ELL Elementary Study: **Curriculum & Academic Goals Framework**

**Promising Practices:**

- Building strong literacy foundations for ELLs
- Aligning the ESL/ENL curriculum with the grade level curriculum
- Collaboratively developing high academic goals for all

**Learn more -**

Educators in all of the elementary schools with higher performance by ELLs prioritize early literacy development. For example, they communicate the importance of native language fluency with parents to encourage parents to read to their children at home; by strengthening first language fluency, students are able to develop the literacy skills necessary for reading and writing in English. The focus on preschool-grade 2 literacy includes an investment in reading specialists, pre-K programs, and curricular materials to support culturally relevant teaching practices.

ESL/ENL educators in the schools reported that they support the mainstream classroom curriculum whether they are pushing in and coteaching or pulling students out for stand-alone instruction. In some schools, textbook programs were chosen because they include supporting materials for ELLs. In most schools, the ESL/ENL teacher serves as an important resource for adapting curriculum and providing supporting materials to help ELLs access the challenging curriculum. Educators reported that aligning stand-alone instructional curriculum to mainstream instructional curriculum requires constant communication between and among classroom teachers and ESL/ENL teachers. In this way, responsibility for ELLs is distributed among all educators in the school building.

The odds-beating schools in the sample described the collaborative development of district and school goals to help all students achieve grade-level standards. ELLs in these schools are held to high standards of achievement. The rigorous curriculum may be adapted to make it accessible to ELLs, but educators report they strive to keep the level of rigor high despite any adaptations. Goals are developed with the input of all stake-holders and are communicated frequently and clearly to all educators in the district.

**Selected Evidence:**

In the **Guilderland Central School district** an annual District Priorities Meeting is held in which administrators and teachers review the district mission statement along with school goals. (www.guilderlandschools.org)

In the Newburgh Enlarged City School District, the 5-year strategic plan, **Vision 2020**, includes a strong focus on early education. (https://www.newburghschools.org/news/Vision%202020%The%20Way%20Forward%20Over_15.pdf)

At Blue Creek Elementary, teachers provide **instructional materials to parents** so that they can read with their children to develop literacy skills. (pdfs follow)
Getting Your Child to Love Reading

Helping your children enjoy reading is one of the most important things you can do as a parent and it's well worth the investment of your time and energy.

Kids will learn reading skills in school, but often they come to associate reading with work, not pleasure. As a result, they lose their desire to read. And it is that desire — the curiosity and interest — that is the cornerstone to using reading and related skills successfully.

✔ By far the most effective way to encourage your children to love books and reading is to read aloud to them and the earlier you start, the better. Even a baby of a few months can see pictures, listen to your voice, and turn cardboard pages.

✔ Make this time together a special time when you hold your kids and share the pleasure of a story without the distractions of TV or telephones. You may be surprised to find that a well-written children's book is often as big a delight to you as it is to the kids.

✔ And don't stop taking the time to read aloud once your children have learned to read for themselves. At this stage, encourage them to read to you some of the time. This shared enjoyment will continue to strengthen your children's interest and appreciation.

✔ Simply having books, magazines, and newspapers around your home will help children view them as part of daily life. And your example of reading frequently and enjoying it will reinforce that view.

✔ While your children are still very small, it's a good idea to start a home library for them, even it's just a shelf or two. Be sure to keep some books for little children to handle freely.

✔ Include specially made, extra-durable books for infants, and pick paperbacks and plastic covers for kids who are older but still not quite ready for expensive hardbacks. Allowing little children to touch, smell and even taste books will help them develop strong attachments.
When you read aloud together, choose books that you both like. If a book seems dull, put it down and find one that is appealing. There are, however, so many children's books in print that making the best selections may seem a formidable task.

One approach is to look for award-winning books. There are two famous awards for children's literature made each year by the American Library Association that are good indicators of quality work: the Caldecott Medal for illustration and the Newbery Medal for writing. But these are given to only two of the approximately 2,500 new children's books published each year.

Fortunately, there is a lot of other good help available. For instance, there are lists of books recommended by the American Library Association and the Library of Congress, as well as some excellent books to guide parents in making selections.

The best help of all, though, is at your neighborhood library. If you are not familiar with the library, don't hesitate to ask for help. The Children's librarian is trained to help you locate specific books, books that are good for reading aloud, and books on a particular subject recommended for a particular age group.

The library also has many book lists, including ones like those mentioned above and probably some published by the library itself.

In addition, your library will have several journals that regularly review children's books, including the Horn Book and Booklist. These will give you an idea of what's new and worth pursuing.

