**English Language Development Instruction**

**Service Amounts and Placement Considerations**

The increasing number of English Learners (ELS) enrolling in South Dakota small rural districts, the following research-based recommendations will help to guide districts in creating effective and productive programming for English Language Development instruction. The more ELs are supported in the early levels of proficiency, the better the outcomes later on. These recommendations serve as guidelines for effective programming. Each program and district has at its disposal various resources and needs. The information in this document serves to provide guidance and answer commonly-asked questions. The goal is to facilitate academic success and to support all students to be college and career ready. *ESL services (building language skills) are provided by an endorsed English as a New Language (ENL) teacher.*

**DAILY SERVICE RECOMMENDATIONS**

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|  | **WIDA Access Levels 1-2****Beginner** | **WIDA Access Level 3****Intermediate** | **WIDA Access Level 4-5****Advanced** |
| **Kindergarten** | Daily pull-out ESL services 60 minutes each day, plus push-in services or co-taught class | 60 minutes pull-out ESL Services daily; plus push-in services or co-taught class as needed  | 30-60 minutes pull-out ESL Services daily; push-in services or co-taught classes  |
| **Grades 1-2** | Daily pull-out ESL services 60 minutes each day, plus push-in services or co-taught class | 30-60 minutes pull-out ESL daily; push-in services or co-taught class | 30-60 minutes pull-out ESL Services daily; push-in services or co-taught classes |
| **Grades 3-5** | Daily pull-out ESL services 120 minutes each day, plus push-in services or co-taught class | 30-60 minutes pull-out ESL Services daily; push-in services or co-taught classes | 30-60 minutes pull-out ESL Services daily, push-in services or co-taught classes |
| **Grades 6-12** | Intensive language instruction (ESL Direct instruction 180 total minutes; \*90-180 minutes direct ESL Class \*remaining time ESL Resource Study Hall, co-taught content classes and/or sheltered classes | 90 minutes of ESL daily; sheltered or co-taught classes; ESL resource periods  | 45 minutes of ESL each day; sheltered or co-taught classes; ESL resource periods\*see HS ESL class codes for high school credit.  |
| **ESL**  | English as a Second Language, taught by an endorsed English as a New Language teacher, objective is language development, class or pull-out structure |
| **Co-teaching**  | ESL and Content teacher plan and/or teach together to highlight language development within the context of content classroom learning |
| **Sheltered** | Classroom/Content teacher uses strategies to modify grade-level content for students in response to language proficiency level |
| **Collaboration** | The collaboration on a consistent between classroom teachers and ESL teachers is of upmost benefit to ESL and all students – as teachers work together to build academic language. |
| **ESL Resource Period Study Hall**  | This period can be used to help students with their modified content work, fill content and information gaps as needed, and/or provide time for utilizing online literacy programs to support language development.  |

**MEETING THESE RECOMMENDATIONS IN DISTRICTS (options, ideas, think-creatively)**

* Endorsed ESL Teacher works with a paraprofessional to help provide support ELD instruction. (study hall, online literacy program, days when ESL teacher isn’t able to provide, push-in support, etc)
* Utilize online support programs in addition to direct ELD instruction. (Imagine Learning, Imagine Math, etc)
* Utilize creative scheduling and flexible scheduling within the day.
* Focus on the highest need. Proficiency levels 1-2 require more services than proficiency levels 3-4. However, Levels 3-4 need some ELD instruction. Remember, social English is not the same is academic English.
* Enlist teachers with flexible schedules to obtain the ENL endorsement.
* Place students in a content/mainstream classroom that are willing obtain some outside training for sheltering instruction of content topics. Kindness goes a long way!

**ESL PROGRAM PLACEMENT CONSIDERATIONS**

Just because a student is not proficient in English does not mean that he or she is incapable of thinking, learning the grade-level curriculum, and mastering content areas. ELLs who are beginning English speakers may arrive in your class with an equal or even above grade-level background in their first language. When placing ELLs, educators must consider a variety of factors. Here are a few questions to ask:

* How much **previous education** does this student have in the U.S. and/or the home country?
* What is the **age** of the student? Place in age-appropriate grade.
* What are his or her **language and literacy proficiency** levels in English and in the first language?
* How much **support is there at home** for first language literacy and/or English development?
* Do prospective teachers know how to use **effective teaching strategies** for ELLs?
* Do prospective teachers understand the **second language acquisition** process and know what to expect at different levels of English proficiency?
* What kind of **extra support** can the state, district, and school provide to meet ELLs' language and academic needs?

