

PUBLIC SCHOOLS OF EDISON TOWNSHIP
DIVISION OF CURRICULUM AND INSTRUCTION

**ENGLISH AS A SECOND LANGUAGE (ESL)
GRADES 6 - 8**

Length of Course:	<u>Term</u>
Elective/Required:	<u>Required</u>
Schools:	<u>Middle Schools</u>
Student Eligibility:	<u>Grades 6 - 8</u>
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STATEMENT OF PURPOSE

The English as a Second Language (ESL) program is a developmental Language Arts program for students of limited English proficiency (LEP). Its primary purpose is the progressive development of social, linguistic and academic language skills that will enable learners to function successfully in school and community. Concomitantly, the ESL program facilitates students' adjustment to a new environment by introducing them to American culture.

In grades 6-8, the ESL program constitutes the Language Arts component of the schedule of limited-English-proficient students. The immediate goal is to develop sufficient English for the students to function in the school community. Integrated activities develop listening, speaking, reading and writing skills for interpersonal communication (BICS*). These four interrelated language skills are further developed at all levels of instruction to increase the academic language and study skills necessary for mainstream content-area classes (CALP**). Skills presented will aid students in meeting state core curriculum standards.

The ESL program recognizes individual differences in language proficiency, education and cultural backgrounds as it endeavors to provide learners with opportunities to develop and realize their capabilities and interests. The program addresses the students' needs to integrate into all aspects of school life... academic as well as co-curricular. At all levels, career exploration is provided to increase the students' awareness of possible career paths. Lastly, since ESL students are included in the district's standardized testing, and must meet local and state criteria to exit the program, test-taking skills are emphasized at all proficiency levels.

This curriculum reflects an eclectic approach to teaching ESL. Instructional strategies may include but not limited to: The Audio-lingual Approach, Total Physical Response (TPR), Natural Approach, Language Experience Approach, Whole Language Approach, and The Silent Way. It is left to the discretion of the classroom teacher to choose the methodology best suited to the needs of each class in order to master these objectives. The methodology used may also vary within a unit to meet the needs and learning styles of the students.

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* Basic Interpersonal Communication Skills (Cummins, 1983).

** Cognitive Academic Language Proficiency (Cummins, 1983).

PROGRAM OBJECTIVES

Objectives for the English as a Second Language program represent the desired results of the instructional/learning process. Each objective is keyed to the related assessment objectives for the district outcome goals.

1. To acquire communication skills in English

Goal 1S - 1.2, 3.2
Goal 1L - 1.1, 1.2

2. To acquire English language skills applicable to other academic areas and to future learning

Goal 7 - 1.8, 2.2, 4.0
Goal 8 - 3.3, 4.1
Goal 9 - 1.2, 3.1, 7.1

3. To adjust socially and emotionally to a new environment

Goal 2 - 3.1, 3.2
Goal 7 - 2.1, 2.4, 3.2
Goal 8 - 1.5, 6.2
Goal 15 - 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2
Goal 16 - 6.1

4. To develop a positive self-concept and an understanding of one's potential

Goal 7 - 3.1, 4.0
Goal 8 - 1.1, 1.2, 2.1, 2.3, 2.5, 3.1, 3.2, 4.1, 6.1, 6.5
Goal 9 - 1.2

5. To experience personal satisfaction and accomplishment in acquiring skills in a second language

Goal 7 - 1.9, 4.0, 5.5, 5.6

6. To acquire an understanding of and respect for American traditions, heritage and life styles

Goal 10 - 2.1, 2.2, 4.1, 4.2, 6.1

7. To acquire skills and to accept responsibilities in order to become a contributing member of society

Goal 7 - 2.3

Goal 10 - 2.1, 2.2, 4.1, 4.2, 5.1, 6.1, 7.1, 8.1, 8.2, 8.3

Goal 15 - 4.1, 4.2, 5.1, 5.2

8. To acquire respect for and sensitivity to people of other cultures and languages

Goal 10 - 6.3

Goal 14 - 1.1, 1.2, 2.0, 3.1, 3.2, 4.1, 5.1, 6.1

Goal 15 - 3.2

COURSE OBJECTIVES AND CORRESPONDING CORE CONTENT STANDARDS

1. Students will demonstrate progressive acquisition of listening skills as evidenced by:
 - a. hearing a direction and performing the directed activity. **3.2 - #7***
 - b. responding to questions within their range of experience.
 - c. following thoughts of others. **3.2 - #1, 3, 4, 5**
 - d. asking appropriate questions related to topic. **3.2 - #6**
 - e. understanding spoken language. **3.2 - #2, 4, 7**
 - f. reacting to a play, poem or story that has been heard. (1, 2, 5)**, **3.2 - #2, 8**

2. Students will demonstrate progressive acquisition of speaking skills as evidenced by:
 - a. participating frequently in oral activities. **3.1 - #2, 5, 6, 7, 12, 17**
 - b. expressing ideas, wants and needs.
 - c. using vocabulary appropriate for level.
 - d. using acceptable pronunciation.
 - e. speaking with expression. **3.1 - #10, 8**
 - f. using acceptable grammar and syntax.
 - g. conversing on topics of interest to their age group. (1, 2, 5)
 - h. using visual aids and non-verbal behaviors to support spoken messages. **3.1 - #13**
 - i. receiving and using constructive feedback to improve speaking ability. **3.1 - #18**

3. Students will demonstrate progressive acquisition of reading skills as evidenced by:
 - a. satisfactorily completing reading comprehension exercises and activities in the ESL program. **3.4 - #1, 2, 12, 13, 14, 15, 20, 21**
 - b. satisfactorily completing reading activities in school subjects. **3.2 - #8, 16, 18, 19, 25**
 - c. improving scores on reading sections of standardized tests. **3.2 - #7**
 - d. exhibiting literal and inferential comprehension of narrative, informational, persuasive and every day text. **3.2 - #3, 6, 9, 10, 11, 12**
 - e. exhibiting a positive attitude toward reading as a means of obtaining information and as a leisure activity. **3.2 - #4, 17**
 - f. acquiring the facility to read a variety of reading matter. (1,2,5), **3.2 - #5**

4. Students will demonstrate progressive acquisition of writing skills as evidenced by:
 - a. satisfactorily completing writing activities in the ESL program. **3.3 - #1, 6, 7**
 - b. expressing ideas, feelings and reaction using vocabulary appropriate for level. **3.3 - #2**
 - c. applying language mechanics skills to composing/writing.
 - d. conveying facts of information obtained from research. **3.3 - #8, 16**
 - e. using acceptable writing for personal purposes. **3.3 - #3, 5**
 - f. using various types of writing: personal, problem solving, cause/effect, expressing point of view on controversial issues. **3.3 - #4, 16**
 - g. varying writing register to suit the audience (self/peers, community, larger society). **3.3 - #15**
 - h. satisfactorily reconstructing meaning by revising/editing written work (mechanics; sentence construction; select words, phrases, clauses that logically complete a partial constructed sentence; combine ideas into well-constructed sentences; transitions; organize content). (1,2,5) **3.3 - #7, 9, 10, 11, 13**
 - i. editing and writing for developmentally appropriate syntax, spelling, grammar, usage, punctuation. **3.3 - #12**
 - j. developing a portfolio or collection of writing. **3.3 - #14**

5. Student will demonstrate the ability to view, understand and use nontextual visual information as evidenced by:
 - a. using speaking, listening, writing and reading to assist with viewing. **3.5 - #1**
 - b. demonstrating the ability to gain information from a variety of media. **3.5 - #2**
 - c. articulating awareness of different media forms and how these contribute to communication. **3.5 - #3**
 - d. articulating information conveyed by symbols such as those found in pictorial graphs, map keys, and icons on a computer screen. **3.5 - #4**
 - e. responding to and evaluating the use of illustrations to support text. **3.5 - #5**
 - f. recognizing and using pictorial information that supplements text. **3.5 - #6**
 - g. using symbols, drawings, and illustrations to represent information that supports and enhances their writing. **3.5 - #7**
 - h. using simple charts, graphs, and diagrams to report data. **3.5 - #8**
 - i. distinguishing between factual and fictional visual representations. **3.5 - #9**
 - j. taking notes on visual information from films, presentations, observations, and other visual media, and reporting that information through speaking, writing, or their own visual representations. **3.5 - #10**

- k. recognizing and responding to visual messages of humor, irony, and metaphor. **3.5 - #11**
 - l. articulating the connection between visual and verbal message. **3.5 - #12**
 - m. choosing and using multiple forms of media to convey what has been learned. **3.5 - #13**
 - n. integrating multiple forms of media into a finished product. **3.5 - #14**
 - o. evaluating media for credibility. **3.5 - #15**
 - p. comparing and contrasting media sources, such as book and film versions of story. **3.5 - #16**
6. Students will progressively acquire English language skills as evidenced by successfully participating in learning activities in the regular classroom. (1, 2, 3, 4, 5)
7. Students will exhibit positive attitudes resulting from their participation in ESL as evidenced by:
- a. interest in learning.
 - b. satisfactory attendance record.
 - c. completion of class-related tasks.
 - d. involvement in class and school-related activities.
 - e. appropriate behavior in class and school-related activities. (3, 4, 5)
8. Students will demonstrate respect for people of different cultures as evidenced:
- a. interacting with peers in class-related activities.
 - b. participating in culture-related activities. (3, 7, 8)
9. Students will demonstrate understanding of American customs and traditions as evidenced by participating in classroom, school, and community activities. (3, 6, 7, 8)

* Numbers in bold refer to Content Standards

** Numbers in parentheses refer to Program Objectives.

CRITERIA FOR PLACEMENT OF STUDENTS

ESL I: Students who enter the program with little or no proficiency in English are to be placed in the beginning level of instruction. In making this determination, consideration should be given to scores attained in the screening process and to the student's responses in an interview situation.

ESL II: The ESL II program is intended for students in the second year of ESL and for new entrants who demonstrate some facility with the English language. Placement in the ESL II level should be guided by test scores and the student's mastery of content and skills introduced at the ESL I level.

ESL III: The ESL III program is intended for students in the third year of ESL and for new entrants who demonstrate moderate facility with the English language. Placement in the ESL III level should be guided by test scores and the student's mastery of content and skills introduced at the ESL II level.

ESL IV: The ESL IV program is for students in the fourth year of ESL who did not meet exit criteria and for new entrants who demonstrate adequate facility with the English language. Placement should be guided by test scores and the student's mastery of content and skills presented at the ESL III level.

Late Entrants: Students who enroll in the ESL program during the school year are to be placed in the level that approximates their degree of proficiency. It is anticipated that individualized work will be necessary until such time as they are able to function in a group.

ADJUSTMENT SKILLS - ALL LEVELS

Since current language acquisition theory recognizes the importance of the affective domain, the first responsibility of the ESL teacher is to help students feel comfortable and secure in the classroom and at ease in the company of others. This is accomplished most readily by demonstrating sensitivity to students' needs and natural apprehensions in unfamiliar surroundings. By creating a non-threatening classroom atmosphere, providing simple, precise directions accompanied by clear demonstrations and models, and anticipating areas of possible confusion and misunderstanding, teachers can establish a positive and productive learning environment for ESL students.

