




2024
Kennesaw
ESOL
Conference



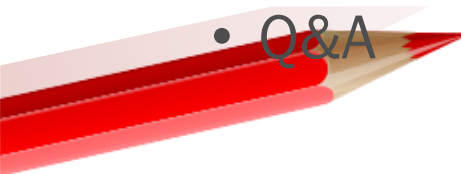
Getting Off to a Good
Start: Specialized
Language Instruction and
Support for Emergent
Bilinguals

Garlfar Andrews
Gwinnett County Public Schools



Agenda



- Welcome
 - Teaching emergent bilinguals- One teacher's experience
 - Who are emergent bilinguals?
 - ELD models
 - “Newcomer” ML programs
 - “Bonus material:” Translanguaging
 - Q&A
- 



Teaching newcomers over the years -
One teacher's experience

Regular elementary ESOL program
Bilingual program in United Arab Emirates
3rd – 5th NEP classes (pullout program)
Intensive English Program (3rd and 4th grade self-contained class)

Regular ESOL program

- Encountered newcomers as elementary ESOL teacher
- Approximately 5 newcomers out of 50 students in grades 1-5
- Newcomers incorporated with other ESOL students
- Push-in and pullout classes



Rosetta Stone 

NAME _____ DATE _____

How's The Weather? 🌞

MATCH THE WORD TO THE PICTURE

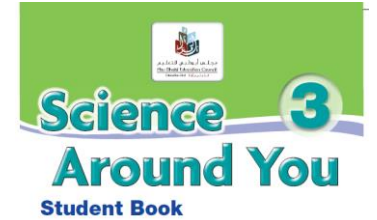
1. windy •	☀️
2. rainy •	☁️
3. sunny •	☔️
4. cloudy •	☀️
5. hot •	☁️
6. snowy •	☔️
7. cold •	☀️

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English Medium Teacher

- Taught in the Abu Dhabi schools (United Arab Emirates) from 2009-2015
- Abu Dhabi schools implemented district-wide bilingual education in 2009 (Arabic/English)
- 2nd and 3rd grade teacher and Head of Faculty
- English, math, and science curriculum



ESOL Teacher- NEP Pullout classes

- Taught NEP (Non-English Proficient) pullout ESOL classes
- 3rd, 4th, and 5th grade classes
- Oral language development
- Early literacy development
- Thematic vocabulary acquisition

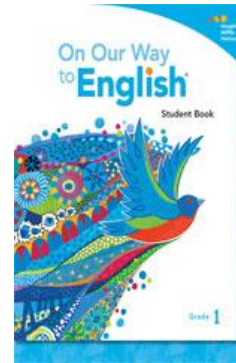


Guided
Reading



Intensive English Program

- Taught 3rd and 4th grade newcomers in self-contained class
- Most students were African refugees/SLIFE
- Students moved out of program after ELP reached 2.0+ or 1 year
- Extensive focus on literacy development



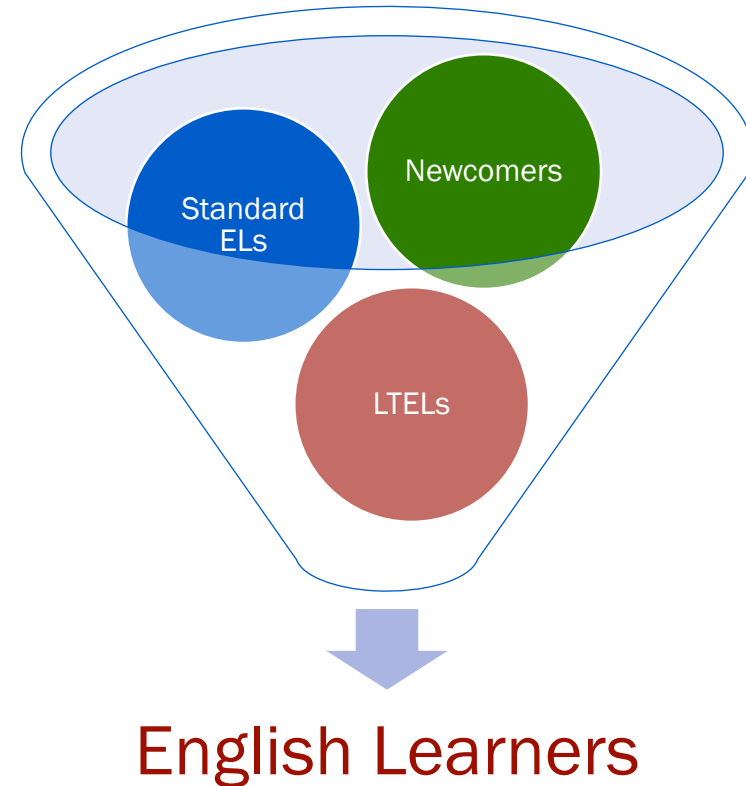
MLP Teacher

- Teaching 3rd and 5th grade MLs in collaborative, small group, and pullout settings
- Language Lab class for 3rd grade emergent bilinguals (EB)
- Currently EB 16 students acquiring BICS and foundational literacy
- Translanguaged and scaffolded content support



Who are newcomers?

- Newly arrived immigrants
- English learners
- In their 1st year in the U.S.
- Early stages of English Language Proficiency (ELP)



(Source: Yzqueirdo, 2017, p.18)

Types of Newcomers



	1 st Language Literacy	Grade level content knowledge	English literacy development (compared to other newcomers)
Literate (full schooling)	Yes	Yes	Faster
Literate (partial schooling)	Yes	No	Average
Students with Interrupted Formal Education (SLIFE)	No	No	Slower at first

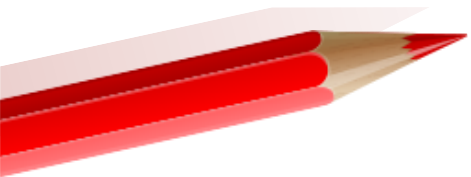


Source: Yzqueirdo,2017, p.21)

ELP and Newcomers



6 Reaching	<ul style="list-style-type: none"> specialized or technical language reflective of the content areas at grade level a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level oral or written communication in English comparable to English-proficient peers
5 Bridging	<ul style="list-style-type: none"> specialized or technical language of the content areas a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports oral or written language approaching comparability to that of English-proficient peers when presented with grade-level material
4 Expanding	<ul style="list-style-type: none"> specific and some technical language of the content areas a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences, or paragraphs oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic, or interactive support
3 Developing	<ul style="list-style-type: none"> general and some specific language of the content areas expanded sentences in oral interaction or written paragraphs oral or written language with phonological, syntactic, or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative, or expository descriptions with sensory, graphic, or interactive support
2 Beginning	<ul style="list-style-type: none"> general language related to the content areas phrases or short sentences oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic, or interactive support
1 Entering	<ul style="list-style-type: none"> pictorial or graphic representation of the language of the content areas words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice, or yes/no questions, or statements with sensory, graphic, or interactive support oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic, or interactive support

