Unit Plan
English as a New Language Plan (ENL)

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General Unit Information

District: East Rochester Union Free School District

Course(s): ESOL English

School:

Subject: ELA/English

Grade: UG

Date: 09/04/2018 to 06/21/2019

Unit Description

ELL Resource Guide (District plan)

UNIT SUMMARY (Brief Description)

Every school shall provide support for each student whose dominant language in <u>not</u> English for the purpose of facilitating the student's achievement of English proficiency and the academic standards. Programs / supports shall include English as a new language (ENL) instruction.

Levels:

- **Entering:** Non-speaker and beginners - the student understands and speaks his/her native language, has limited ability in understanding and speaking English, and has limited or no ability to read and/or write English
- **Emerging:** Intermediate - the student understands and speaks English on a limited basis but is unable or has limited ability to read and/or write English
- **Transitioning**: Intermediate - the student understands and speaks English on a limited basis but is able to read and/or write English with moderate support
- **Expanding:** Advanced - the student understands and speaks English but needs support in the content areas
- **Commanding:** Proficient

BIG IDEAS / KEY UNDERSTANDINGS

PROGRAM GOALS & PHILOSOPHY

The district recognizes the importance of utilizing sound, research-based educational strategies to assist ELL students in acquiring English language proficiency. We strive to maximize student learning through exposure to English balanced with individual and small group sessions.

ELLs Instructional Program:

Non-speakers & Beginners:

- develop oral language
- develops basis vocabulary and reading skills
- develops basic grammar and usage skills

Intermediate:

- further develops listening, speaking, reading and writing skills

Advanced:

- develops reading and writing skills specific to content areas
- develops higher level grammar and usage skills

ESSENTIAL QUESTIONS

What are the principles that guides the 'blueprint' for ELLs?

1. ALL teachers are teachers of ELL and need to plan accordingly by:

- designing and delivering instruction that is culturally and linguistically appropriate for ALL diverse learners
- Providing integrated language and content instruction to support language development through language-focused scaffolds. Bilingual, ESL, and other content-area teachers must collaborate purposefully and consistently to promote academic achievement in all content areas.
- Utilizing materials and instructional resources that are linguistically, age/grade appropriate, and aligned to the Common Core Learning Standards (CCLS).
- Collaborating with school support personnel and community-based human resources in order to address the multiple needs of ELLs.

2. Districts and schools engage all English Language Learners in instruction that is grade-appropriate, academically rigorous, and aligned with the New York State Prekindergarten Foundation for the Common Core and P-12 Common Core Learning Standards by:

- Articulating specific content and language objectives.
- Integrating explicit and implicit research-based vocabulary instruction.
- Providing opportunities for students to discuss content and problem-solve with peers.
- Anchoring instruction by strategically using research-based practices (e.g., multimedia, visuals, graphic organizers, etc.)
- Providing special education supports, services, accommodations and specially-designed instruction to meet the specific instructional needs of ELLs with disabilities.
- Designing, selecting, and implementing a high-quality curriculum that meets the needs of Early Learning ELLs, and supports the New York State Prekindergarten Foundation for the Common Core, http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/nyslsprek.pdf.
- Using academic language and content-area supports to strategically move ELLs along the language development continuum utilizing New York State Bilingual Common Core Progressions, http://www.engageny.org/resource/new-york-state-bilingual-common-core-initiative

3. Districts and schools value all parents and families of ELLs as partners in education and effectively involve them in the education of their children by:

- Providing parents with resources that enable them to make informed decisions about their children's education.
- Providing parents with all pertinent information about their rights and program choices in a language and format that parents can easily understand and access.
- Providing training to parents in English and in their home language on effective strategies to support their children's learning in and out of school.
- Engaging parents as active participants, contributors and cultural liaisons to the school community.
- Sharing with parents and family members the high expectations that schools have established for the education of all ELLs and engaging them in the pursuit and achievement of those expectations.
- Collaborating with the school support personnel and immigrant community-based organizations in order to address the multiple needs of families of ELLs.

4. Districts and schools use diagnostic tools and formative assessment practices in order to measure ELLs' content knowledge as well as new and home language development to inform instruction by:

- Using State assessments in conjunction with formative assessments.
- Using State language proficiency data (from the New York State English as a Second Language Achievement Test [NYSESLAT] and the New York State Identification Test for English Language Learners [NYSITELL]) to understand where ELLs are along the continuum of language development, and how to provide appropriate scaffolds for them according to their proficiency level.
- Employing authentic assessments that require sophisticated uses of language embedded in authentic and rich content.
- Utilizing appropriate tools to assess the needs and progress of ELLs with disabilities.
- Utilizing analytical rubrics that provide feedback on content knowledge and language development.

