

**Springfield Public Schools
Springfield, New Jersey 07081**

Curriculum Guide

ESL

Grades K - 12

2024

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

**Springfield Public Schools
Springfield, New Jersey 07081**

*Springfield Board of Education
Approved on July 29, 2024*

Springfield Public Schools

Cultivating compassionate and extraordinary learners!

EXTRACT OF THE MINUTES OF A MEETING OF
THE BOARD OF EDUCATION OF
THE TOWNSHIP OF SPRINGFIELD
COUNTY OF UNION, NEW JERSEY
AS RECORDED IN THE OFFICIAL MINUTE BOOK

Resolution: 28

Introduced By: Mrs. Saha

Seconded By: Mrs. Turnbull

Adopted: July 29, 2024

Curriculum Adoption

To approve the following curriculum and courses for the 2024-2025 school year:

a. ELA Courses - Revised to reflect the updated NJSL-ELA standards

- Grades Kindergarten-5 English Language Arts
- Grades 6-8 Communication Arts
- English I
- English II
- English III
- English IV
- DCA Freshman English
- AP English 3 Language and Composition
- AP English 4 Literature and Composition
- Senior Seminar

b. Middle School ELA Elective Courses

- Drama I and II
- Creative Writing
- Journalism-Grade 7

c. High School ELA Elective Courses

- Creative Writing and Poetry
- Drama I
- Film as Literature
- Journalism - High School
- Yearbook
- Tomorrow's Teachers

d. ESL (K-12)

- Elementary ESL
- Middle/High School ESL

e. Middle and High School World Language Curriculum

- French 1
- French 2
- French 3
- French 4
- Spanish 1
- Spanish 2
- Spanish 3
- Spanish 4

f. Florence M Gaudineer Program of Studies

Michelle Calas, School Business Administrator/Board Secretary

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(continued)

I, Michelle Calas, School Business Administrator/ Board Secretary of the Springfield Board of Education, hereby certify that the extract from the minutes of a meeting of the Board of Education duly called and held on July 29, 2024 has been compared by me with the original minute book of said Board of Education, and is a true, complete and exact copy thereof, as far as the same relates to the subject matter to on said extract.

In WITNESS THEREOF, I have hereunto set my hand and seal of the Springfield Board of Education, this 30th day of July 2024.

SEAL

A handwritten signature in black ink, appearing to read 'M. Calas', is written above a horizontal line.

Michelle Calas
School Business Administrator/ Board Secretary

**Dr. Rachel Goldberg
Superintendent of Schools**

Curriculum Developed By:

Erica Scudero - Assistant Superintendent

Candice Schiano - Supervisor of Humanities

Diana Costa - ESL Teacher

Jillian Maged - ESL Teacher

Rationale, Description, and Purpose

The purpose of the Springfield Public School District's English as a Second Language (ESL) curriculum is to provide an overview of skills and strategies to help multilingual learners, and students with limited English proficiency. The ESL curriculum is designed in coordination with the World Class Instructional Design Assessment (WIDA) Consortium's English Language Development Standards for English Language Learners.

ESL instruction addresses conversational language skills and skills related to literacy and academic competence. The ESL Program provides students with varied and meaningful listening, speaking, reading, writing and viewing activities that enable them to develop self-confidence as they acquire English competency. Our ESL Program helps students in grades K through 12 transition from one culture and language to another in a supportive, nurturing environment.

Curriculum Alignment to the WIDA English Language Development Standards

The Springfield curriculum is aligned with the WIDA standards and the philosophy behind the standards is woven into the new curriculum. The WIDA Standards are aligned to the state academic content standards.

(http://www.wida.us/standards/Resource_Guide_web.pdf)

The New Jersey Bilingual Code has adopted the WIDA Standards as the benchmark for English Language Proficiency (ELP). Therefore, teachers should be familiar with the WIDA standards to build the context of their lesson plans.

ESL teachers will refer to the WIDA Standards and grade level clusters depending on the grade levels that they teach. The ESL teachers will also connect the context of their lessons to the five WIDA content standards:

World-Class Instructional Design and Assessment (WIDA) English Language Development Standards for English Language Learners in Kindergarten through Grade 12

Standard One: (Social and instructional language) English language learners communicate in English for social and instructional purposes within the school setting.

Standard Two: (The language of language arts) English language learners communicate information, ideas, and concepts necessary for academic success in the content area of language arts.

Standard Three: (The language of mathematics) English language learners communicate information, ideas, and concepts necessary for academic success in the content area of mathematics.

Standard Four: (The language of science) English language learners communicate information, ideas, and concepts necessary for academic success in the content area of science.

Standard Five: (The language of social studies) English language learners communicate information, ideas, and concepts necessary for academic success in the content area of social studies.

The entire standards document may be viewed at:

<https://wida.wisc.edu/teach/standards/eld/2020>

The Springfield ESL curriculum is also aligned with the New Jersey Student Learning Standards.

The entire standards documents may be viewed at:

<https://www.nj.gov/education/standards/>

ESL Methods and Techniques

Using the curriculum guide as a base, the ESL teacher in the role of decision maker, selects the specific method or technique best suited to reach a particular objective. The teacher uses an eclectic approach, drawing upon his or her experience and knowledge of teaching and learning while responding to the English language level of the students and their immediate social and academic needs.

Teaching is student-centered and based on student needs, grade level, length of time learning English, and learning style. Technology is integrated with ESL instruction. ESL instruction must incorporate all four language skills: listening, speaking, reading, and writing. Thus, a variety of instructional materials and techniques must be utilized to promote communicative competence and academic success. The following are some examples:

Cooperative Learning

Throughout the school year, cooperative learning activities give students opportunities to work in groups and share their knowledge. These learning activities are characterized by three components: positive interdependence, individual accountability, and face-to-face interaction. Cooperative learning helps ELLs develop social and oral language skills.

Differentiated Instruction

The Springfield ESL Curriculum strives to implement differentiated instruction to meet the WIDA standards. Students must have access to a variety of scaffolded and leveled materials that enable them to learn the same topic being taught in the general education classroom. Texts, computer resources, and assessments are modified as needed.

Thematic Approach

ESL teachers should include topics or themes in their lesson planning that incorporate the WIDA Standards. Topic or theme-related language and concepts may be spiraled over a period of time, ensuring their conceptualization. Students are continually expected to communicate in four language domains: listening, speaking, reading, and writing.

Total Physical Response (TPR)

ESL Teachers of students in the lower grades are encouraged to scaffold or support language through the use of TPR. In order to provide comprehensive input to support K- 1 students, the ESL teacher gives a command for a single action word or phrase such as “jump” or “point to the door” and then demonstrates the action. This method is effective with entry-level students as it provides direct and visual instruction.

Functional/Notional or Language Experience Learning

This approach involves using the student’s prior and current life experiences in a mutually supportive community to structure the language process.

Structural Practice

This approach employs repetition, substitution, and completion sentences to promote understanding and use of the language.

Whole Language

Whole language incorporates the use of authentic literature to develop and expand spoken and written language.

Content-based Instruction

Content-based instruction utilizes content-based materials in the teaching of ESL.

Technology

Computers and technology-based instruction can play an integral part in providing ELLs with valuable language experiences as they learn a new language. The computer is a tool that can be utilized to increase verbal exchanges, develop content area vocabulary and improve reading and writing skills. Students should be exposed to language learning software and websites, which may be accessed at home and in school.