**PROGRAMMING DESIGN**

**ESL Pullout** – English Learners attend age-appropriate mainstream classes (teachers use strategies to help ELs in the classroom) for much of the day and also meet separately for about 3-10 hours a week in small groups with an ESL instructor who focuses on language development.

**Content-Based ESL** – ELs receive ESL instruction, taught by an ESL licensed teacher, in preparation for grade-level content instruction in English. The emphasis is still on language development, but augmented with academic subject matter vocabulary and beginning concepts.

**Sheltered English Instruction** – ELLs are taught academic content in English by a content licensed teacher. However, the English language used for instruction is adapted to the proficiency level of the students. While the instruction focuses on content, sheltered English instruction also promotes English language development.

**STUDENTS WITH LIMITED FORMAL EDUCATION (SLIFE)**

“Students with Limited or Interrupted Formal Education (SLIFE) is an umbrella term used to describe a diverse subset of the English language learner population who share several unifying characteristics. SLIFE usually are new to the U.S. school system and have had interrupted or limited schooling opportunities in their native country. They have limited backgrounds in reading and writing in their native language(s) and are below grade level in most academic skills (Freeman & Freeman, 2002). Students who have these characteristics could be refugees, migrant students, or any student who experienced limited or interrupted access to school for a variety of reasons, such as poverty, isolated geographic locales, limited transportation options, societal expectations for school attendance, a need to enter the workforce and contribute to the family income, natural disasters, war, or civil strife.” From WIDA Focus Bulletin – *Who are SLIFE?*

To support MS/HS SLIFE Students:

* Address their acculturation to US School system
* Attend to their socio-emotional needs (PTSD, separation from family, etc)
* Focus on literacy development
* Focus on academic skill instruction to bridge gaps in knowledge – perhaps through extra ESL Resource time or study-hall
* Integrate content and language instruction
* Allow for support in first language to clarify content topics
* Help students to understand resources to find information on their own. Be creative. (Don’t make them memorizing multiplication tables – give them a chart.)
* Allow for extra instructional support time outside of direct ESL instruction, as needed
* Enroll in courses that facilitate activity and engagement: art, music, PE, science, Vo Ag, Home Econ., etc
* Make sure to enroll high school students in credit-bearing coursework that will lead to graduation. Content teachers may need extra support in modifying content, instruction and assessment for SLIFE.
* Customize learning, allow for project based learning, make learning meaningful.

**HOW DO TEACHERS GET TRAINING?**

ENL Endorsement – contact Gwyneth.witte@k12.sd.us for state-wide consortium endorsement program, a new consortium cohort begins each fall.

Classroom Teachers –

Consortium workshops are offered at [www.sdtitle3.org](http://www.sdtitle3.org)

Sheltered Instruction On-line Institutes at <https://www.pearsonhighered.com/mediaproducts/siop/events-training/siop-training-for-teachers-virtual-institute.html>

Videos of teachers in action (what does it look like?!)

* Colorincolorado.org
* WIDA.us <https://www.wida.us/professionaldev/educatorresources/videos.aspx>
* Teachingchannel.org – in search box, type English Learners (great for short in-service meetings and small group discussion!)

**What is *English Language Development* as opposed to *Sheltered Instruction*?**

**ELD – English language development “**English language development is an essential component of meeting the needs of English language learners, and should be taught as a separate subject area for English learners. The **purpose of ELD** is to move students along the continuum of language development and bring them, ultimately, to native or near-native fluency in English. In order for students to be successful academically, and ultimately in a career, English competency will be helpful if not required. In the ELD classroom, the focus of instruction is on learning English, and thus the primary objectives in the ELD classroom focus on language instruction, using content as a vehicle for instruction.” [***Erick Herrmann***](http://exclusive.multibriefs.com/author/erick-herrmann)*, May 07, 2014* [*http://exclusive.multibriefs.com/*](http://exclusive.multibriefs.com/) *(*ENL Endorsed teacher)

**WHAT ARE GOOD ELD TEACHING RESOURCES?**

\*Every major publisher offers an English Language Development (ELD) curriculum resource. Some lend them to small group pull-out. Some fit better with scheduled ESL Classes for middle and high school schedules. It really depends on what your district needs to support the ELs enrolled.