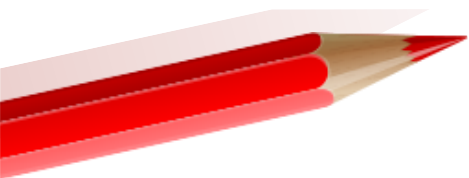


WIDA Can-Do Descriptors, 2012 version: Grades 3-5

ESOL Delivery Models



Program Area	Delivery Model	Delivery Model Code #	COURSE TEACHER CODE	ADDITIONAL TEACHER 1-3	Comments - Description	COURSE NUMBER	INCLUSION CODE
ESOL	Pull-Out	1 (E219)	Course teacher with content appropriate certification	ESOL Teacher with ESOL certification / endorsement (E7010)	EL students are taken out of a general education class for the purpose of receiving small group language instruction from the ESOL teacher, NOTE: When pulling out EL students out of content area courses, the students will remain on the content area course roster with the general education teacher. The delivery model is assigned to the EL student(s) receiving language instruction in this course. IF a separate ESOL class roster is created, do not report the separate ESOL class in Student Class.	Content Area Course Number; cannot be 55,xxxxx (E7009)	
ESOL	Push-In/Collaborative	2 (E219)	Course teacher with content appropriate certification	ESOL Teacher with ESOL certification / endorsement (E7010)	EL students remain in their core academic class (reading, language arts, mathematics, science, or social studies) where they receive content instruction from their content area teacher along with targeted language instruction from an ESOL teacher. The delivery model is assigned to the EL student(s) receiving language instruction in this class. IF a separate ESOL class roster is created, do not report the separate ESOL class in Student Class.	Content Area Course Number; cannot be 55,xxxxx (E7009)	
ESOL	Resource Center/Lab	4 (E219)	ESOL Teacher with ESOL certification / endorsement	No (E7012)	Resource center/laboratory - EL students receive language instruction in an individual or group setting supplemented by multimedia materials or digital language learning resources.	ESOL Course Number (55.x) (E7011)	
ESOL	Scheduled Language Acquisition (Scheduled Class Period)	5 (E219)	ESOL Teacher with ESOL certification / endorsement.	No (E7012)	In a class composed only of ELs, EL students receive instruction in foundational social and instructional English as well as in the academic languages of content. This model can be used for EL students scheduled for a full segment of English language support. A content course number is not used since instruction is focused primarily on learning English for academic purposes. The ESOL teacher should be skilled in using grade-level content as a medium for building language skills; content certification is not required.	ESOL Course Number (55.x) (E7011)	

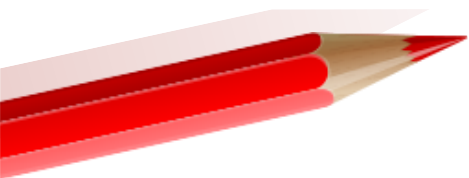


Source: Georgia Department of Education, March 2024

ESOL Delivery Models



Program Area	Delivery Model	Delivery Model Code #	COURSE TEACHER CODE	ADDITIONAL TEACHER 1-3	Comments - Description	COURSE NUMBER	INCLUSION CODE
ESOL	Scheduled Class Period at a Newcomer Program	A (E219)	ESOL Teacher with ESOL certification / endorsement	No (E7012)	EL students in grades 4-12 are participating in a Newcomer Program for recently arrived immigrants, in a class composed only of ELs. EL students receive instruction in foundational social and instructional English as well as in the academic languages of content. This model can be used for EL students scheduled for a full segment of English language support. A content course number is not used since instruction is focused primarily on learning English for academic purposes. The ESOL teacher should be skilled in using grade-level content as a medium for building language skills; content certification is not required. Student must be in GRADE LEVEL 4-12 (E7040)	ESOL Course Number (55.x) (E7011)	
ESOL	Innovative Delivery Model	6 (E219)	Locally-designed in SWSS/Charter LEAs. TBD for Traditional LEAs	Locally-designed in SWSS/Charter LEAs. TBD for Traditional LEAs	To be determined based on design of approved model. Approved in advance by the Georgia Department of Education for traditional LEAs only.	Locally-designed in SWSS/Charter LEAs. TBD for Traditional LEAs	
ESOL	Sheltered Content	8 (E219)	Course teacher who is also ESOL endorsed/certified.	No (E7012)	EL students at the middle and high school levels receive language assistance and content instruction in a class composed only of EL students. The teacher must have the appropriate content area certification and the ESOL endorsement or ESOL certification.	Content Area Course Number with a locally-defined digit to indicate Sheltered Content (Includes 23,09100-23,09400 for the English ESOL I-IV Courses). COURSE NUMBER cannot be 55.x. (E7009)	

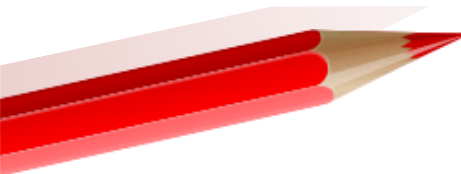


Source: Georgia Department of Education, March 2024

ESOL Delivery Models



Program Area	Delivery Model	Delivery Model Code #	COURSE TEACHER CODE	ADDITIONAL TEACHER 1-3	Comments - Description	COURSE NUMBER	INCLUSION CODE
ESOL	Sheltered Content at a Newcomer Program	B (E219)	Course teacher who is also ESOL endorsed/certified.	No (E7012)	EL students at the middle and high school levels receive language assistance and content instruction in a class composed only of EL students. The teacher must have the appropriate content area certification and the ESOL endorsement or ESOL certification.	Content Area Course Number with a locally-defined digit to indicate Sheltered Content (Includes 23.09100-23.09400 for the English ESOL I-IV Courses). COURSE NUMBER cannot be 55.x. (E7009)	
ESOL	Dual Language Immersion	9 (E219)	Content teacher instructing in English who is also ESOL endorsed/certified.	No (E7012)	EL students receiving English language instruction in a dual language immersion program. The class includes EL students and non-EL students. The language of instruction must be English in this class. The teacher must have the appropriate content area certification and the ESOL endorsement or ESOL certification.	Content Area Course Number (E7009)	



Source: Georgia Department of Education, March 2024

"Monolingual English" ESOL Delivery Models

Avg. Daily Instructional Time



Special lessons during
regular ESOL/MLP segment
(Push-in or pullout)

