>ELDS 5</p>
<p style="text-align: center;">MP4 (3/27 - 6/7)</p> <p><u>Grade Four Marking Period Four</u></p> <p><u>Science:</u> <u>Waves and Sound Sound, Waves, & Communication</u></p> <p><u>Social Studies:</u> <u>Technology and Inventions</u></p>	<p style="text-align: center;">MP4 (3/27 - 6/7)</p> <p>4th Grade Rigby Unit 3 <i>Our Changing Earth</i></p> <p>3rd Grade Rigby Unit 3 <i>Then and Now</i></p> <p>3rd Grade Rigby Unit 4 <i>Making Life Easier</i></p> <p>5th Grade Rigby Unit 6 <i>Technology Matters</i></p>	<p>ELDS 1</p> <p>ELDS 2</p> <p>ELDS 4</p> <p>ELDS 5</p>

Grade 5

Grade Level ELA/Integrated Content Themes	Correlated Rigby Theme	WIDA ELDS
<p style="text-align: center;">MP1 (9/6 - 11/7)</p> <p><u>Grade Five Marking Period One</u></p> <p>Science: <u>Chemical Magic Chemical Reactions and Properties of Matter</u></p> <p>Social Studies: <u>Three Worlds Meet</u></p>	<p style="text-align: center;">MP1 (9/6 - 11/7)</p> <p>5th Grade Rigby Unit 3 <i>Now Hear This</i></p> <p>5th Grade Rigby Unit 1 <i>Road to Freedom</i></p> <p>5th Grade Rigby Unit 2 <i>By the People</i></p> <p>ACCESS World History ACCESS Science</p>	<p>ELDS 1</p> <p>ELDS 2</p> <p>ELDS 4</p> <p>ELDS 5</p>
<p style="text-align: center;">MP2 (11/13 - 1/24)</p> <p><u>Grade Five Marking Period Two</u></p> <p>Science: <u>Web of Life Ecosystems and the Food Chain</u></p> <p>Social Studies: <u>Colonization and Founding Documents</u></p>	<p style="text-align: center;">MP2 (11/13 - 1/24)</p> <p>5th Grade Rigby Unit 8 <i>Pulse of Life</i></p> <p>5th Grade Rigby Unit 4 <i>In the Deep</i></p> <p>5th Grade Rigby Unit 5 <i>A Growing Nation</i></p> <p>ACCESS World History ACCESS Science</p>	<p>ELDS 1</p> <p>ELDS 2</p> <p>ELDS 4</p> <p>ELDS 5</p>
<p style="text-align: center;">MP3 (1/25 - 3/26)</p> <p><u>Grade Five Marking Period Three</u></p> <p>Science: <u>Watery Plants</u></p> <p>Social Studies: <u>Louisiana Purchase and Lewis & Clark</u></p>	<p style="text-align: center;">MP3 (1/25 - 3/26)</p> <p>5th Grade Rigby Unit 7 Earth, Moon, and Sun</p> <p>5th Grade Rigby Unit 6 Technology Matters</p> <p>ACCESS Science ACCESS American History</p>	<p>ELDS 1</p> <p>ELDS 2</p> <p>ELDS 4</p> <p>ELDS 5</p>
<p style="text-align: center;">MP4 (3/27 - 6/7)</p> <p><u>Grade Five Marking Period Four</u></p> <p>Science: <u>Spaceship Earth Sun, Moon, Stars & Planets</u></p> <p>Social Studies: <u>Civil War and Reconstruction</u></p>	<p style="text-align: center;">MP4 (3/27 - 6/7)</p> <p>5th Grade Rigby Unit 7 Earth, Moon, and Sun</p> <p>5th Grade Rigby N/A</p> <p>ACCESS World History ACCESS Science</p>	<p>ELDS 1</p> <p>ELDS 2</p> <p>ELDS 4</p> <p>ELDS 5</p>

Grade 6

Grade Level ELA/Integrated Content Themes	Correlated Rigby Theme	WIDA ELDS
<p align="center">MP1 (9/6 - 11/7)</p> <p><u>Grade Six Marking Period One</u> Science: <i>Matter and Energy</i></p> <p>Social Studies: <u>Origins of Civilizations Civilizations and Peoples of the Fertile Crescent</u></p>	<p align="center">MP1 (9/6 - 11/7)</p> <p>3rd Grade Rigby Unit 3 <i>Our Valuable Earth</i></p> <p>4th Grade Rigby Unit 4 <i>Unearthing the Past</i></p> <p>ACCESS World History ACCESS Science</p>	<p>ELDS 1 ELDS 2 ELDS 4 ELDS 5</p>
<p align="center">MP2 (11/13 - 1/24)</p> <p><u>Grade Six Marking Period Two</u> Science: <i>Organization and Development, Heredity and Reproduction, and Evolution</i></p> <p>Social Studies: <u>Ancient Egypt and Kush Early Civilizations of India</u></p>	<p align="center">MP2 (11/13 - 1/24)</p> <p>5th Grade Rigby Unit 8 <i>Pulse of Life</i></p> <p>ACCESS World History ACCESS Science</p>	<p>ELDS 1 ELDS 2 ELDS 4 ELDS 5</p>
<p align="center">MP3 (1/25 - 3/26)</p> <p><u>Grade Six Marking Period Three</u> Science: <i>Universe and Earth</i></p> <p>Social Studies: <u>Early Civilizations of China Civilizations of East Asia and Southeast Asia</u></p>	<p align="center">MP3 (1/25 - 3/26)</p> <p>5th Grade Rigby Unit 7 <i>Earth, Moon, and Sun</i></p> <p>ACCESS World History ACCESS Science</p>	<p>ELDS 1 ELDS 2 ELDS 4 ELDS 5</p>
<p align="center">MP4 (3/27 - 6/7)</p> <p><u>Grade Six Marking Period Four</u> Science: <i>Climate and Weather</i></p> <p>Social Studies: <u>Civilizations of the Americas and African Civilizations</u></p>	<p align="center">MP4 (3/27 - 6/7)</p> <p>4th Grade Rigby Unit 3 <i>Our Changing Earth</i></p> <p>4th Grade Rigby Unit 1 <i>American Journeys</i></p> <p>4th Grade Rigby Unit 2 <i>Across the United States</i></p> <p>4th Grade Rigby Unit 5 <i>The Early Americas</i></p> <p>5th Grade Rigby Unit 1 <i>Road to Freedom</i></p> <p>5th Grade Rigby Unit 2 <i>By the People</i></p> <p>ACCESS World History ACCESS Science</p>	<p>ELDS 1 ELDS 2 ELDS 4 ELDS 5</p>

7th Grade

Grade Level ELA/Integrated Content Themes	Correlated Rigby Theme	WIDA ELDS
<p>MP1 (9/6 - 11/7) <u>Grade Seven Marking Period One</u> Science: <i>Matter and Energy</i></p> <p>Social Studies: <u>Ancient Greece The Roman Republic</u></p>	<p>MP1 (9/6 - 11/7) Rigby Unit N/A</p> <p>4th Grade Rigby Unit 7 <i>Golden Opportunities</i></p> <p>ACCESS World History ACCESS Science</p>	<p>ELDS 1 ELDS 2 ELDS 4 ELDS 5</p>
<p>MP2 (11/13 - 1/24) <u>Grade Seven Marking Period Two</u> Science: <i>Organization and Development, Heredity and Reproduction, and Evolution</i></p> <p>Social Studies: <u>The Roman and Byzantine Empires Life in Medieval Christendom</u></p>	<p>MP2 (11/13 - 1/24)</p> <p>4th Grade Rigby Unit 6 <i>Under the Canopy</i></p> <p>4th Grade Rigby Unit 8 <i>Inside Our Bodies</i></p> <p>5th Grade Rigby Unit 8 <i>Pulse of Life</i></p> <p>5th Grade Rigby Unit 4 <i>In the Deep</i></p> <p>ACCESS World History ACCESS Science</p>	<p>ELDS 1 ELDS 2 ELDS 4 ELDS 5</p>
<p>MP3 (1/25 - 3/26) <u>Grade Seven Marking Period Three</u> Science: <i>Universe and Earth</i></p> <p>Social Studies: <u>Struggles in Medieval Europe The Islamic World and South Asia</u></p>	<p>MP3 (1/25 - 3/26)</p> <p>5th Grade Rigby Unit 7 <i>Earth, Moon, and Sun</i></p> <p>3rd Grade Rigby Unit 1 <i>Faces and Places</i></p> <p>ACCESS World History ACCESS Science</p>	<p>ELDS 1 ELDS 2 ELDS 4</p>
<p>MP4 (3/27 - 6/7) <u>Grade Seven Marking Period Four</u> Science: <i>Climate and Weather</i></p> <p>Social Studies: <u>The Renaissance and Reformation Holocaust</u> <i>The Renaissance and Reformation Holocaust</i></p>	<p>MP4 (3/27 - 6/7)</p> <p>4th Grade Rigby Unit 3 <i>Our Changing Earth</i></p> <p>Rigby Unit N/A</p> <p>ACCESS World History ACCESS Science</p>	<p>ELDS 1 ELDS 2 ELDS 4 ELDS 5</p>

Grade 8

Grade Level ELA/Integrated Content Themes	Correlated Rigby Theme	WIDA ELDS
<p style="text-align: center;">MP1 (9/6 - 11/7)</p> <p><u>Grade Eight Marking Period One</u> Science: <i>Matter and Energy</i></p> <p>Social Studies: <u>The Early Americas and European Exploration</u> <u>European Colonization of North America</u></p>	<p style="text-align: center;">MP1 (9/6 - 11/7)</p> <p>5th Grade Rigby Unit 7 <i>Earth, Moon, and Sun</i> 4th Grade Rigby Unit 1 <i>American Journeys</i> 4th Grade Rigby Unit 2 <i>Across the United States</i> 4th Grade Rigby Unit 5 <i>The Early Americas</i> 5th Grade Rigby Unit 1 <i>Road to Freedom</i> 5th Grade Rigby Unit 2 <i>By the People</i> ACCESS World History ACCESS Science</p>	<p>ELDS 1 ELDS 2 ELDS 4 ELDS 5</p>
<p style="text-align: center;">MP2 (11/13 - 1/24)</p> <p><u>Grade Eight Marking Period Two</u> Science: <i>Organization and Development, Heredity and Reproduction, and Evolution</i></p> <p>Social Studies: <u>The Revolutionary Era A Constitution for the United States</u></p>	<p style="text-align: center;">MP2 (11/13 - 1/24)</p> <p>4th Grade Rigby Unit 4 <i>Unearthing the Past</i> 5th Grade Rigby Unit 8 <i>Pulse of Life</i> 5th Grade Rigby Unit 1 <i>Road to Freedom</i> 5th Grade Rigby Unit 5 <i>A Growing Nation</i> ACCESS World History ACCESS Science</p>	<p>ELDS 1 ELDS 2 ELDS 4 ELDS 5</p>
<p style="text-align: center;">MP3 (1/25 - 3/26)</p> <p><u>Grade Eight Marking Period Three</u> Science: <i>Universe and Earth</i></p> <p>Social Studies: <u>The Early Republic The Age of Jackson and Westward</u></p>	<p style="text-align: center;">MP3 (1/25 - 3/26)</p> <p>5th Grade Rigby Unit 7 <i>Earth, Moon, and Sun</i> 5th Grade Rigby Unit 6 <i>Technology Matters</i> ACCESS World History ACCESS Science</p>	<p>ELDS 1 ELDS 2 ELDS 4 ELDS 5</p>
<p style="text-align: center;">MP4 (3/27 - 6/7)</p> <p><u>Grade Eight Marking Period Four</u> Science: <i>Climate and Weather</i> Social Studies: <u>Society and Culture Before the Civil War</u> <u>Sectionalism and Civil War</u></p>	<p style="text-align: center;">MP4 (3/27 - 6/7)</p> <p>4th Grade Rigby Unit 3 <i>Our Changing Earth</i></p> <p>Rigby Unit N/A ACCESS World History ACCESS Science</p>	<p>ELDS 1 ELDS 2 ELDS 4 ELDS 5</p>

**Rigby *On Our Way to English*
ELA/ESL/WIDA Standards
Correlation**

WRITING UNITS OF STUDY

Kindergarten

ELA WRITING UNITS OF STUDY	CORRELATED RIGBY THEMES/RESOURCES	WIDA ELDS
<u>Unit 1</u> <u>Launching Writing Workshop</u> <u>(Non-Genre Specific Unit)</u>	<u>Rigby: Writing Resource Guide</u>	<u>ELDS 1</u> <u>ELDS 2</u>
<u>Unit 2</u> <u>Narrative Writing</u> <u>Memoir (Personal Memory Story)</u>	<u>Unit 2 All About Me</u> Sentences about feelings, clothing, dressing <u>Unit 4 Let's Eat</u> Sentences about likes & dislikes	<u>ELDS 1</u> <u>ELDS 2</u> <u>ELDS 5</u>
<u>Unit 3</u> <u>Informational Writing</u>	<u>Unit 1: At School</u> Sentences about activities	<u>ELDS 1</u> <u>ELDS 2</u> <u>ELDS 4</u> <u>ELDS 5</u>
<u>Unit 4</u> <u>Poetic Writing</u>	<u>Phonics Song Chart</u>	<u>ELDS 1</u> <u>ELDS 2</u> <u>ELDS 4</u> <u>ELDS 5</u>
<u>Unit 5</u> <u>Functional Writing (Genre Specific)</u>	<u>Unit 5 Animals All Around</u> Sentences about pets, animals <u>Unit 6 Turn, Turn, Turn</u> Sentences about seasons, spring	<u>ELDS 1</u> <u>ELDS 2</u>

Grade 1

ELA WRITING UNITS OF STUDY	Correlated Rigby Themes/Resources	WIDA ELDS
<u>Unit 1</u> <u>Launching Writing Workshop</u> <u>(Non-genre Specific Unit)</u>	<u>Rigby: Writing Resource Guide</u>	<u>ELDS 1</u> <u>ELDS 2</u>
<u>Unit 2</u> <u>Personal Narrative Memoir</u> <u>(Personal Memory Story)</u>	Personal Narrative <u>Unit 2 <i>Welcome to My World</i></u>	<u>ELDS 1</u> <u>ELDS 2</u> <u>ELDS 5</u>
<u>Unit 3</u> <u>Informational Writing (Genre Specific)</u>	Report <u>Unit 4: <i>Weather Wonders</i></u>	<u>ELDS 1</u> <u>ELDS 2</u>
<u>Unit 4</u> <u>Poetry</u>	N/A	<u>ELDS 1</u> <u>ELDS 2</u> <u>ELDS 4</u> <u>ELDS 5</u>
<u>Unit 5</u> <u>Functional Writing (Genre Specific)</u>	Procedural Text <u>Unit 7 <i>Taking Care</i></u>	<u>ELDS 1</u> <u>ELDS 2</u>