* Ideas for curriculum resources – as core language development resource
	+ Elementary
		- Newcomer

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| [National Geographic In the USA (Gr 2-5)](http://ngl.cengage.com/search/productOverview.do?N=201+4294918395+4294904748&Ntk=P_EPI&Ntt=9111390936612684113416457841629211782&Ntx=mode%2Bmatchallpartial&showMoreIds=191) | West Fargo – Welcome Center Grades 3-5 |
| [On Our Way to English (Gr K-5)](http://www.hmhco.com/shop/education-curriculum/english-language-learners/on-our-way-to-english) | West Fargo – Welcome Center Grades K-2, Valley City – Jefferson Grades K-2, used in Hutterite Colonies |
| [Ballard & Tighe Carousel of Ideas (Gr K-5)](http://www.ballard-tighe.com/carousel-of-ideas/) | Fargo |

* + - Level 2-4

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| [National Geographic Reach (Gr K-5)](http://ngl.cengage.com/search/productOverview.do?Ntt=193513914518552982211040983442513155098&N=201+4294918395+4294904748&Ntk=P_EPI&showMoreIds=191) | Fargo, Jamestown – Gussner & Washington Elem Grades K-5 |
| [Pearson Language Central (Gr K-5)](http://www.pearsonschool.com/index.cfm?locator=PSZw9t&PMDBSOLUTIONID=6724&PMDBSITEID=2781&PMDBCATEGORYID=3289&PMDBSUBSOLUTIONID=&PMDBSUBJECTAREAID=&PMDBSUBCATEGORYID=&PMDbProgramId=74311) |  |
| [Pearson Longman Cornerstone (Gr K-5)](http://www.pearsonschool.com/index.cfm?locator=PSZu72&PMDBSUBCATEGORYID=&PMDBSITEID=2781&PMDBSUBSOLUTIONID=&PMDBSOLUTIONID=6724&PMDBSUBJECTAREAID=&PMDBCATEGORYID=1662&PMDbProgramId=108141&elementType=programComponents) | West Fargo K-5, Minot, Edgeley  |
| [Santillana Spotlight on English (Gr K-6)](http://www.santillanausa.com/catalogs/santillana-usa-k12-catalog/english-language-development-esol-eld/spotlight-on-english.html)  | Ellendale Maple River Colony School Grades K-5 |
| [Hampton Brown Avenues](http://www.hbavenues.com/) | Grand Forks lower grades  |

* + MS/HS
		- Newcomer

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| [ACCESS English (Gr 5-12)](http://www.hmhco.com/shop/education-curriculum/english-language-learners/access-english)  |  |
| [Voyager Sopris Everyday English Plus (Gr 6-12)](http://www.voyagersopris.com/curriculum/subject/literacy/everyday-english-plus/overview) |  |

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| [National Geographic Inside (Gr 6-9)](http://ngl.cengage.com/search/productOverview.do?Ntt=10020965574432922948828472272043522827&N=201+4294918395+4294904748&Ntk=P_EPI&showMoreIds=191) | West Fargo 6-8 |
| [National Geographic Edge (Gr 9-12)](http://ngl.cengage.com/search/productOverview.do?Ntt=19177312651127856379995526643673897112&N=201+4294918395+4294904748&Ntk=P_EPI&showMoreIds=191) |  |
| [Pearson Keystone (Gr 6-12)](http://www.pearsonschool.com/index.cfm?locator=PS2pOx&PMDbSiteId=2781&PMDbSolutionId=6724&PMDbSubSolutionId=&PMDbCategoryId=1662&PMDbSubCategoryId=38502&PMDbSubjectAreaId=&PMDbProgramId=108221) | Minot |
| [Ballard & Tighe Champion of Ideas (Gr 6-12)](http://www.ballard-tighe.com/champion-of-ideas/) |  |
| [Voyager Sopris Language!](http://www.voyagersopris.com/curriculum/subject/literacy/language-4th-edition) | West Fargo High School Grades 9-12, Jamestown Public School Grades 6-12 (all at-risk, not just ELs), Oakes, Grafton 7-9 |
| [Pearson Longman Side by Side](http://www.longmanhomeusa.com/catalog/products/product-details/?pid=F-072-1&sid=Adult) | Fargo 6-12 |
| [Houghton Mifflin Harcourt – English 3D](http://www.hmhco.com/products/english-3d/english3d.html) | Fargo South 9-12 |

