BERKELEY HEIGHTS PUBLIC SCHOOLS
BERKELEY HEIGHTS, NEW JERSEY

ELL DEPARTMENT

ENGLISH AS A SECOND LANGUAGE
K-12

Curriculum Guide

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This curriculum may be modified through varying techniques,
strategies, and materials, as per an individual student's
Individualized Educational Plan (IEP).

Approved by the Berkeley Heights Board of Education
at the regular meeting held on 12/5/19 .

VISION STATEMENT

Increases in communication and the rise of a global economy have enabled growing numbers of workers around the world, to enter the United States and become part of the workforce, on a temporary and/or permanent basis. Due to this influx, the number of English Language Learners (ELLs) in our schools has increased. It is incumbent on a school district, to provide a learning environment that will instruct and allow these children to develop the English skills necessary to be successful in the educational system of the USA and to function in American society and the world.

The curriculum offers academic support in the five domains of language arts literacy: Reading, Writing, Speaking, Listening, and Viewing/Media Literacy. Emphasis is placed on advancing academic language development, which is so vital to student success in the mainstream classroom. ELL instruction seeks to help students develop the social, instructional, and academic language that they need to engage with peers, educators, and the curricula in our schools.

ELL instruction assists in this educational process and reinforces the importance of each student's native language and culture. It is essential that we challenge our ELLs to think critically and to have access to the same curriculum as their native English speaking counterparts. In order to accomplish this, ELLs require purposeful research-based instruction. Exemplary strategies provide teachers with ways to meet the linguistic needs of ELL students, as they learn content area subject matter, as well as social language and cultural awareness.

The Berkeley Heights K-12 curriculum utilizes the WIDA English Language Development Standards, as a framework within which the diverse needs of our English Language Learners (ELL) are met. The instruction we provide through this lens targets each ELL, at his/her appropriate grade and English language proficiency level. The mission of our program is to ensure our ELLs academic success in the Common Core aligned curricula of the Berkeley Heights Public School System, which includes the language needed for social and instructional purposes and the academic language required in the content areas of language arts, mathematics, science, and social studies across grades K-12.

MISSION STATEMENT

The mission of the Berkeley Heights Public Schools English Language Learners (ELL), in K-12, is to ensure that ELL students are provided with learning opportunities appropriate to their level of proficiency, in order to develop social, instructional, and academic language skills that will allow the ELL students to engage with peers, educators, and the curricula in our schools. This mission is accomplished by the ELL teachers:

- Addressing the individual needs of the varied proficiency levels, of the ELL students
- Infusing academic content area language (science, math, social studies, etc.) into each lesson
- Addressing the five domains of language arts literacy: reading, writing, speaking, listening, viewing and media literacy
- Focusing on providing students with an understanding of American culture and mores while retaining their own identity and culture

The ESL program in grades K-5 consists of a combination of a pull-out and/or push-in period. In grades 6-8, the ESL period consists of one regularly scheduled period. In grades 9-12, the program consists of a two period block. First year and intermediate students, determined by need, participate in both periods. Advanced students have one period of ESL. In most cases, the ESL period in the high school functions as the student's English period. This full year 5-credit course fulfills the student's English requirement toward graduation, for the year or years that the student is in ESL. Students at the high school may also have an additional period of reading, as appropriate.

COURSE PROFICIENCIES

COURSE OBJECTIVES

1. To provide opportunities to challenge ELL students, to use the language in linguistically and cognitively complex ways.

2. To provide opportunities and instruction for students to hone their questioning and speaking skills, through preparation for oral presentations, small group discussions, and class discussions.

3. To develop the students' listening comprehension and active listening skills.

4. To use English in socially and culturally appropriate ways: use the appropriate language variety, register, and genre according to audience, purpose, and setting; use non-verbal communication appropriate to audience, purpose, and setting; and use appropriate learning strategies to extend socio-linguistic and socio-cultural competence.

5. To use English to achieve academically in content areas: interaction in the classroom; to obtain, process, and construct subject matter information in spoken and written form; and to use appropriate learning strategies and apply academic knowledge.

6. To encourage the students' ability to read and think critically about a variety of English fiction and informational texts, including the author's purpose and the significance of historical context.

7. To develop student understanding of the language, structure, and organization of content area textbooks.

8. To develop the students' ability to read and analyze English text and convey their ideas, through written and oral reflection.

9. To develop the students' ability to identify writing techniques and devices, through the study of various texts.

10. To develop the students' comfort and ability to write in a variety of modes, as they practice writing as a process.

11. To emphasize instruction in the following writing modes: persuasion, comparison/contrast, narrative, expository, and descriptive.