Grade 2

ELA WRITING UNITS OF STUDY	CORRELATED RIGBY THEMES/RESOURCES	WIDA ELDS
<u>Unit 1</u> <u>Launching Writing Workshop</u> <u>(Non-genre Specific Unit)</u>	<u>Rigby: Writing Resource Guide</u>	<u>ELDS 1</u> <u>ELDS 2</u>
<u>Unit 2</u> <u>Personal Narrative</u> <u>Memoir (Personal Memory Story)</u>	<u>Unit 1: Proud to Be Me</u> <u>Personal Narrative</u>	<u>ELDS 1</u> <u>ELDS 2</u> <u>ELDS 5</u>
<u>Unit 3</u> <u>Informational Writing (Genre Specific)</u>	<u>Unit 3: Circle of Life</u> – <u>Report</u> <u>Unit 5: Water Works</u> – <u>Report</u> <u>Unit 7: How Things Work</u> – <u>Report</u>	<u>ELDS 1</u> <u>ELDS 2</u> <u>ELDS 4</u>
<u>Unit 4</u> <u>Opinion Writing (Genre Specific)</u>	<u>Unit 8: The Choices We Make</u> - <u>Story</u>	<u>ELDS 1</u> <u>ELDS 2</u> <u>ELDS 4</u> <u>ELDS 5</u>
<u>Unit 5</u> <u>Short Fiction (Genre Specific)</u>	<u>Unit 2: Living in America</u> – <u>Letter</u>	<u>ELDS 1</u> <u>ELDS 2</u> <u>ELDS 5</u>
<u>Unit 6</u> <u>Poetry (Genre Specific)</u>	<u>Phonics Song Chart</u>	<u>ELDS 1</u> <u>ELDS 2</u>
<u>Unit 7</u> <u>Functional Writing (Genre Specific)</u>	<u>Unit 4: From Farm to You</u> – <u>Story</u>	<u>ELDS 1</u> <u>ELDS 2</u>

Grade 3

ELA WRITING UNITS OF STUDY	CORRELATED RIGBY THEMES/RESOURCES	WIDA ELDS
<u>Launching Writer's Notebook</u> -Management Days	<u>Writing Resource Guide</u>	<u>ELDS 1</u> <u>ELDS 2</u>
<i>Opinion Writing</i> <i>(Connection to Day 20 of Launching Reading Workshop)</i> -Book Recommendation	<u>Unit 6: Our Valuable Earth</u> Persuasive Essay w/ Problem and Solution	<u>ELDS 1</u> <u>ELDS 2</u>
<u>Routine Writing</u> -Friendly Letter _Writing about Reading	<u>Unit 7: We the People</u> Friendly Letter	<u>ELDS 1</u> <u>ELDS 2</u> <u>ELDS 5</u>
<u>Launching Poetry Workshop</u>	N/A	<u>ELDS 1</u> <u>ELDS 2</u>
Procedural/Inquiry/Research Writing Launching & Utilizing Interactive Science Notebook <u>Science Notebook Resources</u> <u>Science NB Rubric</u> Ongoing <u>Punctuation Unit of Study</u>	<u>Unit 1: Faces and Places</u> Compare and Contrast <u>Unit 3: Then and Now</u> Compare and Contrast <u>Unit 8: In the Money</u> Story with Sequence	<u>ELDS 1</u> <u>ELDS 2</u> <u>ELDS 3</u> <u>ELDS 4</u> <u>ELDS 5</u>
<u>Feature Article</u> -Class Writing Anthology -ABC Book	<u>Unit 1: Faces and Places</u> Compare and Contrast <u>Unit 3: Then and Now</u> Compare and Contrast <u>Unit 5: Shoot for the Stars</u> Report w/ Main idea and details	<u>ELDS 1</u> <u>ELDS 2</u> <u>ELDS 4</u> <u>ELDS 5</u>
<i>Narrative Writing</i> <u>Memoir</u> <u>Short Fiction</u> <u>Biographical Sketch</u>	<u>Unit 2: Crafty Creatures</u> Problem and Solution <u>Unit 4: Making Life Easier</u> Story with Sequence <u>Unit 7: We the People</u> Problem and Solution <u>Unit 8: In the Money</u> Story with Sequence	<u>ELDS 1</u> <u>ELDS 2</u> <u>ELDS 3</u> <u>ELDS 5</u>
<u>Literary Analysis/Essays</u>	<u>Unit 5: Shoot for the Stars</u> Report w/ Main idea and details	<u>ELDS 1, 2</u> <u>ELDS 4, 5</u>

Grade 4

ELA WRITING UNITS OF STUDY	CORRELATED RIGBY THEMES	WIDA ELDS
<u>Launching Writer's Notebook</u> -Management Days	Writing Resource Guide	<u>ELDS 1</u> <u>ELDS 2</u>
<u>Opinion Writing-Book Recommendation</u> (Connection to Day 20 of Launching Reading Workshop)	Unit 7: Golden Opportunities Writes a review Compares and Contrasts	<u>ELDS 1</u> <u>ELDS 2</u> <u>ELDS 5</u>
Routine Writing -Friendly/ <u>Formal Letter</u> <u>Writing About Reading</u>	Unit 2: Across the United States Writes a friendly letter Makes a request Unit 6: Under the Canopy Write a Letter	<u>ELDS 1</u> <u>ELDS 2</u> <u>ELDS 4</u>
<u>Launching Poetry Workshop</u>	All Units: Phonics Song Chart Chant Posters Unit 8: Our Bodies Writes a poem Entertains	<u>ELDS 1</u> <u>ELDS 2</u>
Procedural/ Inquiry/Research Writing -Launching & Utilizing Interactive Science Notebook <u>Science Notebook Resources</u> <u>Science NB Rubric</u> Ongoing <u>Punctuation Unit of Study</u>	Unit 3: Our Changing Earth Writes a journal entry Uses cause and effect Unit 4: Unearthing the Past Writes a procedural Uses sequence Unit 5: The Early Americas Writes a report Uses exposition	<u>ELDS 1</u> <u>ELDS 2</u> <u>ELDS 4</u> <u>ELDS 5</u>
Research/ Informative and Explanatory Writing <u>Feature Article</u> -News Article -Class Writing Anthology -ABC Book	Unit 3: Our Changing Earth Writes a journal entry Uses cause and effect Unit 5: The Early Americas Writes a report Uses exposition	<u>ELDS 1</u> <u>ELDS 2</u> <u>ELDS 4</u> <u>ELDS 5</u>
Narrative Writing <u>Biographical Sketch</u> <u>Memoir</u> <u>Short Fiction</u>	Unit 1: American Journeys Writes s personal narrative Unit 7: Golden Opportunities Writes a review Compares and Contrasts	<u>ELDS 1</u> <u>ELD 2</u> <u>ELD 5</u>
<u>Literary Analysis -Essay</u>	N/A	<u>ELDS 1, 2</u> <u>ELDS 4, 5</u>

Grade 5

ELA WRITING UNITS OF STUDY	CORRELATED RIGBY THEMES	WIDA ELDS
<u><i>Launching Writing Workshop</i></u> -Management Days	Writing Resource Guide	<u>ELDS 1</u> <u>ELDS 2</u>
<i>Routine Writing</i> <u><i>Formal/Business Letter</i></u> -Writing About Reading <u><i>Email</i></u>	Unit 1: Road to Freedom Writes a friendly letter Unit 2: By the People Writes a business letter Makes a request	<u>ELDS 1</u> <u>ELDS 2</u> <u>ELDS 5</u>
<i>Procedural/Inquiry/Research Writing</i> -Launching & Utilizing Interactive Science Notebook <u><i>Science Notebook Resources</i></u> <u><i>Science NB Rubric</i></u> Ongoing <u><i>Punctuation Unit of Study</i></u>	Unit 4: In the Deep Writes an observation log Compares and contrasts Unit 8: Pulse of Life Writes a set of instructions Uses words to show sequence	<u>ELDS 1</u> <u>ELDS 2</u> <u>ELDS 4</u>
<u><i>Launching Poetry Workshop</i></u>	All Units: Phonics Song Chart Chant Posters Unit 3: Now Hear This! Composes a poem Entertains	<u>ELDS 1</u> <u>ELDS 2</u> <u>ELDS 4</u>
<i>Research/ Informative and Explanatory Writing</i> <u><i>Feature Article</i></u> -News Article -Class Writing Anthology -ABC Book	Unit 5: A Growing Nation Writes a report Uses cause and effect organization	<u>ELDS 1</u> <u>ELDS 2</u> <u>ELDS 5</u>
<i>Narrative Writing</i> <u><i>Biographical Sketch</i></u> <u><i>Historical Fiction</i></u> <u><i>Memoir</i></u>	Unit 6: Technology Matters Writes a personal narrative Uses persuasion	<u>ELDS 1</u> <u>ELDS 2</u> <u>ELDS 4</u>
<i>Literary Analysis</i> <u><i>Essay</i></u>	N/A	<u>ELDS 1</u> <u>ELDS 2</u>

Mathematics Curriculum

Bilingual classroom teachers are accessing the District mathematics curriculum through edConnect. The math curriculum incorporates the WIDA English and Spanish language development standards. Modifications and accommodations are outlined within the curriculum document on edConnect. Bilingual content glossaries and word-to-word dictionaries are located in bilingual classrooms to assist students with academic vocabulary.

There are four math benchmarks throughout the year, accompanied by assessments on edConnect. The assessment schedule is posted on the District assessment schedule document. Bilingual teachers follow the District benchmark schedule for math. The text-to-speech option is available for specific students on edConnect for the math benchmark assessments. Contact one of the math coordinators to assign students.

Pearson *Envision* math materials and resources are available in Spanish.

ESL teachers that are supporting ELLs in Math will also will access the District's math curriculum in edConnect and follow the District's benchmark schedule.

Teachers Roles in the Classroom (K-2)

Language and Word Study (K-2):

The language and word study block provides the opportunity for students to explore language across genres. Students investigate the meaning and structure of words and the conventions of written language. Teachers form groups and design lessons based on specific language and academic needs of students. Both the bilingual, sheltered and ESL teachers are responsible for leading activities in the elements of this block.

The ESL teacher typically works with students using the Rigby Thematic Units, which are designed for oral language development. The thematic units are appropriate for all levels of English language learners, independent of guided reading and word study levels. ESL teachers design mini-lessons and additional oral language development activities to support the acquisition of academic language. Bilingual teachers support oral language development by building background and vocabulary in the students' native language. Bilingual oral language development materials, such as bilingual picture dictionaries and bilingual audio materials are available in Spanish for newcomer students with no or minimal English language proficiency.

Reading Workshop (K-2):

The goal of the reading workshop is for students to construct meaning, make personal and textual connections as they learn from and about reading (Fountas & Pinnell, 2006). During this block, the sheltered, bilingual, and ESL teachers work with guided reading groups. Teachers articulate to coordinate the following: guided reading groups by levels, the assignment of groups, selecting guided reading books, responding to readers' notebooks, and the creation of managed independent learning centers.

Both the sheltered, bilingual, and ESL teachers are equally responsible for instruction during this 60 minutes block. Teachers form guided reading groups and design skill-based lessons dependent on the specific language and academic needs of the students. The ESL teacher typically works with two guided reading groups daily or one guided reading group and one skills based or oral language development group based on the needs of the students. This assures that the objectives of the integrated curriculum, language, and content standards are met.

Guided Reading:

Reading workshop is one of three blocks of instruction in the comprehensive literacy framework. Teachers select guided reading books for the language and literacy needs of the students based on their guided reading level, running records, and observations of reading behaviors.

All schools have a primary and an intermediate book room. The texts located in each school's book room are organized according to the Fountas and Pinnell's leveling system. In addition to the guided reading books in the book room, teachers also have access to Rigby's *On Our Way to English*, and other guided reading books specific to the language needs of ELLs. These book selections are arranged by Rigby ELL Levels, and have carefully controlled language structures intended for ELLs that may not be present in other guided reading book selections. Teachers must make themselves familiar with the selections available in the book rooms as well as the *On Our Way to English* guided reading books in order to appropriately meet the diverse needs of the students.

Managed Independent Learning Centers (K-2):

The purpose of learning centers is to ensure that students engage in appropriate, independent literacy activities, while the teacher engages in small group instruction. These independent centers allow the students to choose center activities and become responsible for their own learning. These centers are carefully crafted to give the students authentic activities for literacy development. Centers are open-ended, offering multiple entry points with multiple outcomes and solutions. They encompass interesting and broad range of activities and are developmentally appropriate. Centers are designed to accommodate different learning styles and reinforce the strategies that have already been taught. Science and social studies are integrated to provide content learning with literacy practice.

The bilingual, sheltered, and ESL teachers share the responsibility of creating learning centers. In addition to expanding students' literacy, centers provide ELL students with additional opportunities for oral language development in English. Special consideration is taken in the sheltered and bilingual classrooms so that centers are differentiated and designed to address the wide range of skills, language proficiency levels, learning styles, and interests of the students. Ideally, ELLs are paired with more fluent speakers to help them develop their oral language

skills (see Debbie Diller's *Literacy Work Stations: Making Centers Work* for a comprehensive look at developing and differentiating learning centers).

Examples of learning centers:

- ABC Center- opportunities are given for children to work with letters, sounds, and words. Ideas for this center can be generated from:
 - Fountas & Pinnell's *Phonics Lessons: Letters, Words and How They Work*
- Listening Center- children will listen to previously read stories on tape and follow along in a copy of the book.
- Writing Center- provides a range of writing materials where children write in response to any kind of reading in which they have been engaged, a focused writing prompt, or writing about their own experiences.
- Poetry Center- a collection of poems taken from shared reading poems, poetry books, or poems read by the teacher. Students can cut, paste, illustrate, and read copies of poems that are familiar to make their own collection of poems. Ideas for this center can be generated from:
 - Fountas and Pinnell's *Sing a Song of Poetry*
 - Rigby's Manipulative Charts/Chant Posters
- Science/Social Studies Center- children are given specific exploration tasks to perform that are related to the literacy process by writing in learning logs or science/social studies journals, and reading science/social studies books or poems related to the topic, etc.
- Big Book Center- provides opportunities to participate in reading of shared reading books. A child can read the book with support of a partner who reads and speaks English fluently. After reading together, students can talk about the book, discuss the characters, new information they have learned, favorite parts, and ask questions about the book.

Second grade teachers may transition to the intermediate framework before the end of the school year to prepare students for the intermediate framework. Teachers use multiple measures of assessment to determine student readiness. Some behaviors teachers may observe include: students can read independently and silently for longer periods of time, students are

demonstrating and expanding their ability to think beyond and about the text, and their book selections are becoming more varied, complex and appropriate. Students who are not ready for the intermediate framework may continue to use centers during independent reading.

The bilingual/sheltered and ESL teacher are responsible for transitioning students to the intermediate framework using reader's notebooks, providing students with opportunities to have periods of sustained silent reading, and facilitating literature study groups.