Kindergarten

WIDA ELD STANDARD 1

Social and Instructional Language

Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps

Inform

- Define and classify objects or concepts
- Describe characteristics, patterns, or behavior
- Describe parts and wholes
- Sort, clarify, and summarize ideas
- Summarize information from interaction with others and from learning experiences

Explain

- Share initial thinking with others
- Follow and describe cycles in diagrams, steps in procedures, or causes and effects
- Compare and contrast objects or concepts
- Offer ideas and suggestions
- Act on feedback to revise understandings of how or why something works

Argue

- Ask questions about others' opinions
- Support own opinions with reasons
- Clarify and elaborate ideas based on feedback
- Defend change in one's own thinking
- Revise one's own opinions based on new information

Kindergarten

WIDA ELD STANDARD 2

Language for Language Arts

Narrate

Narrate - Interpretive

Interpret language arts narratives (with prompting and support) by

- Identifying key details
- Identifying characters, settings, and major events
- Asking and answering questions about unknown words in a text

Narrate - Expressive

Construct language arts narratives (with prompting and support) that

- Orient audience to story
- Describe story events

Inform - Interpretive

Interpret informational texts in language arts (with prompting and support) by

- Identifying main topic and key details
- Asking and answering questions about descriptions of familiar attributes and characteristics
- Identifying word choices in relation to topic or content area

Inform - Expressive

Construct informational texts in language arts (with prompting and support) that

- Introduce topic for audience
- Describe details and facts

Kindergarten

WIDA ELD STANDARD 3

Language for Mathematics

Inform - Interpretive

Interpret mathematical informational texts (with prompting and support) by

- Identifying concept or object
- Describing quantities and attributes

Inform - Expressive

Construct mathematical informational texts (with prompting and support) that

- Define or classify concept of entity
- Describe a concept or entity
- Compare/Contrast concepts or entities

Kindergarten

WIDA ELD Standard 4

Language for Science

Inform - Interpretive

Interpret scientific informational texts by

- Determining what text is about
- Defining or classifying a concept or entity

Inform - Expressive

Construct scientific informational texts that

- Introduce others to a topic or entity
- Provide details about an entity

Explain - Interpretive

Interpret scientific explanations by

- Defining investigable questions or simple design problems based on observations and data about a phenomenon
- Using information from observations to find patterns and to explain how or why a phenomenon occurs

Explain - Expressive

Construct scientific explanations that

- Describe information from observations about a phenomenon
- Relate how a series of events causes something to happen
- Compare multiple solutions to a problem

Kindergarten

WIDA ELD Standard 5

Language for Social Studies

Inform - Interpretive

Interpret informational texts in social studies by

- Determining **the** topic associated with a compelling or supporting question
- Defining attributes and characteristics in relevant information

Inform - Expressive

Construct informational texts in social studies that

- Introduce a topic associated with a compelling or supporting question
- Provide a detail about relevant information

Grade 1

WIDA ELD Standard 1

Social and Instructional Language

Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps

Inform

- Define and classify objects or concepts
- Describe characteristics, patterns, or behavior
- Describe parts and wholes
- Sort, clarify, and summarize ideas
- Summarize information from interaction with others and from learning experiences

Explain

- Share initial thinking with others
- Follow and describe cycles in diagrams, steps in procedures, or causes and effects
- Compare and contrast objects or concepts
- Offer ideas and suggestions
- Act on feedback to revise understandings of how or why something works

Argue

- Ask questions about others' opinions
- Support own opinions with reasons
- Clarify and elaborate ideas based on feedback
- Defend change in one's own thinking
- Revise one's own opinions based on new information

Grade 1

WIDA ELD STANDARD 2

Language for Language Arts

Narrate - Interpretive

Interpret language arts narratives by

- Identifying a central message from key details
- Identifying how character attributes and actions contribute to an event
- Identifying words and phrases that suggest feelings or appeal to the senses

Narrate - Expressive

Construct language arts narratives that

- Orient audience to story
- Develop story events
- Engage and adjust for audience

Inform - Interpretive

Interpret informational texts in language arts by

- Identifying main topic and/or entity and key details
- Asking and answering questions about descriptions of attributes and characteristics
- Identifying word choices in relation to topic or content area

Inform - Expressive

Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Describe attributes and characteristics with facts, definitions, and relevant details

GRADE 1**WIDA ELD STANDARD 3****Language for Mathematics****Inform - Interpretive**

Interpret mathematical informational texts by

- Identifying concept or entity
- Describing attributes and characteristics

Inform - Expressive

Construct mathematical informational texts that

- Define or classify concept or entity
- Describe a concept or entity
- Compare/contrast concepts or entities

GRADE 1**WIDA ELD STANDARD 4****Language for Science**

Inform - Interpretive

Interpret scientific informational texts by

- Determining what text is about
- Defining or classifying concept or entity

Inform - Expressive

Construct scientific informational texts that

- Introduce others to topic or entity
- Define, describe, and classify concept, topic, or entity
- Summarize observations or factual information

GRADE 1

WIDA ELD STANDARD 4

Language for Science

Explain - Interpretive

Interpret scientific informational texts by

- Defining investigable questions or simple design problems based on observations and data about a phenomenon
- Analyzing several events and observations to help explain how or why a phenomenon occurs
- Identifying information from observations(that supports particular points in explanations)

Explain - Expressive

Construct scientific informational texts that

- Describe observations and/or data about a phenomenon
- Relate how a series of events causes something to happen
- Compare multiple solutions to a problem

GRADE 1

WIDA ELD STANDARD 5

Language for Social Studies

Inform - Interpretive

Interpret informational texts in social studies by

- Determining topic associated with compelling or supporting questions
- Defining and classifying attributes, characteristics, and qualities in relevant information

Inform - Expressive

Construct informational texts in social studies that

- Introduce topic associated with compelling or supporting questions
- Provide details about disciplinary ideas

Argue - Interpretive

Interpret social studies arguments by

- Identifying topic
- Analyzing evidence gathered from source
- Evaluating source based on distinctions between fact and opinion

Argue - Expressive

Construct social studies arguments that

- Introduce topic
- Select relevant information to support claim with evidence
- Show relationship between claim, evidence and reasoning

GRADES 2-3

WIDA ELD STANDARD 1

Social and Instructional Language

Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps

Inform

- Define and classify objects or concepts
- Describe characteristics, patterns, or behavior
- Describe parts and wholes
- Sort, clarify, and summarize ideas
- Summarize information from interaction with others and from learning experiences

Explain

- Share initial thinking with others
- Follow and describe cycles in diagrams, steps in procedures, or causes and effects
- Compare and contrast objects or concepts
- Offer ideas and suggestions
- Act on feedback to revise understandings of how or why something works

Argue

- Ask questions about others' opinions
- Support own opinions with reasons
- Clarify and elaborate ideas based on feedback
- Defend change in one's own thinking
- Revise one's own opinions based on new information

Grades 2-3

WIDA ELD STANDARD 2

Language for Language Arts

Narrate - Interpretive

Interpret language arts narratives by

- Identifying a central message from key details
- Identifying how character attributes and actions contribute to event sequences
- Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language

Narrate - Expressive

Construct language arts narratives that

- Orient audience to context
- Develop story with time and event sequences, complication, resolution, or ending
- Engage and adjust for audience

Inform - Interpretive

Interpret informational texts in language arts by

- Identifying the main idea and key details
- Referring explicitly to descriptions for themes and relationships among meanings
- Describing relationship between a series of events, ideas or concepts, or procedural steps

Inform - Expressive

Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Add details to define, describe, compare, and classify topic and/or entity
- Develop coherence and cohesion throughout text