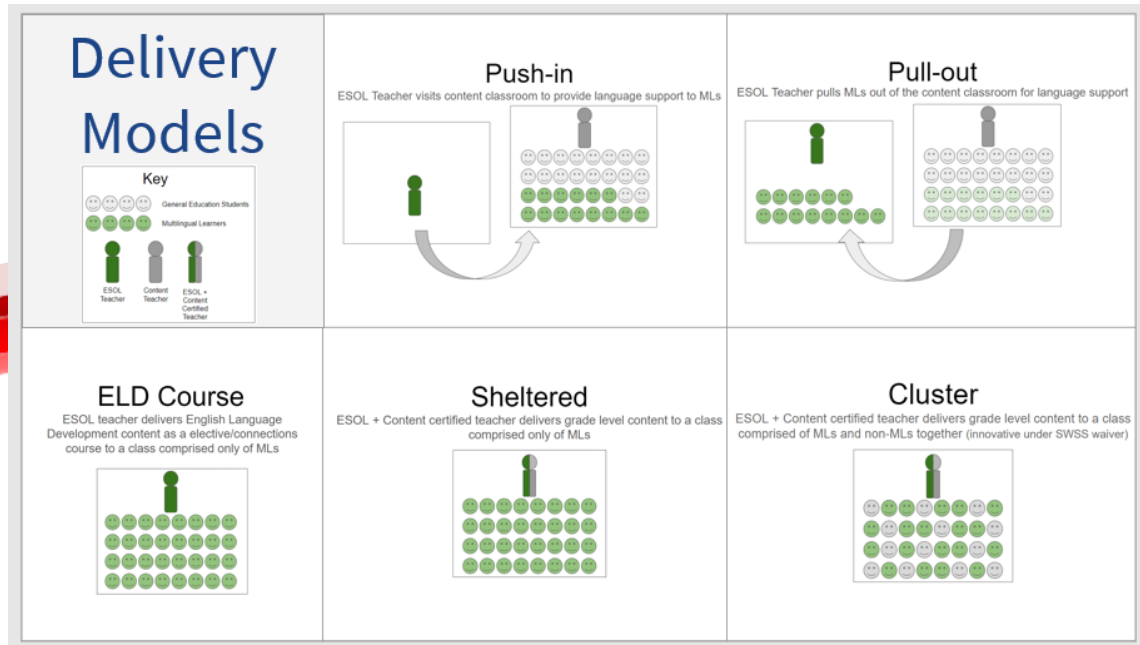
Designated ESOL/MLP
segment(s)
(Pullout)

Intensive English class
($\frac{1}{2}$ day or more)

Newcomer Programs for Emergent Bilingual MLs



Program Area	Delivery Model	Delivery Model Code #	COURSE TEACHER CODE	ADDITIONAL TEACHER 1-3	Comments - Description	COURSE NUMBER	INCLUSION CODE
ESOL	Scheduled Class Period at a Newcomer Program	A (E219)	ESOL Teacher with ESOL certification / endorsement	No (E7012)	EL students in grades 4-12 are participating in a Newcomer Program for recently arrived immigrants, in a class composed only of ELs. EL students receive instruction in foundational social and instructional English as well as in the academic languages of content. This model can be used for EL students scheduled for a full segment of English language support. A content course number is not used since instruction is focused primarily on learning English for academic purposes. The ESOL teacher should be skilled in using grade-level content as a medium for building language skills; content certification is not required. Student must be in GRADE LEVEL 4-12 (E7040)	ESOL Course Number (55,x) (E7011)	



Served through regular ESOL program

- Special support provided during regular ESOL segments
- An option for schools without scheduled newcomer classes
- Schools with lower ESOL populations



Pullout newcomer/EB ESOL classes

- Composed solely of newcomers
- More opportunities for specialized instruction vs. regular ESOL
- Scheduling/composition of classes depends on number of ELs schoolwide



Intensive English Classes

- Multiple segments
- Elementary/ESOL certified teacher provides content and ESOL instruction
- Most transitional model
- 9 weeks to 1 year



Newcomer/EB Programs





- Newcomer English programs provide beginning ELs with:
 - Basic social and instructional vocabulary
 - Targeted lessons to develop basic interpersonal communication (BICS)
 - Foundational literacy development
 - Understanding of basic U.S. customs and culture (optional)
 - Sheltered content instruction (optional- *depends on program goals*)
- Transitional program
 - Monolingual English (unless teacher is fluent in students' L1)



Basic social and instructional vocabulary



 tape	 glue	 scissors
 ruler	 pencil	 crayons
 notebook	 book	 desk
 pencil case	 eraser	 paper
 board	 stapler	 chair



 airport	 train station	 bridge
 restaurant	 fire station	 gas station
 grocery store	 hospital	 library
 movie theater	 museum	 park
 police station	 post office	 school



Clothes

BICS Development



Listening and Speaking

Some examples:

- Making introductions
- Expressing basic needs
- Expressing likes/dislikes
- Following one and two step directions
- Asking and answering questions
- Participating in class discussions

Foundational Literacy Development



Reading

- alphabet recognition
- phonics- letter sounds/blending/segmentation/substitution
- sight words/HFW
- vocabulary/comprehension (K-2 level)

Writing

- letter formation
- letters/words/sentences
- parts of speech
- punctuation/capitalization
- descriptive/explanatory/persuasive writing

U.S. Culture

THANKSGIVING VOCABULARY MATCHING WORKSHEET
Choose the correct words from the list below and write them under the correct pictures

<ul style="list-style-type: none">pilgrimsMayflowernative Americanautumnpilgrim hat	<ul style="list-style-type: none">harvestturkeyagreementdinneracorn	<ul style="list-style-type: none">cornpumpkin piewreathpuddingwheat	<ul style="list-style-type: none">huntingbreadscarecrowgravycornucopia
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ENGLISHSUGGETS.COM

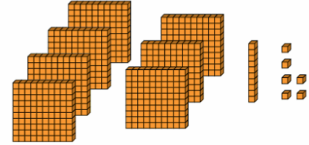
Copyright © 2008-2009 EnglishSuggests.com. All rights reserved.



Sheltered Content

iknowit Place Value (Up to Thousands) Assign


What number is shown?