COURSE PROFICIENCIES (continued)

12. To increase the students' competency in the use of standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, and spelling.

13. To increase the students' ability to demonstrate a well-developed knowledge of English syntax, to express ideas in a lively and effective style.

14. To prepare the students for standardized tests, through familiarizing them with the format of the tests and providing appropriate support for achievement.

15. To use electronic media, to explore supplemental information, to assist in their understanding of content area material.

16. To focus on increasing students' technological literacy.

17. Provide learning opportunities for the ELL student to use technology, to conduct research and to produce written assignments and oral presentations.

18. To develop an understanding and appreciation of American culture and people who are different, while communicating effectively and retaining respect for their native culture.

19. To understand that American and world history, as well as culture have affected and influenced our societies today.

STUDENT PROFICIENCIES

We recognize that English language development occurs over multiple years, is variable, and depends on many factors. Effectively educating this heterogeneous group of students requires diagnosing each student and planning specialized instruction accordingly.

In accordance with the New Jersey Teachers of English to Students of Other Languages (NJTESOL) (http://www.njtesol-njbe.org/who/default.htm), the Berkeley Heights Public Schools have broadened their curriculum, to ensure our English Language Learners (ELLs) reach the same high expectations clearly outlined in the New Jersey Student Learning Standards for Language Arts. The National Standards, as well as the New Jersey Student Learning Standards in Language Arts have been cited and aligned with the Berkeley Heights Public Schools K-12 ELL Curriculum Guide.

Additionally, we have infused The State of New Jersey's Model Curriculum with scaffolding for ELLs (http://www.state.nj.us/education/modelcurriculum/ela/), as well as the WIDA English Language Development Standards (http://wida.us/standards/eld.aspx), to support the diverse needs of our English Language Learners. (The WIDA English Language Development Standards are based on a set of five categories of academic language and divided by grade level clusters.   These standards encompass the five domains of language arts literacy, as they are used in the school setting. They include ELLs communicating information, ideas, and concepts necessary for social and instructional purposes and academic success in the content areas of language arts, mathematics, science, and social studies.)

<u>METHODS OF EVALUATION</u>

1. Class work

2. Writing reflection journal

3. Rubric-based formal essay compositions

4. Reading analysis and comprehension

5. Computer technology-based oral presentations

6. Public speaking projects

7. iPAD-based projects

8. Portfolios

9. Vocabulary quizzes

MODIFICATIONS & ACCOMMODATIONS

Modifications and Accommodations for Special Education students, students with 504s, English Language Learners and Gifted and Talented students may include but are not limited to the following:

Special Education
- Individualized Education Plans (IEPs)
- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Consultation with ESL teachers
- Manipulatives
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids
- Modeling
- Guided note-taking
- Study Guides
- Modified homework
- Differentiated pre-typed class notes and example problems
- Use of the special education teacher to re-instruct in flexible small groups for the struggling learner
- Manipulatives
- Flipped Instruction
- Word banks
- Reduced choice on assessments
- Preferential seating
- Choice activities
- Modified time requirements
- Modified notes
- Modified lesson, assessment and study guide format
- Provide an enriched curriculum and activities
- Independent projects
- Contracts/behavior support plans
- Open-ended responses
- Project-based learning
- Group activities

- Guided Notes
- Functional learning incorporated into each lesson
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Organizational Support
- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides
- Multi-sensory approach to instruction
- Written and spoken step-by-step directions
- Content-focused assessment (not grading for spelling/grammar)
- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

Gifted & Talented
- Provide one-to-one teacher support
- Curriculum Compacting
- Advanced problems to extend the critical thinking skills of the advanced learner
- Supplemental reading material for independent study
- Elevated questioning techniques using Webb's Depth of Knowledge matrix
- Curriculum Compacting
- Flexible grouping
- Tiered assignments
- Topic selection by interest
- Manipulatives
- Tiered Lessons
- Flipped Instruction
- Multimedia Presentations
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Conclusions and analysis of exploratory activities
- Career based learning incorporated into each lesson
- Exploration Activities

- Student choice

ELLs
- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Consultation with ESL teachers
- Manipulatives
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids
- Modeling
- Guided note-taking
- Study Guides
- Modified homework
- Differentiated pre-typed class notes and example problems
- Individualized instruction plans
- Manipulatives
- Flipped Instruction
- Words banks
- Reduced choice on assessments
- Preferential seating
- Choice activities
- Modified time requirements
- Modified notes
- Modify lesson, assessment and study guide format
- Provide an enriched curriculum and activities
- Contracts/management plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides

- Multi-sensory approach to instruction
- Written and spoken step-by-step directions
- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

504s

- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids
- Modeling
- Guided note-taking
- Study Guides
- Differentiated pre-typed class notes and example problems
- Manipulatives
- Words banks
- Reduced choice on assessments
- Preferential seating
- Modified time requirements
- Modified notes
- Modify lesson, assessment and study guide format
- Modified homework
- Independent projects
- Contracts/management plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Organizational Support
- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides
- Multi-sensory approach to instruction
- Written and spoken step-by-step directions
- Content-focused assessment (not grading for spelling/grammar)
- Graphic organizers

- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

Students at Risk of Failure
- Exemplars of varied performance levels
- Multimedia presentations
- Tiered/Scaffolded Lessons
- Modeling
- Guided note-taking
- Study Guides
- Differentiated pre-typed class notes and example problems
- Individualized instruction plans
- Words banks
- Reduced choice on assessments
- Preferential seating
- Choice activities
- Modified time requirements
- Modified notes
- Modified lesson, assessment and study guide format
- Modified homework
- Provide an enriched curriculum and activities
- Contracts/management plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides
- Multi-sensory approach to instruction
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- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

NJSLS STANDARDS
WIDA STANDARDS FRAMEWORK
AND THEORETICAL BASIS

Standards:
- NJSLSA R1-10;NJSLSA W1,2,4,5,6,7,8,9,10;NJSLSA SL1-6;NJSLSA L1-5

Technology:
- 8.1.12.A.1; 8.2.12.B.4,5

21st Century:
- 9.1.12.A.5,8,9; 9.2.12.C.3
- CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP11, CRP12

Cross-Curricular Connections:
- Grade level appropriate Mathematics, Science, English and Social Studies

View of Language

Communicative Competencies

Tenets:
- Communicative competence is a learner's ability to use language to communicate appropriately in different situations (Hymes, 1966)
- Verbal and non-verbal strategies are used strategically to mend breakdowns in communication (Canale and Swain, 1980)
- Certain knowledge and competences are necessary to participate in, learn from, and acquire language in classrooms (Johnson, 1995)
- Through the influence of communicative language teaching, it is widely accepted that the goal of language education is communicative competence, and not grammatical competence alone (Bachman, 1990; Savignon, 1997)

Connections to WIDA Standards Framework:
- Standard 1 recognizes the importance of the interaction of social and instructional language with peers and teachers in school and the language students encounter across instructional settings (2012 Guide, p.3)
- Model performance indicators (MPIs) are functionally driven and topically-oriented, Instructional supports are encouraged and allow for increased interaction and engagement of students (2012 Guide, p. 11)

Integration of Content and Language

Tenets:

- Communicative purposes in academia are emphasized (Mohan, 1986)
- Within academic disciplines there are distinct patterns of oral and written language (Bailey, Butler, Stevens,& Lord, 2007)
- Language demands can be organized at three levels: word, sentence, and discourse (Gottlieb, Katz, & Ernst-Slavit, 2009; Bailey & Huang, 2011)
- Lexicon in academic settings consists of general, technical, and academic words (Scarcella, 2003)
- Making explicit the forms and conventions associated with academic registers contributes to students' language proficiency (Echevarría, Short, & Powers, 2006; Vaughn-Shavuo, 1990) and content area performance (Charmot & O'Malley, 1994)
- Attention to function facilitates more precise use of language and contributes to conceptual understanding (Moschkovich, 2002)
- A tenet of "sheltered" instruction is the focus on higher-order thinking at all levels of language proficiency (Goldenberg & Coleman, 2010)

Connections to WIDA Standards Framework:
- Separate standards (Standards 2-5) specify the language of the content areas (2012 Guide, p. 3)
- Social, instructional, and academic language is organized into three levels: discourse level, sentence level, and word/phrase level and correspond to performance criteria (2012 Guide, p. 6-7)
- Linguistic Functions describe how ELLs process or produce language at different levels of language proficiency (2012 Guide, p. 10)
- The Topic-related Language section of the 2012 Guide contains example content-related words and expressions, to which all students of that grade level should be exposed and are included with each strand of MPIs (2012 Guide, p. 12)
- A consistent Cognitive Function based on Bloom's revised taxonomy unites the different levels of language proficiency within a strand, to emphasize that educators need to maintain the cognitive demands of a task as they differentiate language instruction and assessment (2012 Guide, p. 6)