I. ROOMS AND OFFICES IN SCHOOL

- A. **Objective** - Students will demonstrate the ability to recognize and locate various rooms and offices in school.
- B. Procedures
 - 1. Tour of building and identification of rooms.
 - 2. Floor plan of building with insertion of names and rooms.

II. SCHOOL SCHEDULE

- A. **Objective** - Students will demonstrate the ability to understand and use a daily school schedule.
- B. Procedures
 - 1. Develop simplified schedules on a 3 x 5 card.
 - 2. Emphasize time of homeroom and class periods.

III. LUNCHROOM PROCEDURES

- A. **Objective** - Students will demonstrate the ability to buy lunch and follow lunchroom procedures.
- B. Procedures
 - 1. Demonstrate lunch purchase.
 - 2. Review food prices.
 - 3. Explain cafeteria seating.
 - 4. Role-playing
 - 5. Discuss menu options for unique dietary practices (e.g., vegetarians, fasting).

IV. LOCKER USE

- A. **Objective** - Students will demonstrate the ability to locate personal and gym lockers and use combination locks.
- B. Procedures
 - 1. Identify location of lockers.
 - 2. Demonstrate use of combination locks.

V. GYM PROCEDURES

- A. **Objective** - Students will demonstrate the ability to follow gym procedures.
- B. Procedures
 - 1. Use pictures and realia to explain appropriate gym clothing.
 - 2. Explain and demonstrate use of lockers.

VI. CULTURAL DIFFERENCES

- **Objective** - Students will demonstrate the ability to recognize cultural differences as related to school.
 - 1. Explain classroom protocol/procedures.
 - 2. Explain structure of American school day.
 - 3. Explain health practices.

VOCABULARY SKILLS

The natural approach using realia should be used to teach vocabulary whenever possible. Picture cards and demonstrations will also clarify objects and concepts. The suggested vocabulary lesson format includes:

1. Build listening comprehension and discrimination by introducing vocabulary in a natural conversational tone, e.g., "Welcome to our ESL classroom. There are many boys and girls in our classroom. We sit at desks. Look at this desk (point). It's a desk. Desk. There are nine desks. It's a desk (point). Desk. Some boys and girls are sitting at a table. It's a table (point). Table. Three boys are sitting at the table. Listen: desk, table."
2. Check comprehension
 - a. Total physical response - demonstrate the appropriate action yourself first. "John, walk to the desk." "Many, walk to the table."
 - b. Yes/no answers - requires one-word answer: "Yes" or "No." "It is a desk?" (pointing). "Is it a table?" (pointing)
 - c. Either/or questions - requires one-word answer: Name object. "Is it a desk or a table?"
 - d. Sentence answer - requires full-sentence answer, contracted form acceptable. "What is it?"..."It's a desk."
3. Build language production skills by introducing the following structures:
 - a. Short answer (yes/no): "Yes, it is."/"No, it isn't."
 - b. Do-support for have questions: "Yes, I do."/"No, I don't."
 - c. Plural forms: "Yes, they are."/"No, they aren't."

The beginning level units include suggested vocabulary and grammatical structures, but lessons should not be limited to the items listed. Vocabulary instruction will be most effective when the integrated approach is used and activities become part of the natural language environment of the classroom. At all levels, vocabulary skills will be addressed within the context of the unit, and whenever feasible, as an integral part of developing reading and writing skills.

**LANGUAGE SKILLS (AURAL/ORAL)
BEGINNING LEVELS: ESL I AND ESL II***

Objectives - Students will demonstrate the ability to:

1. recognize when a question is being asked.
2. ask questions eliciting survival skills information.
3. respond physically to oral directions.
4. understand and answer self-identification questions.

Suggested Instructional Activities/ Procedures

Emphasize inflection and body language associated with questions. Model questions, use role playing and paired drills: "Where is the _____?" "May I have (go to) the _____?" Use TPR, adding classroom directions: "Open your book," "Turn to page 1," etc. Use repetition, chain drills and pair practice: "What is your name?" "Where are you from?" "Where do you live?" "How old are you?"

LANGUAGE SKILLS (INTEGRATED)

5. introduce themselves using common greetings.
6. recognize and form letters of the alphabet.
7. follow left to right progression in reading.
8. count from 1 to 100.
9. recognize geometric shapes.
10. follow classroom directions.

Use simple dialogue, repetition, role playing. Display flash cards and alphabet chart. Use/demonstrate upper/lowercase letters, nonprint media. Demonstrate and model with books and magazines, charts and signs. Use number cards and concrete objects, nonprint media. Use flash cards and pictures, demonstrate on chalkboard. Role play, use partner practice and repetition: "Number your paper from 1 to 10," "Underline the third letter," etc.

*Language skills presented in ESL I may be reviewed, supplemented and refined in ESL II with more emphasis on pronunciation, additional vocabulary, and incorporation into more sophisticated grammatical structures. Some newly-arrived students placed in ESL II may need exposure to the vocabulary.

After students have demonstrated competency in skills 1-10, topics numbered 11-15 should be introduced by using units beginning on page 12. Whenever possible, lesson should reflect an integrated lesson with the skill tested as a focal point, but not presented in isolation. (e.g., Contractions lesson on people's origin would need to utilize contractions meaningfully rather in isolation: "I'm from Italy, he's from India, and she's from Columbia.")

11. read and recognize all numbers.
12. use simple contractions.
13. understand the meaning of and correctly use present progressive tense.
14. understand and use basic vocabulary related to the content areas.

Use nonprint media, flash cards, board drills; illustrate order and place value.

Use texts, teacher-made practice drills, conversation; include he's, she's, I'm, they're, it's, don't, doesn't, where's?

Conduct discussions, paired drills; emphasize I am, you are, they are, she is, etc. format.

Use picture cards, maps, texts, etc.; include:

Math - add, subtract, multiply, divide, addition, subtraction, multiplication, division, plus, minus, times numerals, fractions, percent, etc.

Social Studies - map, ocean, sea, water, land, country, continent, nation, state, city, river, lake, mountain, valley, plain, earth, etc.

Science - animal, plant, tree, flower, fish, bird, leaf, grass, sun, moon, star, planet, earth, rock, soil, water, telescope, microscope, etc.

English - language, speak, listen, write, word, sentence, period, question mark, capital (uppercase), small letter (lowercase), paragraph, composition, story, etc.

Objective - Students will demonstrate the ability to develop and use appropriate vocabulary associated with:

1. **Classroom objects**
(singular and plural)
Vocabulary: school, classroom, pen, pencil, paper, desk, chair, teacher, chalk, eraser, flag, ruler, clock, map

Suggested Instructional Activities/ Procedures

Use realia of classroom. Demonstrate physical responses and use TPR to show comprehension while reinforcing student names:

"Give the chalk to John."

Structures: "What is it?" "It's a (noun singular)."

"What are they?" "They are (noun plural)."

"Do you have a _____?" "Yes, I do"/"No, I don't."

2. **Pronouns and the be verb**

Vocabulary: I, you, he, she, it, we, you, they, am, is, are

Structures: "How is he?" "He is _____." "Are they _____?" "Yes, they are." "No, they aren't."

3. **Calendar, weather, time**

Vocabulary: days of the week, months of the year, ordinal numbers, seasons, descriptive weather terms, today, yesterday, tomorrow, morning, afternoon, evening, night

Structures: "Today is (day of the week)." "Yesterday was (day of the week)." "It's (rainy/sunny)." "What time is it?" "It is _____."

4. **Adjectives and comparison**

Vocabulary: color words, big, little, tall, taller, short, shorter, old, older, young, younger, sad, happy, pretty, ugly.

Structures: "He's a (adj.) boy." "I'm a (adj.) girl." "It's a (color) pencil." "Which one is (shorter/taller)?" "They're (bigger/smaller)." "Is she (adj.)?" "No, she isn't"/"Yes, she is."

5. **People and places in school**

Vocabulary: teacher, student, boy, girl, principal, nurse, secretary, custodian, guidance counselor, classroom, office, clinic, cafeteria,

"Walk to the blackboard."

"Put the ruler on the desk."

Use magazine pictures to identify various age categories of people. Conduct classroom discussions that focus on personal characteristics. "I am 14 years old." "She is tall." "They're boys."

Keep daily calendar and weather chart. Have students identify day and date and describe the weather.

Match appropriate clothing and accessories with weather pictures (umbrella, raincoat, sweater, sunglasses, etc.).

Play "Concentration" or "Memory" with weather and accessory pairs.

Practice time with students-made analog and/or digital clocks. Match time of day with appropriate activities. Use a clock and demonstrate student schedules.

Use construction paper to identify colors. Identify class objects or student's clothing of specific color. Use riddles: "I'm thinking of something (adj.) and (color)." "What is it?" Give oral directions to color a picture/design. Have students use adjectives to describe pictures. Have students find or draw pictures representing adjectives and label them.

Make floor plan of the school and label rooms. Put personnel in appropriate places within the building. Give students oral directions to other locations: "Put the principal in the

gym, hall, library, first floor, second floor, stairway

Structures: "He's the custodian."

"She's in the clinic."

"It's on the first floor."

"Is he a teacher?" "No, he's _____."

6. **Buildings and prepositions**

Vocabulary: school, church, temple, bank, store, post office, house, drug store, apartment building, office building, train station, service station, hospital, library, theater, restaurant, next to, behind, in front of, across from

Structures: "It's a bank/store." "The (building) is (prep.) the (building)."
"Is it behind the (building)?" "He's in/next to/behind the building."

7. **Occupations and present tense**

Vocabulary: doctor, nurse, dentist, teacher, firefighter, police officer, waiter, waitress, bus driver, pilot, mechanic, carpenter, plumber, secretary, manager

Structures: "Who is she?" "She's a doctor."

"What does he do?" "He is a _____."

"Does he _____?" "No, he _____."

"Yes, he _____."

8. **Clothing and accessories**

Vocabulary: skirt, blouse, sweater, socks, t-shirt, pants, shirt, belt, tie, jeans, dress, coat, jacket, shoes, sneakers, boots, robe, pajamas, wallet, ring, necklace, jogging suit, shorts, slacks

Structures: "What is it?" "It's a _____." "What are they?" "They're _____." "What are you wearing?" "I'm wearing _____." "Do you have a _____." "No, I don't"/"Yes, I do."

nurse's office, the teacher in the cafeteria." Follow directions to locate specific rooms on the floor plan.

Have students draw a street and label buildings according to teacher's oral directions.

Use a local map to follow directions from one location of buildings in pictures.

Use a map of buildings to follow directions from one class to another.

Have students draw or collect magazine pictures or people engaged in various kinds of work.

Match pictures of tools/equipment with appropriate occupation.

Have students describe parents' occupations:

My father is a/an _____.

My mother is a/an _____.

Locate pictures of clothing in magazines and catalogs. Make a poster illustrating clothing categories: summer clothes, dress clothes, outerwear, etc.

Play "Who am I?"

Provide an oral description of what a person is wearing and have him/her identified. Have students describe what they are wearing.

Using clothing catalogs and ads have students "Buy" a wardrobe within a given budget.

9. **Foods**

Vocabulary: all fruits, vegetables, meats, poultry, dairy products, cereals, breads, soups, sandwiches, pasta, snack foods, beverages, desserts

Structures: "What is it?" "It's ____."
"What are they?" "They're ____."
"Do you like ____?" "Yes, I like ____."
"No, I don't like ____."
"What did you eat for lunch?" "I ate ____."