Progress: 1/15
Score: 0

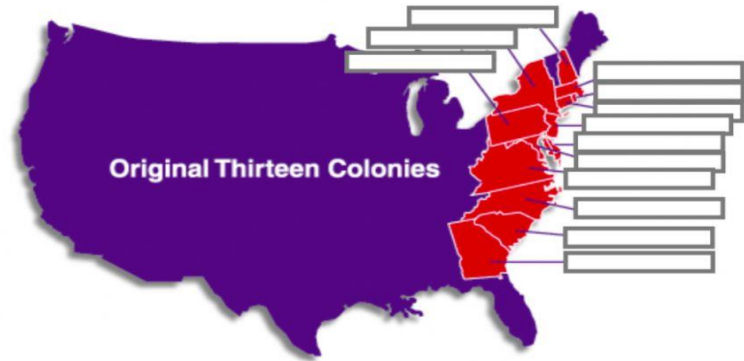
617	716
176	761

Hint Submit

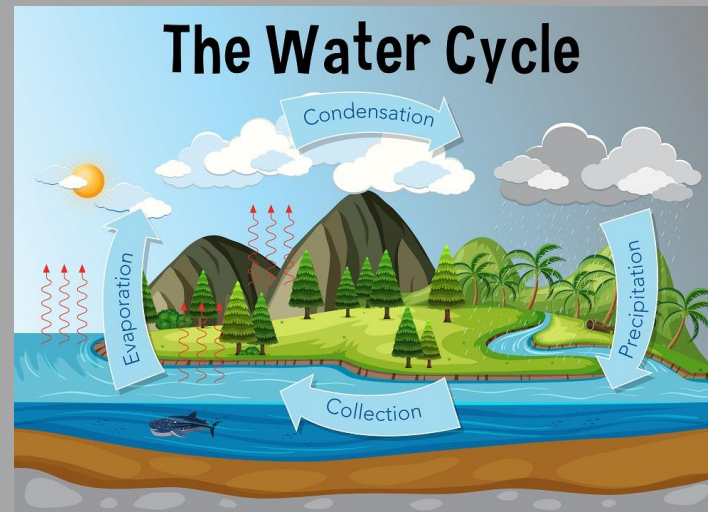


Name: Form: Marks:/13

2. Now complete the map with the 13 colonies



Original Thirteen Colonies



Which One?



Considerations	Support through “regular ESOL”	Dedicated newcomer pullout class	½-Full day “Intensive English” class
Scheduling	Minimal- Existing schedules	Moderate- Must set schedule pullout segment(s)	Minimal- Student classes scheduled under ESOL teacher
Staffing	Minimal- Service provided using existing schedules	Moderate- Must have capacity to allot pullout segments	Extensive- Must allot a teacher to serve IE program
Instructional planning/Curriculum demands	Lower- Reduced instructional time due to need to serve other ELs	More- 45 minute instructional blocks daily	Most- Up to 250 minutes of instruction daily
Duration of program	Ongoing- differentiated instruction	1 semester to 1 year	9 weeks to 1 year
Linguistic growth potential/Time	Marginal	Moderate	High

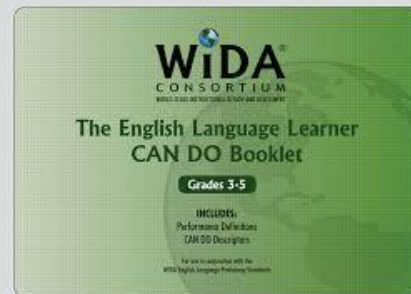
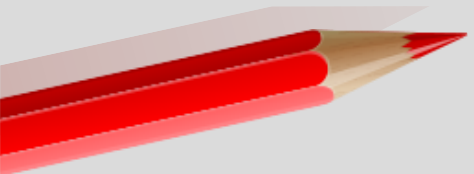
Which One?

- Schoolwide ESOL numbers are a key determining factor
- More newcomers = more delivery/program options
- Newcomer program goals/curriculum



APPENDIX D English to Speakers of Other Languages (ESOL)

Grade(s) Subject(s)	Funding Class Size	Maximum System Average Class Size	
		No Paraprofessional	With Paraprofessional
K-3	7	11	13
4-8	7	14	15
9-12	7	18	20



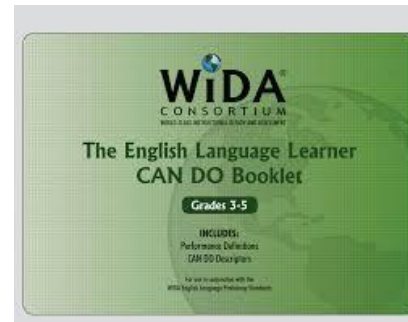
Curriculum map for: ESL 1

School Year: 2003-2004

	Essential Questions	Content	Skills	Assessments	Technology	Standards
September	• Where should English Learners begin?	• Key Vocabulary: Basics and context and vocabulary; • Grammar: singular and plural nouns, Present tense regular verbs; Subject-verb agreement; Adverbs; Pronouns	• Vocabulary Acquisition • Find main idea and details; introduce identifying characters, plot and setting • Writing: introduce the writing process	• SP7 English Proficiency exams • Vocabulary Tests • Observation	• Handheld Computer - Students will begin learning the basics and processing functions	• TESOL Goal 1, 2, 3 Standards 1.2,3 • Technology Standards 1.2,3,5 • PA 1.1.11, 1.2.11, 1.3.11, 4.11.1, 5.11.1, 6.11.1, 7.11, 1.8.11
October	• What is a journey?	• Key Vocabulary: Antonyms, Synonyms • Grammar: Articles; Present/regular verb; Sing. plural nouns; • Phonics (consonants) Short a, e	• Identify antonyms and synonyms • Preview and Organize Conclusions • Write a Journal Entry • Identify short a, e spelling patterns	• Criteria based • Self-Assessment • Peer-Assessment • Portfolio • Vocabulary Tests • Observation	• Use handheld computers for vocabulary work and journal entries	• TESOL Goal 1, 2, 3 Standards 1.2,3 • Technology Standards 1.2,3,5 • PA 1.1.11, 1.2.11, 1.3.11, 4.11.1, 5.11.1, 6.11.1, 7.11, 1.8.11
November	• What is a habit/force?	• Key Vocabulary: Compound Words; Prepositional Verbs • Grammar: Simple past tense; regular / irregular verbs; Adjectives • Phonics: Short i, o, e, i and g	• Look for problems and solutions; Look for causes and effects • Write a Personal Narrative • Identify short i, o, e, u spelling patterns	• Criteria based • Self-Assessment • Peer-Assessment • Portfolio • Vocabulary Tests • Observation	• Use handheld computers for vocabulary work and journal entries	• TESOL Goal 1, 2, 3 Standards 1.2,3 • Technology Standards 1.2,3,5 • PA 1.1.11, 1.2.11, 1.3.11, 4.11.1, 5.11.1, 6.11.1, 7.11, 1.8.11
December	• How are sports important?	• Key Vocabulary: Suffix -er, -ly • Grammar: Information questions; Prepositional phrases; Verbs and Prepositional phrases; Long vowels with signals: e, y, ay, oy and an vowels /ai, /oi/ • Phonics: Short i, o, e, i and g	• Ask Questions; Understand Chronological Order • Write a biographical narrative • Identify suffix -er spelling patterns	• Criteria based • Self-Assessment • Peer-Assessment • Portfolio • Vocabulary Tests • Observation	• Use handheld computers for vocabulary work and journal entries	• TESOL Goal 1, 2, 3 Standards 1.2,3 • Technology Standards 1.2,3,5 • PA 1.1.11, 1.2.11, 1.3.11, 4.11.1, 5.11.1, 6.11.1, 7.11, 1.8.11
January	• What are family ties?	• Key Vocabulary: Words that fall apart; Homophones • Grammar: Single possessives with apostrophes; Plural possessives; Adverbs • Phonics: Initial, medial, final digraphs (ch, sh, /th/, X /kx/, qu /kw/, wh /hw/)	• Predict; Read and write a personal letter • Identify spelling patterns x, ou, au	• Criteria based • Self-Assessment • Peer-Assessment • Portfolio • Vocabulary Tests • Observation	• Use handheld computers for vocabulary work and journal entries	• TESOL Goal 1, 2, 3 Standards 1.2,3 • Technology Standards 1.2,3,5 • PA 1.1.11, 1.2.11, 1.3.11, 4.11.1, 5.11.1, 6.11.1, 7.11, 1.8.11
April	• How do Sports affect us?	• Key Vocabulary: Suffix -er and -ly • Grammar: Inform. questions; Prepositional phrases; Spelling initial and final y; Long vowels	• Ask Questions; Understand Chronological Order • Write a report • Look for spelling patterns at, ay, igh	• Criteria based • Self-Assessment • Peer-Assessment • Portfolio • Vocabulary Tests • Observation	• Use handheld computers for vocabulary work and journal entries	• TESOL Goal 1, 2, 3 Standards 1.2,3 • Technology Standards 1.2,3,5 • PA 1.1.11, 1.2.11, 1.3.11, 4.11.1, 5.11.1, 6.11.1, 7.11, 1.8.11