Writing Workshop (beginning with 2nd grade)

The roles of the bilingual, sheltered, and ESL teachers during writing workshop are similar in that they all work with students in activities involving independent writing, guided writing, and investigations. Teachers are responsible for developing and leading mini-lessons, adapting the activities for different levels of English language learners, and assessing during this block. As teachers confer with individual students on their writing, they will keep records of these conferences on a record form. Differentiating activities for all students meets the goals of both the ESL program and the comprehensive literacy framework.

Classroom Scenarios (grades K-2)

The following are sample scenarios of what instruction might look like for ELLs in any of the literacy blocks, and how bilingual, sheltered and ESL teachers collaborate during the literacy blocks to provide instruction for ELLs.

Reading Workshop and Language & Word Study (1st grade)

The classroom and ESL teachers plan lessons collaboratively so that the needs of the different groups are met. Additionally, the oral language development and the language and word study sequence are coordinated between the teachers for effective instruction.

The ESL teacher utilizes materials from Rigby's *On Our Way to English* and Fountas & Pinnell's *Phonics Lessons: Letters, Words, and How They Work* (Grades 1 & 2). The bilingual teacher supports the students' oral language development and comprehension by building background in the student's native language. The bilingual teacher may utilize supplemental bilingual resources/materials to support the bilingual newcomers' acquisition of English language proficiency. The ESL teacher and the classroom teacher work with separate groups throughout the entire reading workshop and language and word study block. The ESL teacher extends the guided reading lesson to include talking and writing about reading.

The purpose of this model is to effectively meet the needs of English Language Learners within a differentiated classroom setting.

Language and Word Study (2nd grade)

The sheltered classroom teacher is working with the majority of the class with the L&WS elements; read aloud, shared reading, phonics principal and buddy study. The ESL teacher is pulling smaller groups of ELLs and is working on oral language development through read-alouds, interactive writing and the Rigby *On Our Way to English* thematic units to make connections for the student to the science and social studies units of study.

Reading Workshop (K)

The bilingual, sheltered and ESL teachers are providing parallel instruction to groups of students while other students are engaged in center activities. The teachers are following the same units of study and literary elements and activities such as shared reading, small group phonics, letter identification /knowledge, and interactive writing to homogenous and heterogenous groups of students. As the year progresses, guided reading groups are formed and all teachers alternate between guided reading groups while students continue working at centers. ELL should receive guided reading every day until they are reading at grade level.

ESL teachers typically extend guided reading activities with the lowest level ELL to strengthen vocabulary concepts, oral language and print concepts and language, including writing. For example, the ESL teacher might do a vocabulary book walk then a shared read and an interactive writing about the book topic before meeting with the students to do guided reading. Additionally, the ESL teacher might extend the guided reading with a guided writing activity based on the reading or might make a content connection to the guided reading book using pictures, a concept poster, graphic organizer or multimedia representation.

Writing Workshop (2nd grade)

During Writing Workshop, the ESL teacher and classroom teacher can provide two mini-lessons based on the language levels of the students, or the ESL teacher can modify the mini-lesson for ELLs. Additionally, the ESL teacher could do guided or interactive writing with a small group of beginning ELLs while the classroom teacher is doing the mini-lesson. Both teachers will conference daily with students to provide the scaffolds and support for writing. Conferencing with students allows the ESL teacher to connect speaking, reading and writing for students promoting language and content development.

Teachers Roles in the Classroom (grades 3-5)

Language and Word Study (3-5):

The language and word study block provides the opportunity for students to explore language across the genres. They investigate the meaning and structure of words and the conventions of written language.

The language and word study section consists of a variety of activities, some daily, depending on the student's needs. Curriculum components include: interactive read aloud, shared reading, shared writing, interactive writing, language experience, readers' theater, interactive edit, interactive vocabulary, phonics, and word study. Bilingual, sheltered, and ESL teachers are responsible for instruction during this block. Teachers form groups and design lessons based on specific language and academic needs of the students.

Reading Workshop (3-5):

Students read a variety of self-selected and teacher-selected texts for extended periods. They construct meaning and make personal and textual connections as they learn from and about reading. Students learn effective comprehension strategies that they apply to fiction and nonfiction texts (Fountas & Pinnell 2001, p.43).

During this block, the teachers work with guided reading and literature circles. Teachers form groups and design lessons based on specific language and academic needs of the students. The teachers articulate to coordinate the following: guided reading groups, the assignment of groups to work with each teacher, selection of guided reading books, development of mini-lessons, responding to reader's notebooks, and the creation of managed independent learning centers created by the ESL teacher for newcomer students. The ESL teacher typically works with two guided reading groups daily or one guided reading group and one skills based or oral language development group based on the needs of the students. This assures that the objectives of both the ESL program and the comprehensive literacy framework are met.

Guided Reading:

Teachers select guided reading books for the language and literacy needs of the students based on their guided reading level, running records, and observations of reading behaviors.

All schools have a primary and an intermediate book room. The texts located in each school's book room are organized according to the Fountas and Pinnell's leveling system. In addition to the guided reading books in the book room, teachers also have access to Rigby's *On Our Way to English* guided reading books. These book selections are arranged by Rigby's ELL Levels and have carefully controlled language intended for ELLs that may not be present in other guided reading book selections. Teachers must make themselves familiar with the selections available in the book rooms as well as Rigby's *On Our Way to English* guided reading books in order to appropriately meet the diverse needs of the students.

Primary literacy elements such as shared reading and interactive read aloud continue to be used in intermediate grades to meet the needs of newcomer students who are working at primary literacy levels.

Managed Independent Learning Centers (3-5):

Although the intermediate literacy framework does not include learning centers, they are appropriate for ELLs and can be incorporated in the grade 3-5 classrooms. The importance of managed independent learning centers should not be underestimated for English language learners. These centers provide opportunities to build skills for students that cannot read for sustained periods of time or actively respond in reader's notebooks. Centers provide students with opportunities to build skills in reading and writing. The ESL teachers are responsible for creating and assessing these centers for their students (see Debbie Diller's *Literacy Work Stations: Making Centers Work* for a comprehensive look at developing and differentiating learning centers).

Examples of learning centers:

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- Listening Center-children will listen to stories on tape and follow along in a copy of the book and complete a writing extension activity.
- Poetry Center-a collection of poems taken from shared reading poems, poetry books, or poems read by the teacher. Students can cut, paste, illustrate and read copies of poems that are familiar to make their own collection of poems. This activity can be differentiated for upper grades by cutting up the poem by sentences or words and having the student glue them back in the proper order, looking for rhyming words, looking for words that begin or end with a particular sound or cluster. Students may also make and write about a personal connection they make with the poem.
- Computer Center-this center provides another way for children to use literacy. Students may revise and edit their writing on the computer or engage in activities found on educational websites.
- Partner Reading Center-provides opportunities to participate in reading of shared reading books. A child can read the book with support of a partner who reads and speaks English fluently. After reading together, students can talk about the book, discuss the characters, new information they have learned, favorite parts, and ask questions about the book.
- Reader's Theater Center-uses teacher support, modeling, and independent student practice. Students rehearse a script until they are able to read fluently and with expression for an audience.
- Word Study Center-teachers use available objects and pictures to sort and to use as a springboard for discussion at the word study workstation.
- Science/Social Studies Center- children are given specific exploration tasks to perform that are related to the literacy process by writing in learning logs or science/social studies journals, and reading science/social studies books or poems related to the topic, etc.

Writing Workshop (3-5):

The roles of the bilingual, sheltered and ESL teachers during writing workshop are similar in that they both work with students in activities involving independent writing, guided writing, conferencing, shared writing and investigations. Teachers are responsible for developing and leading mini-lessons, adapting the activities for different levels of English language learners, and assessing during this block. As teachers confer with individual students on their writing, they will keep records of these conferences on a record form. Academic vocabulary can be incorporated into conferencing to support language learning for ELL. Rich conversation during conferencing and the share time advances listening and speaking skills simultaneously with reading and writing skills. Differentiating activities for all students meets the goals of both the ESL program and the comprehensive literacy framework.

Classroom Scenarios (Grades 3-5)

Reading Workshop (3rd grade)

In the 3rd grade sheltered classroom, there are 5 different guided reading groups. Some of the students are reading below level. In this class, there is a large disparity between student language proficiencies. The sheltered and ESL teachers plan lessons collaboratively so that the needs of the different groups are appropriately met. Additionally, the oral language development and the language and word study sequence are coordinated between the teachers for effective instruction.

The ESL teacher may utilize materials from Rigby's *On Our Way to English* and Fountas & Pinnell's *Phonics Lessons: Letters, Words, and How They Work* (Grades 1 & 2). The ESL teacher supports the students' oral language development and comprehension by building background knowledge and providing additional opportunities for speaking and writing about reading. The ESL teacher will work with 2 groups during reading workshop.

Writing Workshop

During the presentation of a Writing Unit, there are several ways the ESL teacher and the classroom teacher can work together. The ESL teacher might work with newcomers in small group providing communication skills and visually modeling language while the classroom teacher teaches the mini lesson to the rest of the class. Another scenario would be for the ESL teacher to modify an existing writing unit of study for one group by scaffolding the writing process. The ESL teacher could provide ELLs with graphic organizers, vocabulary, modeled writing, shared writing, and small group guided writing instruction.

Teaching English language learners to be successful writers depends on the quality of the instructional process, practices, and classroom climate for learning. Writing requires communication, creativity and collaboration. The teachers are collaborating to support students as they carry out meaningful literacy activities involving the full processes of reading and writing.

Language & Word Study (L&WS) 4th grade

The classroom teacher and the ESL teacher group students into two L&WS groups based on their language proficiency levels and academic needs, determined by multiple assessments. The ESL teacher works with a small group of ELLs and designs modified lessons based on students' language and academic needs. Students are engaged in Buddy Study activities and follow the classroom Buddy Study schedule. The ESL teacher designs additional activities that will meet the language needs of ELLs. These activities could include: shared reading, interactive vocabulary, interactive edit, word games, interactive writing, vocabulary journals, and oral language development activities.

An additional scenario within L&WS is for the ESL teacher to design lessons for a group of newcomers to meet their language and academic needs. Phonics lessons and oral language development lessons can be alternated throughout the week. For example, On Monday, Wednesday, and Friday students are engaged in oral language development activities Rigby *On Our Way to English*, and on Tuesday and Thursday students work on phonics activities using Fountas & Pinnell's *Phonics Lessons: Letters, Words, and How They Work*. The classroom teacher designs L&WS lessons and instructs the rest of the students.

Lesson Planning

Collaboration

The bilingual teacher, sheltered teacher and ESL teacher share the responsibility for teaching the elements of the literacy framework. Teachers develop and apply lessons collaboratively to deliver a balanced language arts literacy program that leads to student achievement. Both teachers plan lessons, create managed independent learning centers, respond to reader's notebooks, conference with students, administer district assessments, maintain portfolio cards, complete ESL and District Progress Reports, and update data in edConnect. The ***Resource Toolkit for ESL*** document that follows is a resource for lesson planning and managing instruction that integrates ELA and the content areas.

English Language Arts/Literacy Collaborative Framework

ESL teachers are working mainly in Reading Workshop and Language & Word Study in grades K and 1. In grades 2-8, ESL teachers are working in Reading Workshop and Language & Word Study **OR** Writing Workshop **OR** Science/Social Studies. Talking about reading and writing about reading are naturally integrated during Reading Workshop. Teachers should consult the *ELA Time Allotments by Subject* that follows when lesson planning.

Integration of Science and Social Studies

Although most ESL teachers are not providing direct instruction during science and social studies, the content is integrated into the literacy blocks. Teachers should continue to consult the Rigby correlation and Resource Toolkit for ESL documents when lesson planning.

ESL teachers who are supporting ELL during the science and social studies blocks are:

- co-teaching lessons with the classroom teacher and/or providing small group instruction to struggling learners;
- supporting academic language and vocabulary development for all students;
- sheltering the content so that ELL can access grade-level content concepts despite not having full English language proficiency.

Time Allotment by Subject

Subject	K	1st and 2nd Grade	3rd-5th Grade	6th-8th Grade
Language Word Study with Interdisciplinary Connections	20 minutes	40 minutes	45 minutes	84 min. rotation
Writing Workshop	40 minutes	40 minutes	45 minutes	
Reading Workshop	60 minutes	60 minutes	60 minutes	
Math	50 minutes	75 minutes	75 minutes	84 min. rotation
Science/Social Studies	30 minutes	40 minutes	40 minutes	84 min. rotation

Resource Toolkit for Integrated ELA/Science/Social Studies/Bilingual/ESL Curriculum

K-6 Sheltered/Bilingual Classrooms

Language & Word Study		
Teaching Element	Definition	Rigby OOWTE ELL Materials
Interactive Read Aloud and Literature Discussion	Students engage in deep discussion with one another about a text that they have heard read aloud or one they have read independently.	Rigby Big Book (K-3) Big Book Student Version (K-3) Student Anthology (3-5) Newcomer Books (K-5) Academic Discussion Strategy Poster (1-5)
Shared and Performance Reading	Students read together or take roles in reading a shared text. They reflect the meaning of the text with their voices.	Academic Language Builders (K-5) Chant Posters (K-5)
Interactive Writing	The teachers and students share the pen as they work collaboratively to compose and construct a message. It is a time to focus on areas that will shift the students forward as readers and writers.	Organizer Posters (K-3) Shared Writing Cards (1-5)
Shared Writing	The teacher and students discuss and composer a message, but the teacher scribes and demonstrates the process of writing.	Organizer Posters (K-3) Shared Writing Cards (1-5)
Language and Word Play (Phonemic Awareness)	The teacher provides different activities to help children develop the ability to identify, isolate and manipulate the sounds in words.	
Letter/Word Study (Phonics)	The teacher provides activities to allow children to make connections between letters and sounds, word meaning and develop word solving skills.	Phonics Song Charts (K-3) Word Study Song Charts (4-5)
Interactive Vocabulary	Short activity that gets students thinking about the meaning of words.	Academic Language Builders (K-5) Concept Posters (1-5) Vocabulary Cards (K-5)

Reading Workshop	
Teaching Element	Definition
Managed Independent Learning	Opportunities for students to work independently or in collaboration with their peers in meaningful and productive activities related to literacy. These activities offer choice and help children take responsibility for their own learning.
Guided Reading	The teacher provides small group instruction for students who are similar in their reading behaviors and levels of text.
Language Development Group	The teaching elements outlined in Language and Word Study are used to support language development.
Group Share	The teachers and students meet to share and celebrate new learning, collaborative work and routines.

Guided Reading	
Part of Lesson	Definition
Introduction to the Text	You provide the readers with an understanding of the the overall meaning of the text, pointing out aspects that may be new, involving them in a conversation that gets them thinking about the meaning, language, and print, and encouraging their interest in the book.
Reading of Text	The readers engage in a variety of strategic actions to process the whole text or a unified part of it.
Discussing and Revisiting the Text	You and your students participate in a brief, meaningful conversation about the text. Students may also revisit the text to clarify or locate information or to provide evidence for their own thinking.