Role playing: order food from a menu. Have students act as waiters/waitresses. Tally the "check." Review money and making change. Determine appropriate tip. Categorize foods and make posters: fruits, vegetables, dairy products, etc. Create a menu. Play bingo with types of foods. Using supermarket flyers, have students write a typical shopping list for their family including **coupon** items.

10. **Families**

Vocabulary: names of all family members

Structures: "Do you have a sister/brother?" "Yes, I have a ____." "No, I don't have a ____." "What does he/she call her/him?" "He/she calls her ____." "What do they call them?" "They call them ____."

Have students bring in pictures of their families to describe to classmates. Complete a family tree using fictional characters.

11. **Body parts**

Vocabulary: head, hair, eyes, nose, mouth, ears, neck, chest, arms, hands, fingers, stomach, back, elbow, legs, knees, feet, toes, tongue, teeth, chin, nails

Structures: "I see with my ____."
"Raise your hand." "Touch your knee." "Where are your ears."

Play "Simon Says."
Have students draw a monster according to oral directions. Collect pictures of people and label body parts.

12. **Money**

Vocabulary: penny, nickel, dime, quarter, half-dollar, dollar, 1, 5, 10, 20, 50 and 100 dollar bills

Structures: "How much is ____ worth?"
"How much money do you have?" "I have ____ dollars and ____ cents."

Identify values of coins and bills. Display sets of coins and have students determine the total value. Have students identify different ways to make specific amounts of money. Practice making change. Role play going to a store or a restaurant and making a purchase.

Play bingo.

13. Home

Vocabulary: all rooms in a home, furniture, appliances, dishes, silverware, pots, pans

Structures: "What is it?" "It's a _____."

"Where do they belong?"

"They belong _____."

"What do you sleep/sit on?"

"I sleep/sit on a _____."

Have students draw their own homes and label rooms, furnishings, etc.

Provide game boards with empty rooms and pictures of household items.

Have students place items in correct rooms. Have students cut pictures from magazines to furnish their "dream house." Use for accessory words: stereo, phone, computer, VCR, DVD, cell phones, electronic games.

14. Animals

Vocabulary:

names of animals - i.e., pets, farm, forest, rainforest, and zoo. Names of baby animals

Structures: "What is it?" "It's a _____."

"Where does it live?" "It lives _____."

"What is a baby (bear) called?" "It's called a (cub)."

Have students categorize animals by habitat.

Draw a favorite animal.

Take an imaginary trip to a zoo and name animals seen.

Match animal with its baby.

**LANGUAGE SKILLS
ESL III**

The following components of language will be presented to ESL III students. It should be understood that although learning of some advanced concepts will occur, mastery of all skills will not take place at this level. Students will be gradually developing and expanding their understanding and use of English.

An integrated approach is recommended for the teaching of grammar and usage. Drills and practice exercises are appropriate, but these elements of language should not be presented in isolation. The ESL basic text will form the core for the language presentations. Teachers are encouraged to refer to the beginning level for suggested instructional activities and procedures.

Objectives:

Students will demonstrate acquisition of language skills as evidenced by:

I. Developing Proficiency In Using Adjectives

- A. Using predicate adjectives with a verb
- B. Placing adjectives in correct order in sentences
- C. Using ordinal numbers
- D. Correctly forming comparatives and superlatives
 - 1. -er, -est endings
 - 2. more and most
 - 3. "as _____ as"

II. Developing Proficiency In Using Adverbs

- A. Using adverbs of place: here, there
- B. Using adverbs of time: then, now
- C. Recognizing and using frequency adverbs
- D. Identify adverbs by the -ly ending

III. Developing Proficiency In Subject/Verb Agreement

- A. Using correct verbs with singular and plural nouns
- B. Using there is and there are

1. with singular or plural nouns
 2. with mass nouns
- C. Correctly forming the third person singular present tense
- D. Using a and an
- E. Forming plurals
1. adding -s and -es
 2. changing y to I and adding -es
 3. changing f to v and adding -es
 4. recognizing that some words are the same in singular and plural forms
- F. Using 's and s' to indicate possession
- G. Correctly using much and many
- H. Understanding and using partitives such as: all of, most of, more of, some of
- I. Recognizing and using nouns without a singular form (pants, fireworks, glasses) with a plural verb

IV. Developing Proficiency In The Use of Contractions

- A. Forming contractions with:
1. BE verb (e.g., I'm)
 2. will 'll
 3. have 've
 4. had 'd
 5. would 'd
 6. could (e.g., could've)

- B. Forming contractions with **not**

V. Gaining Understanding Of Modals (Auxiliary Verbs) And Their Effect On Other Verbs In A Sentence

- A. Using can and can't
- B. Understanding and using could, should and would

- C. Understanding and using might and must

VI. Developing Proficiency In The Use of Prepositions

- A. Using preposition of place, time and direction
- B. Understanding and using prepositional phrases in sentences

VII. Developing Proficiency In The Use of Pronouns

- A. Using singular and plural nominative case pronouns
- B. Using demonstrative pronouns with here and there
- C. Understanding and using pronouns as subjects, objects and possessives
- D. Using one and ones
- E. Using indefinite pronouns as subjects and objects
- F. Using personal pronouns
- G. Using other and others as pronouns

VIII. Developing Proficiency In Asking And Answering Questions

- A. Giving yes/no answers to question
- B. Asking and answering who? what? when? where? why? and how? questions
- C. Changing a statement into a question using BE
- D. Providing short answers
- E. Answering in complete sentences
- F. Forming questions and answers with "do" support
- G. Forming questions and answers with infinitives
- H. Forming questions and answers using models
- I. Posing questions using negatives
 - 1. isn't, aren't

2. doesn't, don't, didn't

IX. Developing And Integrating New Language Structures

- A. Recognizing parts of speech
 1. noun
 2. verb
 3. adjective
 4. adverb
- B. Recognizing basic sentence structure: subject and predicate
- C. Using commands
- D. Using correct word order in speaking
- E. Using exclamations
- F. Understanding and using words in apposition. (e.g., We read a story about our ESL teacher, Miss English.)
- G. Identifying and using linking verbs
- H. Identifying a word as a noun, verb or adjective by its use in a sentence

X. Developing Proficiency In Using Correct Verb Tenses

- A. Present progressive
- B. Simple past
 1. regular
 2. irregular
- C. Future
- D. Simple present
- E. Past progressive
- F. Present perfect
 1. regular
 2. irregular
 3. with since and for

**LANGUAGE SKILLS
ESL IV**

ESL IV students will further develop the language skills presented at the intermediate level.

Objectives:

Students will demonstrate progressive acquisition of language skills as evidenced by:

I. Developing Proficiency In Using Adjectives

- A. Using adjectives and infinitives - easy to drive, happy to meet, etc.
- B. Forming comparatives and superlatives
 - 1. using less, least
 - 2. using more, most
- C. Using hyphenated adjectives

II. Developing Proficiency In Using Adverbs

- A. Understanding and using frequency adverbs
- B. Using comparative and superlative adverbs

III. Developing Proficiency In Using Conditionals

- A. Recognizing and using conditionals
- B. Forming subjunctive case

IV. Developing Competency In Using Pronouns

- A. Using another, the other, and others as pronouns
- B. Using reflexive pronouns

V. Developing Proficiency In Distinguishing Between Formal and Informal Language

VI. Developing Proficiency In Sentence Structure

- A. Understanding the use of clauses
 - 1. if
 - 2. who, that
- B. Recognizing all parts of speech
- C. Understanding active and passive voice

VII. Developing Proficiency In Syllabication

- A. Identifying the number of syllables in a word
- B. Dividing words into syllables
 - 1. vc/cv
 - 2. v/cv
 - 3. vcc/v
 - 4. vc/v

VIII. Developing Proficiency In Using Verbals

- A. Using gerunds
 - 1. nouns
 - 2. adjectives
- B. Using past participles as adjectives

READING SKILLS
ESL I

The language experience approach is particularly appropriate for teaching reading to ESL I students. Modifications of this approach as recommended by TESOL include preteaching of key vocabulary and teacher-corrected charts for follow-up. Appropriate topics include: holiday customs - especially Halloween; assembly programs - particularly visual presentations; school vacations; student-generated material; descriptions of individuals - especially students.

Goal: Decoding

Objectives - Students will demonstrate the ability to:

1. apply decoding skills.
 - a. make sounds/symbol correspondences
 - b. discriminate consonant sounds in initial/medial/final positions in words
 - c. distinguish between minimal pairs
2. identify meaning of unfamiliar words from context.
3. identify synonyms and antonyms.
4. identify compound words, contractions.
5. recognize plural nouns, irregular plurals and progressive endings.

Suggested Instruction Activities/ Procedures

Make "sound" collages with magazine pictures.

Have a "sound" relay race. Participant must name object beginning with final sound or preceding word. "apple" - "lamp" - "pie" - "ice cream" - "monkey," etc.

Apply to new vocabulary in reading. Examine clues as met in story contexts.

Make expandable synonym charts of frequently-met words: e.g., nice - kind, helpful, good, etc.

Goal: Literal Comprehension Skills

Objectives - Students will demonstrate the ability to:

1. identify the main idea of a passage when stated.
2. locate specific details in a passage.

Compose and read a language experience chart from a shared experience or activity. Use main idea as title: e.g., cultural holiday, receiving report cards.

Given a picture serial, students will

3. identify events in sequence.
4. summarize/retell a story

manipulate pictures into appropriate sequence.

Given sentence strips, students will manipulate strips into appropriate sequence.

Draw clocks or calendar to accompany a reading selection. Fill in appropriate time.

Goal: Study Skills

Objectives - Students will demonstrate the ability to:

1. alphabetize to the first letter
2. use guide words
3. interpret data presented in visual form: maps, charts ...
4. locate info. in a table of contents
5. use computerized card catalog to locate info in library

READING SKILLS
ESL II

ESL II students may need to review and master ESL I reading skills before attempting ESL II reading skills.

Goal: Decoding

Objectives - Students will demonstrate the ability to:

1. apply structural analysis clues to new words.
2. identify appropriate word meaning through affixes.
3. identify word meaning from multiple meanings of a word.

Suggested Instruction Activities/ Procedures

- Use a passage missing derivatives of the same root word.
Students complete (e.g., - congratulate - congratulations - congratulatory).
- Make a chard of word families, sharing same affix or root (e.g., bicycle, tricycle).
- As a word it met in story context, identify its meaning, then use the dictionary to locate other meanings and make new sentences with the various meanings (e.g., set the table, a set of dishes, set your hair, a set of variables in math).

Goal: Literal Comprehension Skills

Objectives - Students will demonstrate the ability to:

1. locate details that support the main idea.
2. follow a set of written directions.

Complete a graphic organizer (webbing).

Develop a chart of sequence words (then, after, finally, etc.).

Follow written directions to make a simple craft (origami, holiday, decorations, etc.)

Goal: Inferential Skills

Objectives - Students demonstrate the ability to:

1. infer the main idea of a passage.
2. draw a conclusion.

Cover a stated main idea.
Uncover to verify students answers.

3. predict an outcome.

Give a sequence of action pictures with the dialogue missing. Students write dialogue.

Give students a cartoon panel without the end panel. students must predict ending. Compare to actual ending.

Read a story with the last page missing. Students predict how the story will resolved. Match with the original.

