

What is ESL instruction?

Districts are required to include ESL instruction in the implementation of their ELE program to advance English language development and promote academic achievement of ELs. The goal of ESL instruction is to advance English language development and to promote academic achievement. ESL instruction must include social and academic language in all four domains including listening, speaking, reading, and writing. ESL instruction must provide systematic, explicit, and sustained language instruction, and prepare students for general education by focusing on academic language. Effective ESL instruction supports student success in school, including improvement of ACCESS scores and acceleration of academic achievement. Effective ESL instruction also supports long term goals such as college and career readiness. (2018 Guidance Document, DESE, page 18-19)

The DOJ Agreement defines ESL as direct, explicit instruction about the English language that provides a systematic and developmentally appropriate approach to teaching language and that addresses the listening, speaking, reading, and writing standards in the DESE guidelines.

Modes of ESL instruction

All ELs need to receive SEI instruction, which consists of two aspects:

1. Sheltered content instruction in the homeroom classroom by SEI Endorsed teachers
2. Direct ESL instruction by certified ESL teachers (1-2 periods per day depending on English proficiency level)

Students enrolled in the Dual Language Program and Transitional Bilingual Program also receive ESL instruction according to their appropriate EPL. TBE students, because they are level 1, receive a minimum of 90 minutes of direct ESL instruction.

Students with limited or interrupted formal education (SLIFE) are offered intensive ESL instruction in our NCC programs - NCC Elementary @ Clark Street School (grades 2-6), NCC Secondary (grades 6-12) @ New Ludlow, and NCC Young Adult (ages 18-22) @ Fanning Building.

ESL instruction can be provided by the following methods in the elementary classrooms: co-teaching, push in, pull out or dually certified teachers. All secondary (middle and high schools) schedule by blocks for ESL instruction, (pull out model).

Co-teaching - ESL teacher and content teacher plan and deliver content and language lessons together. Both teachers have received professional development on co-teaching.

Push in - Students remain in their classroom and the ESL teacher works in a separate area with the ELs group for 45 minutes addressing the same subject matter as the classroom teacher but with appropriate scaffolds and instruction for ELs

Pull-Out - Students are removed from the classroom for 45 minutes and taken to a separate place for ESL instruction

Dually certified teachers - When there is a dually certified ESL and Elementary teacher, the classroom teacher could service EPLs 4 & 5 in the classroom.

Course of instruction -

ELEMENTARY

Elementary ESL teachers are provided with a variety of resources to guide their instruction. The ESL coaches are instrumental in helping teachers align their ESL instruction to include grade level content with the appropriate ESL instruction that the ELs need.

WIDA standards - <https://wida.wisc.edu/>

The DESE of MA has adopted WIDA to guide ESL instruction and assessment of language progress. Teachers reference the WIDA Can Do key uses to guide instruction.

Carousel of Ideas by Ballard & Tighe

The district has provided every school with Set I, which is a comprehensive, research-based K-5 language development program for ELs in the beginning stages of language development. (EPL 1-2)

DESE ESL Model Curriculum units are available to all teachers. These 12 units of study here that have been field-tested that develop English language development in the midst of rich content instruction. http://www.doe.mass.edu/candi/model/download_fom1.aspx

Resources available to teachers in many schools (the ESL coaches will help teachers locate these resources when requested). These are all resources that have been purchased specifically for ELs and are resources appropriate for ELs at all levels.

- Avenues
- Phonics Street
- English to a Beat
- English in my Pocket
- MCAS Word to Word Dictionaries in a multitude of languages
- Reading A-Z (some schools)

Elementary teachers are also provided professional development in appropriately using resources that all classrooms are using:

- Fountas and Pinnell Literacy (for grades K-2)
- Read Side by Side (CIA) (for grades 3-6)
- Self-Regulated Strategy Development writing (grades 3 and up)
- Journeys and Senderos (DL schools)

SLIFE NCC Primary - Students with limited and/or interrupted formal education as defined by DESE. NCC primary students receive instruction under a full day Sheltered English Immersion model. Following the SLIFE guidance document we have developed a curriculum map for these students.