Teaching for Processing Strategies	You provide a brief, explicit teaching point focused on any aspect of the reading process. Teaching is grounded in the text students have just read, but readers go beyond it to understand something important and useful.
Working with Words	You provide one or two minutes of work with words. Teaching may focus on any aspect of word solving and is not related to words in the text that has just been read.
Extending the Meaning	You invite students to extend understanding of the text through further talk, drawing, or writing. Often, you will work with students to demonstrate ways of writing about texts.

Writing Workshop	
Parts of the lesson:	Definition
Mini Lessons <ul style="list-style-type: none"> ● Shared Writing ● Modeled Writing 	Provide opportunities for students to build a repertoire of things they know they can try when they write. Teacher spends seven to ten minutes presenting the lesson. Minilessons should encourage students to realize that they can be writers.
Conferring <ul style="list-style-type: none"> ● Guided Writing 	Students learn strategies while teacher is monitoring, discussing, and teaching ideas for how to write a piece of text. Conferring during the writing process with the teacher and peers creates clear ideas for students of how to and what to write as an author.
Sharing <ul style="list-style-type: none"> ● Shared Writing 	At the end of the writing workshop, the teacher brings students together for sharing and evaluation of their work. Students have the opportunity to talk about things they're writing along the way. It provides good opportunities for students to use words, developing language and building fluency.
**Rigby OOWTE ELL Materials: Writing Resource Guide Sharing Cards (1-5) Organizer Posters (K-3)	

Science K-2

Teaching Elements	Definition
Activities <ul style="list-style-type: none"> ● Read-Aloud ● Independent Writing ● Shared Writing 	Activities set the stage for developing the content, skills, and understandings that will help students successfully navigate the design problem. Activities introduce or practice knowledge /skills. Activities also involve using research skills and building or designing objects by following directions.
Project <ul style="list-style-type: none"> ● Launch Log 	Projects are related to the design challenge/problem and provide opportunities for meaning-making. Projects provide investigations into concepts or skills that will be applied in solving the design challenge for the module. Project will present a common challenge that will typically lead all students to the same solution.
Problem	Problems provide opportunities for students to transfer the new and past knowledge and skills from previous activities or projects in a real-world setting. Problems should include a common challenge that will typically lead all students to create unique solutions.

Science Grades 3-5

Teaching Elements	Definition	Rigby OOWTE ELL Materials
Vocabulary <ul style="list-style-type: none"> ● Visual aid (pictures, graph, etc.) 	Introduce key concepts and build the vocabulary and language that students will need to understand the lesson.	Chant Posters Concept Poster Academic Language Builder Song Chart Vocabulary Cards
Reading <ul style="list-style-type: none"> ● Shared Reading 	Invite and connect students into the lesson building background and promoting oral language development.	Concept Poster Newcomer Books Big Book Benchmark Books Guided Comprehension Books

		Reading Strategy Cards
Scientific Notebook <ul style="list-style-type: none"> • Learning Log 	Provide students' opportunity to describe, explain and monitor comprehension of their knowledge that they will acquire.	Shared Writing Card Writing Planner
Activity <ul style="list-style-type: none"> • Hands-on 	Perform and demonstrate the basic skill that students will need for both understanding the lesson and for success in school and on high-stakes tests.	Organizer Poster Assessment Unit Project

Social Studies		
Teaching Elements	Definition	Rigby OOWTE ELL Materials
Reading Activities: <ul style="list-style-type: none"> • Read Aloud • Shared Reading • Independent Reading • Reader's Theatre 	Reading about the content.	Rigby Big Book (K-3) Big Book Student Version (K-3) Student Anthology (3-5) Newcomer Books (K-5) Academic Discussion Strategy Poster (1-5) Academic Language Builders (K-5) Chant Posters (K-5)
Writing Activities: <ul style="list-style-type: none"> • Interactive Writing • Shared Writing • Independent Writing 	Writing about the content.	Organizer Posters (K-3) Shared Writing Cards (1-5) Unit Projects & Centers
Vocabulary Activities		Academic Language Builders (K-5) Concept Posters (1-5) Vocabulary Cards (K-5)

Additional Bilingual/ESL Instructional Resources

<u>Material Supplemental Resources</u>		<u>Technology</u>
Building Libraries	Mondo Kits	Rosetta Stone
Classroom Libraries	LLI Kits	Kahoot
Book Rooms	Newcomer Kits	Quizlet
Rigby PM Readers	ACCESS Newcomer Content Text	Sound/Voice Recorder
English Explorers	Easy English News	Photo Booth
Newcomer Kits	Time for Kids News/Scholastic	ACCESS Practice Modules
Bilingual Dictionaries		
Bilingual Content Glossaries		

Classroom Instruction and Curriculum-Grades 6-8

ESL teachers work with ELLs in grades 6-8 for up to two periods per day of reading and writing instruction. The district ELA curriculum for grades 6-8 incorporates the WIDA English language proficiency standards. The lessons are based on a 6-day rotation ([Middle School Rotation](#)) for reading and writing; however, the ESL teachers incorporate the four language domains into their lessons.

There is a Spanish bilingual resource program for ELLs in grades 6-8 at Texas Avenue School. The bilingual teacher provides one period of Bilingual Language Arts in addition to a period or more of ESL. Grade 6-8 ELLs are supported in the content areas by ESL teachers.

ESL teachers deliver both pullout and/or push-in services for students based on student proficiency level and classroom performance. Classwork and homework are modified based on language proficiency level and/or K-8 [WIDA Can-Do Descriptors](#) for Recount, Explain, Argue and Discuss. ESL teachers work collaboratively with the classroom teacher for planning and flexible grouping to meet the needs of all the students, especially in the area of guided reading for newcomer students and students who are not reading on grade level.

There are several core programs and instructional designs for ELLs in grades 6-8, each of which meets the needs of students at varying levels of English language proficiency:

- Holt McDougal's *Literature* is a transitional reading program that uses engaging literature selections, combined with strategies and skills instruction, to help less-proficient readers prepare to read on-level literature.
- Scholastic's *Read 180* is designed for struggling readers whose reading achievement is below the proficient level. This program provides a clear instructional path for differentiating instruction to produce quantifiable learner gains.
- School building book rooms provide varied collections of books categorized by genre and level that are used to promote the students' learning of comprehension strategies, phonics, word-solving strategies, oral language, and vocabulary.

- Literature Circles provide students with the opportunity to read and discuss a piece of literature in depth. Sometimes the ESL teacher and the classroom teacher each will have a literature circle; at other times, the ESL teacher may provide focused instruction or guided reading to a small group of students while the classroom teachers is with a literature circle.
- Poetry workshop incorporates all language domains. ESL teachers and classroom teachers can work simultaneously with groups of students at different language proficiency levels and can move at the pace of the students.
- ACCESS Newcomer and ACCESS English are supplemental programs for beginning and intermediate ELL that provide practice in the four language domains to advance the language proficiency levels other students.
- *Rosetta Stone* is a language learning program for beginner through advanced level ELLs.

The grade 6-8 ELA curriculum is based on a 6-day rotation for Reading and Writing Workshop. Two days of Language & Word Study are incorporated into the Reading Workshop rotation. The reading and writing lessons are connected by the genre units of study in the curriculum. ESL teachers use supplemental materials to modify the curriculum to meet the needs of students.

GRADING

(adapted from Bilingual/ESL Education Resources; Grading Policy Samples:

<http://www.state.nj.us/education/bilingual/resources/grading.htm>)

ELLs receive modified curriculum based on native language and/or English language proficiency levels. Grades for ELLs, therefore, are based on modifications to the curriculum and do not exactly follow standard grading practices. The goal of modified grading for ELLs is to increase the academic abilities of students, set students up for success and give them a positive feeling of achievement despite language deficiencies that prevent them from working at the same level as their monolingual peers.

ELLs student proficiency levels range from 1-6, beginning at the non-verbal and word level, and incrementally progressing toward grade level proficiency. Newcomer students are not assessed the same way as intermediate students, for example. Modified classwork, homework and assessments should be appropriate for language level of the ELLs.

It is necessary to include one or more comment codes when giving modified grades to ELLs. Bilingual, shelters and ESL teachers collaborate to determine the modified grade and comment codes. Teachers can write a comment code to accompany the grade or can use the following comment codes:

- ***NR- Not rated at this time based on limited English proficiency.***
Newcomer and under-schooled students lack the language skills to work exclusively in English. Teachers should concentrate on getting the students to use bilingual resources, remain attentive during instruction/group work, copying notes when necessary, communicating needs and feelings verbally and non-verbally and attempting as much of the assignment as possible. Teachers use extended time, word banks, reduced number of problems or steps, graphic organizers, multiple choice questions, and rubrics to assess ELLs.
- ***Grade based on modified curriculum for limited English proficiency.***
Students working in English on a modified curriculum in English receive a grade based on the modifications. Classwork and homework are modified based on language proficiency level and/or K-8 [WIDA Can-Do Descriptors Key Uses](#) for Recount, Explain, Argue and Discuss. Grades can also be considered for class participation, note taking, and use of reference material to better reflect classroom effort for students at proficiency levels entering through developing (levels 1-3). Teachers use extended time, word banks, reduced number of problems or steps, graphic organizers, multiple choice questions, and rubrics to assess ELLs.

Alternative Assessments for ELLs

English language learners often require alternative assessment tasks to be able to demonstrate comprehension and mastery of content knowledge. Language proficiency levels in speaking, listening, reading and writing affect students' abilities to demonstrate mastery. Students need multiple paths to demonstrating comprehension and mastery.

Teachers are encouraged to use a variety of assessment types to reduce the dependence on language to demonstrate understanding and mastery. The menu of alternative assessment types is infinite. The goal is to find assessments that allow ELLs to demonstrate understanding and mastery despite not being fully English proficient. Students who are not proficient readers, for example, may not do well on a short/long answer test but could demonstrate mastery through answering questions orally or complete a CLOZE exercise with a word bank.

Some common types of alternative assessments for students are:

Rubrics and Performance Criteria

- The use of rubrics and performance criteria is an effective way to assess a variety of student work. Rubrics and performance assessments can be used to grade students, as well as chart growth over a set period of time.
- *RubiStar* (<http://rubistar.4teachers.org/index.php>) is a useful tool to find and create rubrics, which can be modified based on language proficiency levels and assessment requirements.

Oral Presentations or Performances

- When assessing oral work, it's helpful to use a checklist of things to look for, such as pronunciation, volume, pace and content. Checklists can also be used to assess oral presentations and to chart progression over time.
- Role-plays can be to assess students individually or as a group. Some ideas include having students write a play and perform it or even having the students lead a content review for the class.
- Students who do not comprehend written text independently can be given assessment tasks that involve describing, explaining, retelling, paraphrasing and summarizing texts and/or content information. Students could retell the plot from a story, pick a character in the book and tell a story from their point of view, describe their favorite part of the text, explain a posted historical timeline, participate in an interview about a topic or text, or verbally give or defend an opinion.

Non-verbal Assessments

- Non-verbal assessments are often necessary to measure the academic progress of newcomer ELLs who have limited English development in all language domains.

- Students can act out or visually display vocabulary or content concepts such as the water cycle to demonstrate mastery of content.
- Students can draw or collect pictures to demonstrate knowledge and comprehension. One way to assess a newcomer student’s understanding nouns is to ask the student to identify pictures of nouns in a magazine. Pictures can be used to assess early reading comprehension by having students draw a picture to show their understanding of the text.

Written Assessments

- There are different ways to incorporate written assessments for students at different language proficiency levels.
- Students can write a creative story or respond to a writing prompt where students are given the beginning or the ending and are asked to fill in the missing parts of the story.
- Students can use reading response logs at their own pace to provide written information based on questions or prompts such as:
 - How could the end of the story be written differently?
 - Provide your opinion of how the character dealt with the conflict.
 - Give three examples of what you like or didn’t like about the main character.
 - How would history have changed if the war had been won by the other group?
 - Did you agree or disagree with how the conflict was resolved?
- Students can use content logs to write down facts they learned or keep track of parts that they didn’t understand. Teachers can use this information to assess content mastery and to guide future review or reteaching of content for students.

Portfolios

- Portfolios are useful in tracking development toward mastery over a period of time. Multiple samples of student work are collected and evaluated, and include scheduled conferences with students about their work. Including students in the evaluation of their work over time ensures they take ownership of their progress and improvement.

ATLANTIC CITY SCHOOLS
INTELLECTUALLY GIFTED PROGRAM:ELL INTEGRATION
NOMINATION PROCESS AND SELECTION MODEL

Identification Process

There are several nomination instruments used to create a pool of students to be tested for the program. These nomination scores are weighted and a total weighted score of 40 or more denotes eligibility for the final testing phase. Students are nominated by any of the following individuals: building principal, Intellectually Gifted teacher(s), classroom teacher(s), Child Study Team, parents, peers or self.

Nomination Instruments

1. Standardized tests (i.e. PARCC)
2. Structure of Intellect (SOI), English or Spanish
3. Nominations (from the forms below):
 - a. Teacher Nomination
 - i. Renzulli Form (Grades 2-6)
 - ii. Teacher Checklist-Kindergarten & First Grade Provisional Placement
 - iii. Anecdotal Information
 - b. Peer/Self Nomination- done in the classroom by the classroom or IG teacher in English or the native language
 - c. Parent Nomination Form in English or native language
4. Weighted scores for exemplary academic grades and for ACCESS for ELL individual language domain scores.

The Nomination Process

The nomination process enables a test pool to be developed. Phase One of the selection includes students (grades 2-6) falling within the 80th percentile range or above in three subjects, Language Arts, Mathematics and Reading on the standardized tests, native language benchmark scores, and ACCESS for ELL language domain scores. Additionally, the Teacher Nomination Form (Renzulli-based form) and the Peer/Student Nomination are used. A total weighted score of 40 or more on the above nomination instruments denotes eligibility for Phase Two. This includes testing with the Structure of Intellect (SOI, Meeker & Meeker) in English or Spanish. This test consists of twenty-six subtests that measure different learning abilities. The Parent Nomination Form, weighted academic and sheltered content grades and ESL teacher narrative recommendations are also included in this phase.

The Selection Process

The SOI in English or Spanish is the instrument used to finalize the selection process. This test is designed to test students from a diverse population. The basic philosophy of the SOI is that all students have intelligence. The task is to assess “what kind” not “how much.” It is an “assessment of strengths and weaknesses in the many facets of cognitive function” (SOI Manual).

The results of this test account for 50% of the selection score. The results are combined with the weighted score of four nomination instruments. An example of the formula is below:

$$\text{SOI test results} = 50\% \text{ (of total score)}$$

$$\text{Weighted Score of four nomination instruments (combined weight)} = 50\% \text{ (of total score)}$$

Selection Criteria

A total weighted score of 90-100 denotes full eligibility for participation in the program. A total weighted score of 85-89 denotes provisional participation in the program. This is for students in the second thru sixth grade.

The procedure for first grade provisional placement begins in the Spring when the IG teacher determines a pool of possible candidates by looking at the present Kindergarten Spring standardized test scores and Spanish benchmark reading level. The National Percentile Score is considered for Reading, Mathematics and Language. In order to be placed in the nomination pool, the student must have two scores in the 96th percentile or higher; with the third score no lower than the 80th percentile. ACCESS for ELL domain scores are also used for placing ELL for the nomination pool.