4. identify cause and effect.

Given a series of open-ended sentences that state causes, students must supply a variety of effects, e.g., "It snowed very hard last ... We have no school today!"

Develop a class list of transition makers used in cause/effect relationships (therefore, as a result, etc.)

Goal: Study Skills

Objectives - Students will demonstrate the ability to:

1. alphabetize to the third letter.
2. use guide words in a dictionary.
3. analyze more detailed data presented in visual form: maps, chars, graphs, tables, computer icons.
4. skim for general topic.
5. scan for specific facts.
6. locate information in a table of contents.
7. locate information in an index.
8. use computerized card catalog to locate information in the library.

Use phone book yellow pages to "order pizza" or other meaningful tasks.

Apply to new vocabulary for a unit or selection.

Use train or bus schedule incorporated into time unit study.

Review a new selection.

Use newspaper to locate grocery items in supermarket ads. Calculate grocery bill from short shopping list.

Apply to content-area texts.

Using a computerized card catalog, encyclopedia, and/or computer system as references. Complete a research

9. use an almanac or atlas to locate information.
10. determine type of reference source needed to locate specific information.
11. Utilize an internet search engine to locate information on a given topic.

project. As a sample activity, distribute calendar cards with name of month on each card. Students choose, then research a famous American born that month, or famous event occurring that month.

Conduct a library "treasure hunt" using atlas and almanac facts.

Complete a short research project, relying on a variety of source materials.

**READING SKILLS
ESL III**

ESL III students will continue to develop reading skills through the use of a variety of materials. Teachers are urged to emphasize the cultural content of reading selections, noting similarities to and differences from cultures of students' native countries.*

Goal: Literal Comprehension Skills

Objectives - Students will demonstrate the ability to:

**Suggested Instruction Activities/
Procedures**

- | | |
|---|---|
| 1. identify comparison (similarities). | Complete a graphic organizer (venn diagram). |
| 2. identify contrasts (differences). | |
| 3. differentiate between relevant and irrelevant information. | Use teacher-made models to cross out information not supporting the main idea. |
| 4. understand the relationships between sentences in a paragraph. | Cut paragraphs into sentence strips. Students must put them in order and supply appropriate transition. |
| 5. identify characters in a story. | |
| 6. summarize information. | Complete a graphic organizer depicting character traits (portrait, flow chart, etc.). |
| | Make a time line for a selection. |
| | Write a newspaper account of the plot. Include important details in the story lead. |

Goals: Inferential Skills

Objectives - Students will demonstrate the ability to:

- | | |
|---|--|
| 1. distinguish between fact and opinion. | Compare a newspaper article and editorial on the same topic. |
| 2. distinguish between fiction and non-fiction. | Compare library samples. |

* It is expected that ESL III students have already mastered ESL II reading skills. Decoding skills will have been mastered prior to this level.

3. infer a character's motives.

Read part of a selection.

Students predict outcome or prior events (motivation). Substantiate claim by listing reasons. Verify with original selection.

4. infer the writer's purpose.

Read articles with differing perspectives on the same topic. Compare the author's intent, e.g., a science magazine article on bats, a newspaper article on Halloween curfews, a PTA flyer on trick-or-treat safety, and the legend of Dracula.

5. make judgments.

6. infer the sequence of events.

Use a timeline to retell events.

Read a mini-mystery from trade books (e.g., Encyclopedia Brown by Sobel) which presents an unsolved crime dependent on time clues.

7. interpret figurative language: idioms, proverbs.

Give students incomplete proverbs to complete (e.g., You can lead a horse to water, but ...). Compare student versions with the original.

Draw literal interpretations of some idioms to illustrate denotation and connotation. e.g., "He's the big cheese around here."

Goal: Study Skills

Objectives - Students will demonstrate the ability to:

1. identify reading strategies, such as previewing, rereading, skimming and scanning.

Have students bring in content area texts. Show strategies for reading and studying by examining text features.

2. complete an outline by selecting appropriate topic, subtopics, supporting details.

Use teacher-made partial outlines to teach skill.

Have cooperative learning groups

- | | |
|---|--|
| | outline portion of a text unit for a study aid. |
| 3. use an encyclopedia and/or search engine to locate information: topics, cross-reference. | Complete a simplified research report, expanding upon a topic presented in class.

Complete a current events report on a person or major event, e.g., a volcanic eruption, a sports figure who breaks a record, using text and computer systems. |

**READING SKILLS
ESL IV**

ESL IV students will continue to develop skills introduced at the ESL III level. Teachers will emphasize use of literary terms necessary for a literature-based program.

Goal: Literal Comprehension Skills

Objectives - Students will demonstrate the ability to:

Suggested Instructional Activities/ Procedures

- | | |
|---|---|
| 1. understand the relationships between paragraphs in a selection. | Cut story into paragraph strips. Students must put them in appropriate order. |
| 2. recognize types of literary forms: biography, essay, poetry, fable myth. | Expose students to supplementary readings of various genres on text themes, e.g., a poem about a birthday present, then read aloud "The Giving Tree." |
| 3. identify plot. | Make a plot time-line for longer selections; Use a story map to complete. |
| 4. identifying setting. | Illustrate through drawing or magazine collage the setting of a section. |
| 5. identify flashback. | Use selected pieces illustrative of this device. |
| 6. identify foreshadowing. | Upon re-reading, circle clues the author gives. |

7. compare resources of information to detect discrepancies.

Make a chart contrasting the disputed facts. Verify with a third source.

8. identify point of view.

Retell a story from a different character's point of view (e.g., fairytales, fables).

Goal: Inferential Skills

Objectives - Students will demonstrate the ability to:

1. interpret figurative language idioms, similes, metaphors, onomatopoeia, personification.

Draw cartoon illustrations with examples for bulletin board display. Have students generate samples.

2. make an analogy.

Complete a partial comparison. List on board.

3. recognize mood.

Highlight author's word choice.

4. distinguish between subjective and objective writing.

Compare two pieces of writing on same topic for evidence of subjectivity.

5. identify and judge the validity of author's generalizations.

List generalizations. Survey class response to author's statements. Posit ways to check the truth of author's words.

Goal: Study Skills

Objectives - Students will demonstrate the ability to:

1. paraphrase information.

Make a class list of paraphrased sentences and discuss completeness and accuracy.

2. take notes.

Model variety of ways to take notes, e.g., using a highlighter, writing an outline, making columns.

3. classify and organize information.

Complete an outline.

4. develop a bibliography.

Teach format and apply to research project.

**MECHANICAL SKILLS
ESL I**

**Goal: Mechanical Skills
Objectives - Students will
demonstrate the ability to:**

Capitalize

1. the word "I"
2. first words in sentence
3. proper nouns

Punctuate

1. use periods at the end of sentences, after abbreviations, titles, and initials.
2. use question marks.
3. use commas after "yes" and "no" in addresses and dates.
4. use exclamation points.

**Suggested Instructional Activities/
Procedures**

Use a "Do No" directing students to:

1. write a sentence with two words capitalized correctly.
2. write a sentence with your teacher's name in it.
3. write a sentence that names a person and a place needing capital letters.

Write a postcard, addressing it correctly, to a classmate.

Distribute sentences and punctuation marks on separate index cards. Let students find their match.

**MECHANICAL SKILLS
ESL II**

**Goal: Mechanical Skills
Objectives - Students will
demonstrate the ability to:**

Capitalize

1. proper adjectives.
2. use capitals in quotations.
3. use capitals in titles.

Punctuate

1. use comma in series, with nouns in apposition, introducing words, in sentences with conjunctions, in subordinate clauses.
2. use quotation marks.

**Suggested Instructional Activities/
Procedures**

Use a "Do Now" directing students to:

1. write a sentence quoting something their mother always says.
2. write a sentence quoting the last thing their previous period's teacher said.

Distribute cards with sentences and conjunctions - Have students find matches to make a complex sentence.

Make a list of your favorite TV shows, correctly capitalized, and punctuated.

**MECHANICAL SKILLS
ESL III**

**Goal: Mechanical Skills
Objectives - Students will
demonstrate the ability to:**

**Suggested Instructional Activities/
Procedures**

(Capitalization skills presented in ESL II should have been mastered by ESL III.)

Punctuate

1. use internal commas, colons and semicolons correctly.
2. underline titles.
3. use quotation marks to indicate story title.

Use a "Do Now", directing students to:

1. write a sentence using a comma and two capitalized words.
2. write a sentence that includes a comma and a apostrophe.
3. write a sentence specifying the numbers of words with only on punctuation mark (e.g., 15 words - quotation mark).

Have students rename stories from their texts or retitle songs or movies.

**MECHANICAL SKILLS
ESL IV**

Mechanical skills presented in ESL I, II and III should have been mastered prior to this level.

**WRITING/COMPOSING SKILLS
BEGINNING LEVELS: ESL I AND II**

Students in beginning ESL classes will be initially exposed to the composing process through group compositions. Students can contribute to a chart story through the language experience approach. Magazine pictures and photographs can be the impetus for a sensory-descriptive or a narrative paragraph. Students will be exposed to the elements of effective writing through related activities.

At the beginning levels, writing is primarily teacher-directed. Use of the guided composition format is the transitional step to student-initiated writing. When sufficient vocabulary and syntax have been acquired, self-directed composing can be introduced. Students may write only one sentence on a topic at first but with encouragement should move quickly to compositions with several sentences. Topics at the beginning level should be selected to reflect the vocabulary students have been learning.

TOPIC: MY FAMILY AT HOME

Sample Plan

Prewriting

1. Students draw a floor plan of their home/apartment and add stick figures representing family members, each carrying out a different activity.
2. In small groups, students orally describe their drawings: "My mother is in the living room. She's reading the newspaper." etc.

Drafting

1. Students write several sentences telling about each figure in their drawing, using vocabulary previously taught: names of household objects, locations, action verbs, etc.
2. Students use familiar syntax: present progressive tense, contracted form of copula (be): she's, he's, it's, they're.

Revising

1. Language mechanics can be reviewed orally and at the board with students checking their own progress.
2. Review use of introductory and concluding sentences, giving examples.
3. Brainstorm appropriate titles.

Sharing

- Display pictures and compositions on the bulleting board.

Although these students are beginners, they can share in the steps of the writing process: prewriting, drafting, revising/editing and sharing/publishing. In this way, students will develop proficiency in the composing process as evidenced by their ability to:

1. choose appropriate vocabulary.
2. use complete sentences.
3. organize sentences in logical sequence.
4. employ handwriting skills (cursive, if known; manuscript essential).
5. apply conventions of standard written American English, including:
 - a. capitalization
 - b. punctuation
 - c. spelling
 - d. syntax appropriate to level.

**WRITING/COMPOSING SKILLS
ESL I**

Objectives - Students will demonstrate the ability to:

Suggested Instructional Activities/ Procedures

(Language Charts)

- contribute relevant details to a modified experience chart.

Build upon a shared experience, eliciting contributions to the story chart from all students.

(Pre-Writing)

- contribute ideas in a brainstorming session

Supplying a main idea, have students list details.

(Sentence Writing)

1. recognize a complete sentence.
2. write a complete sentence
3. use correct word order.

Give students a sentence "starter." Students must complete sentence by finishing the idea.

Use mixed up sentences for students to arrange in proper word order.