Objective

- To provide students access to language and literacy instruction they will not receive in the regular classroom
- L/S/R/W skills for success
- Will not be “on-grade-level” at end of instruction
- Good foundation to support further instruction/intervention



Leveled Text Chart

Grade Level	Guided Reading	DRA	Reading Recovery	Lexile
Kindergarten	A	A-1	1	
Kindergarten-Grade 1	B	2-3	2	88-220
	C	4	3-4	
	D	6	5-6	
Grade 1	E	8	7-8	220-500
	F	10	9-10	
	G	12	11-12	
Grades 1-2	H	14	13-14	450-500
	I	16	15-17	
Grade 2	J	18	18-20	450-620
	K	20		
Grades 2-3	L	24		550-620
	M	28		
Grade 3	N	30		550-790
	O	34		
Grades 3-4	P	38		770-790
	Q			
Grade 4	R	40		770-910
	S			
Grades 4-5	T			860-910
	U	50		860-880
Grades 5-6	V			950-1040
	W	60		
Grade 6-8	X			
	Y			
Grade 7-8	Z	80		1000-1160
	Z+			1080-1360

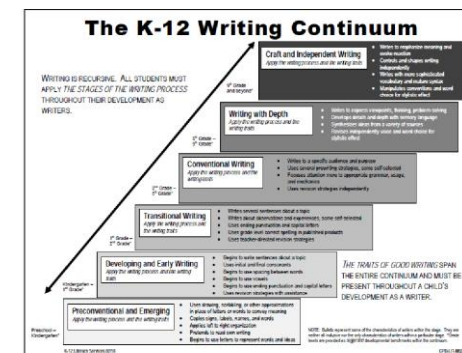


Figure 1. Writing continuum document from the CPD Division web-site of the CCSD.

Keys for Success

- Goal oriented plan of instruction and assessment
- Clear criteria for newcomer class/program entry and exit (i.e. who qualifies and for how long?)



Keys for Success



Rockbridge NEP Curriculum Map 2017-2018- 2nd Nine Weeks

ESOL Language Development (3/4/5)		
Instructional and Social Vocabulary Themes	Literacy Development (Reading/Writing)*	Integrated Listening and Speaking*
<ul style="list-style-type: none"> Likes and dislikes My family My body (Body parts and vocabulary for health problems) Clothing 	<ul style="list-style-type: none"> Phonics I (Letter sounds, short vowel sounds, blending sounds to read CV, CVC, and related words) Phonics II (manipulating sounds/letters by substitution, long vowel sounds) Read and writing sentences using one syllable and sight words 	<ul style="list-style-type: none"> Expressing like/dislike, agreement, disagreement Response to questions about parents and siblings Use the present tense in descriptions and verbal exchanges Asking for assistance Asking for clarification Participating in class discussions using words and phrases
Academic Vocabulary Units		
3 rd Grade	4 th Grade	5 th Grade
<i>Social Studies:</i> <ul style="list-style-type: none"> European exploration (Spanish, French, English explorers) <i>Science:</i> <ul style="list-style-type: none"> Soil (properties of soil and soil types) 	<i>Social Studies:</i> <ul style="list-style-type: none"> Colonial America (Characteristics of regions and economy) <i>Science:</i> <ul style="list-style-type: none"> Water cycle (phases of matter, temperatures at which water changes phase) Weather instruments 	<i>Social Studies:</i> <ul style="list-style-type: none"> World War I (Major powers) <i>Science:</i> <ul style="list-style-type: none"> Physical and chemical changes

*Note: Literacy and listening/speaking development is year-round. New NEPs receive individualized and small group English language instruction in response to linguistic needs (regardless of entry date into NEP program).