And there's nothing like just browsing through the many books available at your library until you find ones that appeal to you and your kids.

If your children are school-aged, keep in mind that the school library is an excellent source for a wide variety of materials and the school librarian is knowledgeable about children's literature. Encourage your kids to bring home books from their school library for pleasure as well as for their studies.

Author: Kathryn Perkinson

Source: U.S. Department of Education
Strategies to Help Your Young Readers

Set aside a regular time each day to share a book.

Read to your child with expression and pleasure.

If your child is reluctant to read, occasionally, share the reading ... take turns reading a few sentences each. Keep it enjoyable.

Choose some favorite poems to read aloud. Have your child read the poems and acquire fluency. Repeated readings can be fun and very helpful. Shel Silverstein and Jack Prelutsky are two well-loved poets.

Recognize that reading is still a difficult and tiring task. Be supportive and patient, appreciating the effort that it requires.

Ask questions throughout the story such as who is the story about, what is the problem in the story, what might happen next, what would've happened if, where does the story take place, and does this remind you of any other story?

As you read with your child, stop periodically and talk about the pictures in your imagination. Ask your child about his mental images. Some children need more help turning words into mental pictures.

Keep the faith. Children can have individual time-tables as they learn to be fluent readers. They cannot fast-forward that development schedule anymore than they can grow to a desired height. All children do learn to read. They are even more anxious than you are to be a "Star Reader"!
"Why Can't I Skip My 20 Minutes of Reading Tonight?"

Although going outside and playing in the snow is a wonderful past time sought after by most kids and even many adults, time for reading is still very important. While time playing outside is great for the body, the mind can be neglected. This is easy to do during this busy time of the year with vacations, holiday parties, and the inviting white stuff outside. Just remember how important it is for all readers, especially those at the beginning stages, to practice by reading during winter break.

Since many of these skills are new and/or developing for the beginning readers, continued practice is key for their growth and success. Think back to when they were learning to walk and talk... these skills did not come without mishaps, maybe even some bumps and bruises. Remember that first T-ball game when the kids only seemed to hit the T... Everyone needs to practice new skills in order to do them well. This is true of reading, too!

Let's Figure it Out Mathematically (see chart, too)

Student A practices reading the equivalent of ten whole school days a year. Student B gets the equivalent of only two school days of reading practice. By the end of the sixth grade if Student A and Student B maintain these same reading habits, Student A will have read the equivalent of 60 whole school days. Student B will have read the equivalent of only 12 school days.

One would expect the gap of information retained will have widened considerably and so, undoubtedly, will school performance.

How do you think Student B will feel about him/herself as a student?

Some questions to ponder:
- Which student would you expect to be a better reader?
- Which student would you expect to have a better vocabulary?
- Which student would you expect to write better?
- Which student would you expect to be more successful in school? And in life?

This article provides a lot of interesting facts that seem to be pretty clear cut once you break it all down and then look at the bigger picture.

<table>
<thead>
<tr>
<th>Steps</th>
<th>Students</th>
<th>Multiply minutes a night x 5 times each week</th>
<th>Multiply minutes a week x 4 weeks in each month</th>
<th>Multiply minutes a month x 9 months in the school year</th>
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<tbody>
<tr>
<td>Students</td>
<td>Student A</td>
<td>20 x 5 = 100 minutes per week</td>
<td>100 x 4 = 400 minutes a month</td>
<td>400 x 9 = 3600 minutes in a school year</td>
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<td></td>
<td>Student B</td>
<td>4 x 5 = 20 minutes per week</td>
<td>20 x 4 = 80 minutes a month</td>
<td>80 x 9 = 720 minutes in a school year</td>
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</table>

Though the reading requires more of your time now to monitor and be sure that your child is actually practicing reading and not just looking at the pictures, it will pay off down the road when you are not having to help write term papers and do research for your child!
What Can I Read To My Child?

Many parents are looking for new and different books that will be appropriate to read to and with their children. The main rule of thumb is read whatever they are interested in! Don’t worry if you are reading the 200th book about dinosaurs to them. They are watching you read, learning from your modeling, learning vocabulary, becoming better listeners, and enjoying it!

Attached are a few resources listing some favorite authors that children at this age enjoy. By no means is this all encompassing. Use it as a springboard to find books your children are interested in. Local bookstores and librarians are also a great resource for finding things to read. Don’t forget about all the magazines for children that are available. Sometimes it is exciting to read a magazine rather than a book. These children’s magazines can be checked out of the Blue Creek Library and your local library. Your classroom teacher and children’s classroom library are another source of good books.