A Kindergarten checklist in English and Spanish is given to the student’s present Kindergarten teacher. The teacher completes the form and returns it to the IG teacher in the building. If the student receives eleven responses out of a possible fifteen, that student is then placed provisionally in the program for the upcoming school year.

At the end of First Grade the student undergoes the selection process for permanent placement in the program. This would include the previous procedures for selection. If the student meets the requirements, he/she is then placed permanently in the program. All First Grade placements are provisional. Any student who participates provisionally must undergo the more rigorous selection process.

NOMINATION AND SELECTION SCALES

Weighting Criteria: Grades 2, 3, 4, 5 & 6

20% PARCC	20% Renzulli (Teacher)	10% Peer/Self Nomination	50% SOI Score
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Note: The 20% weight from PARCC is replaced by a 20% weight derived from ACCESS for ELL Listening and Speaking scores.

The nomination score is made up of the following scores/results: Local and statewide **assessments** (Grades 2, 5, 6), or ACCESS for ELL scores, **Renzulli**, and **Peer/Self Nomination**. The **SOI test** will be administered to students with a total weighted nomination score of 40 or above for the Renzulli, and Peer/Self Nomination instruments. The weighted SOI score will then be added to the weighted nomination score for a final total weighted score. In addition to the final total weighted score, the student may have bonus points added to his/her total. A total weight of ninety (90) or above is the basis for participation in the program. A total weight of eighty-five to eighty-nine (85-89) is the basis for provisional participation in the program.

BONUS POINTS

<u>Grades</u>	<u>Parent Nomination</u>		<u>SOI Test Bonus</u>
	<i># of points</i>	<i>Score</i>	
All A's = 10	11+	= 5	<i>If a student has an SOI Test score that includes 10 or more Gifted (G) scores, that student will be awarded a bonus of 10 points.</i>
All A's and B's = 5	7-10	= 4	
	5-6	= 3	
ELL sheltered content grades:	3-4	= 2	
ALL A's, B's & C's= 10	1-2	= 1	

Any unsatisfactory (U) grade nullifies points.

SELECTION: *Total Nomination Score + Total Weighted SOI Score Plus any bonus points*

Ninety (90) or above is basis for participation

NOMINATION FORMS

<p style="text-align: center;">I nominate</p> <hr style="border: 0.5px solid black;"/> <p style="text-align: center;">For the Gifted Program</p> <p>Grade: _____ Teacher: _____</p> <p>School: _____</p>	<p style="text-align: center;">I nominate</p> <hr style="border: 0.5px solid black;"/> <p style="text-align: center;">For the Gifted Program</p> <p>Grade: _____ Teacher: _____</p> <p>School: _____</p>
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<p style="text-align: center;">I nominate</p> <hr style="border: 0.5px solid black;"/> <p style="text-align: center;">For the Gifted Program</p> <p>Grade: _____ Teacher: _____</p> <p>School: _____</p>	<p style="text-align: center;">I nominate</p> <hr style="border: 0.5px solid black;"/> <p style="text-align: center;">For the Gifted Program</p> <p>Grade: _____ Teacher: _____</p> <p>School: _____</p>

<p style="text-align: center;">Yo nomino</p> <hr/> <p style="text-align: center;">Para el Programa de Dotados y Talentosos</p> <p>Grado: _____ Maestro/a _____</p> <p>Escuela: _____</p>	<p style="text-align: center;">Yo nomino</p> <hr/> <p style="text-align: center;">Para el Programa de Dotados y Talentosos</p> <p>Grado: _____ Maestro/a _____</p> <p>Escuela: _____</p>
<p style="text-align: center;">Yo nomino</p> <hr/> <p style="text-align: center;">Para el Programa de Dotados y Talentosos</p> <p>Grado: _____ Maestro/a _____</p> <p>Escuela: _____</p>	<p style="text-align: center;">Yo nomino</p> <hr/> <p style="text-align: center;">Para el Programa de Dotados y Talentosos</p> <p>Grado: _____ Maestro/a _____</p> <p>Escuela: _____</p>
<p style="text-align: center;">Yo nomino</p> <hr/> <p style="text-align: center;">Para el Programa de Dotados y Talentosos</p> <p>Grado: _____ Maestro/a _____</p> <p>Escuela: _____</p> <p>School: _____</p>	<p style="text-align: center;">Yo nomino</p> <hr/> <p style="text-align: center;">Para el Programa de Dotados y Talentosos</p> <p>Grado: _____ Maestro/a _____</p> <p>Escuela: _____</p>

Peer and Self Nomination

Grades 1-6

The peer nomination process for the Intellectually Gifted program enables students to nominate one of their classmates or themselves for participation in the I. G. program. Each student in your class will participate in the nomination process. Please conduct the following game with your children. It should only take five minutes.

Teacher Directions

A variation on “Who Am I?”/¿Quién Soy Yo?:

1. Ask the students to help solve the riddle. Tell them that the person being described is in their class. Ask them to wait until they have heard all of the statements, then write the name of one student they feel best fits all of the characteristics.

Riddle Statements (English)

- This person can write or make up good stories, poems, songs, or raps.
- This person is the first to answer questions in your room.
- This person asks a lot of questions.
- This person likes to read.
- This person likes to do extra work.
- This person is in your class.
- Write the name of this person on a piece of paper. If you think that the person is you, write your name.

Riddle Statements (Spanish):

- Esta persona escribe o inventa buenos cuentos, poemas o canciones.
- Esta persona siempre contesta preguntas en la clase antes que otros estudiantes.
- Esta persona pregunta muchas preguntas.
- A esta persona le encanta leer.
- A esta persona le gusta hacer trabajos adicionales; más de lo que se le requiere.
- Esta persona está en tu clase.
- Escribe el nombre de esta persona en el papel. Si eres la persona, escribe tu nombre en el papel.

2. Collect the papers. Count the papers/ballots and write the number of votes that were cast for each student next to their name on the attached attendance sheet.

Accommodating Gifted Students in the General Education Classroom

ELA	Math	Science	Social Studies
<ul style="list-style-type: none"> • Connect to personal experiences • Preview information-materials • Brainstorming/webbing • Questioning techniques • KWL strategies • Predicting • Pre teach vocabulary • Pre teach or review strategy • Visual demonstrations, illustrations, models • Mini-lesson • Graphic organizers • Semantic organizers • Outlines • Mnemonics • Analogies • Imagery • Color coding • Highlighting/underlining • Segmenting techniques- task analysis, chunking • Key words/ labels • Writing frames/templates • Notetaking guidelines • Learning contracts • Compact the curriculum and provide enrichment activities • Implement a multi-dimensional curriculum • Make the curriculum student centered 	<ul style="list-style-type: none"> • Pose open-ended questions that require higher-level thinking • Model thinking strategies, such as decision-making and evaluation • Accept ideas and suggestions from the student and expand on them • Facilitating original and independent problems and solutions • Help students identify rules, principles, and relationships • Take time to explain the nature of errors • Content with greater depth and higher levels of complexity • A discovery approach that encourages students to explore concepts • Focus on solving complex, open-ended problems • Offer opportunities for interdisciplinary connections • An inquiry approach as active investigation • Investigate real 	<ul style="list-style-type: none"> • Exposure to significant and deep content (advanced, accelerated, or compacted content) • Abstract and advanced higher-level thinking • Allowance for individual student interests • Assignments geared to development in areas of affect, creativity, cognition, and research skills • Complex, in-depth assignments • Diverse enrichment that broadens learning • Activities promoting cultural diversity • Interdisciplinary and problem-based assignments with planned scope and sequence • Emphasis on understanding concepts rather than memorizing facts • An inquiry approach with student opportunities as active investigators • Opportunities for interdisciplinary connections • Investigating real problems and situations • Guiding students towards adopting scientific habits of mind • Ethics of science (e.g. solutions to world hunger and famine) 	<ul style="list-style-type: none"> ▪ Allow flexible grouping of students ▪ Create specialized learning centers ▪ Encourage creativity and reward risk-taking ▪ Provide opportunities for divergent (many answers) and convergent (best answer) thinking ▪ Explicitly teach skills needed to learn independently ▪ Allow a variety of acceptable products (using Multiple Intelligences, for ex.) ▪ Offer leveled projects ▪ Involve students in making a scoring guide ▪ Assign tasks that are authentic and for a real audience ▪ Match the product to the outcomes being met ▪ Vary the method of presentation: lecture, small groups, large

ESCUELAS DE ATLANTIC CITY
Programa de Dotados y Talentosos
Atlantic City, Nueva Jersey, 08401

Estimado padre/guardian,

Su hijo/a está siendo considerado para el Programa de Dotados y Talentosos de su escuela. El proceso de nominar estudiantes para el programa incluye recomendaciones de padres de familia. Si cree que su hijo/a tiene las cualidades para este program, favor de completar el cuestionario incluido con esta carta y devolverlo a la escuela de su hijo/a.

Este cuestionario es uno de los varios instrumentos que se usan para cualificar a los estudiantes para el programa. **Su recomendación no es garantía de participación en el programa.** Lo siguiente explica de qué se trata el programa.

Los estudiantes del Programa de Dotados y Talentosos reciben una clase durante el día escolar de aproximadamente 40 a 60 minutos cada semana. El plan de estudio de este programa se enfoca en los temas de estudios sociales, ciencias, matemáticas, y literatura relacionados con el plan de estudio del grado. También incluye temas y actividades que ayudarán a los estudiantes desarrollar su creatividad, pensamiento crítico, resolución de problemas y habilidades de matemáticas y escritura. Los estudiantes no reciben un boletín de notas para este programa, pero se le entrega un informe de progreso a los padres de familia/guardianes varias veces durante el año escolar.

Si su hijo/a está seleccionado para el programa, usted recibirá una carta de notificación. En este caso, es recomendable tener una conversación con su hijo/a antes de que empiecen las clases sobre unos de los siguientes temas:

- Está listo y preparado su hijo para mejorar su proceso de pensamiento, resolución de problemas y habilidad de escritura?
- Está dispuesto su hijo/a a asumir la responsabilidad para los requisitos de la clase de dotados y talentosos?
- Está dispuesto su hijo/a a trabajar en proyectos y tareas de esta clases, los cuales son aparte de los proyectos y tareas de las materias del grado?
- Está dispuesto su hijo/a a hacer las tareas de una materia que pierde por ir a la clase de dotados y talentosos?

Después de hablar con su hijo sobre los requisitos del Programa de Dotados y Talentosos, devuelve la carta y recomendación a la maestra de su hijo/a.

Gracias por su interés y atención.

Atentamente, las maestras del Programa de Dotados y Talentosos.

ATLANTIC CITY SCHOOL
INTELLECTUALLY GIFTED PROGRAM
Atlantic City, New Jersey 08401

Dear Parent(s) of

Your child is being considered for the Intellectually Gifted Program. The nomination process for this program includes parent input. If you believe your child displays gifted potential, please complete the attached form and return it to the teacher of gifted in your child's school.

Please note that this form is only **one** nomination tool. ***Completion of the form does not mean that the child will be able to participate in the program.*** Please be aware of the following explanations of the Intellectually Gifted Program, as it is important to your understanding more about the program.

The Intellectually Gifted Program is a pull-out program in which each student receives approximately forty to sixty minutes of instruction per week. The curriculum includes units of study which expand on social studies, science, math, and literature topics in the regular curriculum. It may also include topics and/or activities that will help in expanding your child's critical and creative thinking, problem solving, mathematical, and writing abilities. There is no report card given to your child as a result of this program, but progress reports are sent home.

If your child is accepted into the program, you will receive notification via letter. It would then be beneficial to you and your child to have a discussion about the program before they begin the class. Suggested topics for discussion include:

- Is your child ready and focused on learning about topics that will help them expand their thinking, problem solving and writing skills?
- Is your child interested in taking on the added responsibilities of their gifted class?
- Will they be committed to, occasionally, doing extra work?
- Will they be willing to complete all regular classroom work that may be missed during their participation in their I.G. class?

After you and your child discuss the requirements of the Intellectually Gifted Program, please check off the appropriate box on the reverse side and return this letter to your child's teacher.

Thank you for your cooperation.

Sincerely,

Teacher, Intellectually Gifted Program

ATLANTIC CITY SCHOOLS
INTELLECTUALLY GIFTED PROGRAM
Parent Nomination Letter Reply

Name of Student: _____ Grade: _____

Homeroom Teacher: _____ School: _____

_____ I **do** want my child to be considered for the Intellectually Gifted Program.
 Please check the characteristics listed below that are specific to your child.

_____ I **do not** want my child to be considered for the Intellectually Gifted Program.**

**I implore any parent/guardian who is *unsure* of whether they'd like their child to participate, to consider the program on a trial basis.

Parent/Guardian Name: _____ Date: _____

Instructions: Please place a checkmark next to all the statements that describe your child in comparison with their peers (the same age as your child).

- | | |
|--|--|
| <p>1. <i>Has an advanced vocabulary; able to express themselves well.</i></p> <p>_____</p> | <p>9. <i>Are impulsive; acts before they think.</i></p> <p>_____</p> |
| <p>2. <i>Is alert beyond their years.</i></p> <p>_____</p> | <p>10. <i>Tends to dominate others if given the chance.</i></p> <p>_____</p> |
| <p>3. <i>Recalls facts/information easily.</i></p> <p>_____</p> | <p>11. <i>Is persistent; sticks to a task or idea.</i></p> <p>_____</p> |
| <p>4. <i>Is reading on or above grade level / was able to read before kindergarten.</i></p> <p>_____</p> | <p>12. <i>Is independent and self-sufficient.</i></p> <p>_____</p> |
| <p>5. <i>Puts unrelated ideas together in new and different ways.</i></p> <p>_____</p> | <p>13. <i>Is aware of problems others often do not see.</i></p> <p>_____</p> |
| <p>6. <i>Likes "grown-up" things and to be around older people.</i></p> <p>_____</p> | <p>14. <i>Makes-up stories and has ideas that are unique.</i></p> <p>_____</p> |
| <p>7. <i>Has a great deal of curiosity; wants to know how things work.</i></p> <p>_____</p> | <p>15. <i>Likes to do many things and participates wholeheartedly</i></p> <p>_____</p> |
| <p>8. <i>Is adventurous.</i></p> <p>_____</p> | |

Adapted from Identification Process, E. Susanne Richert, P

ESCUELAS DE ATLANTIC CITY
PROGRAMAS DE DOTADOS Y TALENTOSOS
Recomendación de Padre de Familia/Guardián

Nombre del estudiante: _____ Grado: _____

Maestro/a _____ Escuela: _____

_____ SI, quiero que mi hijo/a sea considerado para el Programa de Dotados y Talentosos

*A continuación, favor de indicar todas las características que describen a su hijo

_____ NO, no quiero que mi hijo/a sea considerado para el Programa de Dotados y Talentosos**

**En caso de duda por parte del padre/guardián en cuanto a la participación de su hijo/a, en este Programa, sugerimos que dé permiso para que su hijo/a participe por un periodo de prueba.