Grades 2-3

WIDA ELD STANDARD 3

Language for Mathematics

Explain - Interpretive

Interpret mathematical explanations by

- Identifying concept or entity
- Analyzing plan for problem-solving steps
- Evaluating simple pattern or structure

Explain - Expressive

Construct mathematical explanations that

- Introduce concept or entity
- Describe solution and steps used to solve problem with others
- State reasoning used to generate solution

Argue - Interpretive

Interpret mathematics arguments by

- Identifying conjectures about what might be true
- Distinguishing connections among ideas in justifications
- Extracting mathematical operations and facts from solution strategies to create generalizations

Argue - Expressive

Construct mathematics arguments that

- Create conjecture using definitions
- Generalize commonalities across cases
- Justify conclusion steps and strategies in simple patterns
- Identify and respond to others' arguments

Grades 2-3

WIDA ELD STANDARD 4

Language for Science

Explain - Interpretive

Interpret scientific explanations by

- Defining investigable questions or simple design problems based on observations, data, and prior knowledge about a phenomenon
- Obtaining and combining information from observations, and using evidence to help explain how or why a phenomenon occurs
- Identifying information from observations as well as evidence that supports particular points in explanations

Explain - Expressive

Construct scientific explanations that

- Describe observations and/or data about a phenomenon
- Develop a logical sequence between data or evidence and claim
- Compare multiple solutions to a problem considering how well they meet the criteria and constraints of the design solution

Argue - Interpretive

Interpret scientific arguments by

- Identifying potential evidence from data, models, and/or information from investigations of phenomena or design solutions
- Analyzing whether evidence is relevant or not
- Distinguishing between evidence and opinion

Argue - Expressive

Construct scientific arguments that

- Introduce topic/phenomenon for an issue related to the natural and designed world(s)
- Make a claim supported by relevant evidence
- Establish a neutral tone
- Signal logical relationships among reasoning, evidence, data, and/or a model when making a claim

Grades 2-3

WIDA ELD STANDARD 5

Language for Social Studies

Explain - Interpretive

Interpret social studies explanations by

- Determining types of sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for event sequences and/or causes/effects
- Evaluating disciplinary concepts and ideas associated with a compelling or supporting question

Explain - Expressive

Construct social studies explanations that

- Introduce phenomena or events
- Describe components, order, causes, or cycles
- Generalize possible reasons for a development or event

Argue - Interpretive

Interpret social studies arguments by

- Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective)
- Analyzing relevant information from one or two sources to develop claims in response to compelling questions
- Evaluating source credibility based on distinctions between fact and opinion

Argue - Expressive

Construct social studies arguments that

- Introduce topic
- Select relevant information to support claims with evidence from one or more sources
- Show relationships between claim, evidence, and reasoning

Grades 4-5

WIDA ELD STANDARD 1

Social and Instructional Language

Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move dialogue forward
- Create closure, recap, and offer next steps

Inform

- Define and classify facts and interpretations; determine what is known vs. unknown
- Report on explicit and inferred characteristics, patterns, or behavior
- Describe the parts and wholes of a system
- Sort, clarify, and summarize relationships
- Summarize most important aspects of information

Explain

- Generate and convey initial thinking
- Follow and describe cycles and sequences of steps or procedures and their causes and effects
- Compare changing variables, factors, and circumstances
- Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
- Act on feedback to revise understandings of how or why something is or works in particular ways

Argue

- Generate questions about different perspectives
- Support or challenge an opinion, premise, or interpretation
- Clarify and elaborate ideas based on feedback
- Evaluate changes in thinking, identifying trade-offs
- Refine claims and reasoning based on new information or evidence

Grades 4-5

WIDA ELD Standard 2

Language for Language Arts

Narrate - Interpretive

- Identifying a theme from details.
- Analyzing how character attributes and actions develop across event sequences
- Determining the meaning of words and phrases, used in texts, including figurative language, such as metaphors and similes

Narrate - Expressive

Construct language arts narratives that

- Orient audience to context
- Develop and describe characters and their relationships
- Develop story with complication and resolution, time and event sequences
- Engage and adjust for audience

Inform - Interpretive

Interpret informational texts in language arts by

- Identifying and summarizing main ideas and key details
- Analyzing details and examples for key attributes, qualities, and characteristics
- Evaluating the impact of key word choices in a text

Inform - Expressive

Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Establish objective or neutral stance
- Add precision and details to define, describe, compare, and classify topic and/or entity
- Develop coherence and cohesion throughout text

Argue - Interpretive

Interpret language arts arguments by

- Identifying main ideas
- Analyzing points of view about the same event or topic
- Evaluating how details, reasons, and evidence support particular points in a text

Argue - Expressive

Construct language arts arguments that

- Introduce and develop a topic clearly; state an opinion
- Support opinions with reasons and information
- Use a formal style
- Logically connect opinions to appropriate evidence, facts, and details; offer a concluding statement or section

Grades 4-5

WIDA ELD STANDARD 3

Language for Mathematics

Explain - Interpretive

Interpret mathematical explanations by

- Identifying concept or entity
- Analyzing problem-solving steps
- Evaluating a pattern or structure that follows a given rule

Explain - Expressive

Construct mathematical explanations that

- Introduce concept or entity
- Share solution with others
- Describe data and/or steps to solve problem
- State reasoning used to generate solution

Argue - Interpretive

Interpret mathematics arguments by

- Comparing conjectures with patterns, and/or rules
 - Distinguishing commonalities and differences among ideas in justifications
- Extracting patterns or rules from solution strategies to create generalizations

Argue - Expressive

Construct mathematics arguments that

- Create conjecture using definitions, patterns, and rules
- Generalize commonalities and differences across cases
- Justify conclusions with patterns or rules
- Evaluate others' arguments

Grades 4-5

WIDA ELD STANDARD 4

Language for Science

Explain - Interpretive

Interpret scientific explanations by

- Defining investigable questions or design problems based on observations, data, and prior knowledge about a phenomenon
- Obtaining and combining evidence and information to help explain how or why a phenomenon occurs
- Identifying evidence that supports particular points in an explanation

Explain-Expressive

Construct scientific explanations that

- Describe observations and/or data about a phenomenon
- Establish neutral or objective stance in communicating results
- Develop reasoning to show relationships between evidence and claims

Argue - Interpretive

Interpret scientific arguments by

- Identifying relevant evidence from data, models, and/or information from investigations of phenomena or design solutions
- Comparing reasoning and claims based on evidence
- Distinguishing among facts, reasoned judgment based on research findings, and speculation in an explanation

Argue - Expressive

Construct scientific arguments that

- Introduce topic/phenomenon in issues related to the natural and designed world(s)
- Make and define a claim based on evidence, data, and/or model
- Establish a neutral tone or an objective stance
- Signal logical relationships among reasoning, relevant evidence, data, and/or a model when making a claim

Grades 4-5

WIDA ELD STANDARD 5

Language for Social Studies

Explain - Interpretive

Interpret social studies explanations by

- Determining different opinions in sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for a series of contributing factors or causes
- Evaluating disciplinary concepts and ideas that are open to different interpretations

Explain - Expressive

Construct social studies explanations that

- Introduce phenomena or events
- Describe components, order, causes and effects, or cycles using relevant examples and details
- Generalize probable causes and effects of developments or events

Argue - Interpretive

Interpret social studies arguments by

- Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective)
- Analyzing relevant information from multiple sources to develop claims in response to compelling questions
- Evaluating point of view and credibility of source, based on distinctions between fact and opinion