KEY VOCABULARY

SIX KEY STRATEGIES FOR TEACHERS OF ENGLISH LEARNERS

Strategy #1 **Vocabulary & Language Development**	Strategy #2 **Guided Interaction**	Strategy #3 **Metacognition & Authentic Assessment**
Content knowledge: • Introduce new concepts via essential academic vocabulary. • Connect student-accessible synonyms or concepts to these essential vocabulary. • Support students to distinguish word meanings, & their uses for subject-specific tasks & prerequisite language skills. **Academic language:** • Engage beginning-level students in using basic social & school vocabulary, phrases, & sentence structures. • As students progress, continue to contextualize instruction of more complex language forms & uses: subject-specific academic vocabulary, grammatical forms, & sentence structures used in listening, speaking, reading & writing. • Respectfully distinguish differences between primary language use & standard academic English. **Sample activities/assessments:** ✓ Word analysis: e.g., dissecting words into their parts (prefix, root, suffix). ✓ Vocabulary journals, A-B-C books, word webs, word walls. ✓ Interactive editing, Cloze paragraphs, dictations, subject-specific journals.	**Content knowledge:** • Structure multiple opportunities for peer-to-peer interactions as they learn content & develop their use of academic language in speaking/listening, reading & writing. • Clarify expectations, outcomes, & procedures related to tasks for flexible group activities. • Allow for primary language interactions to clarify concepts. **Academic language:** • Structure multiple opportunities for peer-to-peer interactions to increase speaking, listening, reading comprehension & writing skills. • Support language interactions with review/preview of language forms, use of graphic organizers or other types of modeling. **Sample activities/assessments:** ✓ Partner interviews, Class surveys, Tea Party, Think-Pair-Share, Numbered Heads Together, Four Corners. ✓ Poster projects, group presentations. ✓ Perspective line-ups. ✓ Readers' Theatre. ✓ (See *Metacognition & Authentic Assessment* activities.)	**Content knowledge:** • Teach students processes for metacognition: i.e., pre-reading & pre-writing skills, word analysis, & methods to monitor their reading comprehension. • Teach & model ways for students to describe their thinking processes verbally & in writing. • Use a variety of activities & tasks to check for understanding. **Academic language:** • In addition to components listed above, ensure that assessment tasks are appropriate to students' assessed language development level. • Provide enough time to complete tasks, appropriate feedback, rubrics, & models to guide students' self-assessment. **Sample activities/assessments:** ✓ Guided reading, completing chapter pre-reading guides, reciprocal teaching, Directed Reading Thinking Activity (DRTA), Anticipation Guides, double-entry journals. ✓ Think-alouds, K-W-L. ✓ Learning logs/journals, quick-writes.

Strategy #4 Explicit Instruction	Strategy #5 Meaning-Based Context & Universal Themes	Strategy #6 Modeling, Graphic Organizers, & Visuals
Content knowledge: • Teach essential grade-level concepts & build students' background knowledge as needed. • Connect overarching ideas (whole), then examine components or processes (part), culminating with students' own applications or synthesis of ideas (new whole). • Explicitly teach academic language & cognitive reading skills needed to complete subject-specific tasks, e.g., analyze, interpret, classify, compare, synthesize, persuade, solve. **Academic language:** • Teach essential language forms & uses per students' assessed language development level: listening/speaking, reading & writing. • Follow contextualized introduction & explicit modeling of language use with repeated practice. **Sample activities/assessments:** ✓ Teach/explain prerequisite language applications: reading directions, idioms, sentence starters, essay formats, pattern drills, or completing a story map; check for understanding. ✓ Teach specific reading comprehension skills for completing: task procedures, answering questions, word problems, understanding text & graphics.	**Content knowledge:** • Introduce new concepts through familiar resources, prompts, visuals, or themes. • Use associated types of "realia" meaningful or familiar to students to affirm the appropriate context for using new language. • Sustain motivation to learn challenging concepts by linking ideas to resources or contexts that reflect student interests & sociocultural or linguistic backgrounds. **Academic language:** • Use methods listed above for introducing academic vocabulary, sentence structures, & language uses. • Link ongoing language practice or tasks to both school-based & community-based uses. • Respectfully compare & analyze language use, & meanings to other cultures or context, to promote metacognition. **Sample activities/assessments:** ✓ Quick-write responses or recording student responses to visuals, current event stories, real-life models, video clips, teacher read-alouds, thematic prompts, role-play, comparing language uses for similar contexts. ✓ Identifying & analyzing different perspectives & language references re: essential concepts.	**Content knowledge:** • Model how to complete tasks. • Provide graphic organizers & meaningful visuals to support students' recognition of essential information. • Use graphic organizers to support understanding of specific tasks, & specific uses of academic language. • Use advanced organizers to support metacognition, & overall comprehension. **Academic language:** • Use methods listed above with the addition of word banks, word walls, & modeling the use of graphic organizers appropriate to ELD level. • Appropriately modulate language delivery, i.e., speed & enunciation, when modeling language forms or presenting content; repetition helps. **Sample activities/resources:** ✓ Venn diagrams, story maps, main idea + supporting detail schematics, double-entry journals, semantic attribute matrices. ✓ Jazz chants, read-alouds.