Nombre de padre/guardián: _____ Fecha: _____

Instrucciones: Favor de indicar con X todas las siguientes frases que describen a su hijo cuando comparado con los estudiantes de su misma edad y grado.

- | | | | |
|--|-------|--|-------|
| 1. Usa un vocabulario avanzado; se expresa bien y claramente | _____ | 9. Es impulsivo; a veces actúa sin de pensar primero. | _____ |
| 2. Es bastante alerta para su edad. | _____ | 10. Personalidad dominante si se le da la oportunidad. | _____ |
| 3. Recuerda bien datos e información. | _____ | 11. Persistente; termina lo que comienza . | _____ |
| 4. Lee al nivel de grade/ leía antes de entrar al kinder. | _____ | 12. Es independiente y auto-suficiente. | _____ |
| 5. Capaz de unir ideas distintas en nuevas y diferentes maneras. | _____ | 13. Consciente y alertó; nota problemas que otros no ven. | _____ |
| 6. Le gustan los temas de adultos; se lleva bien con adultos | _____ | 14. Inventa historias y cuentos; es creativo tiene ideas que son únicos. | _____ |
| 7. Muy curioso; quiere saber cómo funcionan las cosas | _____ | 15. Le gusta hacer y participar en una variedad de cosas y actividades | _____ |
| 8. . Es aventurero. | _____ | | |

Adaptado del El Proceso de Identificación por E. Susanne Richert, Ph.D.

Sheltered English Instruction (SEI)

Sheltered instruction is used district-wide by bilingual, sheltered and ESL teachers as the instructional model for delivering language and content integrated lessons to ELL. Grade level mathematics, social studies, and science lessons are delivered through modified (sheltered) instruction that makes the content comprehensible to students. The language/literacy lessons are incorporated within the content lesson which provides students with practice in academic skills and tasks common in English-only classrooms. Students interact in English with meaningful material that is relevant to their schooling. This model incorporates instructional methods from both the content area and ESL classrooms. The organization of sheltered English lessons is designed to promote language and academic achievement for students who are still acquiring English.

Sheltered English training is provided yearly to cohorts of teachers who receive 15 hours of training in Year 1 and 4-6 hours of follow-up training in subsequent years. Teachers receive professional books such as *99 Ideas and Activities for Teaching English Learners* and instructional resources to accompany the training.

ELL Progress Reporting

The Atlantic City School District provides parents with information regarding the progress their children are making in learning English.

ELL progress reports are given to parents during at each of the two Parent Teacher Conferences during the school year. The progress reports allow teachers to accurately describe language abilities that students have in each of the four language domains (speaking, listening, reading, and writing) based on grade-level clusters and diversity of educational experiences. The progress report is based on the [WIDA Can-Do Descriptors: Key Uses Edition](#), and indicates for parents the language proficiency level for each domain at which their children are performing in the classroom. The ESL teacher articulates with the classroom teacher in completing the progress report.

At the end of each school year, parents receive the ACCESS for ELL English language proficiency test results (in English and the native language) to inform them of the progress their children are making in becoming English proficient.

		Process	Level 1 – Entering	Level 2 – Emerging	Level 3 – Developing	Level 4 – Expanding	Level 5 – Bridging
K	WIDA Proficiency Level	Recounts by:	<input type="checkbox"/> Point to pictures described orally in context <input type="checkbox"/> Find familiar people, places or objects named orally	<input type="checkbox"/> Respond with gesture to songs, chants, or stories modeled by teachers <input type="checkbox"/> Match pictures, objects or movements to oral descriptions	<input type="checkbox"/> Act out songs, chants, stories and poems with gesture in whole group <input type="checkbox"/> Follow two-step directions	<input type="checkbox"/> Hide play in response to illustrated stories read aloud <input type="checkbox"/> Match oral descriptions of content related topics to illustrations or graphics	<input type="checkbox"/> Arrange content-related objects or illustrations according to oral discourse <input type="checkbox"/> Make patterns from real objects or pictures based on detailed oral descriptions from a model
		Explains by:	<input type="checkbox"/> Identify illustrated activities described orally <input type="checkbox"/> Follow modeled actions to show likes/dislikes	<input type="checkbox"/> Match real life objects to illustrations about their use based on oral statements <input type="checkbox"/> Identify people and places associated with everyday, orally	<input type="checkbox"/> Identify language associated with features of objects or print <input type="checkbox"/> Follow peer-modeled oral commands with partner	<input type="checkbox"/> Draw individual phases or steps to “how” questions <input type="checkbox"/> Point out illustrated details that match oral descriptions of cycles or procedures	<input type="checkbox"/> Identify illustrations related to cause/effect from oral information <input type="checkbox"/> Retrace procedural information obtained from videos or other media
	Screen	Argue by:	<input type="checkbox"/> Identify personal choices from different examples <input type="checkbox"/> Classify everyday objects by descriptive features	<input type="checkbox"/> Distinguish between words and phrases related to personal choice <input type="checkbox"/> Identify oral preferences stated by others	<input type="checkbox"/> Act out responses using gestures <input type="checkbox"/> Respond nonverbally to show agreement/disagreement with others	<input type="checkbox"/> Draw to make predictions from illustrated stories read aloud <input type="checkbox"/> Classify text from fiction orally	<input type="checkbox"/> Agree/disagree with oral claims using gestures <input type="checkbox"/> Identify reasons for choices in real life scenarios read aloud
	Teacher	Recounts by:	<input type="checkbox"/> Repeat words, simple phrases or expressions from familiar stories <input type="checkbox"/> Participate in group songs, chants, or poems using gestures	<input type="checkbox"/> Associate some language associated with short stories or information text <input type="checkbox"/> Re-enact various roles when reciting in pairs or small group	<input type="checkbox"/> Retell main events in short narrative stories through pictures <input type="checkbox"/> Describe attributes of familiar objects, people, places	<input type="checkbox"/> Retell familiar stories through series of pictures <input type="checkbox"/> Share personal stories or experiences with others	<input type="checkbox"/> Relate school-based content and personal experiences with preschool information with a partner
	Grade:	Explains by:	<input type="checkbox"/> Identify familiar objects used in everyday routines and activities <input type="checkbox"/> Rehearse and act out key steps in procedures or classroom routines following models	<input type="checkbox"/> Describe uses of everyday objects or familiar people <input type="checkbox"/> State attributes and classify objects into illustrated categories	<input type="checkbox"/> Compare sizes of familiar phenomena <input type="checkbox"/> State reasons for classroom routines or procedures with a partner	<input type="checkbox"/> Describe classroom routines <input type="checkbox"/> Compare/contrast placement of real-life objects and phenomena	<input type="checkbox"/> Provide details related to classroom activities and tasks in small groups <input type="checkbox"/> Describe steps in familiar cycles and processes
		Argue by:	<input type="checkbox"/> State personal likes from oral prompts <input type="checkbox"/> Name choices from models	<input type="checkbox"/> State personal preferences <input type="checkbox"/> Agree/disagree with familiar preferences	<input type="checkbox"/> State personal preferences or opinions <input type="checkbox"/> Predict everyday situations or events from illustrations	<input type="checkbox"/> Express likes/dislike, or preferences with reason <input type="checkbox"/> Give reasons for classifying familiar objects with classmates	<input type="checkbox"/> Offer personal opinions about content-related ideas in small groups <input type="checkbox"/> Give reasons for content information when modeled
	Name:	Recounts by:	<input type="checkbox"/> Match icons and symbols to corresponding pictures <input type="checkbox"/> Identify labeled real-life classroom objects	<input type="checkbox"/> Reproduce content related information in oral text through drawing <input type="checkbox"/> Act out familiar rhymes from text read aloud or chanted in small groups	<input type="checkbox"/> Identify familiar words or icons to show why <input type="checkbox"/> Recognize persons and settings in illustrated text read aloud	<input type="checkbox"/> Identify words in picture dictionaries <input type="checkbox"/> Recognize common types of text	<input type="checkbox"/> Order words to form short sentences from oral models <input type="checkbox"/> Identify language related to spatial relations
	Marking Period 2/4	Explains by:	<input type="checkbox"/> Match illustrations with modeled language with a partner <input type="checkbox"/> Identify steps in procedures from illustrations and icons	<input type="checkbox"/> Identify illustrated word or icons to show why <input type="checkbox"/> Follow illustrated directions with a peer	<input type="checkbox"/> Point out causes or motive in illustrated stories read aloud <input type="checkbox"/> Show relationships depicted in informational text with real-life objects	<input type="checkbox"/> Demonstrate the relationship between objects, people, or animals using gestures <input type="checkbox"/> Classify resolutions faced by characters using graphic organizers	<input type="checkbox"/> Match familiar descriptive phrases to objects or illustrations with a partner <input type="checkbox"/> Compare how to do something in different ways from illustrated stories
		Argues by:	<input type="checkbox"/> Point to labeled pictures or objects of personal preferences <input type="checkbox"/> Match illustrations to words of personal interest as modeled	<input type="checkbox"/> Classify labeled pictures of personal choices from stories according to different character traits <input type="checkbox"/> Make choices from illustrated descriptions read aloud	<input type="checkbox"/> Predict text steps, actions, or events in informational text and stories read aloud <input type="checkbox"/> Indicate agreement/disagreement with authors points of view of text read aloud with a partner	<input type="checkbox"/> Interpret pictures in informational text as true or false in small groups <input type="checkbox"/> Comparing choices of different characters in illustrated text read aloud	<input type="checkbox"/> Evaluate situations in picture books and match them to related choices <input type="checkbox"/> Agree/disagree with actions of characters in illustrated text read aloud
	Student	Recounts by:	<input type="checkbox"/> Decode personal information scibled by adults <input type="checkbox"/> Draw icons or environmental print related to self from models	<input type="checkbox"/> Draw symbols, numbers, and illustrated words from models in context <input type="checkbox"/> Draw and label familiar people, objects, or events from models	<input type="checkbox"/> Reproduce familiar words from labeled models or illustrations <input type="checkbox"/> Rehearse facts about personal experiences shared with classmates	<input type="checkbox"/> Produce familiar words/phrases from environmental print and illustrated text <input type="checkbox"/> Draw and describe different parts of stories, personal experiences, or events	<input type="checkbox"/> State information to answer modeled questions about experiences with support <input type="checkbox"/> Use new words/phrases acquired from conversations or oral reading in short illustrated sentences
	City	Explains by:	<input type="checkbox"/> Describe familiar routines by drawing pictures and debating to adults <input type="checkbox"/> Draw what comes next	<input type="checkbox"/> Connect oral language to print pictures/photographs to describe processes/procedures	<input type="checkbox"/> Describe familiar events using sentence stems <input type="checkbox"/> Identify self as author through pictures and in written words	<input type="checkbox"/> Describe how to do something through a sequence of pictures and words <input type="checkbox"/> Compose group drafts on different processes based on oral input or experiences modeled by teacher	<input type="checkbox"/> State steps of familiar routines or events by drawing, debating, and writing <input type="checkbox"/> Respond to “how” questions with guidance from adults, to add details to text
2018/	Public Schools	Argues by:	<input type="checkbox"/> Illustrate likes/dislikes from real-life objects or pictures <input type="checkbox"/> Draw or make collages about personal interests/content-related topics	<input type="checkbox"/> Draw and reproduce words about preferences <input type="checkbox"/> State personal choices from models	<input type="checkbox"/> Agree/disagree with choices <input type="checkbox"/> Complete text about personal opinions on different topics	<input type="checkbox"/> Produce statements about choices using different models as examples <input type="checkbox"/> Build short sentences from personal preferences using pictures or photos	<input type="checkbox"/> Compose opinion pieces using content-related language with prompting/support <input type="checkbox"/> Make claims using content-related language about topics or books

Year	City/School	Student Progress Report	Marking Period	Reading	Speaking	Listening	Writing	
2018/2019	Atlantic City Public Schools	ELL Student Progress Report	Marking Period 2/4	<p>Reading</p> <p>Recounts by: _____</p> <p>Explains by: _____</p> <p>Argues by: _____</p> <p>Recounts by: _____</p> <p>Explains by: _____</p> <p>Argues by: _____</p>	<p>Speaking</p> <p>Recounts by: _____</p> <p>Explains by: _____</p> <p>Argues by: _____</p> <p>Recounts by: _____</p> <p>Explains by: _____</p> <p>Argues by: _____</p>	<p>Listening</p> <p>Recounts by: _____</p> <p>Explains by: _____</p> <p>Argues by: _____</p> <p>Recounts by: _____</p> <p>Explains by: _____</p> <p>Argues by: _____</p>	<p>Writing</p> <p>Recounts by: _____</p> <p>Explains by: _____</p> <p>Argues by: _____</p> <p>Recounts by: _____</p> <p>Explains by: _____</p> <p>Argues by: _____</p>	
				<p>Level 1 – Entering</p> <ul style="list-style-type: none"> Act out oral statements using manipulative/real-life objects Point to objects, characters or places from oral descriptions Classify real-life objects according to their function based on oral directions Interpret oral descriptions and matching them to illustrations Evaluate options to make personal choices from oral simple sentences Use gestures to show signs/language orally State content-related facts in context Describe characters or places in picture books Demonstrate how to do something using gestures or real-life objects Telling why something happened Respond to short statements or questions about choices State likes/dislikes to participate in conversations with peers Point to word, letter, or illustrated words that represent ideas Identify repetitive words or phrases in texts Match descriptive labels or headings to illustrated text Identify labeled illustrations signaled by Wh- questions Identify information related to events from graphics Show likes/dislikes using environmental print Provide information in graphic organizers Present content related information labeling visuals or graphics Label and illustrate observations over time Describe people, places, or objects from illustrated examples Produce simple sentences from models about likes, wants, and needs Supply facts about topics 	<p>Level 2 – Emerging</p> <ul style="list-style-type: none"> Act out oral statements using manipulative/real-life objects Point to objects, characters or places from oral descriptions Classify real-life objects according to their function based on oral directions Interpret oral descriptions and matching them to illustrations Evaluate options to make personal choices from oral simple sentences Use gestures to show signs/language orally State content-related facts in context Describe characters or places in picture books Demonstrate how to do something using gestures or real-life objects Telling why something happened Respond to short statements or questions about choices State likes/dislikes to participate in conversations with peers Point to word, letter, or illustrated words that represent ideas Identify repetitive words or phrases in texts Match descriptive labels or headings to illustrated text Identify labeled illustrations signaled by Wh- questions Identify information related to events from graphics Show likes/dislikes using environmental print Provide information in graphic organizers Present content related information labeling visuals or graphics Label and illustrate observations over time Describe people, places, or objects from illustrated examples Produce simple sentences from models about likes, wants, and needs Supply facts about topics 	<p>Level 3 – Developing</p> <ul style="list-style-type: none"> Require pictures of stories read aloud Follow modified oral instructions related to content Follow peer statements to create projects Identify illustrated cycles or processes described orally Classify objects according to descriptive oral statements Follow conditional directions Recall simple stories from picture easels Participate in dialog with peers on familiar topics Start associations between two objects, people, or events Telling why something happened Describe characters or objects using pictures or actions State choices of materials or supplies and reasons for their selection Identify Wh- words in questions Recall content-related information from illustrated texts read aloud Sort illustrated content words and phrases into categories Match labeled illustrations to "how" or "why" questions Identify repetitive words in written phrases or sentences in context Identify language of wants/needs in illustrated short stories read aloud Describe feelings or reactions to personal events or situations Recall information from events or experiences Classify illustrated words and phrases into groups Compare the real-life objects, numbers, or animals using models Participate in interactive journals with peers State preferences related to social and academic topics 	<p>Level 4 – Expanding</p> <ul style="list-style-type: none"> Identify characters, plots, and setting from oral stories Find details in illustrated narrative or informational text read aloud Follow illustrated content-related processes shared orally Organize real-life objects based on oral comparisons Organize information from oral comparisons of people/objects Identify claims about real-life objects/events based on observations or experiences Recall information with some details Summarize a series of familiar events or routines Connect ideas by building on guided conversations with peers Describe in detail the function of objects or roles of people Justify the use of objects for particular purposes Supporting content-related ideas with examples Identify the main topic of texts Order illustrations based on sequence of events from texts read aloud Find details in illustrated narrative or informational text read aloud Identify what authors say in oral stories Distinguish characters', opinions or preferences from illustrated observations Determine the author's point of view from illustrated texts Produce a series of related sentences from transition word starters Describe observations firsthand or from media Describe models related to content-based phenomena in pictures or real-life situations Express feelings and a reason related to situations or events Describe phenomena in processes and stories to use as evidence State reasons for particular claims or opinions in content-related topics 	<p>Level 5 – Bridging</p> <ul style="list-style-type: none"> Construct models based on instruction from extended oral discourse with a partner Follow multi-step oral directions during content-related activities Organize causes and effects of various phenomena presented orally Use strategies and procedures shared by peers Identify claims and reasons from oral discourse Identify reasons for choices from oral stories Present information on content-related topics Share details about personal experiences with peers and adults State conditions for cause and effect Elaborate on details of content-related procedures Compare and contrast content-related ideas Provide evidence for specific claims Distinguish among characters, settings, and events in narratives Reconstruct texts read orally using drawings or reconstructing text with performances Order content-related events according to information in illustrated texts Identify signs or stages of content-related processes or events from informational or explanatory texts Determine what happens next from illustrated observations Identify evidence or reasons in peers' written text Compose stories or narratives using sequence language Edit personal narratives based on criteria for success Describe causes and effects of actions and strategies Sequence steps in solving problems using short sentences, illustrations, and symbols Provide simple oral to peers' writing Elaborate content-related claims with examples