Argue - Expressive

Construct social studies arguments that

- Introduce topic
- Select relevant information to support claims with evidence from multiple sources
- Establish perspective
- Show relationships between claims with reasons and multiple sources of evidence

Grades 6-8

WIDA ELD Standard 1

Social and Instructional Language

Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move dialogue forward
- Create closure, recap, and offer next steps

Inform

- Define and classify facts and interpretations; determine what is known vs. unknown
- Report on explicit and inferred characteristics, patterns, or behavior
- Describe the parts and wholes of a system
- Sort, clarify, and summarize relationships
- Summarize most important aspects of information

Explain

- Generate and convey initial thinking
- Follow and describe cycles and sequences of steps or procedures and their causes and effects
- Compare changing variables, factors, and circumstances
- Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
- Act on feedback to revise understandings of how or why something is or works in particular ways

Argue

- Generate questions about different perspectives
- Support or challenge an opinion, premise, or interpretation
- Clarify and elaborate ideas based on feedback
- Evaluate changes in thinking, identifying trade-offs
- Refine claims and reasoning based on new information or evidence

Grades 6-8

WIDA ELD Standard 2

Language for Language Arts

Narrate - Interpretive

Interpret language arts narratives by

- Identifying a theme or central idea that develops over the course of a text
- Analyzing how character attributes and actions develop in relation to events or dialogue
- Evaluating impact of specific word choices about meaning and tone

Narrate - Expressive

Construct language arts narratives that

- Orient audience to context and point of view
- Develop and describe characters and their relationships
- Develop story, including themes with complication and resolution, time, and event sequences
- Engage and adjust for audience

Inform - Interpretive

Interpret informational texts in language arts by

- Identifying and/or summarizing main ideas and their relationship to supporting ideas
- Analyzing observations and descriptions in textual evidence for key attributes, qualities, characteristics, activities, and behaviors
- Evaluating the impact of author's key word choices over the course of a text

Inform - Expressive

Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Establish objective or neutral stance
- Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors
- Develop coherence and cohesion throughout text

Argue - Interpretive

Interpret language arts arguments by

- Identifying and summarizing central idea distinct from prior knowledge or opinions
- Analyzing how an author acknowledges and responds to conflicting evidence or viewpoints
- Evaluating relevance, sufficiency of evidence, and validity of reasoning that support claim(s)

Argue - Expressive

Construct language arts arguments that

- Introduce and develop claim(s) and acknowledge counterclaim(s)
- Support claims with reasons and evidence that are clear, relevant, and credible
- Establish and maintain formal style
- Logically organize claim(s) with clear reasons and relevant evidence; offer a conclusion

Grades 6-8
WIDA ELD Standard 3
Language for Mathematics

Explain - Interpretive

Interpret mathematical explanations by

- Identifying concept or entity
- Analyzing possible ways to represent and solve a problem
- Share solution with others
- Describe data and/or problem-solving
- Evaluating model and rationale for underlying relationships in selected problem-solving approach

Explain - Expressive

Construct mathematical explanations that

- Introduce concept or entity
- Share solution with others
- Describe data and/or problem-solving
- State reasoning used to generate solution

Argue - Interpretive

Interpret mathematics arguments by

- Comparing conjectures with previously established results
- Distinguishing commonalities among strategies used
- Evaluating relationships between evidence and mathematical facts to create generalizations

Argue - Expressive

Construct mathematics arguments that

- Create conjecture, using definitions and previously established results
- Generalize logic across cases
- Justify conclusions with evidence and mathematical facts
- Evaluate and critique others' arguments

Grades 6-8

WIDA ELD Standard 4

Language for Science

Explain - Interpretive

Interpret scientific explanations by

- Defining investigable questions or design problems based on observations, information, and/or data about a phenomenon
- Determining central ideas in complex evidence and information to help explain how or why a phenomenon occurs
- Evaluating scientific reasoning that shows why data or evidence adequately supports conclusions

Explain - Expressive

Construct scientific explanations that

- Describe valid and reliable evidence from sources about a phenomenon
- Establish neutral or objective stance in how results are communicated
- Develop reasoning to show relationships among independent and dependent variables in models and simple systems
- Summarize patterns in evidence, making trade-offs, revising, and retesting

Argue - Interpretive

Interpret scientific arguments by

- Identifying convincing evidence from data, models, and/or information from investigations of phenomena or design solutions
- Comparing reasoning and claims based on evidence from two arguments on the same topic
- Evaluating whether they emphasize similar or different evidence and/or interpretations of facts

Argue - Expressive

Construct scientific arguments that

- Introduce and contextualize topic/ phenomenon in issues related to the natural and designed world(s)
- Support or refute a claim based on data and evidence
- Establish and maintain a neutral or objective stance
- Signal logical relationships among reasoning, evidence, data, and/or a model when making or defending a claim or counterclaim

Grades 6-8
WIDA ELD Standard 5
Language for Social Studies

Explain - Interpretive

Interpret social studies explanations by

- Determining multiple points of view in sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for logical relationships among contributing factors or causes
- Evaluating experts' points of agreement, along with strengths and weakness of explanations

Explain - Expressive

Construct social studies explanations that

- Introduce and contextualize phenomena or events
- Establish perspective for communicating outcomes, consequences, or documentation
- Develop reasoning, sequences with linear and nonlinear relationships, evidence, and details, acknowledging strengths and weaknesses
- Generalize multiple causes and effects of developments or events

Argue - Interpretive

Interpret social studies arguments by

- Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective)
- Analyzing relevant information from multiple sources to support claims
- Evaluating point of view and credibility of source based on relevance and intended use

Argue - Expressive

Construct social studies arguments that

- Introduce and contextualize topic
- Select relevant information to support claims with evidence gathered from multiple sources
- Establish perspective
- Show relationships between claims and counterclaims, differences in perspectives, and evidence and reasoning

Grades 9-12

WIDA ELD Standard 1

Social and Instructional Language

Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move dialogue forward
- Create closure, recap, and offer next steps

Inform

- Define and classify facts and interpretations; determine what is known vs. unknown
- Report on explicit and inferred characteristics, patterns, or behavior
- Describe the parts and wholes of a system
- Sort, clarify, and summarize relationships
- Summarize most important aspects of information

Explain

- Generate and convey initial thinking
- Follow and describe cycles and sequences of steps or procedures and their causes and effects
- Compare changing variables, factors, and circumstances
- Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
- Act on feedback to revise understandings of how or why something is or works in particular ways

Argue

- Generate questions about different perspectives
- Support or challenge an opinion, premise, or interpretation
- Clarify and elaborate ideas based on feedback
- Evaluate changes in thinking, identifying trade-offs
- Refine claims and reasoning based on new information or evidence

Grades 9-12
WIDA ELD Standard 2
Language for Language Arts

Inform - Interpretive

Interpret informational texts in language arts by

- Identifying and/or summarizing central ideas
- Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships
- Evaluating cumulative impact and refinement of author's key word choices over the course of text

Inform - Expressive

Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Establish an objective or neutral stance
- Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships
- Develop coherence and cohesion throughout text

Argue - Interpretive

Interpret language arts arguments by

- Identifying and summarizing central ideas of primary or secondary sources
- Analyzing use of rhetoric and details to advance point of view or purpose
- Evaluating and corroborating relevance and sufficiency of evidence as well as validity of reasoning to support claims

Argue - Expressive

Construct language arts arguments that

- Introduce and develop precise claims and address counterclaims
- Support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence
- Establish and maintain a formal style and objective tone
- Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations

Grades 9-12
WIDA ELD Standard 3
Language for Mathematics

Explain - Interpretive

Interpret mathematical explanations by

- Identifying concept or entity
- Analyzing data and owning problem-solving approaches
- Evaluating rationales, models, and/or interpretations based on evidence and mathematical principles

Explain - Expressive

Construct mathematical explanations that

- Introduce mathematical concept or entity
- Share solutions with others
- Describe data and/or approach used to solve a problem
- State reasoning used to generate own or alternate solutions

Argue - Interpretive

Interpret concepts in arguments by

- Comparing conjectures with previously established results and stated assumptions
- Distinguishing correct from flawed logic
- Evaluating relationships among evidence and mathematical principles to create generalizations

Argue - Expressive

Construct mathematics arguments that

- Create precise conjecture, using definitions, previously established results, and stated assumptions
- Generalize logical relationships across cases
- Justify (and refute) conclusions with evidence and mathematical principles
- Evaluate and extend others' arguments

Grades 9-12

WIDA ELD Standard 4

Language for Science

Explain - Interpretive

Interpret scientific explanations by

- Defining investigable questions or problems based on observations, information, and/or data about a phenomenon
- Paraphrasing central ideas in complex evidence, concepts, processes, and information to help explain how or why a phenomenon occurs
- Evaluating the extent to which reasoning, theory and/or models link evidence to claims and support conclusions

Explain - Expressive

Construct scientific explanations that

- Describe reliable and valid evidence from multiple sources about a phenomenon
- Establish neutral or objective stance in how results are communicated
- Develop reasoning to illustrate and/ or predict the relationships between variables in a system or between components of a system
- Summarize and refine solutions referencing scientific knowledge, evidence, criteria, and/or trade-offs

Argue - Interpretive

Interpret scientific arguments by

- Identifying appropriate and sufficient evidence from data, models, and/ or information from investigations of a phenomenon or design solutions
- Comparing reasoning and claims based on evidence from competing arguments or design solutions
- Evaluating currently accepted explanations, new evidence, limitations (trade-offs), constraints, and ethical issues

Argue - Expressive

Construct scientific arguments that

- Introduce and contextualize topic/phenomenon in current scientific or historical episodes in science
- Defend or refute a claim based on data and evidence
- Establish and maintain an appropriate tone and stance (neutral/objective or biased/subjective)
- Signal logical relationships among reasoning, evidence, data, and/or models when making and defending a claim, counterclaim, and/or rebuttal

Grades 9-12
WIDA ELD Standard 5
Language for Social Studies

Explain - Interpretative

Interpret social studies explanations by

- Determining multiple types of sources, points of view in sources, and potential uses of sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for logical relationships among contributing factors, causes, or related concepts
- Evaluating experts' points of agreement and disagreement based on their consistency with explanation given its purpose

Explain - Expressive

Construct social studies explanations that

Introduce and contextualize multiple phenomena or events

- Establish perspective for communicating intended and unintended outcomes, consequences, or documentation
- Develop sound reasoning, sequences with linear and nonlinear relationships, evidence, and details with significant and pertinent information, acknowledging strengths and weaknesses
- Generalize experts' points of agreement and disagreement about multiple, complex causes and effects of developments or events

Argue - Interpretative

Interpret social studies arguments by

- Identifying topic and purpose (argue in favor of or against a position, present a balanced interpretation, challenge perspective)
- Analyzing relevant information to support and/or revise claims with reliable and valid evidence from multiple sources
- Evaluating credibility, accuracy, and relevancy of source based on expert perspectives

Argue - Expressive

Construct social studies arguments that

- Introduce and contextualize topic
- Select relevant information to support precise and knowledgeable claims with evidence from multiple sources
- Establish perspective
- Show relationships between claims and counterclaims, differences in perspectives, evidence, and reasoning

Sample topics for English Language Learners K-12

The sample topics and genres are derived from the WIDA English Language Development Standards. For more specific criteria, refer to the Formative Framework found for each grade level and content area at:

http://www.wida.us/standards/Resource_Guide_web.pdf.

Kindergarten

Standard 1: Social and Instructional Language

- Colors
- Following directions
- Feelings
- Games
- Hygiene & safety
- Music & movement
- Recreational objects & activities
- Routines
- School
- Classroom objects
- Self & family
- Social behavior
- Spatial relations

Standard 2: The Language for Language Arts

- Concepts about print
- Environmental print
- Fairy tales
- Forms of print
- Make-believe
- Nursery rhymes
- Picture books
- Songs and chants
- Rhyme
- Same & different
- Sounds & symbols (phonemic awareness)

- Story elements

Standard 3: The Language for Mathematics

- Geometric shapes
- Measurement of time
- Number sense
- Numbers & operations
- Patterns
- Quantity
- Size
- Spatial relations
- Temperature

Standard 4: The Language for Science

- Air
- Animals
- Body parts
- Change in self & environment
- Colors
- Forces of Nature
- Living and non-living things
- Night/day
- Rocks
- Seasons
- Weather
- Senses
- Water

Standard 5: The Language for Social Studies

- Changes from past to present
- Classroom/school
- Clothing
- Community workers
- Families
- Food

- Friends
- Homes in a community/habitat
- Location of objects & places
- Neighborhood
- Seasons
- Shelter
- Symbols & holidays
- Transportation

Grades 1 - 2

Standard 1: Social and Instructional Language

- Classroom and school rules
- Everyday objects
- Feelings & emotions
- Social behavior
- Interests, opinions, & preferences
- Leisure activities
- Likes, dislikes & needs
- School personnel and activities

Standard 2: The Language for Language Arts

- Fiction (literary text)
- Folktales
- Non-Fiction (expository text)
- Pattern books/predictable books
- Poetry
- Compound words
- Elements of a story
- Homophones
- Phonemic awareness
- Phonics
- Rhyming words
- Role play
- Sequence of a story
- Story telling
- Word families

Standard 3: The Language for Mathematics

- Addition, subtraction
- Estimation
- Graphs
- Interpretation of data
- Money
- Number sense

- Patterns
- Quantity
- Shapes
- Size
- Symmetry
- Time (digital & analog)
- Two and three dimensional shapes

Standard 4: The Language for Science

- Animals
- Astronomy
- Body parts
- Change
- Chemical & physical attributes
- Earth & sky
- Force & motion
- Life cycles
- Light
- Living/non-living things
- Natural resources
- Organisms & environment
- Plants
- Renewable & non-renewable resources
- Senses
- Sound
- Water cycle
- Weather
- Weathering & erosion

Standard 5: The Language for Social Studies

- Celebrations/customs
- Artifacts from the past
- Citizenship
- Community workers
- Cultural heritage
- Families & responsibilities
- Historical figures & leaders

- Homes & habitats
- Jobs & careers
- Landforms/bodies of water
- Money
- Neighborhoods & communities
- Seasons
- Time

Grades 3-5

Standard 1: Social and Instructional Language

- Assignments
- Classroom supplies/resources
- Following directions
- Health & safety
- Information gathering
- Leisure activities
- Opinions
- Personal experiences
- Personal information
- Rules & procedures

Standard 2: The Language for Language Arts

- Biographies & autobiographies
- Fables
- Fairy Tales
- Fantasies
- Folklore
- Informational texts
- Legends
- Mysteries
- Myths
- Prefixes
- Comprehension strategies
- Editing & revising
- Conventions & mechanics
- Explicit and inferential information
- Fact/opinion
- Main ideas/details
- Phonemes/phonology
- Points of view
- Story elements