Enjoy the time reading together. It is one of the best gifts you can give your children and will be one of the nicest memories you’ll have of their childhood!
<table>
<thead>
<tr>
<th>Authors</th>
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<tr>
<td>Aardema, Verna</td>
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<tr>
<td>Adler, David A.</td>
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<td>Allard, Harry</td>
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<td>dePaola, Tomie</td>
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<td>Dr. Seuss</td>
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<td>Minarik, Else Holmelund</td>
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<td>Noble, Trinka Hakes</td>
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<td>Numeroff, Laura Joffe</td>
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<td>Parish, Peggy</td>
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<td>Peet, Bill</td>
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<td>Polacco, Patricia</td>
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<td>Rey, H. A. and Margret</td>
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<td>Van Allsburg, Chris</td>
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<td>Viorst, Judith</td>
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<td>Wells, Rosemary</td>
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<td>Wood, Don and Audrey</td>
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<td>Yolen, Jane</td>
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Children Who Can Read, But Don't...

Studies show what commons sense tells us: the more kids read, the better they read and the more pleasure they get out of reading.

Unfortunately, the reverse also holds true: children who read very little usually have poor reading skills. Reading is a struggle for them, and they avoid it whenever possible.

Is there anything that you can do to encourage your children to read? First, it's helpful to know your child's reasons for not liking or wanting to read. These reasons can help you decide what will work best in motivating your child to discover or re-discover how much fun reading can be.

WHY SOME KIDS DON'T LIKE TO READ

Do any of these statements have a familiar ring? They are the reasons children frequently give for not reading:

- It's boring. Don't despair if your children have this response to reading that is assigned at school. You can expose them to another kind of reading at home that is related to their interests.
- I don't have the time. Kids are busy. School, friends, sports, homework, television, and chores all compete for their time. Some children need your help in rearranging their schedules to make time for reading.
- It's too hard. For some children, reading is a slow, difficult process. If your child is having a hard time reading, talk with his or her reading teacher. Ask about how you can find interesting books and materials written at a level that matches your child's reading ability.
- It's not important. Often children don't appreciate how reading can be purposeful or relevant to their lives. Parents can take it upon themselves to find reading materials on subjects that do matter to their kids.
- It's no fun. For some children, especially those who have difficulty reading, books cause anxiety. Even for children with strong reading skills, pressure from school and home that emphasize reading for performance can make reading seem like a chore. Our advice: take the pressure off reading so that your children can enjoy it.

If you or someone else in your family has had problems reading, there is a greater likelihood that your children will experience these difficulties too. Speak to a reading teacher if you have reason to suspect a learning problem. Early testing
WHAT WON'T WORK

Parents have told us that the following tactics only strengthen a child's resistance to reading:

- Nagging. Avoid lecturing about the value of reading and hounding a child who is not reading. Your child will only resent it.
- Bribery. While there's nothing wrong with rewarding your child's reading efforts, offer another book or magazine (your child's choice) along with words of praise. You can give other meaningful rewards on occasion, but offer them less and less frequently. In time, your child will experience reading as its own reward.
- Judging your child's performance. Separate school performance from reading for pleasure. Helping your child enjoy reading is a worthwhile goal in itself.
- Criticizing your child's choices. Reading almost anything is better than reading nothing. Although you may feel your child is choosing books that are too easy or that treat subjects too lightly, hide your disappointment. Reading at any level is valuable practice, and successful reading helps build confidence as well as reading skills. If your differences are simply a matter of personal taste, respect your child's right to his or her own preferences.
- Setting unrealistic goals. Look for small signs of progress rather than dramatic changes in your child's reading habits. Don't expect a reluctant reader to finish a book overnight. Maybe over the next week, with your gentle encouragement.
- Making a big deal about reading. Don't turn reading into a campaign. Under pressure, children may read only to please their parents rather than themselves, or they may turn around and refuse to read altogether.

WAYS TO ENCOURAGE READING

We've told you why some kids don't like to read and what other parents believe will not succeed in changing their minds. Now for some ways to turn a young reader's reluctance into enthusiasm:

1. Scout for things your children might like to read. Use their interests and hobbies as starting points.
2. Leave all sorts of reading materials including books, magazines, and colorful catalogs in conspicuous places around your home.
3. Notice what attracts your children's attention, even if they only look at the pictures. Then build on that interest: read a short selection aloud, or simply bring home more information on the same subject.
4. Let your children see you reading for pleasure in your spare time.
5. Take your children to the library regularly. Explore the children's section together. Ask a librarian to suggest books and magazines your children might enjoy.
6. Present reading as an activity with a purpose—a way to gather useful information for, say, making paper airplanes, identifying a doll or stamp in your child's collection, or planning a family trip.
7. Encourage older children to read to their younger brothers and sisters. Older children enjoy showing off their skills to an admiring audience.
8. Read aloud to your child, especially a child who is discouraged by his or her own poor reading skills. The pleasure of listening to you read, rather than struggling alone, may restore your child's initial enthusiasm for books and reading.
9. Encourage your child to read aloud to you an exciting passage in a book, an interesting tidbit in the newspaper, or a joke in a joke book. When children read aloud, don't feel they have to get every word right. Even good readers skip or mispronounce words now and then.
10. On gift-giving occasions, give books and magazines based on your child's current interests.
11. Set aside a special place for children to keep their own books.
12. Limit your child's television viewing in an effort to make time for other activities, such as reading. But never use TV as a reward for reading, or a punishment for not reading.
"Strategies for Kids"

**Strategy**

*Ask yourself...*

**Predict and Infer**
- What might I learn/learn next? What might happen/happen next?
- What does this probably mean?
- Was my prediction or inference confirmed?

**Set a Purpose**
- Why am I reading this book?
- What do I want to get from it?
- How will I meet these goals?
- Have I met my goals?

**Retell**
- What was this text about, mainly?
- What have I learned?
- What is a good way to rethink this text?

**Ask Questions**
- What questions do I have as I read this text?
- Where will I find the answers?

**Monitor**
- What have I just read about?
- Which parts are confusing?
- If parts are confusing, what fix-up strategies could I use?

**Visualize**
- What pictures, smells, sounds, tastes, and touches come to mind as I read this?

**Connect**
- What does this remind me of?
- Have I seen something similar in other books?
- What part of my thinking has changed after reading this?

**Decide What's Important**
- What are my goals?
- Based on my goals, what is important?
- What does the author think is important? How do I know?

**Evaluate**
- What do I think about this text? Why?
- Why did the author write it?
- How can I use this information?
What Can You Say Besides “Sound it out”?

To help children monitor their reading:
  • Wait time
  • Try that again.
  • Are you right?

To help children use meaning (context or prior knowledge):
  • Look at the picture to help yourself.
  • Does that make sense?
  • Think what would make good sense.
  • Start that sentence again.
  • Make a good guess then go on.

To help children use language structure (syntax):
  • Does that sound right? Does it fit?
  • Can we say it that way?

To help children cross check (use two or three sources of information):
  • Check to see if what you said looks right and make sense.
  • Check to see if what you said makes sense and looks right.
  • It could be _____, but look at _____.

To help children use visual information (print):
  • Read all the words up to the tricky word and start it.
  • Say more of the word.
  • Does that look right to you?
  • Get your mouth ready to say it.
  • Look at how the word begins.
  • Do you know another word that starts that way?
  • If that was _____, what would you expect to see at the beginning? at the end?
  • Do you know a word that looks/sounds like that?

To help children problem solve independently:
  • What can you do to help yourself?
  • I like the way you tried to help yourself.
  • Good readers keep trying - good for you!
  • I like the way you worked on the hard part.
  • What can you try?
  • Good readers...(praise the behavior).
I'm stuck on a word!
What should I do?

Does the picture give you any clues?

If one sound doesn't work, can you try another sound?

Does the word make sense?

Skip the word and come back.

Do you see a smaller word or chunk in the bigger word?

Reread the sentence to see if everything makes sense.
Think When You Read

**Connect**
- Think about:
  - What you already know about the story or topic of the book.
  - Connecting the information to your life.

**Predict**
- Think about:
  - What the text is going to tell you.
  - Anticipating what might happen next.

**Picture**
- Think about:
  - Using your senses to see, hear, taste, smell, and feel the author's words.
  - Seeing a picture in your mind.

**Question**
- Think about:
  - Asking yourself questions when words or sentences do not make sense.
  - Rereading for clarity.

**Summarize**
- Think about:
  - Classifying or sorting the information you read.
  - Inferring and drawing conclusions.

**Evaluate**
- Think about:
  - Your opinion of what you are reading.
  - Whether applying what you read makes sense.
## Stuck on a word?