Table of Contents

2018/ 2019	Atlantic City Public Schools	ELL Student Progress Report	Writing	Reading	Speaking	Listening	Process	Level 1 – Entering	Level 2 – Emerging	Level 3 – Developing	Level 4 – Expanding	Level 5 – Bridging
2nd-3rd	WIDA Proficiency Level	ELL	Listening	Speaking	Reading	<p>Recounts by:</p> <ul style="list-style-type: none"> Show what happens next based on familiar oral stories Draw/provide other visual displays of people, animals, or objects in response to oral descriptions 	<p>Identify the "who," "where," and "when" of illustrated statements Identify the main materials or resources from oral descriptions </p>	<p>Identify linking words or phrases related to passage of time in speech Illustrate events in response to audio recordings of stories or poems </p>	<p>Re-enact content-related situations or events from oral descriptions Identify content-related ideas from oral disclosure using multi-media </p>	<p>Identify details of content-related topics from oral discourse Make designs or models following oral directions </p>		
						<p>Explain by:</p> <ul style="list-style-type: none"> Point to visual characteristics of model/vocal objects from oral cues Name objects, pictures, or equations as directed by a partner 	<p>Match oral descriptions to photos, pictures, or icons Follow simple sequences orally to create patterns or sequences </p>	<p>Identify connections in speech or text read aloud Identify content-related ideas and details in oral discourse </p>	<p>Identify the purpose of language/the message in each content area Follow a series of short oral directions to create models of content-area phenomena or process </p>			
4th-5th	WAPT/ Screeners	ELL	Writing	Reading	Speaking	<p>Argue by:</p> <ul style="list-style-type: none"> Indicate personal points of view in response to oral phrases or short sequences Identify preferences from short oral statements 	<p>Describe/justify "opinion" from facts from oral content-related materials or equipment Identify different points of view in short oral dialogue </p>	<p>Identify opposing sides of arguments in dialogues </p>	<p>Interpreting oral information from different sides Identify opposing sides of arguments in dialogues </p>	<p>Compare oral arguments with representations and models Identify claims in oral presentations </p>		
						<p>Recount by:</p> <ul style="list-style-type: none"> Repeat to questions related to stories or experiences Act out and name events or experiences throughout the school day 	<p>Reproduce facts or statements in oral presentations Participate in multi-media presentations based on research </p>	<p>Sequence events in stories with oral presentations Describe situations and events from school and the community </p>	<p>Compare oral arguments with representations and models Identify claims in oral presentations </p>			
6th-8th	Grade:	ELL	Writing	Reading	Speaking	<p>Explain by:</p> <ul style="list-style-type: none"> Describe the outcomes of experiments or stories with guidance and visual support Name or answer Wh-questions related to classroom notices 	<p>Describe relationships between objects or facts for tools Express cause and effect of behaviors or events </p>	<p>State details of processes or procedures Describe consequences of behaviors or occurrences </p>	<p>State details of processes or procedures Describe consequences of behaviors or occurrences </p>	<p>Context ideas in content-related situations Elaborate on the cause of various phenomena </p>		
						<p>Argue by:</p> <ul style="list-style-type: none"> State a claim or position from models or examples Share facts as evidence using language markers or sentence frames 	<p>Tell what comes next and show why Share reasons for opinions or claims </p>	<p>Defend claims or opinions to content-related topics Propose different solutions to content-related issues or problems </p>	<p>Express and support different ideas with examples Provide evidence to defend own ideas </p>			
9th-12th	Marking Period 2/4	ELL	Writing	Reading	Speaking	<p>Recounts by:</p> <ul style="list-style-type: none"> Identify key words and phrases in illustrated text Signal language associated with content related information 	<p>Identify different ideas or opinions in written texts Locating details in content area texts/narrals </p>	<p>Identify the main topic of texts Order illustrations based on sequence of events from texts read aloud </p>	<p>Identify the main topic of texts and events in narratives Reconstruct texts read orally using drawings or reconstructing text with performances </p>	<p>Interpret relevant information from texts on the same content area topic Identify the main purpose of texts </p>		
						<p>Explain by:</p> <ul style="list-style-type: none"> Interpret words and phrases in titles and highlighted texts Match pictures with graphic information from illustrated texts 	<p>Sequence sentences descriptive of process/procedure in informational text Locating details in content area texts/narrals </p>	<p>Illustrate cause-effect relationships in content area texts Classify main ideas and details in informational or explanatory texts </p>	<p>Identify the relevant information from texts on the same content area topic Identify the main purpose of texts </p>			
2018/ 2019	Atlantic City Public Schools	ELL	Writing	Reading	Speaking	<p>Argues by:</p> <ul style="list-style-type: none"> Identify facts in illustrated informational text read orally Identify language related to likes, needs, and wants labeled in illustrations 	<p>Identify different ideas or opinions in written texts Identify general academic and content related words and phrases in text relevant to the genre/key use </p>	<p>Sort content related information according to specific criteria Identify reasons to strengthen arguments </p>	<p>Identify data from written sources to support positions Matching opinions to reasons in informational texts and literature </p>	<p>Identify data from written sources to support positions Matching opinions to reasons in informational texts and literature </p>		
						<p>Recounts by:</p> <ul style="list-style-type: none"> Label images that illustrate the steps for different processes Create visual representations of ideal or stories 	<p>List past experiences Express ideas in various genres </p>	<p>Describe a series of events or procedures Create stories with details about characters and events </p>	<p>Describe the sequence of content related ideas Provide detail and example about narratives </p>			
2018/ 2019	Atlantic City Public Schools	ELL	Writing	Reading	Speaking	<p>Explain by:</p> <ul style="list-style-type: none"> Use and illustrate ideas Share facts associated with images of illustrations 	<p>Compare causes of different phenomenon State how something happens using illustrations/sequential language </p>	<p>Use cause details and illustrating stages of different cycles Describe strategies to solve problems </p>	<p>Use cause details and illustrating stages of different cycles Describe strategies to solve problems </p>	<p>Describe details of processes, procedures, and events Produce "how to" manuals based on personal experiences/scientific experiments </p>		
						<p>Argues by:</p> <ul style="list-style-type: none"> Indicate decisions/preferences through labeled pictures, words, phrases Provide evidence of natural phenomena/opinions through labeled drawings 	<p>Communicate different content related ideas or opinions Describe pros and cons related to social issues or familiar topics </p>	<p>Support main ideas or opinions with evidence from texts Provide reasoning for content related issues </p>	<p>Produce persuasive pieces supported by evidence from texts Provide reasons or details State reasoning for content related choices </p>			