<u>New Literacy Studies</u>

Tenets:
- Reading and writing are not neutral activities but are embedded in ideology (Street, 1984)
- Language-in-use (little "d" discourse) gives way to socioculturally distinctive ways of thinking, acting, interacting, talking, and valuing (big "D" discourse) (Gee, 1990)
- Meaning-making and language production involves multiple modes (Kress and van Leeuwen, 2001; Cope and Kalantzis, 2000)

Connections to WIDA Standards Framework:
- Academic English can be considered a form of "cultural capital" and therefore a gateway to college/career readiness

- Sociocultural contexts for language use involve the interaction between the student and the language environment, which encompasses the register, genre/text type, topic, task/situation, and participants' identities and social roles (2012 Guide, p. 7)
- Language supports are sensory, graphic, and interactive (2012 Guide, p. 11)

Systemic Functional Linguistics

Tenets:
- Language is a social semiotic system, constructing and deriving meaning in context (Halliday & Hasan, 1985)
- Every speech act or text simultaneously creates three types of meaning: ideational (representing experience), interpersonal (enacting relationship), and textual (organizing experience). (Halliday & Hasan, 1985)
- Context shapes the language choices by which meaning is constructed, through three dimensions of register: field (content), tenor (nature of relationship), and mode (whether language is ancillary to, or constitutive of, the experiential meaning) (Halliday & Hasan, 1985)
- Academic content areas tend toward some specific patterns of language use, linked to the deep purpose and values of the discipline (Schleppegrell, 2004)
- The capacity for increased linguistic abstraction (nominalization; grammatical metaphor) is linked to age and cognitive development (Christie, 2012)

Connections to WIDA Standards Framework:
- Features of Academic Language operate within sociocultural contexts for language use (2012 Guide, p. 7)
- Topic-related Language includes words, phrases, and grammar that are situated within a learning experience (2012 Guide, p. 12)
- References to register, genre, and text types are referenced in the Example Topics and Example Context for Language Use (2012 Guide, p. 5)
- An explicit connection to the state content standard or CCSS is referenced in the example topic of each strand of MPIs (2012 Guide, p. 4)
- For each level of discourse, the features of academic language included in the performance criteria are specified: quantity and variety of oral and written text; types, array, and use of language structures; and specificity of word or phrase choice (2012 Guide, p. 7)
- Performance criteria become more complex across levels of language proficiency (2012 Guide, p. 6)

View of Language Development

Bilingualism/Biliteracy

Tenets:
- Spanish language in schools, like English, is a semiotic meaning-making resource that is socially contingent (Colombia, 2006; 2009)

- Translanguaging is the process of going back and forth from one language to another, to communicate with different people for different purposes (García, 2009)
- Languages are hybrid in nature, grammars are emergent, and communication is fluid (Canagarajah, 2006)
- Common underlying proficiency is an interdependence of concepts, skills, and linguistic knowledge that makes transfer from an emergent bilinguals' languages possible (Cummins, 1981)
- Learning trajectories toward bilingualism involve two-way exchange between languages and are not treated as individual language proficiencies (Escamilla & Hopewell, 2010)

Connections to WIDA Standards Framework:
- Home language use is a type of instructional support (2012 Guide, p. 11)
- Spanish language development standards

Second Language Acquisition

Tenets:
- Inter-language is the language that learners produce is as they gain proficiency (Corder, 1967; Selinker, 1972)
- Language learners process and acquire more complex language in stages (Pienemann, 1998, 2005)
- For learning to occur, language must be comprehensible and just beyond the current ability level (i+1) (Krashen, 1982)
- Opportunities for practice (output and interaction) are necessary to get feedback and automatize language (Swain, 1985; Long, 1996; Gass, 1997)
- Students develop language proficiency in listening, speaking, reading, and writing interdependently, but at different rates and in different ways (Spolsky, 1989)
- For ELLs especially, oral language is foundational to literacy development (August & Shanahan, 2006)

Connections to WIDA Standards Framework:
- For language proficiency levels 1-5 the arrangement of MPIs help students and teachers envision how language may progress from one level of language proficiency to the next (2012 Guide, p. 4)
- The standards framework addresses the four language domains: listening, speaking, reading, and writing, which help educators plan balanced opportunities for language learning and take advantage of the stronger English language skills in one domain, to support development in the other domains (2012 Guide, p. 6)