Standard 3: The Language for Mathematics

- Angles
- Area
- Attributes of two and three dimensional shapes
- Basic operations (multiplication & division)
- Cost/money
- Data analysis
- Decimals
- Fractions
- Large whole numbers
- Patterns
- Perimeter
- Place value
- Polygons

Standard 4: The Language for Science

- Cells & organisms
- Body systems
- Ecology & conservation
- Ecosystems
- Electricity
- Energy sources
- Foods & nutrition
- Forces of nature
- Fossils
- Geological forms
- Heat
- Living systems
- Magnetism
- Natural resources
- Nature
- Reproduction & heredity
- Scientific inquiry
- Simple machines
- Solar system
- States of matter
- Weather patterns

Standard 5: The Language for Social Studies

- Branches of government
- Ancient civilizations
- Communities
- Cross-cultural experiences
- Explorers
- Goods & services
- Historical events, figures, and leaders
- Immigration/migration
- Maps & globes/locations
- Needs of groups, societies & cultures

Grades 6-8

Standard 1: Social and Instructional Language

- Character development
- Assignments/research
- Instructions/assignments
- Resources & supplies
- School behavior
- School life
- Social interaction
- Use of information
- Use of multiple resources
- Following directions

Standard 2: The Language for Language Arts

- Author's purpose
- Biographies
- Comprehension strategies
- Dialogue
- Editing
- Figures of speech
- Metaphors & similes
- Multimedia
- Multiple meanings
- Open-ended responses
- Personification
- Synonyms & antonyms
- Test-taking strategies

Standard 3: The Language for Math

- Algebraic expression
- Area, volume & circumference
- Complex two and three dimensional figures
- Data interpretation & statistics
- Data sets & plots

- Decimals
- Estimation
- Factors
- Fractions
- Geometric relations
- Integers
- Line segments & angles
- Measures of central tendency (mean, median, mode, range)
- Metric & standard units of measurement
- Open-ended responses
- Parallel lines
- Percent
- Perimeter
- Probability
- Ration & proportion
- Square root

Standard 4: The Language for Science

- Bacteria to plants
- Atoms and molecules
- Body systems & organs
- Chemical building blocks
- Climate/temperature change
- Climate zones
- Comets & meteorites
- Forms of energy
- Light
- Motion & force
- Natural disasters
- Populations, resources & environments
- Processes
- Reproduction
- Scientific inventions or discoveries
- Scientific tools or instruments
- Solar system
- Sound
- Universe: stars and planets
- Water

Standard 5: The Language for Social Studies

- America's story
- Ancient/medieval civilizations
- Bill of rights
- Civil rights & responsibilities
- Civil wars
- Colonization
- Countries & continents
- Cultural perspectives & frames of reference
- Economic trends
- Forms & organization of government
- Freedom & democracy
- Human resources
- Longitude/latitude/time zones
- Maps
- Revolution
- Slavery
- U.S. Constitution
- Declaration of Independence

Grades 9-12

Standard 1: Social and Instructional Language

- Personal preferences
- Personal and business communication
- Points of view
- Recommendations/suggestions
- School life
- Social & cultural traditions & values
- Study skills & strategies
- Information gathering
- Workplace readiness

Standards 2: The Language for Language Arts

- Analogies
- Author's perspective/point of view
- Bias
- Character development
- Convention & mechanics
- Literal & figurative language
- Multiple meanings
- Note-taking
- Persuasive essays
- Open-ended responses
- Parody
- Research
- Satire
- Symbolism
- Word derivations

Standard 3: The Language for Mathematics

- Algebraic equations
- Congruence
- Coordinate planes, graphs & equations
- Data displays & interpretations
- Formulas & equations

- Open-ended responses
- Problem solving

Standard 4: The Language for Science

- Ecology & adaptation
- Food chains
- Forces & motion
- Life changes
- Meteorology
- Open-ended responses

Standard 5: The Language for Social Studies

- Cultural diversity & cohesion
- Global economy
- Historical figures & time
- Human populations
- Social issues & inequities
- Supply & demand
- Supreme Court cases
- The story of the U.S.
- World histories/civilizations/culture

Instructional Materials

A variety of instructional materials are used in the ESL program including the following: *T.E.A.M (Teaching ELs for Academic Language Mastery)* by The Continental Press, Inc. (K-5), *Finish Line for ELLs 2.0* by The Continental Press (1-5); *National Geographic Cengage Learning* (6-12); *The Heinle Picture Dictionaries* (1-5); Online dictionaries and novels.

Technology

Technology is used to support and enhance the curriculum. Examples of resources include:

morestarfall.com

Imagine Language and Literacy

OnCourse Systems for Education-

myngconnect.com

i-Ready

IXL

Learning A-Z; Raz-Plus

kids.wordsmyth.net

wordreference.com

Reading Eggs

Mathseeds

Brainpop

BrainpopJr.

Modifications for Classroom Instruction

The following is a list of suggested modifications/accommodations that can be implemented in the general education setting to support the needs of ESL students. After consultation with the ESL teacher and identification of the student's proficiency level, the classroom teacher can choose the appropriate strategies.

Beginner Level

- Allow students to illustrate answers or vocabulary words
- Allow students to translate vocabulary into native language and use native language dictionaries, if possible
- Speak slowly and clearly
- Use non-verbal gestures; facial expression, eye contact, body language
- Ask questions that the student can respond with yes/no
- Model by using concrete demonstration of abstract concepts
- Use manipulatives and visual aids
- Use index cards to make flash cards, concentration game
- Assign a classroom buddy/peer tutor
- Talk to the class about welcoming the new student

Intermediate/Advanced Level

- Simplify language
- Use graphic organizers
- Avoid idioms
- Paraphrase when possible
- Condense lengthy directions
- Use center-based learning
- Use videos to reinforce content
- Teach learning strategies such as looking at headings, pictures, bold-faced print, skimming, making predictions
- Use diagrams, pictures, charts, concrete objects
- Encourage class participation; make the class safe for students to take risks

Evaluation

Classroom Assessment

- Classroom performance
- Homework
- Response to questions
- Writing for different purposes
- Teacher-made quizzes and tests
- Student portfolios

Program Exit - Attainment of a score of 4.5 or higher on the ACCESS test triggers the review process for exiting from the ESL program for the following school year. If the student is eligible for exiting, multiple criteria are used to make the final decision, such as:

- ESL classroom performance
- Classroom/subject area performance
- Results on other standardized tests
- ESL teacher and classroom/subject area teachers' recommendations



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

IEP AND 504 ACCOMMODATIONS AND MODIFICATIONS FOR EARLY CHILDHOOD AND ELEMENTARY SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
Review of directions
Use of mnemonics
Have student restate information
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Use of a study carrel
Assistance in maintaining uncluttered space
Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Use of manipulatives
No penalty for spelling errors or sloppy handwriting
Follow a routine/schedule
Alternate quiet and active time
Teach time management skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Adjusted assignment timelines
Visual daily schedule



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Untimed tests
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book tests
Read test and directions to student
Provide study outline prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator and/or number line for math tests
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Breaks between tasks
Cue expected behavior
Daily feedback to student
Have contingency plans
Use de-escalating strategies
Use positive reinforcement
Use proximity/touch control
Use peer supports and mentoring
Model expected behavior by adults
Have parent sign homework
Have parent sign behavior chart
Set and post class rules
Chart progress and maintain data



