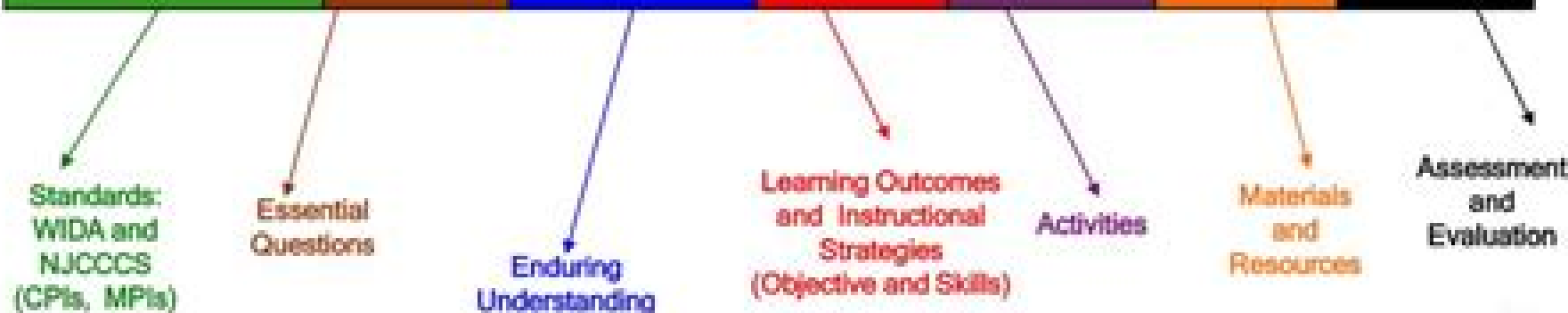


<p align="center">ESL Curriculum Aligned to (New) World-class Instructional Design and Assessment (WIDA) English Language Proficiency Standards</p>
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Standards: (WIDA and NJCCCS)	Essential Questions (What is the "big idea"?)	Enduring Understanding (How do you apply and use in real-life situations?)	Learning Outcomes and Instructional Strategies	Activities -Can-do- descriptors -ELP Levels -Language Domains	Materials and Resources	Assessment and Evaluation



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**Daisy A. Stocker,MS Daisy a Stocker M
Ed,George A. Stocker,Brian E. Stocker**

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Language Building Blocks Anita Pandey, 2012-11-26 Language Building Blocks is an accessible resource that familiarizes early childhood professionals with linguistics the scientific study of language Knowledge of linguistics will enable early childhood educators to successfully teach young children core competencies ranging from phonemic awareness reading and math to health literacy and intercultural awareness The text includes numerous real life examples and hands on activities for diverse age groups and learning styles The online Resource Guide provides hands on activities and contributions by top scholars in the field This book shows teachers how to systematically empower and include all children *CALL Theory Applications for Online TESOL Education* Kelch, Kenneth B., Byun, Peter, Safavi, Setareh, Cervantes, Seth, 2021-02-19 With the increased necessity of using online teaching to ensure students continue to learn it is imperative that language teachers implement computer assisted language learning CALL techniques into their teaching strategies TESOL teachers especially must continue to remain up to date on the latest research outlining best practices for the online teaching of English language learners CALL Theory Applications for Online TESOL Education is a crucial reference work that focuses on online education and CALL in the context of teaching English to speakers of other languages The book presents research that illustrates the current best practices in online CALL applications in TESOL including works on emerging applications such as mobile language learning games and service learning It includes chapters that focus on technology enhanced learning in a variety of configurations from fully online contexts to face to face blended learning contexts that have some degree of a virtual component While highlighting topics that include e learning second language acquisition and virtual learning environments this book is ideal for TESOL educators and CALL practitioners who are interested in the ways in which language and culture are impacted by online education Moreover K 12 teachers and teacher educators working with linguistically and culturally diverse learners in their classes and communities as well as administrators academicians researchers and students will benefit from the research contained in this book **Teaching and Researching ELLs' Disciplinary Literacies** Meg Gebhard, 2019-02-18 Written from a critical perspective this volume provides teachers teacher educators and classroom researchers with a conceptual framework and practical methods for teaching and researching the disciplinary literacy development of English language learners ELLs Grounded in a nuanced critique of current social economic and political changes shaping public education Gebhard offers a comprehensive framework for designing curriculum instruction and assessments that build on students linguistic and cultural resources and that are aligned with high stakes state and national standards using the tools of systemic functional linguistics SFL By providing concrete examples of how teachers have used SFL in their work with students in urban schools this book provides pre service and in service teachers as well as literacy researchers and policy makers with new insights into how they can support the disciplinary literacy development of ELLs and the professional practices of their teachers in the context of current school reforms Key features of this book include the