		Level 2 – Emerging					Level 3 – Developing					Level 4 – Expanding					Level 5 – Bridging																												
4th-5th WIDA Proficiency Level	Listening	Recounts by:	<input type="checkbox"/> Match oral words and phrases to content related pictures or objects	<input type="checkbox"/> Identify the topic in oral statements or illustrations	<input type="checkbox"/> Classify time related language in oral statements	<input type="checkbox"/> Connect the content of narratives to illustrations	<input type="checkbox"/> Organize routine causal or sequential relationships described orally	<input type="checkbox"/> Distinguish key words and phrases related to phenomena	<input type="checkbox"/> Follow oral directions to show recurring steps in cycles or problem-solving	<input type="checkbox"/> Sure evidence and claims from oral documents	<input type="checkbox"/> Distinguish words and phrases related to opinions or facts from oral statements	<input type="checkbox"/> Recall short stories or content related events	<input type="checkbox"/> State main ideas in classroom conversations on social and academic topics	<input type="checkbox"/> Connect the sequential, cyclical, or causal relationships of content related phenomena	<input type="checkbox"/> Present detailed information in small groups	<input type="checkbox"/> Support claims with evidence from various sources	<input type="checkbox"/> Use claims and evidence to persuade an audience	<input type="checkbox"/> Identify the beginning, middle and end in oral retelling of a text	<input type="checkbox"/> Follow tasks and directions made by peers	<input type="checkbox"/> Interpret cause/effect relationships in conversations	<input type="checkbox"/> Recognize relationships in a series of oral statements	<input type="checkbox"/> Identify precise details, descriptions, or comparisons that support conversation	<input type="checkbox"/> Follow oral information on how or why phenomena occur	<input type="checkbox"/> Recognize language used to enhance the specificity of phenomena in class discussions	<input type="checkbox"/> Identify components of systems in small group interactions	<input type="checkbox"/> Distinguish certainty from uncertainty of spoken words or phrases in context	<input type="checkbox"/> Identify the degree of formality in oral presentations	<input type="checkbox"/> Connect personal and content related experiences in a team	<input type="checkbox"/> Use technical and specific vocabulary when sharing content information	<input type="checkbox"/> Elaborate by adding processes and details to content related sequence or causal phenomena	<input type="checkbox"/> Describe relationships of components within systems	<input type="checkbox"/> Support claims with evidence from various sources	<input type="checkbox"/> Use claims and evidence to persuade an audience	<input type="checkbox"/> Become familiar with the language of related genres	<input type="checkbox"/> Summarize information from multiple related sources	<input type="checkbox"/> Identify how text provides clear details of the topic or phenomena	<input type="checkbox"/> Identify components of systems	<input type="checkbox"/> Connect personal experience with external evidence to strengthen an interpretation of the text	<input type="checkbox"/> Evaluate the strength of evidence as support for claims	<input type="checkbox"/> Produce content related reports	<input type="checkbox"/> Create narratives that connect personal experiences and content	<input type="checkbox"/> Describe how facts contribute to events or processes	<input type="checkbox"/> Describe how systems relate or interact	<input type="checkbox"/> Evaluate positive and negative implications with various positions	<input type="checkbox"/> Include evidence from multiple sources
		Explain by:	<input type="checkbox"/> Sequence oral procedures, or cycles with images	<input type="checkbox"/> Distinguish key words and phrases related to phenomena	<input type="checkbox"/> Organize routine causal or sequential relationships described orally	<input type="checkbox"/> Follow oral directions to show recurring steps in cycles or problem-solving	<input type="checkbox"/> Sure evidence and claims from oral documents	<input type="checkbox"/> Distinguish words and phrases related to opinions or facts from oral statements	<input type="checkbox"/> Recall short stories or content related events	<input type="checkbox"/> State main ideas in classroom conversations on social and academic topics	<input type="checkbox"/> Connect the sequential, cyclical, or causal relationships of content related phenomena	<input type="checkbox"/> Present detailed information in small groups	<input type="checkbox"/> Support claims with evidence from various sources	<input type="checkbox"/> Use claims and evidence to persuade an audience	<input type="checkbox"/> Become familiar with the language of related genres	<input type="checkbox"/> Summarize information from multiple related sources	<input type="checkbox"/> Identify how text provides clear details of the topic or phenomena	<input type="checkbox"/> Identify components of systems	<input type="checkbox"/> Connect personal experience with external evidence to strengthen an interpretation of the text	<input type="checkbox"/> Evaluate the strength of evidence as support for claims	<input type="checkbox"/> Produce content related reports	<input type="checkbox"/> Create narratives that connect personal experiences and content	<input type="checkbox"/> Describe how facts contribute to events or processes	<input type="checkbox"/> Describe how systems relate or interact	<input type="checkbox"/> Evaluate positive and negative implications with various positions	<input type="checkbox"/> Include evidence from multiple sources																			
WAPT/ Teacher	Speaking	Recounts by:	<input type="checkbox"/> Match illustrations with oral points of view	<input type="checkbox"/> Identify language related to facts or opinions from oral presentations	<input type="checkbox"/> State key words and phrases associated with the content using visual or graphic support	<input type="checkbox"/> Communicate personal experiences orally	<input type="checkbox"/> Name components of phenomena associated with the content using diagrams, photographs, or charts	<input type="checkbox"/> Demonstrate procedures using realia	<input type="checkbox"/> State reasons for choices using words or phrases	<input type="checkbox"/> Answer yes/no or choice questions across context or personal preferences	<input type="checkbox"/> Identify words in context during oral reading of illustrated text on familiar topics or experiences	<input type="checkbox"/> Highlight previewed or familiar phrases	<input type="checkbox"/> Match illustrated words/phrases to causal or sequential language	<input type="checkbox"/> Sequence sentence strips to show content area processes from illustrated text	<input type="checkbox"/> Identify key words and phrases of claims	<input type="checkbox"/> Identify a claim or an opinion in multimedia with a partner	<input type="checkbox"/> Communicate personal experiences through drawings and words	<input type="checkbox"/> Reproduce a series of events through illustrated text	<input type="checkbox"/> Produce three answer responses to questions using wordphrase banks	<input type="checkbox"/> Label charts and graphs to describe phenomena	<input type="checkbox"/> Solve words and phrases to represent points of view using facts from illustrated text or posters	<input type="checkbox"/> Use key words or phrases related to the topic																							
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Name:	Reading	Recounts by:	<input type="checkbox"/> Classify time related language in oral statements	<input type="checkbox"/> Connect the content of narratives to illustrations	<input type="checkbox"/> Organize routine causal or sequential relationships described orally	<input type="checkbox"/> Follow oral directions to show recurring steps in cycles or problem-solving	<input type="checkbox"/> Sure evidence and claims from oral documents	<input type="checkbox"/> Distinguish words and phrases related to opinions or facts from oral statements	<input type="checkbox"/> Recall short stories or content related events	<input type="checkbox"/> State main ideas in classroom conversations on social and academic topics	<input type="checkbox"/> Connect the sequential, cyclical, or causal relationships of content related phenomena	<input type="checkbox"/> Present detailed information in small groups	<input type="checkbox"/> Support claims with evidence from various sources	<input type="checkbox"/> Use claims and evidence to persuade an audience	<input type="checkbox"/> Become familiar with the language of related genres	<input type="checkbox"/> Summarize information from multiple related sources	<input type="checkbox"/> Identify how text provides clear details of the topic or phenomena	<input type="checkbox"/> Identify components of systems	<input type="checkbox"/> Connect personal experience with external evidence to strengthen an interpretation of the text	<input type="checkbox"/> Evaluate the strength of evidence as support for claims	<input type="checkbox"/> Produce content related reports	<input type="checkbox"/> Create narratives that connect personal experiences and content	<input type="checkbox"/> Describe how facts contribute to events or processes	<input type="checkbox"/> Describe how systems relate or interact	<input type="checkbox"/> Evaluate positive and negative implications with various positions	<input type="checkbox"/> Include evidence from multiple sources																			
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Marking Period 2/4	Writing	Recounts by:	<input type="checkbox"/> Match illustrations with oral points of view	<input type="checkbox"/> Identify language related to facts or opinions from oral presentations	<input type="checkbox"/> State key words and phrases associated with the content using visual or graphic support	<input type="checkbox"/> Communicate personal experiences orally	<input type="checkbox"/> Name components of phenomena associated with the content using diagrams, photographs, or charts	<input type="checkbox"/> Demonstrate procedures using realia	<input type="checkbox"/> State reasons for choices using words or phrases	<input type="checkbox"/> Answer yes/no or choice questions across context or personal preferences	<input type="checkbox"/> Identify words in context during oral reading of illustrated text on familiar topics or experiences	<input type="checkbox"/> Highlight previewed or familiar phrases	<input type="checkbox"/> Match illustrated words/phrases to causal or sequential language	<input type="checkbox"/> Sequence sentence strips to show content area processes from illustrated text	<input type="checkbox"/> Identify key words and phrases of claims	<input type="checkbox"/> Identify a claim or an opinion in multimedia with a partner	<input type="checkbox"/> Communicate personal experiences through drawings and words	<input type="checkbox"/> Reproduce a series of events through illustrated text	<input type="checkbox"/> Produce three answer responses to questions using wordphrase banks	<input type="checkbox"/> Label charts and graphs to describe phenomena	<input type="checkbox"/> Solve words and phrases to represent points of view using facts from illustrated text or posters	<input type="checkbox"/> Use key words or phrases related to the topic																							
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2018/ Atlantic Public Schools	Writing	Recounts by:	<input type="checkbox"/> Match illustrations with oral points of view	<input type="checkbox"/> Identify language related to facts or opinions from oral presentations	<input type="checkbox"/> State key words and phrases associated with the content using visual or graphic support	<input type="checkbox"/> Communicate personal experiences orally	<input type="checkbox"/> Name components of phenomena associated with the content using diagrams, photographs, or charts	<input type="checkbox"/> Demonstrate procedures using realia	<input type="checkbox"/> State reasons for choices using words or phrases	<input type="checkbox"/> Answer yes/no or choice questions across context or personal preferences	<input type="checkbox"/> Identify words in context during oral reading of illustrated text on familiar topics or experiences	<input type="checkbox"/> Highlight previewed or familiar phrases	<input type="checkbox"/> Match illustrated words/phrases to causal or sequential language	<input type="checkbox"/> Sequence sentence strips to show content area processes from illustrated text	<input type="checkbox"/> Identify key words and phrases of claims	<input type="checkbox"/> Identify a claim or an opinion in multimedia with a partner	<input type="checkbox"/> Communicate personal experiences through drawings and words	<input type="checkbox"/> Reproduce a series of events through illustrated text	<input type="checkbox"/> Produce three answer responses to questions using wordphrase banks	<input type="checkbox"/> Label charts and graphs to describe phenomena	<input type="checkbox"/> Solve words and phrases to represent points of view using facts from illustrated text or posters	<input type="checkbox"/> Use key words or phrases related to the topic																							
2019/ Atlantic Public Schools		Recounts by:	<input type="checkbox"/> Match illustrations with oral points of view	<input type="checkbox"/> Identify language related to facts or opinions from oral presentations	<input type="checkbox"/> State key words and phrases associated with the content using visual or graphic support	<input type="checkbox"/> Communicate personal experiences orally	<input type="checkbox"/> Name components of phenomena associated with the content using diagrams, photographs, or charts	<input type="checkbox"/> Demonstrate procedures using realia	<input type="checkbox"/> State reasons for choices using words or phrases	<input type="checkbox"/> Answer yes/no or choice questions across context or personal preferences	<input type="checkbox"/> Identify words in context during oral reading of illustrated text on familiar topics or experiences	<input type="checkbox"/> Highlight previewed or familiar phrases	<input type="checkbox"/> Match illustrated words/phrases to causal or sequential language	<input type="checkbox"/> Sequence sentence strips to show content area processes from illustrated text	<input type="checkbox"/> Identify key words and phrases of claims	<input type="checkbox"/> Identify a claim or an opinion in multimedia with a partner	<input type="checkbox"/> Communicate personal experiences through drawings and words	<input type="checkbox"/> Reproduce a series of events through illustrated text	<input type="checkbox"/> Produce three answer responses to questions using wordphrase banks	<input type="checkbox"/> Label charts and graphs to describe phenomena	<input type="checkbox"/> Solve words and phrases to represent points of view using facts from illustrated text or posters	<input type="checkbox"/> Use key words or phrases related to the topic																							

Year	City	Public Schools	ELL Student Progress Report	Marking Period 2/4	Name:	Reading	Speaking	Listening	Process	Level 1 – Entering	Level 2 – Emerging	Level 3 – Developing	Level 4 – Expanding	Level 5 – Bridging
2019	Atlantic City	Public Schools	ELL Student Progress Report	Marking Period 2/4	Name:	Reading	Speaking	Listening	Process	<p>Level 1 – Entering</p> <ul style="list-style-type: none"> Identify familiar objects or places from oral statements Point to objects, people, or places based on short oral descriptions Match instructional language given orally, with visual representation Identify functions of content related topics based on short oral statements reinforced visually Signal agreement/disagreement of short oral statements or questions Identify points of view from short statements Answer select: Why- questions community or school events using visual support Compare and contrast of real-life objects with a partner Show how to solve real-world problems using symbols, numerals, graphs, or diagrams Respond yes or no to short statements or questions related to a claim Express personal points of view (in English and home language) in support or against a claim Identify responses to Wh- questions a claim or illustrated text Identify icons in graphs, charts, and environmental print related familiar topics Match content related objects, pictures, or media to words and phrases Identify social or academic topics highlighted in text Identify words or phrases associated with topic choices Classify true from false short statements Produce labeled illustrations of conclusions reached in problem-solving with a partner Reproduce words and phrases related to topics Indicate relationships by drawing and labeling content related pictures on familiar topics Describe processes or cycles by labeling diagrams and graphs Generate words/phrases that represent opinions Make lists of topic choices with peers 	<p>Level 2 – Emerging</p> <ul style="list-style-type: none"> Sequence labeled visuals per oral directions Identify settings/time frames in narrative or informational scenarios read aloud Classify content related visuals per oral descriptions Match oral sentences of cause and effect to illustrations Identify claims from a series of oral statements Identify evidence to support claims from charts and tables State main ideas or points of discussion/conversations Discuss details of content related topics in small groups Describe situations from modeled sentences Connect two content-related ideas that define "how" or "why" Answer simple questions related to claims State evidence to support claims (in English and home language) Sequence illustrated text of narrative or informational events Locate main ideas in a series of simple sentences Compare ideas on the same topic in a series of simple sentences Compare content related phenomena relate to one another in illustrated text or media Distinguish facts from opinions in texts Identify features associated with content related claims Complete sentences using word banks Producing statements related to main ideas on familiar topics Compare short sentences Connect illustrated descriptions of content related concepts State opinions using evaluative language related to content Compose simple sentences to form content related ideas 	<p>Level 3 – Developing</p> <ul style="list-style-type: none"> Match main ideas of familiar text read aloud to visuals Stage the next event in scenes based on class from narrative or informational oral texts Match main ideas of familiar text read aloud to visuals Show differences between or among content related phenomena described orally Elaborate claims or reasons from oral narratives Identify opposing perspectives from oral text Relate a series of events by expressing time in multiple texts Connect ideas in content related discourse using transitions Demonstrate how to conduct experiments, engage in processes, or solve problems with supports State why events occur, phenomena exist, or some things happen Compare opposing claims Evaluate the value of opinions in content based situations Identify topic sentences, main ideas, and details in paragraphs Connect people to actions based on oral descriptions with details Identify claims and the reasons for each claim Identify opposing points of view Produce short paragraphs with main ideas and some details Compare dialogues or blogs based on personal experience Compare and contrast information, events, or characters Produce descriptive paragraphs around a central idea Substantiate opinions with content related examples and evidence Provide feedback to peers on language used for claims and evidence 	<p>Level 4 – Expanding</p> <ul style="list-style-type: none"> Identify main ideas and details in oral discourse Evaluate oral presentations of pieces based on criteria for success Identify relationships between people, ideas, or events in oral discourse Match complex oral descriptions to images, graphs, or formulas Match evidence to claims in oral discourse Formulate opinions based on evidence presented within oral discourse Paraphrase and summarize content related ideas presented orally Connect ideas with supporting details in a variety of oral venues Compare content related concepts Connect ideas with supporting details to show relationships Connect ideas with supporting details or evidence Take stances and summarize ideas supporting them Connect ideas with supporting details or evidence Identify summaries of passages in a variety of genres Ordering paragraphs in narrative and informational text Identify summaries of passages in a variety of genres Match content related cause to effect in graphically supported text Highlight text evidence that points to how systems work Identify evidence to support analysis of what texts say Classify pros and cons of claims and evidence presented within written texts Produce content related reports Reproduce a sequence of events or experiences using transitional words Inscribe relationships between details or examples and supporting ideas Connecting content related themes or topics to main ideas Craft persuasive pieces with a series of substantiated content related claims Compose scripts with protagonists and antagonists 	<p>Level 5 – Bridging</p> <ul style="list-style-type: none"> Categorize details of content-related main ideas seen/heard in videos or other technologies Sequence a series of illustrated events from oral passages Carry out a series of oral directions to construct mathematical or scientific models Connect details to main ideas based on extended oral discourse Establish connections among claims, arguments, and supporting evidence within oral discourse Compose opposing points of view presented within oral discourse Produce oral multimedia, reports based on research from multiple sources Trace the evolution of literary characters, themes, and plots from different venues Give demonstrations with step-by-step details Evaluate the significance of events, people, or phenomena in oral presentations Engage in debates with claims or counterclaims along with evidence Defend points of view with specific claims Sequence main ideas, events, and conclusions in narrative and informational texts Match details of content related topics to main ideas Sort grade-level text by highlighting elements of the genre Sequence events based on cause and effect Evaluate evidence presented in support of claims Develop a stance in favor of or against claims presented within content related text Produce research reports using multiple sources Summarize conclusions reached from steps in problem solving or conducting experiments Produce informational text around graphs and charts Compare content related ideas, from multiple sources in essays, reports, narratives Present opinions in persuasive essays or reports backed by content related research Justify ideas using multiple sources

Exiting the Bilingual/ESL Program

The ACCESS for ELL 2.0 is administered annually to ELL to measure growth in acquiring English in each language domain. At the end of each school year, the ACCESS for ELL data is used in conjunction with the following multiple measures to determine which students will exit the program and which students will continue to receive services for the following school year:

- teacher recommendation
- classroom performance/report card grades
- guided reading level
- reading and content benchmark assessments
- district formative assessments (housed in edConnect)

Students need a 4.5 or higher on the ACCESS 2.0 and at least one other indicator to be considered for exit. The ESL teachers gather the data and consult with teacher and administrators to determine which students exit and which continue in the program each year. In rare instances, students with a 4.5 and at least one other indicator are not recommended for exit. When this happens, the ESL teacher uses the the district *Multiple Measures Checklist* to record the data and make the determination to continue program services. Parents are notified in writing of all continued placement and exit decisions and forms are filed in the students' cumulative folders.

The progress of exited students in year 1 (F1) and year 2 (F2) is formally monitored for two years after leaving the Bilingual/ESL Program using the **F1/F2 Monitoring Form**. The ESL teachers gather and record data each marking period of the progress of exited students in the mainstream classes. At the end of the second and fourth marking periods, a determination based on data is made regarding any students who may need to re-enter the bilingual/ESL program. A conference with parents is held for any students who will be reclassified.

Parents have the right, as defined in P.L. 1995 C.327 and *N.J.A.C. 6A:15*, to decline part or all of the bilingual program services for their children. A conference is held when a parent requests to decline services.



Atlantic City Public Schools
Office of Curriculum and Instruction

Ms. Sherry Yahn, Assistant Superintendent
Mr. Michael Bird, Director
Mr. Joseph Beaman, Title I Coordinator
Ms. MaryAnn Mena, Title III Coordinator

*The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education.
- Dr. Martin Luther King Jr.*

ELL Evaluation: Multiple Measures Checklist

School	
Student	
Grade	
Test Year	

	Language Proficiency Assessment Overall	Listening	Speaking	Reading	Writing
Comments					

Guided Reading/ Reading Assessment Data	Comments
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Teacher	Recommendation
ESL Teacher	
Classroom Teacher	
Specialist Teacher	

Classroom Performance
Comments:

Standardized Assessments
Comments:

Placement Decision (Circle) : Continue ESL Exit ESL **Date:** _____

Date of Parental Notification letter: _____

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F1 and F2 Student Monitoring

The F1 and F2 Student Monitoring form can be accessed at:

[F1&F2-downloadable](#)