(Paragraph Writing)

Use sentence strips to arrange in logical sequence to make a paragraph.

- write a paragraph that includes a topic sentence, supporting details and a concluding sentence.

(Composing)

(Editing)

Revise peer writing, noting use of capitalization and punctuation under study.

- apply skills in mechanics listed in ESL I, Capitalization and Punctuation.

**WRITING/COMPOSING SKILLS
ESL II**

Students in ESL II will continue the composing activities introduced in the beginner level.

Journal-keeping will be initiated at this level. To familiarize students with the habit of journal-writing, the teacher should suggest themes to which the students can respond from personal experience and/or opinion, e.g., "Getting Ready for the First Day of School," "A Nightmare That Frightened Me," "Halloween Night." Students at this level depend on the teacher for topic sources.

The composing process will be developed through the completion of varied tasks. Emphasis will be given to prewriting activities such as brainstorming, list making, and web-making. Topics should relate to student reading selections, timely events or journal entries. Use of a whole-class composition is helpful to model the writing process for intermediate students. Again, the class may compile a language experience chart. Open-ended sentences or directed questions can also be used as guidelines.

Letter-writing can be based on a reading selection or timely event. Both the friendly letter and the business letter can be introduced. For example, students write a letter to the principal about a school problem with a suggested solution.

Sensory-descriptive paragraphs can be developed in conjunction with vocabulary lessons. Use of details and specific word choice can be presented. Possible activities include "Who am I?" writing a description to match a photo then scrambling the papers and guessing the matched pairs. Students can also "create a space creature," then have a classmate draw the creature from the description.

Narratives can be based on a picture, imaginary scenario or cartoon. Students can rewrite the ending of a story or guess the future of a character. Cartoons without dialogue can be contextual aids to developing sequence of events in a narrative.

WRITING/COMPOSING SKILLS
ESL II

Objectives - Students will demonstrate the ability to:

Suggested Instructional Activities/ Procedures

Contribute to Language Experience Charts

Use teacher-made writing samples for practice, deleting irrelevant details.

(Pre-Writing)

- contribute to semantic maps and web-making.

Use graphic organizers for pre-writing.

(Sentence Writing)

1. write compound and complex sentences.
2. recognize run-on sentences.
3. recognize fragments.

Use "Do-Now" activities, such as:

1. correct a given sentence fragment.
2. correct a given run-on sentence.
3. write two simple sentences.
Exchange papers. Classmate must combine them.
4. Use sentences "races", with teams adding details to develop complex sentences.

(Paragraph Writing)

1. eliminate information that does not belong in a given paragraph.
2. organize information:
 - a. chronological sequence
 - b. classification system
 - c. cause and effect
 - d. comparison and contrast
3. recognize/respond to open ended questions.

Have a paragraph "race" with each student in the row adding a sentence to form a paragraph.

Use paragraph strips to organize a total composition.

Formulate original ideas based on a reading passage.

(Editing)

1. correct sentence fragments and/or run-on sentences.
2. correct verb tense.
3. use pronouns correctly and with consistency.
4. place modifiers correctly.
5. apply editing skills to the work of others.

Revise peer writing, focusing on the mechanics under study.

(Composing)

1. select the focus or controlling idea.
2. use language that expresses his/her purpose and address his/her audience.
3. organize writing.
4. expand an idea by adding specific details.

Use same tasks varying the target audience:

- peers
- community (teachers, board, business, organization)
- society (government, national, international)

**WRITING/COMPOSING SKILLS
ESL III**

Students will continue the process approach to writing. Emphasis will be on drafting and revision. At this level, students should be able to initiate their own topics for journal writing as well as public writing. Expository paragraphs can be developed relating cause and effect or point of view models. For example, students could write an essay in conjunction with social studies units on migration of early people. Students may be assigned to write a point of view essay for the school paper regarding their educational experience in America.

Students in the ESL III class will participate in peer evaluation sessions as well as teacher-student conferences on drafting.

Objectives - Students will demonstrate the ability to:

Expand upon skills presented in ESL II

Suggested Instructional Activities/ Procedures

Journal-keeping
Cause-effect essays
Personal essays
Letter-writing
Narrative essays
Expository essays
Persuasive letters and essays
Peer and self-revision, emphasizing semantic choices, and grammatical structures.

Tasks to parallel GEPA format.

(Paragraph Writing)

- use transitional words and phrases

Model good writing at each step of the writing process.

(Editing)

1. place modifiers correctly.
2. apply editing skills to the work of others.

Revise peer writing, focusing on areas of study.

(Composing)

1. select the focus or controlling idea.
2. use language that expresses his/her purpose and addresses his/her audience.
3. organize writing.
4. expand an idea by adding specific details.
5. recognize/respond to open-ended questions.
6. use rubrics to evaluate writing.

Use same tasks varying the target audience:

- peers
- community (teachers, board, business organization)
- society (government, national, international)

Formulate original ideas/opinions based on a short story.

Score own writing and the writings of others.

**WRITING/COMPOSING SKILLS
ESL IV**

Students at this level will focus on revision and editing. They should be able to initiate their own topics for research reports and fictional stories. All skills previously taught will be refined.

Objectives - Students will demonstrate the ability to:

**Suggested Instructional Activities/
Procedures**

**Expand upon skills presented in ESL
III**

Tasks to parallel GEPA format

Editing and revising own works

Autobiography writing

Fictional stories

Children's stories

Cartoons

Fables

TV shows, movies

HANDWRITING

Although many students come to ESL in the middle school knowing the Roman alphabet and cursive writing, others enter the program knowing neither.

At the ESL I and II levels, the ESL teacher must ensure that all students can use manuscript printing, upper and lowercase letters. Formal handwriting lessons may be needed for students unfamiliar with the Roman alphabet.

The use of cursive writing can be introduced after the manuscript form has been mastered. Short handwriting lessons and practice sessions can be scheduled for part of the ESL period. Penmanship exercises can be set up at a teaching station and skills taught applied to homework.

A suggested grouping of letters for the transfer from manuscript to cursive is:

LOWERCASE	UPPERCASE
1. i, u, t, l, f	O, A, C, D, E, L
2. e, s, w, j, p	I, J, G
3. c, a, o, d, q, g	H, K, M, N
4. n, m, x, y, h, k, z	X, Q, Z, U, V, Y, W
5. b, v, r	B, T, F, P, R, S

SUPPLEMENTARY UNIT - CAREERS

ESL I - OBJECTIVES - Students will:

1. identify job titles.
2. describe various careers.
3. classify occupations by category.
4. support choice of career.

ACTIVITIES

1. Identify occupations on picture cards.
2. Group occupations by common factors, e.g., factory jobs, office jobs, hospital jobs, jobs requiring physical labor, jobs requiring uniforms, etc.
3. Describe occupations by responsibilities.
4. Select a career of interest; write in journal what you want to be; why you choose that occupation.
5. Use Skill Sharpeners 1
"People and Places at School"
"Where Are You From? "What Do You Do?"
"Where Are They From?" "What Do They Do?"
"Occupations"
"Salary Graph"
"Interviewing"
"Dear Dot"

ESL II - OBJECTIVES - Students will:

1. use library resources to increase career awareness.
2. locate books using the computerized card catalog.
3. locate want ads in a newspaper.
4. evaluate career choices.

ACTIVITIES

1. Students will compile a class resource list of occupations by category (science, agriculture, business, the arts).
2. Students will read about a career of interest to them from library sources.
3. Students will write a brief essay about their chosen careers, detailing requirements, responsibilities and reasons for choice.
4. Students will write a letter asking for work.
5. Use Skill Sharpeners 2
"What Do You Want to Be?"
"Choosing a Career"
"On the Job"

"Supermarket Workers"
"What's Their Job?"
"Occupations"
"Jennifer's Story?"
"Who Are They?"
"Writing About Work"
"Post Office"

ESL III - OBJECTIVES - Students will:

1. research various careers in the library.
2. interpret want ads in a newspaper.
3. evaluate a career choice.
4. fill out a job application.

ACTIVITIES

1. Use Skill Sharpeners 3
"Work Place"
"Application Forms"
"Summer Jobs"
2. Distribute application forms for supermarket jobs. Complete application.

ESL IV - OBJECTIVES - Students will:

1. identify careers of interest.
2. research specific careers.
3. prepare an oral report on a chosen career: Summarize qualifications and responsibilities.
4. Compare and contrast careers in writing.

ACTIVITIES

1. Prepare an oral report on a specific career, using library resources to determine qualifications and responsibilities.
2. Write a letter to your parents detailing your career chose and explaining what you must do to achieve success. Persuade your parents to support you.

**SUPPLEMENTARY UNIT - HEALTH
SYSTEMS OF THE HUMAN BODY**

OBJECTIVES: Students will:

1. identify the major body systems.
2. identify the organs of each system.
3. describe the function of each organ.
4. understand ways to keep each system healthy.
5. identify main idea and detail of health readings.
6. interpret charts.
7. locate information on labels.
8. make judgements.
9. use note-taking skills.

CONTENT

- Introduction of Body Systems

1. Skeletal system

a. Function

1. support
2. protection
3. muscle attachment
4. blood cell production
5. mineral storehouse

b. Major bones

1. cranium
2. clavicle
3. sternum
4. ribs
5. vertebrae
6. pelvis
7. arm bones
8. leg bones

c. Joints

1. hinge
2. ball and socket
3. sliding
4. fixed

5. pivot
- d. Connective tissue
 1. cartilage
 2. tendons
 3. ligaments
2. Muscular system
 - a. Functions
 1. movement
 2. protection
 3. body shape
 4. heat production
 - b. Types of muscles
 1. voluntary (skeletal)
 2. involuntary (smooth)
 3. cardiac
3. Circulatory system
 - a. Function
 - carry blood throughout the body
 - b. Parts of circulatory system
 1. blood - carries oxygen and nutrients
 2. heart - pumps blood
 3. arteries
 4. veins
 5. capillaries
4. Respiratory system
 - a. Function
 - exchange of oxygen for carbon dioxide
 - b. Parts of Respiratory system
 1. nose and nasal passage

2. trachea
 3. bronchial tree
 4. alveoli (air sacs)
 5. lungs
 6. mucous membranes
 7. cilia
 8. diaphragm
- c. Breathing
1. inhalation
 2. exhalation
- d. Breathing is affected by
1. exercise
 2. excitement
 3. illness
 4. chemicals
 5. environment, e.g., altitude, pollution, smoking
5. Digestive system
- a. Function
- digestion of food
- b. Parts of digestive system
1. mouth
 2. esophagus
 3. stomach
 4. small intestine
 5. large intestine
 6. rectum and anus
 7. liver and gall bladder
 8. pancreas
- c. Digestive juices
1. salivary
 2. gastric
 3. pancreatic
 4. bile

6. Nervous system
 - a. Function
 - carries message to and from brain
 - b. Parts of nervous system
 1. brain
 2. spinal cord
 3. nerves
 4. nerve cells

ACTIVITIES

1. Identify systems three-dimensionally through the use anatomical model.
2. Identify systems graphically through the use of anatomy/physiology charts.
3. Complete study sheets on body systems and compile them in a notebook.
4. Construct simple models of organs or organ systems.
5. Use manipulatives such as magnetic puzzle pieces to reinforce learned material.
6. Read trade books, such as The Magic School Bus Through the Human Body or The Polar Express.
7. In Moving On (Huizenga) complete listening comprehension exercises in Unit 9, "The Clinic."
8. In Oxford Picture Dictionary - Intermediate Workbook, complete exercises in units:
 2. "The Human Body"
 28. "Medical and Dental Care"
 29. "Ailments and Injuries"
"Treatments and Remedies"
9. In Skill Sharpeners, complete the exercises:
 - Book 1 - pg. 108 - "Parts of the Body"
pg. 109 - "A Visit to the Doctor"
pg. 114 - "Dear Dot"
 - Book 2 - pg. 32 - "A Busy Place"
pg. 98 - "Emergency"
 - Book 3 - pg. 28 - "Food for Your Health"
pg. 38 - "I'm Busy, You're Busy"
pg. 76 - "Call the Doctor"
pg. 78 - "Follow the Directions"
10. View and take notes from videocassettes and sound filmstrips:

"Wonderful Human Machine	-	PBS
"Systems of the Body"	-	Educational Activities
"3-2-1 Contact: Body Systems at Work"	-	PBS

TEACHER RESOURCES:

1. My Body: Whole Language and Theme Unit, Instructional Fair, Inc.
2. My Body;, Teacher Created Materials, Inc.
3. The Body Book, Scholastic Inc.
4. The Human Body, Educational Insights, Inc.
5. Human Body Activity Cards, Frank Schaffer Publications Inc.
6. Current Health 1 Magazine.