INSTRUCTIONAL STRATEGIES

Ten (10) things the general education teacher can do to improve instruction for ELL students:

1. Enunciate clearly, but do not raise your voice. Add gestures, point directly to objects, or draw pictures when appropriate
2. Write clearly, legibly and in print - many ELL students have difficulty reading cursive
3. Develop and maintain routines. Use clear and consistent signals for classroom instruction.
4. Repeat information and review frequently. If a student does not understand, try rephrasing or paraphrasing in shorter sentences and simpler syntax. Check often for understanding, but do not ask "Do you understand?" Instead have students demonstrate their learning in order to show comprehension.
5. Try to avoid idioms and slang words
6. Present new information in the context of known information
7. Announce the lesson's objectives and activities, and list instructions step-by-step
8. Present information in a variety of ways.
9. Provide frequent summations of the salient points of a lesson and always emphasize key vocabulary words
10. Recognize student success overtly and frequently. But also be aware that in some cultures overt, individual praise is considered inappropriate and can therefore be embarrassing or confusing to the student.

SEQUENCE OF LEARNING ACTIVITIES

English Language Learner Strategies:

INSTRUCTION:

- seat student close to front of the room and/or teacher
- allow the student ample / additional time to complete the assignment
- provide alternative instruction (different activities, projects)
- speak clearly and simplify vocabulary and grammatical structures to match student's language proficiency
- provide background / prior knowledge
- identify and teach essential vocabulary before lesson / unit
- present new information in small sequential steps
- write instructions on board so student can refer to them
- utilize a variety of visual materials which support multi-sensory approach
- utilize outlines, charts, and graphic organizers during class presentations
- use oral techniques such as cueing, modeling, and chunking
- provide frequent repetition and review
- assign peer tutor / buddy
- use hands-on activities

MATERIALS ADAPTION:

- reduce non-essential details
- present concrete ideas first
- use visual representation: maps, charts, timelines, thinking maps
- provide outlines / cloze passages / word banks
- use manipulatives
- have students use bilingual dictionary
- have students create and use vocabulary notebook
- use role play

ASSESSMENTS

ASSESSMENT MODIFICATIONS:

- modify number of questions. Allow students to answer fewer questions as long as they acquire the key concepts
- provide word bank
- modify test format: matching, cloze, multiple choice, labeling and fill-ins
- dictionary allowed
- open-note, open-book
- flexible setting
- extended time
- alternative assessments such as oral tests, rubrics, portfolios, individual or group projects

RESOURCES

www.everythingesl.net (Seven teaching strategies for classroom teachers of ELLs)

www.abcteach.com (English as a Second Language)

http://www.colorincolorado.org/article/33047 (Supporting ELLs in the Mainstream Classroom: Language Tips)

www.theschoolbell.com (Dolch Lists / flashcards)

http://www.supportrealteachers.org/strategies-for-english-language-learners.html (Effective Teaching Strategies for English Language Learners)

https://www.engageny.org/search-site/ELLs

RESOURCES

No data

ASSESSMENTS

No data

Standards

Name
NY.1.English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
1.1.Identify and use reading and listening strategies to make text comprehensible and meaningful. Such strategies include skimming; scanning; previewing; reviewing; discussing; listening selectively; listening for a specific purpose; listening for main ideas and details; note taking; using structural and context clues, cognates, format, sequence, and an understanding of letter-sound relationships to decode difficult words. (L, R)
1.11.Use the process of prewriting, drafting, revising, peer editing, and proofreading (the 'writing process') to produce well-constructed informational texts. (L, S, R, W)
1.2.Read, gather, view, listen to, organize, discuss, interpret, and analyze information related to academic content areas from various sources. Such sources include nonfiction books for young adults, reference books, magazines, textbooks, the Internet, databases, audio and media presentations, oral interviews, charts, graphs, maps, and diagrams. (L, S, R, W)

Attachments

3. HLQ english.pdf
ELL Identification Process.pdf
Essential Tips for K-12 teachers.pdf
English Proficient Interview Grades 6-12.pdf
English Proficient Interview Grades K-5.pdf
ENL_9-12-units-of-study_table.pdf
ENL_K-8-units-of-study_table.pdf