* Ideas for curriculum resources – as a supplement to the core language development resource

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| [Grammar Gallery](http://www.grammargallery.org/) | bob@mygrammargallery.org  |
| [iLit ELL](http://redefiningliteracy.com/explore/english-language-learners) |  |
| [Imagine Learning](http://www.imaginelearning.com/) | Bismarck – location? |
| [Brain Pop ESL](https://esl.brainpop.com/) | Milnor – Sundale Colony School K-5 |
| [Words Their Way – ELL](http://www.pearsonschool.com/index.cfm?locator=PSZu72&PMDBSOLUTIONID=&PMDBSITEID=2781&PMDBCATEGORYID=&PMDBSUBSOLUTIONID=&PMDBSUBJECTAREAID=&PMDBSUBCATEGORYID=&PMDbProgramId=56561) | West Fargo – Elementary, Minot, Fargo |
| [i-ready math & i-ready reading](http://www.curriculumassociates.com/products/iready/diagnostic-instruction.aspx) |  |
| [Oxford Picture Dictionaries (content areas Gr K-10)](https://elt.oup.com/teachers/opdca/?cc=us&selLanguage=en&mode=hub) | West Fargo – Elementary |
| [Pearson Longman - Side by Side (Oral Language)](http://www.longmanhomeusa.com/catalog/products/product-details/?pid=F-072-1&sid=Courses) |  |
| [Reading A-Z ELL Solutions](https://www.readinga-z.com/ell/enhanced-ell-solution/) | Minot |
| [California Adult Learning Activities](http://www.cdlponline.org/) | Wahpeton 6-12 |
| [Reading Eggs](readingeggs.com) | Wahpeton K-5 |
| [Rosetta Stone](http://www.rosettastone.com/) | Fargo, Gackle |