SUPPLEMENTARY UNIT - HEALTH
SUBSTANCE ABUSE: PRESCRIPTION AND OTC DRUGS: TOBACCO,
ALCOHOL, MARIJUANA, AND INHALANTS

OBJECTIVES - Students will:

1. Understand basic drug terminology.
2. Understand difference between OTC and prescription medicines.
3. Identify common inhalants and their physical effects caused by their use.
4. Identify various kinds of tobacco products and physical effects caused by their use.
5. Identify the kinds of alcoholic beverages and their effects on the body.
6. Understand the dangers associated with marijuana use.
7. Make critical judgments.
8. Use note-taking skills.
9. Identify main idea and details of health reading.
10. Locate information in newspaper and magazine articles.
11. Write a persuasive essay.

CONTENT

- Introduction to uses of medicines, tobacco, alcohol, marijuana and inhalants
- 1. Medicines
 - Types
 1. prescription
 - a. generic
 - b. brand name
 - c. proper usage
 2. over-the counter drugs
 - a. cough remedies
 - b. headache remedies
 - c. cold/flu remedies
 - d. diet aids
 - e. sleeping aids

2. Tobacco

a. Why people smoke

1. parental example
2. societal reasons, e.g., peer pressure
3. relaxation/enjoyment
4. dependence

b. Types of tobacco products

1. cigarettes
2. cigars
3. pipes
4. smokeless tobacco
 - a. snuff
 - b. chewing (spit) tobacco

c. effects

1. heart
2. lungs
3. respiratory passages

3. Alcohol

a. Why people drink

1. parental example
2. ceremonies, e.g., religious, toasts
3. social reasons
4. relaxation/enjoyment
5. escape
6. dependence

b. Types of alcoholic beverages

1. beer
2. wine - champagnes
3. distilled liquors

- c. effects
 - 1. liver
 - 2. nervous system
 - 3. other - alcoholism

- 4. Marijuana - Indian Hemp Plant
 - a. why people smoke marijuana
 - 1. curiosity
 - 2. peer pressure
 - 3. relaxation/enjoyment
 - 4. escape

 - b. slang names
 - 1. weed, grass, pot
 - 2. others

 - c. ways ingested
 - 1. smoked
 - 2. eaten

 - d. active ingredient
 - delta-9 THC (tetrahydrocannabinol)

 - e. effects
 - 1. respiratory passages
 - 2. brain damage
 - 3. heart

- 5. Inhalants
 - a. why people abuse inhalants
 - 1. curiosity
 - 2. peer pressure
 - 3. escape

- b. types of inhalants
 - 1. solvents
 - 2. aerosols
 - 3. refrigerants
 - 4. medicine and pain killers

- c. ways abused
 - 1. bags (plastic, paper)
 - 2. balloons
 - 3. soaking rags
 - 4. empty soda cans
 - 5. directly from container

- d. effects
 - 1. brain damage
 - 2. liver damage
 - 3. kidney damage
 - 4. respiratory damage

ACTIVITIES:

- 1. Discussion topics:
 - a. What is the meaning of the phrase: "Warning: Surgeon General has determined that smoking is dangerous to your health."?
 - b. How does the use/abuse of tobacco, alcohol and other drugs affect those around the user?
 - c. The dangers of cigarette smoking to non-users.
- 2. Use anatomical models to illustrate damage caused by substance abuse.
- 3. Complete study sheets on various drug effects on body systems and compile notebook.
- 4. Conduct smoking experiment with mechanical doll to illustrate amounts of tar present in tobacco smoke.
- 5. Decorate empty soap boxes so that they show harm caused by cigarettes.
- 6. Write an editorial supporting a ban on smoking.
- 7. Design a poster to warn children of the dangers of tobacco use.
- 8. Read Our Own Stories (Dresser) - Unit 3 - "Health and Illness."
- 9. Complete page 70 "Drug Abuse" in Bag of Tricks.
- 10. Write a letter to a friend convincing her/him of the dangers of inhalant or marijuana use.
- 11. Role play a student considering drug use and two friends - one trying to encourage her/him, the other to discourage her/him from this action. Class writes reaction in journal.

12. View the video "Private Victories." Keep a journal logging your reaction to each segment.
13. Locate a current newspaper article on the drug under study. Identify the 5 w's of the news report and write a summary of the articles.

**SUPPLEMENTARY UNIT - TEST PREPARATION
GRADE 8 - GEPA**

Skills in this unit will be incorporated into all levels of instruction, within the range of each student's abilities. Materials and strategies that will be utilized will be the same as those used for all grade 6-8 students. They will be adapted to meet the ESL students' proficiency levels.

OBJECTIVES: Students will meet passing criteria for the GEPA

Reading Vocabulary: Students will:

1. identify synonyms.
2. identify word meaning by affixes.
3. identify word meaning through context clues (direct and indirect).
4. identify appropriate usage of words with multiple meanings.
5. interpret idioms.

Reading Comprehension: Students will:

1. identify main idea.
2. identify supporting details.
3. differentiate between relevant and irrelevant information.
4. identify events in sequence.
5. identify cause and effect.
6. identify similarities and differences.
7. infer the main idea.
8. predict an outcome.
9. draw conclusions.
10. infer character's motives.
11. infer writer's purpose/viewpoint
12. infer cause and effect.
13. infer sequence.
14. interpret similes and metaphors.
15. make judgments.

Reading: Text Specific Skills: Students will:

1. comprehend narrative texts at literal and inferential levels regarding:
 - a. characters - traits, motives, functions.
 - b. setting - time, location
 - c. plot - central problem and events.
 - d. theme
 - e. literary techniques - flashback, foreshadowing, use of figurative language.

2. comprehend informational texts at literal and inferential levels regarding:
 - a. central purpose - author's intent.
 - b. supporting details - outline topics and sub-topics.
 - c. data presented in visual form - charts, graphs, maps.
 - d. research skills (See Study Skills).

3. comprehend persuasive/argumentative texts at literal and inferential levels reading:
 - a. recognize facts vs. opinion.
 - b. main idea.
 - c. supporting details.
 - d. persuasive techniques - word choice.
 - e. comparisons/contrasts.

4. comprehend everyday text at literal and inferential levels regarding:
 - a. extrapolating relevant information for a specific purpose.
 - b. using patterns of sequence.
 - c. classifying/organizing information to reach a logical conclusion or to make judgments.
 - d. synthesizing information to make a decision.

Writing: Students will:

1. select a main idea.
2. select supporting details.
3. recognize inappropriate details.
4. identify logical order.
5. identify well constructed sentences.
6. identify errors in sentence construction or usage.
7. use transition words.
8. identify mechanical errors.
9. write a comprehensive paragraph.
10. write a comprehensive essay that:
 - a. proposes a solution to a problem.
 - b. speculates about causes or effects of events, trends or phenomena.
 - c. takes a position to address a controversial issue.
11. answer open-ended questions across the curriculum (in all subject areas).

Study Skills: Students will:

1. complete an outline by selecting topic or appropriate details.
2. use a dictionary.
3. locate information in an index or table of contents.
4. interpret visual data: maps, graphs, charts.

5. use the computerized/card catalog to locate books and information.
6. use encyclopedia and other reference books.
7. internet search engines to locate current information.
8. use note-taking skills.

BASIC TEXTBOOKS

Required Texts:

Side by Side, Book I, II, III, IV
Prentice-Hall Regents, 3rd edition.

Supplemental Texts:

English Across the Curriculum I, II, III
National Textbook Co., 1985.

English for a Changing World I, II, III
Scott Foresman, 1984

English Step by Step with Pictures
Regents, 1980.

Everyday English I, II, III, IV
National Textbook Co., 1980.

Oxford Picture Dictionary
Oxford University Press, 1988.

Skill Sharpeners I, II, III, IV
Addison-Wesley, 1984

Strategies for Success in Reading, Introductory Level, Intermediate Level
Steck-Vaughn Berrent, 1995.

Strategies for Success in Writing, Introductory Level, Intermediate Level
Steck-Vaughn Berrent, 1995.

TEXTBOOKS

Reading/Language Development:

Basic Text:

Focus on Reading
Merrill, 1989

In Good Company
Addison-Wesley, 1985

Mastering Basic Reading Skills
Steck-Vaughn, 1985.

A New Beginning
Prentice-Hall Regents, 1988.

Supplemental Texts:

English Survival Series:
Identifying Main Idea A, B, C
Recognizing Details A, B, C
Building Vocabulary A, B, C
National Textbook Co., 1988.

Easy True Stories
More True Stories
Even More True Stories
Longman, 1993.

Our Own Stories: Cross Cultural Communication Practice
Longman, 1993.

Developing Reading Strategies and Challenges, Quest
Streck-Vaughn, 1991.

Number The Stars
Dell Yearling Book, 1989.

Bridge to Terebithia
Harper Trophy, 1979

Dear Mr. Henshaw
Dell Yearling, 1983.

The Best Bad Thing
Aladdin Books, 1983.

Ready to Read
Oxford University Press, 1989.

Starting English with a Smile
English with a Smile
More English with a Smile
National Textbook Co., 1994.

Listening - Supplemental:

Beginning Listening Series:

From the Start, Book 1
Moving On, Book 2
Taking Off, Book 3
Longman Publishing, 1987.

Listening Tasks
Cambridge University Press, 1984.

SUPPLEMENTAL VISUAL MATERIALS

All-Purpose Photo Library I, UU (DLM), 1980, 1982
Developmental Learning Materials

Basic Vocabulary Builder (ditto masters)
National Textbook Co., 1986.

Practical Vocabulary Builder (ditto masters)
National Textbook Co., 1986.

TR Large Picture Cards, Set 1
Teaching Resources, 1978.

TPR Student Kits
The Home
The Classroom
The Town
The Supermarket

Sky Oaks Productions, Inc., 1980

Additional materials may be obtained from content area teachers to provide further practice and review of specific skills.