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

IEP AND 504 ACCOMODATIONS AND MODIFICATIONS FOR MIDDLE AND HIGH SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
A locker with adapted lock
Review of directions
Review sessions
Use of mnemonics
Have student restate information
Provision of notes or outlines
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Weekly or bi-weekly home-school communication
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Lab and math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of tape recorder for lectures
Use of Interactive notebook
Use of a scribe
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Ability to type all assignments
Follow a routine/schedule
Teach time management and organizational skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Daily check-in with case manager or special education teacher
Adjusted assignment timelines
Visual daily schedule



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book or open-note tests
Read test and directions to student
Provide study guides prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Pace long-term projects
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Allow outlining, instead of writing for an essay or major project
Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator for math tests
Film or video supplements in place of reading text
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Pass/no pass option

Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Have contingency plans
- Use de-escalating strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework
- Set and post class rules
- Chart progress and maintain data



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

Accommodations and Modifications for ESL Students

- Give tests orally
- Give instructions/directions in writing and orally
- Assign a peer tutor, same language or English speaking
- Allow use of bilingual/translation dictionary
- Provide summaries of text or study guides of particular chapters
- Allow errors in speaking
- Allow errors in writing
- Accept writing in first language
- Highlight key vocabulary
- Reduce amount of work required
- Assess comprehension through demonstration or other alternative means (gestures, drawings)
- Rephrase questions, directions, and explanations
- Reduce multiple choices on assessments
- Provide study guides and/ or outlines
- Shorten reading assignments
- Allow extended time for test/project completion
- Use of audio books
- Use of graphic organizers
- Use reduced text, so that print is not dense
- Use visuals/pictures throughout lesson/unit/assignment
- Adapt homework to reflect language proficiency/home support
- Adapt homework to reflect home support
- Provide hands-on activities and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Use of translation dictionaries to locate words in the native language
- Use anecdotal records and portfolio of work as forms of assessment
- Use story retellings to assess comprehension

What Does the Gifted and Talented Experience Look Like? *Springfield Public Schools*

Mission Statement

The Gifted and Talented Program of the Springfield Public Schools aims to provide a meaningful and rigorous education that instills the value of lifelong learning and empowers all students to reach their full potential and become self-fulfilled creative leaders in accordance with the comprehensive standards of our state. We accomplish this by offering challenging, real-world experiences in a student-centered environment.

We recognize that students come from diverse socioeconomic, cultural, and ethnic backgrounds, and the mission of the gifted and talented program is to provide opportunities for students to explore their intellectual, creative, and artistic gifts and talents within the classroom and with beyond-the-classroom experiences. It is essential to provide diverse, appropriate, and ongoing learning experiences and environments that incorporate students' academic, psychological, and social needs. Our responsibility is to provide students with educational alternatives that teach, challenge, and expand their knowledge, while simultaneously stressing the development of independent and self-directed learners who continuously generate questions, analyze, synthesize, and evaluate information and ideas.

New Jersey Administrative Code 6A:8-3.1 defines students who are gifted and talented as those students who possess or demonstrate high levels of ability in one or more content areas when compared to their chronological peers in the local district and who require modification of their educational program if they are to achieve in accordance with their capabilities.

Goals:

To support our mission, we have established the following goals to guide our work:

- To infuse into the general education program a broad range of activities for high-level learning that will challenge all students to perform at advanced levels, and provide extended opportunities, resources, and support in particular areas where student interest or talent is demonstrated.
- To provide a continuum of gifted education services that will strengthen the total school program, offer enriching and challenging learning opportunities for all students, and provide specialized learning experiences
- To promote achievement of students' best potentials and increased ability.

Through a productive and collaborative relationship among the building principals, classroom teachers, and the Gifted and Talented teacher, our schools can create programming that will enhance the learning experience for every student and serve the unique and specialized needs of students currently demonstrating gifted behaviors.

Elements of the Schoolwide Enrichment Model, W.I.N (What I Need), differentiated instruction, advanced classes, or individual programs into a student's regular instruction program are integral to this overarching framework for gifted education in the Springfield School District.

Reference Board Policy and Regulation 2464 – Gifted and Talented Pupils (M)

Early Childhood Center **Edward V. Walton**

Schoolwide Virtual Enrichment

All first and second grade students have access to the [Gifted and Talented Virtual Classroom](#). This virtual classroom is a space for students to complete various challenges and enrichment opportunities at their own pace. Students can receive feedback and additional adaptable resources to meet their individual learning needs. The virtual classroom design expands accessibility to enrichment resources and allows students to choose learning activities according to their unique interests and abilities. The purpose of the activities is to encourage problem-solving, develop critical thinking

skills, and expand curiosity and imagination. Activities are aligned to the New Jersey Student Learning Standards.

Gifted and Talented Teacher as a Resource

The Gifted and Talented teacher serves as a resource to all teachers within Edward V. Walton School. Teachers seeking resources for their high-ability learners will receive additional support from the Gifted and Talented teacher in various ways. This support may include additional units of study, challenging resources, and student projects.

Elementary Schools **James Caldwell** **Thelma L. Sandmeier**

The goal is to engage small groups of students in intensive learning experiences through standards-based, rigorous, and relevant units of study that supplement, not supplant, the grade-level curriculum and support students' unique learning needs.

Enrichment Experience Grade 3

Beginning in third grade, the G&T teacher will cycle through all classrooms to work on problem-solving and enrichment tasks with students. Driven by assessment data, academic performance, student interest, and teacher observation, small groups of students will meet with the G&T teacher during W.I.N. (What I Need) periods throughout the week that the teacher is assigned to their classroom teacher. Groupings will be flexible and monitored to best meet each student's needs throughout the school year. Activities will include brain teasers, puzzles, strategic thinking, problem-solving, and STEM challenges.

Targeted Gifted and Talented Programing Grades 4-5

Students may become identified as Gifted and Talented in fourth grade. Students that are identified may receive support from the G&T Teacher for up to five periods (200 minutes) a week during W.I.N. (What I Need) periods. Identified students will meet to explore grade-level content while incorporating depth and complexity in a student-centered, problem-based environment. The Gifted and Talented Program aims to provide students with various advanced and challenging learning experiences across content areas to promote independent thinking skills, refine critical thinking and communication skills, cultivate joy in learning, and expand student interests through problem-solving. The instruction that students receive incorporates 21st Century Skills and advanced content that is challenging, hands-on, and relevant to the real world.

Strategies and Practices that Support Gifted and Talented Students

- Adjusted Pace of Lessons
- Inquiry-Based Instruction
- Higher-Order Thinking Activities
- Interest-Based Content
- Real World Problem Solving/Problem Based Learning
- Independent Study/Passion Projects
- Units of Study with Like-Minded Peers

Schoolwide Virtual Enrichment

All JCS and TLS students have access to grade level-specific [Gifted and Talented Virtual Classrooms](#). These virtual classrooms are a space for students to complete various challenges and enrichment opportunities at their own pace. Students are able to receive feedback and additional opportunities based on their needs. The virtual classrooms have expanded the accessibility of enrichment resources directly to the students and allows for students to choose opportunities according to their interests and abilities. The purpose of the activities is to encourage problem solving, develop critical thinking skills, and expand curiosity and imagination in conjunction with the New Jersey Student Learning Standards.

Gifted and Talented Teacher as a Resource

In addition to classroom support, the Gifted and Talented teacher also serves as a resource to all teachers in the building. Teachers that are seeking resources for their high ability learners will receive additional support from the Gifted and Talented teacher in various ways. This may include additional units of study, challenging resources, student projects, and meeting with the G&T teacher as needed.