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| **WEB Resources** |  | **Description** |
| Sparknotes.com | MS/HS | Literature summaries and adaptations in everyday language  |
| Duo Lingo | All ages | Social language learning support application  |
| https://newsela.com/ | Reading grade 3 and upELAScienceSocial StudiesMathElementary section  | Short Non-fiction articles on current events topicsChoose article, print/use varying lexile levels of the same articleWriting prompts, annotations, quizzes, too.  |
| Starfall | Elementary Search by grade level of skillCommon core aligned | Basic literacy skillsReading comprehensionMath practice and skill devel.Set up in game-type activities |
| https://www.lexiacore5.com/ | PreK – 5Helps make the shift from leaning to read to reading to learn Adaptive Sample core5 student lessons and short video introduction on welcome page.  | Lexia Reading Core5® supports educators in providing differentiated literacy instruction for students of all abilities in grades pre-K–5. Lexia’s research-proven program provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group instruction. |
| https://esl.brainpop.com/ | All grades  | BrainPOP ESL is a comprehensive English language learning program that uses highly engaging animated movies to model conversational English while seamlessly introducing grammar concepts and vocabulary words. The movies are leveled, with each new movie and associated features building upon earlier ones, thereby reinforcing vocabulary, grammar, pronunciation, reading comprehension, and writing skills. The building block structure enables students to master the language in a step-by-step process, giving them the confidence they need to read, write, and speak English. |
| http://www.everythingesl.net/ |  | When I checked into the site, it was temporarily down. Lesson plans, downloads, graphic organizers  |
| <https://www.readinga-z.com/>add-on ELL & Bilingual Support (Well worth it!!!)  | Reading levels: pre-reading through 6th grade reading levelFontas and Pinnell, Lexile level, grade level correlation chartTo get the subscription, you can purchase the regular REadinga-z.com subscription online. Then, email the company representative explaining you want to add the add-on ELL Support subscription. This name is: sherrie.mcrae@learninga-z.com or support@learninga-z.com  | Uses Reading A-Z booklets and resources, but offers a lesson plan focused more on form and function of the language in addition to the comprehension.Perfect for ESL Pull-out, reading group differentiation, printable or projectable. I used this in my high school newcomer ESL class as well as in my Hutterite Colony classroom.  |
| EL Civics | MS/HS ESL ClassSocial Studies content and languageGreat for Newcomers, but applicable to all students  | EL Civics Government and History Lessons for ESL StudentsLearn EL Civics and ESL with pictures and easy words. The following EL Civics and U.S. History and Government lessons are now available: Statue of Liberty, Washington, D.C., American Bald Eagle, 50 U.S. States, and more. English Language Civics provides an easy way to learn about U.S. history, government, citizenship, geography, and culture. New lessons, worksheets, PowerPoint presentations, lesson plans and videos are added to *www.elcivics.com* every week. [ESL Holiday Lessons](http://www.elcivics.com/holiday-lessons-usa.html). Learn English with our [ESL Video Channel](http://www.elcivics.com/civics-videos.html). NEWEST FEATURES: [Free ESL eBooks](http://www.elcivics.com/esl-ebooks-free.html) with downloadable short stories. New this year ... [Literacy for Work](http://www.elcivics.com/esl/literacy-for-work/lessons.html), beginning level lessons for workplace literacy classes.From Gwyneth: I used this every week with my Newcomer ESL High School Class. Excellent ppts, printable worksheets, it was really handy to use for acculturation-type activities and building language learning. LOVED IT! Free! I could easily print out the text that went with the ppt, white out the target vocabulary and have “guided-notes” in an instant! They have added videos!  |
| https://www.tolerance.org | Lessons for all ages Social Studies Community buildingTolerance Classroom resourcesProf Development  | Our mission is to reduce prejudice, improve intergroup relations and support equitable school experiences for our nation’s children. We believe that schools must educate all students for full participation in a diverse democracy.Teaching Tolerance provides free resources to educators—teachers, administrators, counselors and other practitioners—who work with children from kindergarten through high school. Educators use our materials to supplement the curriculum, to inform their practices, and to create civil and inclusive school communities where children are respected, valued and welcome participants.Our program emphasizes social justice and anti-bias. The anti-bias approach encourages children and young people to challenge prejudice and learn how to be agents of change in their own lives. Our Social Justice Standards show how anti-bias education works through the four domains of identity, diversity, justice and action.In its Declaration of Principles on Tolerance, UNESCO offers a definition of tolerance that most closely matches our philosophical use of the word:Tolerance is respect, acceptance and appreciation of the rich diversity of our world's cultures, our forms of expression and ways of being human.Tolerance is harmony in difference.The Rev. Dr. Martin Luther King Jr. used the Greek term "agape" to describe a universal love that "discovers the neighbor in every man it meets." The various disciplines concerned with human behavior have also offered a variety of adjectives: "pro-social," "democratic," "affiliative."We are all of these, but we begin with a simple mission: to eradicate intolerance. |
| **Teaching Curriculums Shared**  |
| English Yes!(McGraw Hill)  | MS/HS/Elem ESL Curriculum Learning English through Literature Classified by language level, not grade level | Unlike other English language programs, *English, Yes!* uses multicultural literature as the foundation for improving comprehension, vocabulary, grammar, and writing. Adapted selections from classic and contemporary authors of many cultures engage students in learning English. Cooperative learning activities based on the selections encourage readers to improve their writing, listening, and speaking skills. |
| Grammar Gallery <http://www.grammargallery.org/>Representative is Bob Batson bob@mygrammargallery.org\*\*Sometimes I have trouble with my K12 account, so I use my personal email account to contact him initially.  | All agesOrganized by language prof. level, not grade levelGrade-level guidance is given.Excellent for whole-group instruction at any level.Super easy to use for pull-out type instructionExcellent supporting resources. Direct teaching instruction program, not online engagement. Direct ESL instruction, direct grammar instruction. Build all four domains.  | *Grammar Gallery is a teacher-delivered instructional program accessed through the Internet. It's the nation's premier web-based grammar program.*The **Main Gallery** -- the heart of the program -- includes 900 downloadable resources, including:· 300 INTRODUCE resources that focus on **oral language**. Each of these resources includes a 20-minute lesson plan and everything you need to deliver it -- concept pictures, sentence frames, a student worksheet, and background information for the teacher.· 300 REINFORCE resources that focus on **reading**. Each of these resources includes a 30-minute lesson plan and everything you need to deliver it -- a reading, critical thinking questions, a focus on academic vocabulary development, and a comprehension check.· 300 EXPAND resources that focus on **writing.** Each of these resources includes a 30-minute writing lesson plan and everything you need to deliver it -- a student reference sheet on the writing topic and a writing practice worksheet.   |
| Cengage (Nat Geo Language Learning)Language. Literacy. Content Rep: michelle.lichtenstein@cengagelearning.com <http://ngl.cengage.com/search/>showresults.do?N=201+4294918395+4294904748 | REACH – elemINSIDE – middle schoolEDGE – high school | Experience the world in the classroom with authentic, multicultural literature and National Geographic informational texts. Students will become stronger readers with well-known authors and National Geographic Explorers.Teach with new explorations and discoveryEngage students with National Geographic exclusive contentAchieve success with Common Core State Standards. |