Supplementary materials may be used as a basic text for part of the year for particular levels (e.g., Oxford Picture Dictionary for Beginning I students). These texts are used as supplementary materials for the majority of students in the program as the year progresses.

PUBLIC SCHOOLS OF EDISON TOWNSHIP
DIVISION OF CURRICULUM AND INSTRUCTION

2004-05 GROUPING PROCEDURES FOR ESL STUDENTS: GRADES 6 -12

Grade 6

The procedures described below are to be followed for placement of fifth-grade ESL students in the middle school program.

1. Upon completion of the ESL spring testing program (post-test on MAC 2), decisions will be made regarding the readiness of students to exit the ESL program. **Students must meet or exceed the state cut-off scores for their grade levels. An additional assessment is then made based on multiple indicators to determine readiness to exit from the programs.**
2. The ESL teacher is responsible for recording ESL placement information, if applicable, on the grade 6 student placement form. Refer to criteria for placement in language arts for designation of level.
3. The instructional level of students who will continue in the ESL program at the middle school is also indicated on the grade 6 student placement form (ESL1, ESL2, ESL3, ESL4). This determination will be made by the ESL teacher and the ESL Supervisor. All recommendations are subject to review and approval by the principal or her/his designee.

Grades 7 - 12

Grouping for students in these grades is made **after the spring testing program** to determine either continuation in the ESL program or exiting students from this program. **For grades 7-8, the MAC 2 is administered; for grades 9-12, the MAC 2 is administered.**

1. Students remaining in the ESL program will be recommended for the appropriate instructional grouping, i.e., ESL1, 2, 3, 4, 5, by the ESL teacher. Articulation must occur when ESL students move from the middle school to the high school (middle-school principal, guidance counselor and ESL staff are responsible).

ESL students who qualify for HSPA reading, writing or mathematics support must be enrolled in the appropriate remedial course(s). **Only 11th and 12th grade students, respectively, are eligible for Language Arts Literacy.**

2. Students exiting the ESL program will be recommended for placement in the appropriate English level based upon the **Grouping Criteria For English**. Students should be placed in the highest English level at which they are capable of performing. Some students should be placed in level 1 classes. The recommendation will be made by the ESL teacher and approved by the English Supervisor.
3. Exiting 11th and 12th grade ESL students must be enrolled in the appropriate HSPA support program if they have not met district/state standards in reading, writing or mathematics.

An updated copy of the cut-off scores and exit criteria will appear on the back of this page.

Martin Smith
Beatrice Yetman
ESL Supervisors

APPROVED: _____

Robert S. Ranta
Assistant Superintendent

MS/BY/pa

Revised: 1/02, 11/02, 12/03

**MAC 2 Test of English Language Proficiency
Touchstone Applied Science Associates**

Use the Standard Score Cut Points to determine program placement.

Standard Score Cut Points*				
Test Level	Grade	Fall	Spring	SEM**
Red	K	210	220	8
	1	566	588	14
Blue	2	548	564	12
	3	558	574	12
Orange	4	543	559	10
	5	556	569	11
Ivory	6	545	557	10
	7	551	562	10
	8	555	567	10
Tan	9	549	560	10
	10	558	570	11
	11	568	583	11
	12	580	593	11

*For grades 1-12, cut points are set for Total Battery scores. For grade K, cut points are set in terms of total Speaking and Listening scores.

**The standard error of measurement (SEM) of a test is a measure of reliability that represents the amount by which a score may vary due to errors of measurement. Thus, the larger the SEM, the greater the likelihood that a student might be misclassified. The SEM can be used to establish a band within which errors are most probable. For students whose scores fall within the band defined by the cut score plus or minus one SEM (e.g., 539 to 559 for Fall, 9th grade), additional data should be used to corroborate the placements.

Using Multiple Criteria for Program Entry and Exit

Districts must continue to use multiple indicators, as specified in code [N.J.A.C.6A:15-1.3) and 6A:15-1.10(b)] to determine which students need English as a Second Language (ESL) and/or bilingual program support and which students can function independently in a monolingual English classroom. These indicators must be used for both identification of limited English proficient (LEP) students and for determining readiness to exit from Bilingual/ESL/ELS program services. Use of the multiple indicators is particularly important when a student's test score is close to a cut point (as determined by the standard error of measurement (SEM)). These other indicators include:

- Reading level;
- Previous academic performance;
- Achievement on standardized tests in English; and
- Teacher judgement

WORLD LANGUAGES PROGRAM SEQUENCE

Seven-Year Program

French, Spanish 6 A/B

French, Spanish 7 A/B

French, Spanish 8 A/B

French, Spanish 8 (5x/week program)

↓
French, Spanish 9
(Honors)

French, Spanish 10
(Honors)

Grade 11

Four-Year Program

French, Spanish, Latin 1
(Accelerated)

French, Spanish, Latin 2
(Accelerated)

French, Spanish, Latin 3
(Accelerated)

Grade 12

↗ ↘
French, Spanish, Latin 4 *
(Honors)
(Level 1 - Accelerated)

Spanish 5
(Level 1 - Accelerated)

French, Spanish 5/AP
(Honors)

* Latin 4 is offered at the Honors level only.

**ENGLISH AS A SECOND LANGUAGE
GRADES 6-8**

APPENDIX E

PUBLIC SCHOOLS OF EDISON TOWNSHIP
DIVISION OF CURRICULUM AND INSTRUCTION

ESL/BILINGUAL SCREENING K-8

STUDENT: _____ GRADE: _____ FEEDER SCHOOL: _____
(Last Name) (First)

DATE OF BIRTH: _____ HOME LANGUAGE OF CHILD: _____

DATE OF REGISTRATION: _____

ADDRESS: _____ PHONE #: _____

NAME OF PARENTS/GUARDIAN: _____

(When Applicable)
ENGLISH-SPEAKING CONTACT PERSON: _____

PHONE #: _____

MONTH AND YEAR STUDENT WILL ENTER EDISON SCHOOLS: _____

1. OBSERVATION RATING SHEET (ORS) - This initial screening is to be completed within 48 hours after registration by the reading specialist (elementary schools), or guidance personnel (middle schools).

PRONUNCIATION _____	COMPLETED BY: _____
GRAMMAR _____	_____
VOCABULARY _____	NAME _____
FLUENCY _____	_____
COMPREHENSION _____	_____
TOTAL _____	DATE: _____

2. ENGLISH READING LEVEL: The English reading level is then to be determined for students rated 21-25 on the ORS. Students in grades 1-8 should attain a national percentile on the Standardized reading test which meets the district's minimum level of proficiency (MLP). The reading specialist (elementary schools) or guidance personnel (middle schools) will coordinate the administration of the testing.

READING LEVEL: PERCENTILE _____ This is above/below district MLP.
(circle)

COMPLETED BY: _____ DATE: _____

Note: Forward completed form to ESL staff.

**ENGLISH AS A SECOND LANGUAGE
GRADES 6 - 8**

APPENDIX E

3. English Language Proficiency Test: The **MAC II** will be administered to:
- students rated 5-20 on the ORS and
 - students rated 21-25 on the ORS, but scoring below minimum standards for reading.

The proficiency test is to be administered by the ESL teacher to appropriate students within 48 hours after completion of the ORS or basic skills assessment.

ESL BILINGUAL SCREENING

Record total standard score, cut-point (after slash) and total NCE score:

MAC II (K-1) TOTAL STANDARD ___/___ TOTAL NCE SCORE _____

MAC II (2-3) TOTAL STANDARD ___/___ TOTAL NCE SCORE _____

MAC II (4-5) TOTAL STANDARD ___/___ TOTAL NCE SCORE _____

MAC II (6-8) TOTAL STANDARD ___/___ TOTAL NCE SCORE _____

INDICATE NORMS USED: SPRING _____ OR FALL _____

INDICATE FORM: A _____ OR B _____

All MAC II protocols are filed in the ESL student's classroom folder. This folder is forwarded by the current ESL teacher to the student's subsequent ESL/English teacher at the end of each school year.

MAC II ADMINISTERED BY: _____ DATE: _____

PROGRAM CODE (circle one):

PROGRAM PARTICIPATION (circle one):

ESL: 40 ESL LEVEL _____

GUJARATI: 51

SPANISH: 58 ESL/Bilingual LEVEL _____

MANDARIN: 63

Not ESL

Circle Gujarati, Mandarin or Spanish even if student is in a 6-8 high intensity ESL PROGRAM.

TRANSPORTATION NEEDED TO _____

NOTE: Forward completed form to appropriate office (elementary) or guidance personnel (middle schools) for data recording and final disposition. One copy of this form is to be retained in the student's permanent folder after recording program participation and Standard score and NCE score in computer. Forward one copy of the ESL/Bilingual Supervisor for your school.

Participation letter sent: Date: _____

APPROVED: _____

R.S. Ranta
Assistant Superintendent, C&I

ESL/BILINGUAL OBSERVATION RATING SHEET (ORS)

A rating sheet must be completed for each student in the district whose native language is not English.

Step 1: Fill in the blanks with the appropriate information.

Step 2: Rate the student using the criteria (1-5) given for each language area.

pronunciation, grammar, vocabulary, fluency, and comprehension.

Step 3: Add the score for each area and put the total in the blank labeled **score** on top of the sheet. The range of the scores will be from 5 to 25.

Student: _____ **Completed by:** _____
Date: _____ **Score:** _____

PRONUNCIATION

- _____ 5. Has few traces of foreign accent.
- _____ 4. Always intelligible, though one is conscious of a definite accent.
- _____ 3. Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.
- _____ 2. Very hard to understand because of pronunciation problems. Must frequently be asked to repeat.
- _____ 1. Pronunciation problems so severe as to make speech virtually unintelligible.

GRAMMAR

- _____ 5. Makes few (if any) noticeable errors of grammar or word order.
- _____ 4. Occasionally makes grammatical and/or word order errors which do not, however, obscure meaning.
- _____ 3. Makes frequent errors of grammar and word order errors which occasionally obscure meaning.
- _____ 2. Grammar and word order errors make comprehension difficult. Must often rephrase sentences and restrict herself/himself to basic patterns.
- _____ 1. Errors in grammar and word order so severe as to make speech virtually unintelligible.

VOCABULARY

- _____ 5. Use of vocabulary and idioms is that of a native speaker.
- _____ 4. Sometimes uses inappropriate terms and must rephrase ideas because of lexical inadequacies.
- _____ 3. Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.
- _____ 2. Misuse of words and very limited vocabulary make comprehension quite difficult.
- _____ 1. Vocabulary limitations so extreme as to make conversation virtually impossible.

FLUENCY

- _____ 5. Speech is fluent and effortless as that of a native speaker.
- _____ 4. Speed of speech seems to be slightly affected by language problems.
- _____ 3. Speed and fluency are rather strongly affected by language problems.
- _____ 2. Usually hesitant; often forced into silence by language limitations.
- _____ 1. Speech is so halting and fragmentary as to make conversation virtually impossible.

COMPREHENSION

- _____ 5. Appears to understand everything without difficulty.
- _____ 4. Understands nearly everything at normal speech, although occasional repetition may be necessary.
- _____ 3. Understands most of what is said at slower-than-normal speech with repetitions.
- _____ 2. Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions.
- _____ 1. Cannot understand even simple conversational English.