SLIFE NCC Secondary and NCC Young Adult Program - defined by the SLIFE guidance as students with significantly Limited and/or Interrupted Formal Education (SLIFE).

NCC YA and NCC Secondary students receive instruction under a full day Sheltered English Immersion model. Standard Based Competencies (currently in development and implementation phase) are aligned to MA Frameworks and WPS ELA Atlas units of study. Students receive instruction in: Intensive Language and Literacy Acquisition ESL LABs (LAB A, B, C or D) as described in the Secondary Program description component of this document, Introduction to English or English I, Life Sciences or Biology, Pre-Algebra or Algebra, College and Career Readiness, AVID, Music, Physical Education, and Art.

Young Adult (NCC YA) is a program for English Learners (ELs) ages 18 up to time of turning 22, who meet the criteria as defined by the SLIFE guidance as students with significantly Limited and/or Interrupted Formal Education (SLIFE).

Transitional Bilingual- in accordance with the LOOK Bill TBE teachers use a subtractive model in which teachers use Spanish language instruction to teach core subjects the majority of time and students have 90 minutes of ESL instruction throughout the day. In this time, the ESL certified teacher is the content teacher and the homeroom teacher the co-teacher. As students' proficiency in English increases, more English is used during the core instructional periods. Teachers are using any materials available to them in Spanish.

Dual Language Program- In a 50/50 model students in grades K-8 (currently) are provided instruction in English using the curriculum provided by the district. In the Spanish classes teachers are using an integration of strategies and materials available in Spanish from the CIA/FP and SRSD along with the use of *Senderos* (Houghton Mifflin). This year we are piloting resources that would support Bi literacy in our DL elementary programs. At the 7th/8th grade level students have 3 periods in Spanish instruction - 1 each of Language Arts, Social Studies and Literature.

Secondary Program

All Worcester Public middle school and high school English Language Learners are required to receive SEI instruction which is comprised of two aspects:

1. Sheltered content instruction in all content area classrooms by SEI Endorsed teachers
2. Direct ESL instruction by certified ESL teachers (1-2 periods per day depending on English proficiency level)

Middle school programs consist of ESL 1-5. Both are taught by certified ESL teachers for 1-2 periods per day, based upon their English language proficiency.

- Text books supplied are Inside, foundational and level A, by Centage Learning, National Geographic.
- Teachers have Word Generation, an academic language based literacy program available
- Supplemental libraries that accompany the National Geographic series.

High school curriculum consists of English Language and Literacy Labs A-D and Academic Language and Literacy. Textbooks used are Edge, Fundamentals, A, B, C, (Cengage / National Geographic) as well as supplemental fiction and non-fiction, primary source documents, word Generation.

The labs are developed according to ACCESS scores and proficiency levels as follows:

Language Acquisition A: In this course, students will learn the linguistic foundation to manage functional and social communication demands of everyday life. Emphasis will be given to vocabulary acquisition, as well as to the learning of basic morphological and syntactic components of the English language that support basic Listening and Speaking skills. Students will be engaged in activities that promote their practice of oral expression and listening comprehension in a concurrent fashion with their development of emerging literacy in English. This course is for English language learners with an Entering level (EPL1) on English language proficiency .

Literacy Acquisition A: In this course, students will learn foundational literacy skills. Students will learn alphabetic principle, print concepts, phonological awareness, word decoding, and word recognition skills. Students will practice reading daily to increase their reading fluency and comprehension . Students will also learn the organization and basic features of print to support their writing development. They will learn basic rules and conventions of English writing and begin to express their thoughts and acquired knowledge through controlled paragraphs on a regular basis. This course is for English language learners with an Entering level (EPL1) of English language proficiency.

Language Acquisition B: In this course, students will learn the linguistic foundation to basic academic communication demands for a variety of academic purposes. Emphasis will be given to academic acquisition and the learning of academic vocabulary to support emerging academic discourse. Students will learn how language is used in different contexts and for different academic purposes. Students will be engaged in activities that promote their practice of oral expression and listening comprehension for academic content. This course is for English language learners with an Emerging level (EPL 2) of English Language proficiency.

