ELL Study: **Instructional Programming** Framework

**Promising Practices:**

- Integrating ELLs into mainstream classes and the whole school culture
- Adapting and modifying instructional materials
- ESL/ENL teacher leadership

**Learn more -**

In all of the schools in the study with odds-beating ELL achievement, educators are committed to integrating ELLs within the classroom as well as the school community. Specific practices to integrate students include: cotaught mainstream classes, international celebrations for students and families, common curricula, stand-alone classes that mirror mainstream lessons, and small-group instruction. Educators said this requires close collaboration between ESL/ENL and mainstream teachers and a whole-school belief in the shared responsibility for educating all students.

As part of the effort to integrate ELLs, educators in odds-beating schools adapt the aligned curriculum so that ELLs are held to the same level of rigor as their native speaking peers. ESL/ENL and classroom teachers adapt and modify instructional materials so that they will be accessible to ELLs of various proficiency levels. Often, modifications are made so that instructional materials are more culturally relevant: students’ home cultures become a focal point of a lesson; native language texts and multicultural texts are prioritized; and students are asked to share their home language, or other aspects of their culture, with classmates. Modifications are also made so that abstract concepts can be fully defined through the use of visuals, models, experiments, and hands-on learning experiences.

In all schools that participated in this study, educators attributed the achievement of ELLs to the hard work and dedication of ESL/ENL teachers. These teachers fulfill multiple roles in their school communities. Aside from teaching stand-alone classes and coteaching mainstream classes, they also provide embedded professional development for staff, work on curriculum and regulatory compliance with administrators, ensure that translators and interpreters are available for students and families, manage state testing for ELLs, and care for the social and emotional well-being of ELLs.

**Selected Evidence:**

In **Fostertown**, a dual language program allows students to learn Spanish and English at the same time. Instruction takes place in one language one day and another language the other day. (Url: https://www.newburghschools.org/duallanguage.php)

In Guilderland Elementary, a **summer book exchange** allows students to meet with other students and their teachers to discuss books during the summer. Similarly, in Van Rensselaer Elementary, students are asked to complete a **summer reading log** so that they continue to develop their literacy skills during the summertime. (pdfs follow)
At Van Rensselaer Elementary, students are taught several instructional strategies to support comprehension, such as **sailboat spelling**, Venn diagrams, and T-charts, and teachers use scaffolds such as **posters** and **sentence starters**. (pdfs follow)
SUMMER
BOOK EXCHANGE!

WHO? For elementary aged children and their families.

WHAT? A weekly gathering to read books, borrow books, and talk about books with teachers and friends!

WHERE? At the community rooms @ Brandywine and Heritage Apartments.

WHEN? July 13 – August 17. See the back for details.

Hosted by: Reading, ESL and Classroom teachers.
SUMMER 2016 READING LOG

NAME__________________________________________

GRADE__________________

Write the title, author and number of pages for each book read this summer. *Books should be grade/reading level appropriate.

1.____________________________________________________________________________________

2.____________________________________________________________________________________

3.____________________________________________________________________________________

4.____________________________________________________________________________________

5.____________________________________________________________________________________

Additional books can be listed on the back or on another sheet of paper.

My child read these books this summer.

Parent/Guardian Signature______________________________________________________________
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TIPS

Evidence Based Terminology

When writing about...

- A poem: “According to the speaker...”
  (A speaker is used in a poem)

- Fiction: “The narrator states...”
  or “The character says...”
  (Fiction includes a narrator and characters)

- Nonfiction: “The author writes that...”

Do write

- For instance...
- On page 5...
- This proves that...
- This shows that...
- According to the text...
- In paragraph 2...
- The author states...
- Based on this information...

Never write

- The book/poem said...
  (Books & poems don't talk!)

- The book told me...
  (Highly doubtful, see above)

- My book...
  (Only the author can say that!)

- I think...
  (Of course you do!)

- I will show you...
  (Just do it already!)
and sentences with **TRANSITION Words!**

- **To begin**
- **First of all**
- **To start**
- **Initially**
- **At first**
- **First**

- **Secondly**
- **Moreover**
- **Besides**
- **Furthermore**
- **Another**
- **In addition**
- **In fact**

- **In conclusion**
- **To sum it up**
- **Finally**
- **Lastly**

**EVIDENCE Terms:**
- for example
- for instance

**CONTRADICTION Terms:**
- however
- but