NEP Language Instruction Schedule G. Andrews

Instructional Block	Monday	Tuesday	Wednesday	Thursday	Friday
1 (20 mins)	Oral language/vocabulary development	Whole group reading (Phonics, sight words, comprehension)	Whole group reading (Phonics, sight words, comprehension)	Whole group writing (Grammar, usage, constructing sentences)	Academic Content Connections
2 (20 mins)	Academic Content Connections	Language centers (Teacher led small group, review and enrichment activities) Rotation 1	Language centers (Teacher led small group, review and enrichment activities) Rotation 2	Language centers (Teacher led small group, review and enrichment activities) Rotation 3	Academic Content Connections
3 (10 mins- 5 th grade only)	Writing Mini-Lesson	Writing Practice	Oral language practice	Oral language practice	Reading Practice

Program Goals



Delivery Model	Recommended Grade Levels	Type of Model/FTE	Strongly Recommended for . . .	Advantages	Key Components of Effective Implementation	Considerations
Cluster Intensive English Students from two or more schools are grouped in a center designed to provide intensive language assistance.	3-8 International Student Center and Satellite Locations	<ul style="list-style-type: none"> State Approved FTE Funding for segments that meet criteria 	ELs at Proficiency Levels: <ul style="list-style-type: none"> 1-Entering <i>Students with ACCESS scores are not eligible to attend the Intensive English Program.</i>	ESOL certified classroom teachers serve ELs at the Entering level in an intensive English program in grades 3 rd through 8 th . This model is recommended for ELs with proficiency of 1.0-1.9 on the WIDA Screener.	ESOL certified classroom teacher plans differentiated instruction for ELs based on language proficiency level.	3 rd through 8 th grade students who score 1.0-1.9 on the WIDA Screener are served in the cluster center. ELs may exit after 9 weeks if meeting all exiting requirements.
	9-12 International Student Center and Satellite Locations	<ul style="list-style-type: none"> State Approved FTE Funding for segments that meet criteria 	ELs at Proficiency Levels: <ul style="list-style-type: none"> 1-Entering <i>Students with ACCESS scores are not eligible to attend the Intensive English Program.</i>	ESOL certified classroom teacher serves EL students within the regular classroom environment in grades 9 th through 12 th . This model is recommended for ELs with proficiency of 1.0-1.9 on the WIDA Screener.	ESOL certified classroom teacher plans differentiated instruction for ELs based on language proficiency level.	9 th through 12 th grade students who score 1.0-1.9 on the W-APT are served in the cluster center. ELs will stay at least one semester and will receive HS credit provided enough seat time has been accrued.
Additional Notes for Cluster Center (Intensive English) <ul style="list-style-type: none"> It may be beneficial to create more school site cluster centers to serve ELs. (For example, a highly EL populated school may consider creating a satellite Intensive English program to serve ELs who qualify for Intensive English from their school or from a cluster of schools in the region.) Schools must have the space to house the program. Teachers must be highly qualified and ESOL endorsed. Intensive English Sites: International Student Center, Druid Hills HS, Freedom MS, Sequoyah MS, Cary Reynolds ES, Dresden ES, Indian Creek ES, Jolly ES and Idlewood ES. 						

The Plan



ESOL AKS 2023-2024

ESOL3: ESOL - 3

ESOL3.A: Reading Foundations

- ESOL3.A.1:** recognize, identify, order, and distinguish among topics, themes, storylines, ideas, events, and facts in fiction and non-fiction texts with visual support and scaffolding appropriate to the proficiency level
- ESOL3.A.1.a:** recognize, identify, ask and answer questions such as who, what, when, where, why, and how
- ESOL3.A.1.b:** recognize, identify, and describe characters, settings, and major events
- ESOL3.A.1.c:** identify and use words and/or phrases that describe likes, dislikes, and feelings
- ESOL3.A.1.d:** recognize, identify, and describe the point of view in a text
- ESOL3.A.1.e:** identify, label, and begin to use features of non-fiction text (e.g., heading, table of contents, glossary, index, caption, bold print, subheading) to locate key facts or information
- ESOL3.A.1.f:** recognize, identify, and ask and answer questions about the main idea and key details in fiction and non-fiction texts
- ESOL3.A.2:** demonstrate understanding of the organization and basic features of print in both fiction and non-fiction texts with visual support and scaffolding appropriate to the proficiency level
- ESOL3.A.2.a:** identify the front cover, back cover, and title page of a book
- ESOL3.A.2.b:** recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)
- ESOL3.A.2.c:** reference parts of texts using appropriate vocabulary, such as chapters, stanzas, and scenes
- ESOL3.A.2.d:** refer and describe part of the text when engaged in writing and speaking tasks
- ESOL3.A.3:** describe the relationship between illustrations and the story (how illustrations support the text) in fiction and non-fiction texts, with modeling and scaffolding appropriate to the proficiency level
- ESOL3.A.4:** name and match all upper- and lowercase letters of the alphabet out of sequence and demonstrate basic knowledge of one-to-one letter-sound correspondences for each consonant and long and short sounds of the five major vowels, with visual support, modeling, and scaffolding appropriate to the proficiency level
- ESOL3.A.5:** demonstrate understanding of spoken words, syllables, and sounds (phonemes), with scaffolding appropriate to the proficiency level
- ESOL3.A.5.a:** distinguish long from short vowel sounds in spoken single-syllable words
- ESOL3.A.5.b:** produce single-syllable words by blending sounds (phoneme), including consonant blends and digraphs
- ESOL3.A.5.c:** spell simple words phonetically, drawing on knowledge of sound-letter correspondence
- ESOL3.A.6:** know and apply phonics and word analysis skills in decoding words, with modeling and scaffolding appropriate to the proficiency level
- ESOL3.A.6.a:** decode regularly spelled one-syllable words
- ESOL3.A.6.b:** recognize final -e and common vowel team conventions for representing long vowel sounds and read words with increasing precision

Third Grade – Intensive English

Semester (The curriculum is cyclical to accommodate students who may enroll after the beginning of the semester. Every nine weeks, the curriculum is repeated.)

First 4-5 Weeks	Second 4-5 Weeks	Third 4-5 Weeks	Fourth 4-5 Weeks
What Do People Say and Do I My School?	How Can We Keep Ourselves and Our Planet Healthy?	What Do People Say and Do I My School?	How Can We Keep Ourselves and Our Planet Healthy?
Language Development: Listening, Speaking, Reading and Writing	Language Development: Listening, Speaking, Reading and Writing	Language Development: Listening, Speaking, Reading and Writing	Language Development: Listening, Speaking, Reading and Writing
Academic Language Development: Linguistic Complexity, Forms and Conventions, and Vocabulary	Academic Language Development: Linguistic Complexity, Forms and Conventions, and Vocabulary	Academic Language Development: Linguistic Complexity, Forms and Conventions, and Vocabulary	Academic Language Development: Linguistic Complexity, Forms and Conventions, and Vocabulary
Focus: <ul style="list-style-type: none"> Standard 1 – Social & Instructional Language (SIL): English language learners communicate for social and instructional purposes in the school setting. Standard 2 – Language of Language Arts (LoLA): English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. Standard 3 – Language of Mathematics (LoMA): English language learners communicate information, ideas and concepts necessary for academic success in the content area of Math. Standard 4 – Language of Science (LoSC): English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science. Standard 5 – Language of Social Studies (LoSS): English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies. 	Focus: <ul style="list-style-type: none"> Standard 1 – Social & Instructional Language (SIL): English language learners communicate for social and instructional purposes in the school setting. Standard 2 – Language of Language Arts (LoLA): English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. Standard 3 – Language of Mathematics (LoMA): English language learners communicate information, ideas and concepts necessary for academic success in the content area of Math. Standard 4 – Language of Science (LoSC): English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science. Standard 5 – Language of Social Studies (LoSS): English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies. 	Focus: <ul style="list-style-type: none"> Standard 1 – Social & Instructional Language (SIL): English language learners communicate for social and instructional purposes in the school setting. Standard 2 – Language of Language Arts (LoLA): English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. Standard 3 – Language of Mathematics (LoMA): English language learners communicate information, ideas and concepts necessary for academic success in the content area of Math. Standard 4 – Language of Science (LoSC): English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science. Standard 5 – Language of Social Studies (LoSS): English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies. 	Focus: <ul style="list-style-type: none"> Standard 1 – Social & Instructional Language (SIL): English language learners communicate for social and instructional purposes in the school setting. Standard 2 – Language of Language Arts (LoLA): English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. Standard 3 – Language of Mathematics (LoMA): English language learners communicate information, ideas and concepts necessary for academic success in the content area of Math. Standard 4 – Language of Science (LoSC): English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science. Standard 5 – Language of Social Studies (LoSS): English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
Themes:	Themes:	Themes:	Themes:

Source: Gwinnett County Public Schools, 2024

Source: Dekalb County School District, 2020

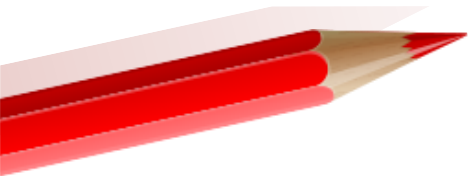


Food for thought



What are some elements of a good newcomer/EB program?

Would you would expect to see if you observe a NE/EB class?

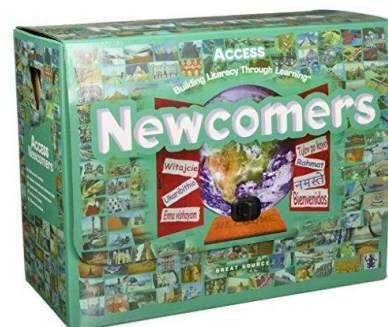
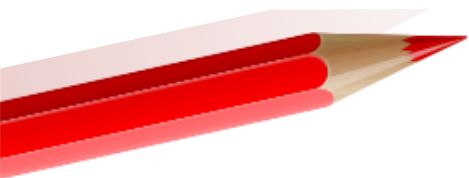
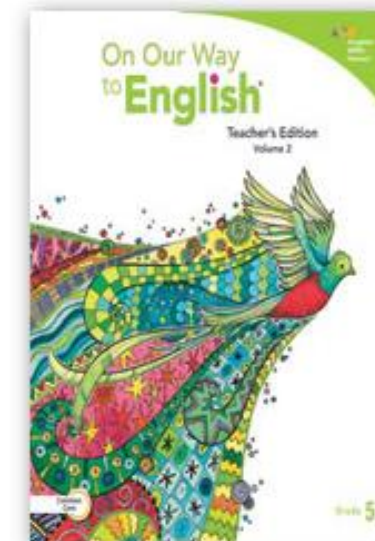
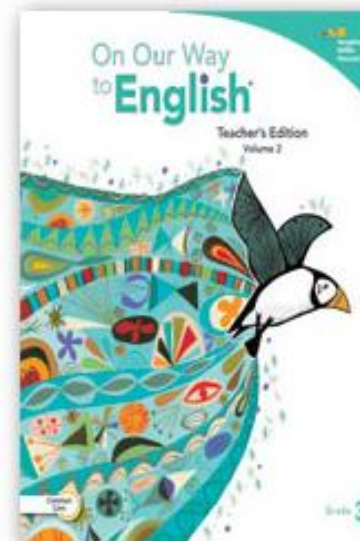
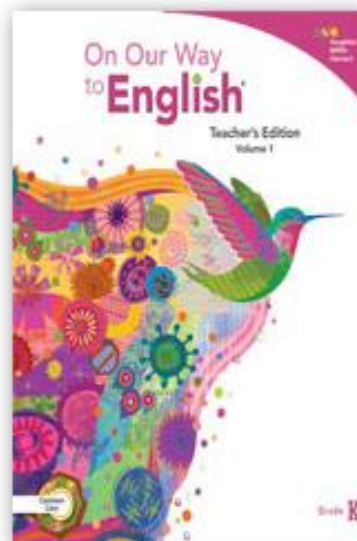
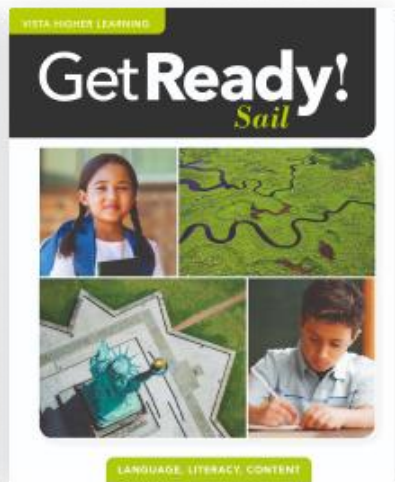


The background features a large orange trapezoidal shape on the right side. In the top left, there is a blue banner with white text. Two pencils are visible: a yellow one at the top center and a red one at the bottom left. The page number '34' is in a green box at the bottom right.

Newcomer Program Resources

Traditional teacher/student materials
Online resources and websites
Reference/Professional Books