Tenets (continued)
- Language supports are listed at the end of each the MPI and illustrate the importance of scaffolding language development (2012 Guide, p. 11)
- English language development occurs over multiple years, is variable, and depends on many factors including age, maturation, classroom experiences, programming, motivation, and attitude, making it difficult to establish fixed language expectations for any grade level or age (2012 Guide, p. 4)
- ELD standards are organized around grade-level clusters (see 2007 edition) and examples are provided for individual grade levels (K-8) in the 2012 amplification for illustrative purposes

Sociocultural Theory

Tenets:
- Knowledge is co-constructed and mediated (Vygotsky, 1978; Banks, 1993)
- Learning occurs within a zone of proximal development with scaffolding (Vygotsky, 1978)
- There is a concern for collective vs. strictly individualistic learning (Engeström et al., 1999)
- There is a call to value and build upon funds of knowledge (Moll et al., 1992).
- The social context of learning contemplates students' lives in and out of school (Valdés, 1996; González, 2001)
- Students acquire multiple repertoires of languages and literacies in a variety of contexts (Gutiérrez et al., 2003)

Connections to WIDA Standards Framework:
- Strands of MPIs reflect a "zone" of learning possibilities and scaffold language learning (p. 2012 Guide, p. 10)
- An Example Context for Language Use is included with each strand of MPIs and addresses a possible task or situation in which communication occurs, as well as the intended audience and types of roles different participants enact (2012 Guide, p. 5)
- Language supports function as a form of scaffolding (2012 Guide, p. 11)

SUGGESTED AUDIO VISUAL/COMPUTER AIDS

Resources for Students:

www.google.com (search for: language flashcards, ELS Learning Links: Very Easy Vocabulary)

www.brainpop.com

www.eslimages.com

www.childrenonlyesl-efl.com

www.genkienglish.net

www.quia.com

www.eslkidstuff.com

www.pbskids.org

www.enchantedlearning.com

www.everythingesl.net

www.onelook.com

Books on tape (e.g., To Kill a Mockingbird)
Oxford Picture Dictionary for Kids – posters and CDs

OPDI Picture Dictionary

Resources for Teacher

www.eslkidstuff.com

www.pbskids.org

www.enchantedlearning.com

SUGGESTED AUDIO VISUAL/COMPUTER AIDS (continued)

Resources for Teacher (continued)

www.everythingesl.net

www.onelook.com

www.google.com (search for: Spanish flashcards, ESL Learning Links: Very Easy Vocabulary)

www.eslimages.com

www.childrenonlyesl-efl.com

www.genkienglish.net

www.quia.com

www.brainpop.com

Books on tape

Oxford Picture Dictionary for Kids – posters and CDs

PODI Picture Dictionary

SUGGESTED MATERIALS

Electronic Media

Resources for Students

http://www.englishclubcom - great for vocabulary, reading, and grammar
http://www.a4esl.org - activities for ESL students including bilingual quizzes
http://www.manythings.org - interesting things for ESL students
http://www.pdictionary.com - Internet picture dictionary
http://www.eslflow.com
http://www.everythingESL.net
http://www.yourdictionary.com - bilingual dictionary for all languages
http://www.blackdog.net - language activities for younger children
http://www.l-language.com - language activities including hangman
http://www.esl-lab.com - audio listening activities
http://www.lclark.edu/~krauss/toppicks.html - ESL independent study lab – levels
http://esl.about.com/od/teachingchildren - quizzes grammar/listening K-12
http://home.gwu.edu/%7Emeloni/eslstudyhall - reading, writing, vocabulary-Grades 5-12
http://www.eslus.com/eslcenter.htm - ESL resource center – activities, games
http://www.world-english.org - language activities, English language placement tests
http://www.internet4classrooms.com/esl.htm - many resources and activities
http://www.isabelperez.com/grammar.htm - a variety of language activities
www.bergen.edu/pages/2183.asp - upper level ESL activities – excellent
www.starfall.com/ - great for grades K-3 alphabet/reading/phonics
http://iteslj.org/links - links to ESL activities including TOEFL practice
http://www.studyenglishtoday.net
http://www.literacycenter.net - great for grades K-1 – alphabet skills
http://cdlponline.org/ - teen/adult English activities
http://www.funbrain.com/ - K-8 activities
http://www.abcteach.com/ - Pre K-HS reading comprehension
http://www.magickeys.com - K-8 children's storybooks online
http://www.bogglesworldesl.com/
http://eslbears.homestead.com/ - great site for ESL-vocabulary, writing, reading, bilin.quiz
http://www.freetranslation.com/
http://www.EvaEaston.com/pr/home.html - pronunciation