Literacy Acquisition B: In this course, students will continue to work on word decoding, word recognition and expand their reading vocabulary to access academic language. Students will practice reading daily to increase their reading fluency and comprehension. They will work on learning reading comprehension strategies to practice fact-finding, information recall and making meaning through connections. Students will broaden their writing skills by writing daily, including essay writing for different purpose and diverse genres. This course is for English language learners with an Emerging level (EPL 2) of English language proficiency.

Language Acquisition C: In this course, students will expand their linguistic foundation, both social and academic, to support their full participation in the academic community. Students will learn how the English language works to support academic learning. Instruction emphasizes the learning of increasingly complex academic language, such as structuring clauses and sentences and the interpretation of whole written and oral text for explicit academic communication purposes (explaining, persuading, describing, summarizing). Students will practice communication targeting different audiences and in subject contexts. This course is for English learners with a developing EPL level 3 English proficiency.

Literacy Acquisition C: In this course, students will learn how the English language works for the purpose of meaning making to support reading comprehension and expository writing. Students will learn to use reading, academic language, and vocabulary to make meaning from more complex text to understand objectives, concept application, analysis, synthesis and evaluation of information. Students will expand their writing skills to reflect their understanding and interpretation of multiple text formats, varied subjects and contents and diverse genres. This course is for English Language learners in the Developing (EPL3) and expanding EPL 4 proficiency.

Language Acquisition D: In this course students will expand their knowledge of academic language. Emphasis is given to academic language associated and used to support higher order thinking skills to support active engagement and learning in academic tasks. Students will engage in academic activities that provide exposure and practice of communication with multiple genres for multiple academic purposes. structures may include poetry, fiction, drama, or informational texts including informative essays, compare and contrast, cause and effect, sequence, persuasion, etc. Students will learn to improve the quality of their oral discourse and comprehension by learning metalinguistic strategies. This course is for English learners with an Expanding (4) level of English proficiency.

Literacy Acquisition D: Students will expand their knowledge of academic language to support reading comprehension of text of increased complexity. They will learn strategies to practice higher-order thinking and critical thinking to support their overall engagement in literacy. Students will practice writing extensively to refine their use of writing conventions and to use writing as a venue of communication of academic learning. Such as arguments, informative/explanatory, narratives, poems, essay, speeches or reflections. Text structures may include fiction, poetry, drama or informational texts including personal narratives, compare and contrast, cause and effective, persuasion, or informative essays. Students will exercise metalinguistic skills to improve their awareness about their effectiveness as writers. This course is for English Language learners in the Developing (EPL3) and Expanding (EPL4) stages of English language proficiency.

Academic Literacy A

In this course students continue to refine metacognitive and metalinguistic skills to support their overall English proficiency for a variety of academic purposes. Students will receive targeted support to sharpen their literacy competency by actively developing close reading comprehension skills and integrating academic writing skills that support the quality of their written output and test taking skills. Students will identify a central idea of a text and how it is conveyed through particular details; summarize texts without personal opinions or judgements. They will evaluate in detail how a key event is introduced, illustrated and elaborated upon in a text (through examples or anecdotes). They will identify specific evidence to support analyses of content area texts. Students will learn to provide concluding statements that follow from and support information presented.) They will also learn to produce research reports using multiple sources. They will summarize conclusions reached from recounting steps in problem-solving or by conducting experiments. They will also identify grade-level text by highlighting elements of genre, sequence events by cause and effect, produce informational texts from graphs and texts and evaluate evidence in support of claims. Students in this class will take a stance in favor of or against a claim presented, present opinions in persuasive essays and justify ideas using multiple sources. Students will present written arguments by introducing claims and opposing claims along with associated reasons and evidence. They will also learn to write closing statements that support their claims. This course is intended to elevate students' English proficiency to begin to approach comparability to that of English proficient peers when presented with grade-level work. This course is for English Language Learners EPL 4 and 5.