| Pearson Longman ESL Instructional Materials http://www.pearsonenglishlearningsystem.com/instruction | ESL InstructionCornerstone: K-5Grades K - 5**Pearson Longman Cornerstone** [Daily lesson plans for 45–60+ minutes]Cornerstone is a robust instructional program that focuses on language proficiency and academic knowledge. Explicit lessons accelerate academic vocabulary acquisition, develop transferable language skills, and improve communication.Keystone: 6-12Grades 6 - 12**Pearson Longman Keystone** [Daily lesson plans for 45–60+ minutes]Keystone builds student capacity by focusing on both language proficiency and academic knowledge. Explicit lessons accelerate language acquisition, reading comprehension, vocabulary, and oral and written communications skills.Language Central: K-10, daily 30 minute lessons Grades K - 10**Language Central** [Daily 30 minute lessons]Language Central works alongside any core literacy program. It’s conceptually related to Reading Street® (K–5) and Prentice Hall Literature (6–10). The systematic lessons in Language Central help English learners produce oral and written language and learn critical vocabulary and reading comprehension skills. |
| On Our Way to EnglishHoughton Mifflin Harcourt  | K-5 ESL*On Our Way to English* is a comprehensive English language development program that provides everything teachers need for effective instruction. Domain-based instruction includes a focus on academic language and vocabulary development; thematic, content-based instruction; differentiated instruction for language and literacy; and a daily instructional routine in oral language, reading, and writing. Engaging online and digital tools motivate English language learners.***On Our Way to English* in your classroom*** Instruction is built upon research and the Common Core State Standards
* Inspire learning through rich literature and highly visual content pieces
* Social studies and science units develop academic language skills and vocabulary
 |
| Oxford Picture Dictionaries for the Content Areas Oxford University PressElem: *Oxford Picture Dictionary in the Content Areas For KIDS*MS/HS: *Oxford Picture Dictionary in the Content Area*Available:Student BookTeacher EditionWorkshop Support materials (cd rom, assessments, etc)  | ESL support instruction in ESL Class. Good for pullout if you have a short time. Accelerates Academic Language DevelopmentWelcome to the *Oxford Picture Dictionary for the Content Areas*Teacher's Site, providing you with extra teaching ideas, resources, and support.The *Oxford Picture Dictionary for the Content Areas*is Oxford’s new program for elementary and secondary students. This complete language development program presents and reinforces content vocabulary and academic language that are required for students to think, speak, read, and write about social studies, science, and math. The *Oxford Picture Dictionary for the Content Areas*:* Is a complete language development program
* Accelerates mastery of academic language and content vocabulary
* Is built on a research-based instructional routine
* Is explicitly aligned to curriculum standards
* Is a flexible teaching and learning program
 |
| Carousel of Ideas <http://www.ballard-tighe.com/carousel-of-ideas/>  | K-5 | Direct InstructionA comprehensive, research-based language development program for K-5 English learners at the beginning through advanced levels of language proficiency. |
| Santillanahttp://www.santillanausa.com/ | ElemMS/HS | Spanish Language instruction? Has bilingual resources that could support ELs in the content classroom instructionSome Elem ESL Resources  |
| **SUPPORT PROGRAMS and RESOURCES**  |
| Imagine Learning Literacy  | Grades K-6 Jake.seely@imaginelearning.com  | Literacy development for ELs and struggling readersAdaptive, provides placement assessment and places student in program at their levelResources for teaching and using data to guide instruction40-45 minutes per day (20min student engaged online, rest of the time using Imagine Learning resources for direct teaching at the student’s level) Data helps to group and differentiate for students during direct instruction$150 per student/year |
| Imagine Math | Math content for Grade 3 through Geometry | Online supplemental math instructionHelps fill content gaps and deepen math skills  |
| Imagine Math Facts  | Math facts automaticity practice All grade  | AdditionSubtractionDivisionMultiplicationHelp student gain automaticity in math facts – helps to support higher level thinking math activities (Let’s stop kids counting on fingers!) |
| The Teacher’s Book of Grammar | I am not sure I got the correct publisher. I just did a google search and found many teacher reference books.  | Have a good foundation in English Grammar is a must when teaching ESL or grammar to any student. If you don’t understand the rules, BUY A BOOK!!! Many out there.  |
| Collaborative Classroom  | Elem | Not a direct instruction ESL program, but does work to build interaction and oral language use in the classroom for all students. This is a good curr. for including EL in the classroom activities, offers many supportive-type structures.  |
| Daily Oral Language  | Be careful on using this for meaningful grammar instruction. Grammar taught in isolation of an context or meaning is not effective. However, a DOE-type mini-lesson specific to something the whole class needs to build skills in can be helpful. For example, *“Writers, I have noticed in your writing journals this week that a lot of you are starting to use contractions in your writing. I would like to show you a few sentences on the board today that use contractions. But there are a few mistakes. Let’s see if we can find them together and then when you are writing today, make sure you use these contractions correctly, too.”*  |
| http://Mysteryscience.com  | Elem science instructionGood for ELs because it is hands on, active and engaging.Easy to use! Use sentence frames and interaction strategies to build academic language for all students  | **Hands-on** — lead students in the doing of science and engineering.**NGSS-aligned and Common Core** — make the transition to the Next Generation Science Standards and support Common Core.**Less prep, more learning** — prep in minutes not hours. Captivate your students with short videos and discussion questions. |
| Scholastic Science World magazine | Elem. Weekly magazine subscription, with some online resources | Great for using non-fiction and high interest to make language learning meaningful. (Language learning in the content areas must be relevant and in the context of something.)  |
| Oxford BookwormsAdapted novels, by language prof level Learning and Teaching resources: downloadable leveled tests, worksheets, interactives.  | Help your students build reading confidence and fluency with the *Oxford Bookworms Library*. With adapted American and European literature, teachers can make the *Oxford Bookworms Library* a part of their English language arts curriculum. English learners and struggling readers can enjoy the same novels that are found in the mainstream curriculum. Available in seven accessible levels, students can choose from more than 150 titles from starter level to advanced for extensive or independent reading. |
| Vocabulary Links for English Language Development Continental Press Grades 1-8Student booksTeacher Editions  | If a weak vocabulary is standing in the way of your students’ reading success, turn to Vocabulary Links for English Language Development. Workbooks reinforce knowledge of grade-level content words in science and social studies. Motivating activities and reviews repeatedly expose students to target words and address current academic standards. Student Books* Topics fall under **WIDA’s Example Topics Lists.**
* Lessons focus on **Tier 2 and Tier 3 vocabulary** as identified by WIDA’s ELD Standards and state standards.
* Vocabulary is taught using various modes of instruction, allowing for **multiple exposures.**
* Target words are presented in **language that students are familiar with**, avoiding formal definitions.
* Appealing art, photos, and review puzzles **motivate challenged readers.**