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>Eagle Eye</td>
<td>Look at the pictures!</td>
</tr>
<tr>
<td></td>
<td>- Look at the picture for clues</td>
</tr>
<tr>
<td>Lips the Fish</td>
<td>Get your lips ready!</td>
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<tr>
<td></td>
<td>- Say the first few sounds of the new word</td>
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<td></td>
<td>- Read to the end of sentence and say it again</td>
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<tr>
<td>Stretchy Snake</td>
<td>Stretch it out!</td>
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<tr>
<td></td>
<td>- Stretch the word out slowly</td>
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<tr>
<td></td>
<td>- Put the sounds together</td>
</tr>
<tr>
<td>Chunky Monkey</td>
<td>Chunk the Word!</td>
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<tr>
<td></td>
<td>- Look for a chunk that you know (-at, -an)</td>
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<tr>
<td></td>
<td>- Look for a word part (-ing, -er)</td>
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<tr>
<td>Skippy Frog</td>
<td>Skip It, Skip It!</td>
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<tr>
<td></td>
<td>- Skip the word</td>
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<tr>
<td></td>
<td>- Read to the end of the sentence</td>
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<td></td>
<td>- Hop back and READ IT, READ IT!</td>
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<tr>
<td>Tryin' Lion</td>
<td>Try it again!</td>
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<tr>
<td></td>
<td>- Try to reread the sentence/read on</td>
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<tr>
<td></td>
<td>- Try a word that makes sense</td>
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<tr>
<td>Helpful Kangaroo</td>
<td>Ask for help!</td>
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<tr>
<td></td>
<td>- Ask for help (after you have tried all of the other strategies)</td>
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</table>

Never let the word win. Read on!!!!
I comprehend when I...

Make Connections
- Text to text
- Text to self,
- Text to world

Ask Questions
- "I wonder" before, during, & after reading

Visualize
- See pictures like a movie in my head

Determine Importance
- Dig for details & important information

Infer
- Make predictions
- Draw Conclusions

Synthesize
- Put it together
- Retell the text

Monitor & Fix
- I know when I don't understand
- Use fix-up strategies

Always think, think, think!
Prompts to help start discussion!

These prompts can help deepen understanding and discussion of a book! It creates a natural discussion about the events in a book, and connections to our lives.

-What's happening in your book?

-Have you had a chance to read on yet? I'm dying to know if...

-Wow...I can't believe that just happened.

-I am thinking so many things right now!

-I think I know what ___ is going to do next.

-I didn't know that.

-I didn't get to that part.

-I'm confused. Who is talking?

-This book is so much like ___.

-(Author) ___ always has the same kinds of characters.

-What are you thinking?

-What are you wondering?

-What would you do if ______?

-I know of another book like this that we could read.
Reading is one of the most important skills your child will ever learn! It is a lifelong skill that continuously grows.

You are your child's first teacher! There are many things that you can do at home to help your child become a better reader.

This pamphlet lists some questions you can ask your child at different times during reading, to help improve reading comprehension.

**Questions to ask before reading:**

Before you even start reading a word there are questions that will help build reading comprehension!

- Looking at the title, cover and illustrations/pictures, what do you think will happen in this book?

- What makes you think that?

- What characters do you think might be in the book?

- Do you think there will be problems in the story? Why?

- What do you already know about the topic of this book?

- Does the topic or story relate to you or your family? How?

- Do you think it will be like any other book you've read? If so, which one, and how do you think it will be similar?

For more information and additional resources contact Mrs. Collins, Mrs. Carpentieri, or Miss Powell at Blue Creek Elementary School.
Questions to ask during reading:

While reading, it is important to stop frequently or after each chapter to help monitor and build comprehension.

- What has happened so far in the story? Can you tell me using sequence words? (first, then, next, after, finally, etc.)
- What do you predict will happen next?
- How do you think the story will end?
- Why do you think the character did _________?
- What would you have done if you were the character?
- How would you have felt if you were the character?
- When you read, what pictures did you see in your head? How did you imagine it looked like?
- What are you wondering about as you read? What questions do you have?
- Think about the predictions you made before reading; do you still think the story will go that way? Why or why not? How do you think it will go now?

Questions to ask after reading:

- Why is the title a good title for the book/story? If you had to give it a different title, what would be another good title for it?
- Were your predictions correct? Where did you have to fix your prediction as you read?
- If there was a problem, did it get solved? How did the character try to solve the problem?
- What happened because of the problem?
- Did any of the characters change through the story? Who changed, and how did they change?
- Why do you think the author wrote this?
- What is the most important point that the author is trying to make in his/her writing?
- What was your favorite part? Why?
- If you could change one part, what would you change?
- If you could ask the author a question, what would you ask?
- Can you retell the story in sequential order (use sequence words: first, second, then, next, etc.)?
- Is there a character in the story that reminds you of someone you know? If so, who are they like, and why do you think that?
- Does this book remind you of another book you know? Does it remind you of something you've experienced in real life?