PUBLIC SCHOOLS OF EDISON TOWNSHIP
DIVISION OF CURRICULUM AND INSTRUCTION

6-12 Exit Criteria Sheet

School Year: _____

Student's name: _____

Magnet School: _____

Grade/Section: _____

Home School: _____

Counselor: _____

ESL Teacher: _____

Number of years in program: _____

Language: _____

1. MAC II score: Raw Score= _____: Standard Score= _____ (_____)
(indicate score needed for exit in parenthesis)

A. Grades in Content Areas:

ESL: _____ Math: _____ Science: _____

Social Studies: _____ Other: _____

2. Standardized Test Scores (if available):

(6,7) Terra Nova Level: _____ Date: _____

Total Reading: _____ (_____) Total Language: _____ (_____)
(indicate State MLP in parenthesis)

Writing Portfolio: _____ (score using RHS ORIT process)

(8) GEPA: Reading _____ Writing _____ Date: _____

(9, 10) HSPA: Reading _____ Writing _____ Date: _____

(11) HSPA: Reading _____ Writing _____ Date: _____

(12) HSPT: Reading _____ Writing _____ Date: _____

Did student participate in the Alternate Assessment for the GEPA or Terra Nova? Yes _____

Indicate whether student has met MAC II cut-off. _____ (Yes) _____ (No)

Indicate whether student has met exit criteria of A and/or B.

A Yes _____ No _____

B Yes _____ No _____

Students recommended for exit must be rated on ORS and receive a score above 20.

2. Observation Rating Sheet (ORS)

ESL Teacher: _____

Pronunciation _____

Grammar _____

Vocabulary _____

Fluency _____

Comprehension _____

Total _____

3. Recommendation:

Student is recommended for exit by:

Appropriate teacher(s) Yes _____ No _____

Principal Yes _____ No _____

Supervisor Yes _____ No _____

Principal's Signature

4. Disposition

Student will ___ exit from ESL/BE Program. Student will ___ remain in ESL/BE Program.

Student will attend _____ (School) in 2003-04.

COMMENTS:

Date letter mailed to parent/guardian: _____

PUBLIC SCHOOLS OF EDISON TOWNSHIP
OFFICE OF THE SUPERINTENDENT
DIVISION OF CURRICULUM AND INSTRUCTION

ESL/BILINGUAL EXIT CRITERIA

On January 24, 1991, an amendment to the Bilingual Education Act was enacted which requires that an assessment on multiple indicators be completed prior to a student exiting from bilingual and ESL programs.

Our guidelines now require that students demonstrate fluency in English and mastery of basic skills as outlined below:

1. Students must earn a passing score on the MAC II.
Then they must meet criterion A or B.

A) Grade in content area courses average a "C" or better.

B) Meet cut-off standardized/local tests.

Grade(s)

* K-7 Achieve a Terra Nova score on the Total Reading and Total Language Clusters within 5%ile points of the state MLP.

Writing portfolio (including content areas writing) indicates a total score of 4 or better using the 6-point rubric of Edison's RHS ORBIT process.

8-9 Achieve a score on the GEPA within 10 points of passing criteria in reading and writing.

10-12 Achieve a score within 10 points of passing criteria in reading and writing on the state mandated test for their graduating class (HSPA 10 for 10th graders and HSPA 11 for 11th and 12th graders).

2. In addition, exiting students must receive a score above 20 on the ORS (administered by ESL teacher and/or reading specialist).

3. The student must receive recommendation of appropriate teacher(s), supervisor and principal.

NOTE: Seniors who have successfully completed the SRA in native language must achieve a minimum fluency score of 530 on the MAC II in addition to meeting all other state and district graduation requirements.

The school will inform parents by mail that their child has successfully met exiting criteria. If any parent or member of the teaching staff disagrees with the decision, he/she will be informed of appeal/re-entry process.

APPROVED: _____
Robert S. Ranta, Ed.D.
Assistant Superintendent

* Students in grades K and 1 will demonstrate skill achievement as evidenced by alternate assessment.

**MAC II Test of English Language Proficiency
Touchstone Applied Science Associates**

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	5	556	569	11
Ivory	6	545	557	10
	7	551	562	10
Tan	9	549	560	10
	10	558	570	11
	11	568	583	11
	12	580	593	11

* For grades 1-12, cut points are set for Total Battery scores. For grade K, cut points are set in terms of total Speaking and Listening scores.

** The standard error of measurement (SEM) of a test is a measure of reliability that represents the amount by which a score may vary due to errors of measurement. Thus, the larger the SEM, the greater the likelihood that a student might be misclassified. The SEM can be used to establish a band within which errors are most probable. For students whose scores fall within the band defined by the cut score plus or minus one SEM (e.g., 539 to 559 for Fall, 9th grade), additional data should be used to corroborate the placements.

Using Multiple Criteria for Program Entry or Exit

Districts must continue to use multiple indicators, as specified in code [N.J.A.C.6A:15-1.3) and 6A:15-1.10(b)] to determine which students need English as a Second Language (ESL) and/or bilingual program support and which students can function independently in a monolingual English classroom. These indicators must be used for both identification of limited English proficient (LEP) students and for determining readiness to exit from Bilingual/ESL/ELS program services. Use of the multiple indicators is particularly important when a student's test score is close to a cut point (as determined by the standard error of measurement (SEM)). These other indicators include:

- Reading level;
- Previous academic performance;
- Achievement on standardized tests in English; and
- Teacher judgment.

Public Schools of Edison Township
Division of Curriculum and Instruction

DRAFT 11

Framework For Essential Instructional Behaviors, K-12
Common Threads

Edison's Framework for Essential Instructional Behaviors, K-12, represents a collaboratively developed statement of effective teaching. The lettered indicators are designed to explain each common thread, but do not denote order of importance. This concise statement of instructional expectation is intended as a framework; its use as an observation checklist would be inappropriate.

1. Planning Which Sets The Stage For Learning

Does the instruction show evidence of:

- a. long-range and specific short-range planning which shows a direct relationship between student learning needs and the written curriculum.
- b. communicating a clearly defined, curriculum-based learning objective based on observation and diagnosis of student needs.
- c. setting high standards and expectations and deliberately selecting instructional strategies and materials to help students achieve them.
- d. sequencing lesson design.
- e. using thematic/interdisciplinary units of fundamental importance to connect science, social studies, language arts, and/or math, which result in integrated learning.
- f. integrating reading, writing, listening, speaking, viewing.
- g. using available materials, including technology and outside resources, effectively.
- h. demonstrating accurate knowledge of subject matter.
- i. planning to enable co-teaching in shared teaching situations.
- j. allocating nearly all of the available time to learning and activities to accomplish learning objective(s).
- k. improving teaching practice by frequent reflection, individually and with others, on past student learning and instructional experiences.
- l. designing lessons that gradually and deliberately model and give over time increasing student independence and responsibility for learning.

2. Productive Learning Climate/Classroom Management

Does the instruction show evidence of:

- a. establishing an environment which is learner-centered (content rich and reflective of children's efforts).
- b. creating a climate of mutual respect, one that is considerate of and addresses differences in culture, race, gender.
- c. providing opportunities for student choice.
- d. using proactive rules, routines (which students have internalized) and reactive management strategies effectively.
- e. creating a safe, positive and open classroom environment in which children and teachers take risks, use trial and error.

3. Teaching Which Meets The Needs of Individual Differences

Does the instruction show evidence of:

- a. demonstrating a belief that all children can learn and learn in different ways.
- b. deliberately selecting a variety of grouping strategies (individual conferences, whole class, flexible, small groups, partners, cooperative learning structures).
- c. addressing varied learning modalities (visual, auditory, kinesthetic/tactile).
- d. deliberately selecting and using graphic organizers, auditory tapes, and manipulatives.
- e. intentionally modifying content, strategies, materials and/or assessment during a lesson.

4. Teaching Which Forges Meaningful Connections

Does the instruction show evidence of:

- a. helping students interact with concepts/skills/content knowledge through a variety of planned and, when appropriate, unplanned learning strategies.
- b. focusing on strategies for concept building rather than on isolated facts, information, and skills (teacher with students exploring/discovering, not teacher assigning)
- c. accessing prior knowledge to build background information (e.g., anticipatory set, K-W-L, I wonder list..)
- d. building in ample connections, including students' home cultures, to real life.
- e. providing students the opportunity to actively process the learning through closure.

5. Teaching Which Promotes Focused Thinking

Does the instruction show evidence of:

- a. using questioning strategies that promote discussion, problem solving, divergent thinking, multiple responses, and higher levels of thinking (analysis, evaluation, synthesis).
- b. integrating active student participation, individually and collaboratively.
- c. using varied writing activities (journals, learning logs, creative pieces, letters, charts, notes, reports) that connect to and extend learning **in all** subjects.

-Over-

<p>6. Student Assessment Which Measures Learning Does the instruction show evidence of:</p> <ul style="list-style-type: none"> a. using assessment to monitor and adjust instruction continually (e.g. researching when necessary). b. developing multiple means of assessments including performance (students participating in self assessment, projects, demonstrations) c. assessing student learning before, during, and after the lesson. d. using appropriate homework assignments that extend learning, coupled with efficient assessment of student performance.
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Subject-Specific Behaviors

Language Arts	Mathematics
<p>Does the lesson show evidence of:</p> <ul style="list-style-type: none"> a. literature based reading experiences. b. auditorys, stimulus (teacher reading, tapes, paired reading, choral reading). c. literacy rich environment including evidence of children’s work and variety of writing materials. d. utilizing a variety of grouping strategies for instruction (whole class, flexible small groups, partners, cooperative learning teams). e. daily and varied writing experiences (structured writing and free writing). f. questions which build reading strategies (predicting inference, cause and effect, think alouds, summarizing, developing background knowledge). g. the teaching of skills (phonics/mechanics) not in isolation but in a meaningful context. 	<p>Does the lesson show evidence of:</p> <ul style="list-style-type: none"> a. use of manipulatives with all students at ALL levels K-5. b. concept building to start with concrete (where appropriate) and move through linking stage to symbolic. c. use of <u>Every Day Counts</u> (grades 1-5). d. use of <u>Problem of the Day</u> to encourage divergent thinking, problem analysis, and interpretation. e. integration of calculators into the curriculum through problem solving, pattern identification, process reinforcement, etc. f. emphasis of the use of techniques for mental math and estimation. g. focus on problem solving strategies -encouraging open ended questions, acceptance of justifiable, reasonable responses. h. appropriate time allotted for homework review (10 minutes).
Social Studies	Science
<p>Does the lesson show evidence of:</p> <ul style="list-style-type: none"> a. frequent and practical use of maps, globes, atlases (supporting literature and projects). b. multi-cultural references and use of “Cultural Diversity” curriculum (guest speaker, student sharing). c. evidence of historical perspective, i.e., the present based on past and will influence the future (use of timelines). d. classroom organization in democratic framework (rules, responsibilities, cooperation, tolerance, equality). e. adapting lesson plans to address up to the minute events in the news (significant world situations, “Oklahoma,” elections). 	<p>Does the lesson show evidence of:</p> <ul style="list-style-type: none"> a. hands-on activities. b. encouragement of scientific method (questioning, hypothesizing c. testing, observing, demonstrating, drawing conclusions, investigation). d. writing for scientific findings, e.g. note-taking, data collecting, journals. e. resources beyond the classroom. f. evidence of scientific awareness in classroom environment.