 Teacher’s Guides* Teaching strategies
* Answer keys
* Reproducible assessment
* Correlations to WIDA’s ELD Standards with Lexile® measures, Tier 2 and Tier 3 vocabulary, and Specific and Technical vocabulary
 |
| Elizabeth Claire’s Easy English Newspaper <https://www.elizabethclaire.com/>  | Great for ESL Class! Easy English NEWS, our [award-winning](https://www.elizabethclaire.com/blogs/media/34569153-mensa-educational-and-research-foundation-s-award-for-intellectual-benefit-to-society-to-be-presented-to-esl-author-elizabeth-claire) monthly newspaper for adults and young adult English language learners, is written in simple English. It features:* Current News
* Holidays & Events
* Civics & Election information
* Survival Tips for U.S. Life
* Health & Safety
 |

**References**

WIDA.us South Dakota is a WIDA Consortium state [www.wida.us](http://www.wida.us)

Colorin Colorado resources have research-based information on everything ESL, from Civil Rights to videos of teachers in action. Colorincolorado.org

Dolson, D. P., & Burnham-Massey, L. (2011). *Redesigning English-medium classrooms: using research to enhance English learner achievement*. Covina, CA: California Association for Bilingual Education. Chart page 19, *Survey and compilation of research into effective ESL teaching from across the nation*

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