Language Programs



Computer programs



learningchocolate.com
Picto4me
starfall.com
and more

Websites/Apps

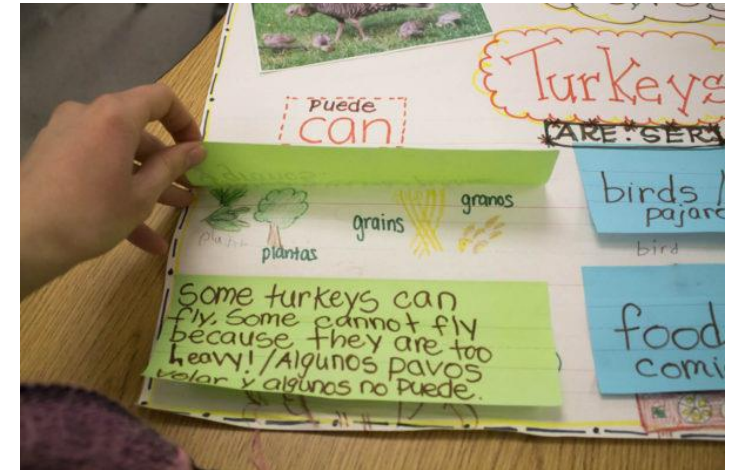
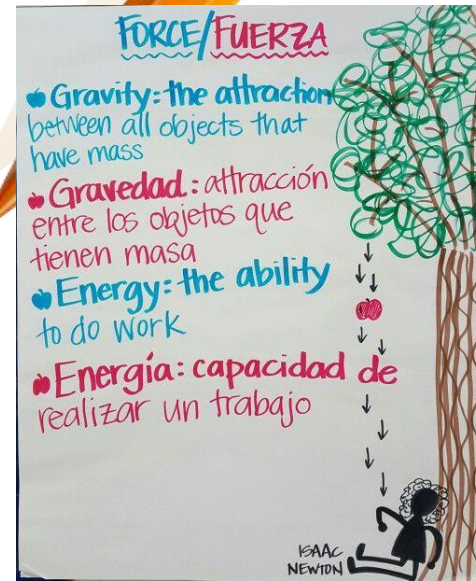
Translanguaging

- When bilinguals use two or more languages to communicate (Espinosa and Ascenzi-Moreno, 2021)
- More than just students talking in home language (HL)
- HL is incorporated in instruction
- More than just cognates



Translanguaging

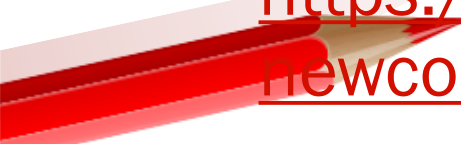
- Environmental print
- Shared reading/guided reading
- Writing
- Assessment
- Content instruction



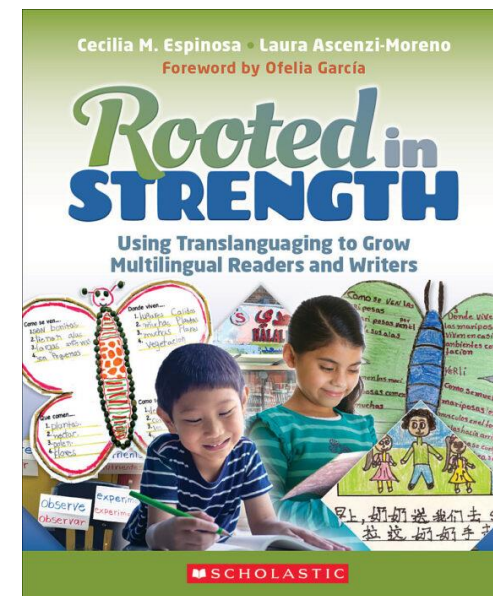
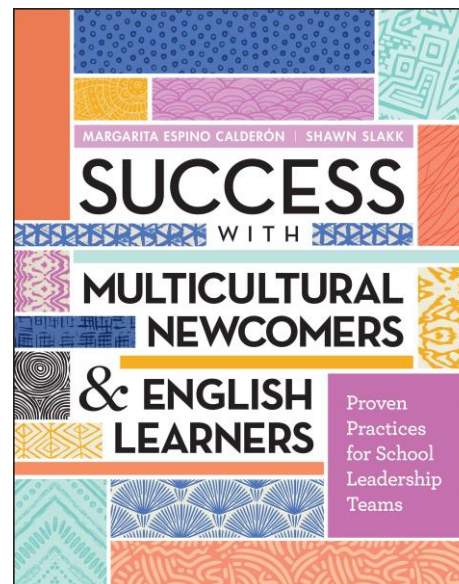
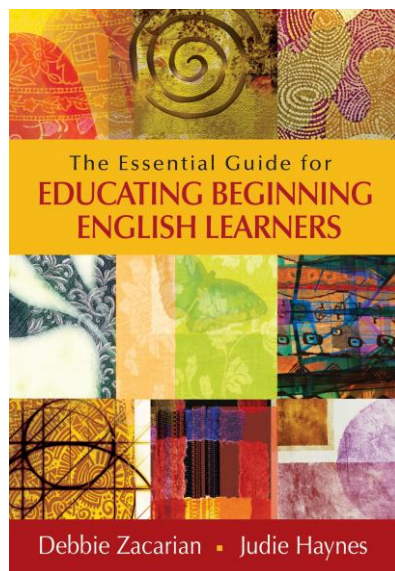
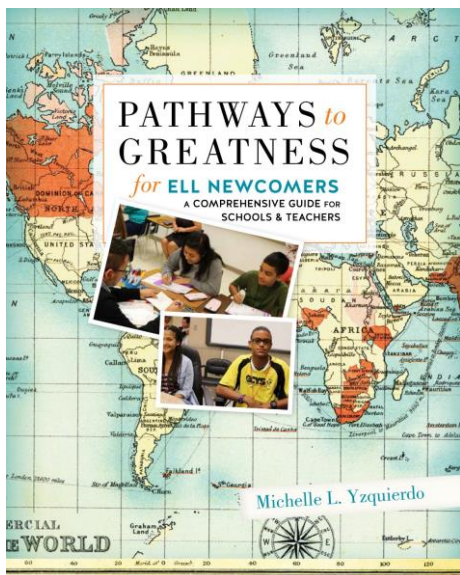
Strategy: Preview-View-Review

Resources/Links




- My ENL Page- <https://sites.google.com/a/oswego.org/my-enl-page/home/beginner-resources>
 - Newcomer toolkit- <https://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/ncomertoolkit.pdf>
 - Working Newcomers and ELLs- <https://multilingual.mpls.k12.mn.us/uploads/working-with-newcomers-teachers.pdf>
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Books




References



- Espinosa, C., & Ascenzi-Moreno, L., (2021). *Rooted in strength: Using translanguaging to grow multilingual readers and writers*. Scholastic.
 - Yzqueirdo, M. (2017). *Pathways to Greatness for ELL Newcomers: A Comprehensive Guide for Schools and Teachers*. Irving, TX: Seidlitz Education
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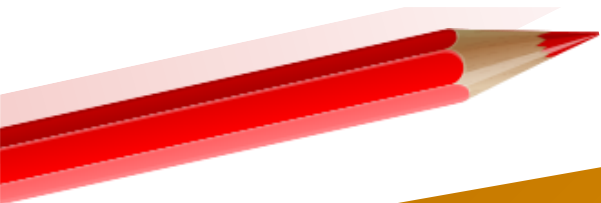
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- Espinosa, C., & Ascenzi-Moreno, L., (2021). *Rooted in strength: Using translanguaging to grow multilingual readers and writers*. Scholastic.
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Q&A!



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Contact Information



Thank You
for
Attending!