Additional Enrichment Opportunities

Across all grade levels 3-5, as recommended by the classroom teacher, students exhibiting a need for additional enrichment may have the opportunity to meet with the G&T teacher as the schedule allows. Groupings will be flexible and monitored to best meet the students' needs throughout the school year. Activities will include, brain teasers, puzzles, strategic thinking activities, problem-solving challenges, and STEM challenges. Students engage in an extended process of asking questions, using resources, and developing answers that lead to thinking about what and how they are learning. Students are held accountable for how they work and use their time by demonstrating their learning through products or presentations.

Students self-select to participate in individual and/or group projects based on interest and commitment. The classroom teacher and/or the enrichment teacher will help guide and monitor student exploration of chosen topics, facilitating their learning with resources and teaching of needed skills.

Secondary Schools
Florence M. Gaudineer Middle School
Jonathan Dayton High School

Grades 6-12: Access to specific content programs with higher levels of academic challenges (i.e. Pre-Algebra, Accelerated Communication Arts, and Advanced Placement Classes)

Dual Credit Courses provide students the opportunity to obtain high school credit, and college credit, simultaneously through partnerships with several institutions.

Project Lead the Way (PLTW) students become builders of technology by engaging in real world activities. Students are empowered as design thinkers collaborating on real world projects.

Gifted and Talented Identification Criteria

The Springfield Schools Gifted and Talented Program recognizes that students require differentiated learning experiences beyond the core curriculum being taught because of their advanced abilities in one or more content areas. These students may also have other cognitive qualities such as curiosity, creativity, motivation, leadership, and passion that require modifications to their academic experience.

Multiple Measures of Eligibility

Kindergarten through grade twelve identification process for gifted and talented students includes multiple measures. Multiple measures may include but are not limited to: achievement test scores; grades; student performance or products; intelligence testing; parent, student, and/or teacher recommendation; and other appropriate measures. The identification methodology is developmentally appropriate, non-discriminatory, and related to the programs and services offered by the Springfield School District. The identification procedures are reviewed annually.

According to N.J.A.C. 6A:8-3.1, all public school districts must have a board-approved gifted and talented identification process and provide services for identified students enrolled in the grades of that school district. The regulations require that identification and services be made available to students in grades K-12.

When students are recommended for the Gifted and Talented Program there are multiple measures that are considered to determine if services are necessary and appropriate. The assessments used are as follows:

- Cognitive Abilities Test (CogAT)
- Classroom Performance/Student Portfolios
- DRA2 Level
- iReady Diagnostic Scores
- Gifted Indicators Checklist
- Start Strong/NJSLA Assessment Data

The N.J.A.C. requires that students be compared to their chronological peers in the local school district. The New Jersey Department of Education has not established state-level criteria for identifying students who are gifted, such as mandated tests or assessments, grade point averages, or IQ scores. Local school districts must use multiple measures to identify students.

Procedures

<https://www.straussesmay.com/seportal/Public/DistrictPolicy.aspx?policyid=2464&id=b8a33a9f505e4998a6db3fb8e1de778b>

Gifted and Talented Program Identification Matrix

Minimum Score Required for Consideration: 14 Points

1 Point	2 Points	3 Points
Cogat Assessment Overall Stanine Score of a 7	Cogat Assessment Overall Stanine Score of an 8	Cogat Assessment Overall Stanine Score of a 9
iReady Math Assessment Just Below Current Grade Level	iReady Math Assessment On Grade Level	iReady Math Assessment ½ Year + Above Current Level
iReady ELA On Grade Level	iReady ELA ½ Year Above Current Level	iReady ELA One Full Grade Level + Above Current Level
NJSLA Math Approaching Expectations	NJSLA Math Met Expectations	NJSLA Math Exceed Expectations
NJSLA ELA Approaching Expectations	NJSLA ELA Met Expectations	NJSLA ELA Exceed Expectations
HOPE Teacher Rating Scale Raw Score: 11 - 29	HOPE Teacher Rating Scale Raw Score: 30 - 49	HOPE Teacher Rating Scale Raw Score: 50-66

Team meetings present the opportunity to review data and assess the educational needs of all students. Teacher provides examples of student work exhibiting above and beyond grade level expectations, creativity, leadership, critical and abstract thinking. Programs for gifted and talented students will be periodically evaluated for their continuing efficacy and adjusted accordingly. The parent of any student identified as gifted or talented shall be consulted regarding any program designed to address the student's particular needs.

Resource Links

https://riversideinsights.com/cognitive_abilities_test

<https://www.curriculumassociates.com/programs/i-ready-learning>

<https://www.nj.gov/education/assessment/resources/>

<https://www.routledge.com/HOPE-Teacher-Rating-Scale-Involving-Teachers-in-Equitable-Identification/Gentry-Pereira-Peters-McIntosh-Fugate/p/book/9781618214522#:~:text=The%20HOPE%20Teacher%20Rating%20Scale,making%20it%20easy%20to%20use.>

Gifted and talented student: The “*[Strengthening Gifted and Talented Education Act](#)*” defines a gifted and talented student as a “student who possesses or demonstrates a high level of ability in one or more content areas when compared to their chronological peers in the school district and who require modifications of their educational program if they are to achieve in accordance with their capabilities.”

Twice-exceptional (2E) students: A twice-exceptional (2E) student is defined as “a student who is both gifted and a student with a disability. These students may also be referred to as having dual exceptionalities or as being gifted with learning disabilities (GT/LD). This also applies to students who are gifted with ADHD or gifted with autism” (New Jersey Association for Gifted Children, www.nagc.org).

Instructional adaptation: An adjustment or modification to instruction enabling a student who is gifted and talented to participate in, benefit from, and demonstrate knowledge and application of the New Jersey Student Learning Standards in one or more content areas at the instructional level of the student, not just the student's grade level.

Identifying gifted and talented students: The focus of identification is to provide programming and services in which students' specific learning needs and potential are appropriately addressed and met. In every New Jersey school district, there are students who require modifications to the general education curriculum if they are to achieve in accordance with their abilities. By identifying a student's general intellectual ability, creativity, or specific academic area aptitudes, we are acknowledging that they need programming and services outside of the general education/grade level curriculum to advance their learning.

NJDOE Fast Facts

<https://www.nj.gov/education/standards/gifted/>

<https://www.nj.gov/education/standards/gifted/legislation.shtml>

Supplemental Resources/Programming for Gifted Students

Edward V. Walton

- PETS Program – Primary Education Thinking Skills
- Group Solutions/Group Solutions 2 – Cooperative Logic Activities
- Lollipop Logic
- Beginning Thinking Skills
- AIMS Education Programming

James Caldwell and Thelma L. Sandmeier

Math/ELA

- Project M3: Mentoring Mathematical Minds
- Junior Great Books
- AIMS Education Programming
- Borenson Hands on Equations
- BizWorld
- Perplexors
- Advanced Math Explorations grade 3-5
- Challenging Units for Gifted Learners (ELA and Math)
- Creative Curriculum Extenders
- Differentiated Lessons & Projects
- Challenge Math Grades 4+
- Differentiating Instruction with Menus (All Content Areas)
- Jacob's Ladder
- Genius Hour/Passion Project
- Spatial Reasoning
- Logic Puzzles, Brain Games, Analogies

STEM

- Engineering is Elementary
- Engineer Throughout the Year
- PBS Design Squad
- DefinedSTEM
- Project Lead the Way (PLTW)

Enrichment Events

Experience for all students to be enriched through events related to the curricular or extracurricular activities. Examples include after school clubs, PTA-sponsored events, leadership opportunities, visual and performing arts, and community service opportunities.