Resources for Teacher

http://www.itselj.org/Tesol - links TESOL information and bulletin
http://www.ncela.gwu.edu - national clearinghouse for English language acquisition
http://www.everythingesl.net - 32 lesson plans

SUGGESTED MATERIALS (continued)

Electronic Media

Resources for Teacher (continued)

http://www.cal.org - ESL issues/research

http://www.literacycenter.net - for early language learners

http://www.sitesforteachers.com/ - hundreds of helpful sites

http://www.enchantedlearning.com

http://www.busyteacherscafe.com

http://www.edhelper.com

www.themailbox.com

http://lessonplanspage.com

http://www.nj.gov/eduction/bilingual/resources/websites/publishers

www.superteacherworksheet.com

www.ESLimages.com

www.childrenonlyesl.com

www.brainpop.com

www.funbrain

www.bogglesworld.esl.com

www.esl-galaxy.com

www.writesource.com

www.chompchomp

SUGGESTED MATERIALS (continued)

Electronic Media

Resources for Teacher (continued)

www.oup.com/elt/students/?cc=global - primary school

www.oup.com/elt/global/products/adventures/cartoons/

www.teachershelper.com/practice

www.brainpop.com

www.enotes.com

www.unitedstreaming.com

SUGGESTED MATERIALS (continued)

Print Media

Resources for Students

A variety of materials will be used for English language acquisition. These materials will be age and language proficiency appropriate.

Some examples of resources for ESL instruction are:

English, Yes Series – Jamestown Publishers

New Oxford Picture Dictionary Series – Oxford University Press

Idea – Kit Flash Cards, Levels 1 and 2

Oxford Picture Dictionary for Kids – Oxford University Press

Oxford Picture Dictionary for the Content Area – Oxford University Press

Azar Grammar Series – Longman

Let's Go – Alta Books

Adapted Classics and Pacemaker Reading Series – Globe/Fearon Publishers

The Mailbox

Resources for Teacher

English, Yes Series – Teacher's Edition – Jamestown Publishers

New Oxford Picture Dictionary Series, Teacher's Edition – Oxford University Press

Oxford Picture Dictionary for Kids, Teacher's Edition – Oxford University Press

Oxford Picture Dictionary for the Content Area, Teacher's Edition – Oxford University Press

Azar Grammar Series, Teacher's Edition – Longman

Adapted Classics and Pacemaker Reading Series, Teacher's Guide – Globe/Fearon Publisher

SUGGESTED MATERIALS (continued)

Print Media

Resources for Teacher

Teachers Helper Magazine

Mailbox Magazine

SUGGESTED MATERIALS (continued)

Model Curriculum

http://www.state.nj.us/education/modelcurriculum/ela/k.shtml

The New Jersey Department of Education has created a model curriculum for all grade levels. This model curriculum provides scaffolding for English language learners, to help them reach the high expectations of the Common Core English Language Arts Standards. The links to the main site and the individual grade levels are provided below.

The structure of scaffolding for each standard is explained here:

http://www.state.nj.us/education/modelcurriculum/ela/ELLOverview.pdf

Support suggestions for scaffolding are explained here:

http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf

Grade level standards can be found at the links below:

Kindergarten   http://www.state.nj.us/education/modelcurriculum/ela/k.pdf

Grade 1   http://www.state.nj.us/education/modelcurriculum/ela/1.pdf

Grade 2   http://www.state.nj.us/education/modelcurriculum/ela/2.pdf

Grade 3   http://www.state.nj.us/education/modelcurriculum/ela/3.pdf

Grade 4   http://www.state.nj.us/education/modelcurriculum/ela/4.pdf

Grade 5   http://www.state.nj.us/education/modelcurriculum/ela/5.pdf

Grade 6   http://www.state.nj.us/education/modelcurriculum/ela/6.pdf

Grade 7   http://www.state.nj.us/education/modelcurriculum/ela/7.pdf

Grade 8   http://www.state.nj.us/education/modelcurriculum/ela/8.pdf

Grade 9   http://www.state.nj.us/education/modelcurriculum/ela/9.pdf

Grade 10   http://www.state.nj.us/education/modelcurriculum/ela/10.pdf

SUGGESTED MATERIALS (continued)

Model Curriculum

Grade 11   http://www.state.nj.us/education/modelcurriculum/ela/11.pdf

Grade 12   http://www.state.nj.us/education/modelcurriculum/ela/12.pdf