voices of teachers examples of curriculum sample analyses of student writing and guiding questions to support readers in conducting action oriented research in the schools where they work The Big Book of Tasks for English Language Development, Grades K-8 Nancy Akhavan,2024-02-29 This title examines how teaching multilingual learners requires changing instruction to focus on practices that have high impact for students as they acquire language Yet it s not about doing more it s about doing smarter TEACHING ENGLISH IN GLOBAL CONTEXTS: Language, Learners and Learning Valentina Canese,Susan Spezzini,2023-11-07 *Co-Teaching for English Learners* Maria G. Dove,Andrea Honigsfeld,2017-09-27 Dove and Honigsfeld s new book arrives at the perfect time as an increasing number of schools move to a collaborative instructional model and are searching for guidance The authors not only tell us how to effectively collaborate and co teach to benefit English learners they actually show us what each component of the collaborative instructional cycle looks and feels like complemented by innovative video and web content DIANE STAEHR FENNER Coauthor of *Unlocking ELs Potential* and President of SupportEd Because teacher collaboration isn t an option it s a MUST The proof is borne out by any assessment our non native speakers learn faster and achieve more when general ed teachers and EL specialists co plan and co deliver instruction in the very same classroom That s why you ll want to put *Co Teaching for English Learners* at the top of your reading list Step by step EL authorities Maria Dove and Andrea Honigsfeld walk you through the entire collaborative instruction cycle along with seven potential classroom configurations from which to choose Whether you re new to co teaching or just see room for improvement in your practice this practical handbook delivers every technique and tool you need to make the most of your collaboration including video footage of co teaching in action Inside you ll find In depth profiles of the seven models with detailed descriptions and analyses A review of advantages and challenges of each model s implementation Clear explanations of each teacher s role along with self assessment tools Tried and true strategies for the entire instructional cycle co planning co instruction co assessment and reflection Real life accounts from co teaching veterans Long gone are the days when our ELs are taught in isolation and rightfully so Read *Co Teaching for English Learners* implement its strategies and soon enough you too can set up a learning environment in which all students thrive **Beyond Core Expectations** Maria G. Dove,Andrea Honigsfeld,Audrey Cohan,2014-05-20 Create a schoolwide foundation to ensure academic success for ALL students This useful guide supports the needs of culturally linguistically and academically diverse learners and demonstrates how a shared vision can increase student engagement and ensure that not so common learners benefit from academic rigor Taking a system wide approach the authors offer educators a model arranged in six distinct yet complementary pathways to improve programs policies and practices for diverse learners This innovative framework includes Mapping and aligning an integrated curriculum making the mainstream curricula accessible for all learners Collaborative planning and assessment pooling intelligence so the whole is greater than the sum of its parts Teaching students explicit learning strategies empowering students by increasing student led learning Promoting

disciplinary literacy providing all students with access to pertinent academic language learning Featuring helpful tables that outline key concepts and real life vignettes from schools that have successfully applied the principles this book unlocks success for all students Dove Honigsfeld and Cohan recognize the urgent need for practices to change on a schoolwide basis so that diverse learners can be positioned to succeed with the Common Core This book outlines inclusive practices so that all students are included in these important conversations Diane Staehr Fenner President DSF Consulting In Beyond Core Expectations the authors present a coherent framework for schoolwide instructional inclusiveness This book is an essential guide for educators with a vision for true college and career readiness for ALL students driven by sound curriculum instruction and assessment practices Cheryl H Champ Assistant Superintendent for Curriculum and Instruction Sewanhaka Central High School District Floral Park NY

Co-Planning Andrea Honigsfeld, Maria G. Dove, 2021-09-26 Pool your collective wisdom in support of your English learners English Learners ELs and multilingual learners MLs have double the work of their English speaking peers as they are required to master language and content simultaneously To support this dynamic academic and language development process all teachers need to have an understanding of language acquisition and EL ML specific methodologies along with offering social emotional support to ELs MLs and work in tandem with each other Bestselling authors Andrea Honigsfeld and Maria G Dove have returned with this new resource that complements and expands on their previous titles on co teaching and collaboration by addressing collaborative planning in greater depth Co planning is positioned as the first step toward integrative language and content instruction as regular and purposeful collaboration ensures that ELs MLs have access to core content Key features include Practical step by step guidance to starting and sustaining collaborative planning for integrated language literacy and social emotional development An array of checklists templates and protocols for immediate implementation Snapshots from the Field provide real life examples of co planning in action Beautiful full color design with original sketch notes to bring concepts to life QR codes that link to author interviews elaborating on key ideas This substantial guide will assist novice and seasoned educators alike in their move away from isolated practices and help them engage in collaborative planning and professional dialogue about asset based best practices for ELs MLs

Helping English Language Learners Meet the Common Core Paul Boyd-Batstone, 2013-10-02 This new teacher friendly book offers a quick efficient easy to use tool the Classroom Assessment of Language Levels CALL to assess the language levels of English learners in grades K 12 Learn how to effectively use the tool utilizing direct interview and small group observation to determine students instructional levels and needs Get a variety of engaging differentiated Common Core based strategies that can be used post assessment to help students at each level improve their speaking and listening skills Strategies to help all your ELLs optimize their learning include Using interactive journals Creating chart stories Using meaningful gestures Using cognates Exploring word origins And much much more

The Role of Language in Content Pedagogy Lay Hoon Seah, Rita Elaine Silver, Mark Charles Baidon, 2022-11-01 This book explores the importance of

language in content learning It focuses on teachers roles knowledge and understanding of language in school contexts including academic language and disciplinary languages to support students It examines teachers language related knowledge base for content teaching which include teachers knowledge of and about language knowledge of their students and their pedagogical knowledge This book also explores how teachers knowledge of language students and content are linked as part of a larger pedagogical content knowledge which includes knowledge of the role of language in content learning As well it further considers literacy and literacies as part of this examination of teachers knowledge of language

ESL Imogene Forte, Mary Ann Pangle, 2001 Covering all sorts of popular topics following directions fruits money insects measurements safety weather and transportation this book offers an invaluable resource for English as a Second Language teachers Each unit provides practice and reinforcement in the use of listening speaking reading and writing

ELL Frontiers Heather Parris, Lisa Estrada, Andrea Honigsfeld, 2016-10-04 Your GPS for improving ELLs academic outcomes This is not yesterday s ELL classroom Thanks to the Common Core and other rigorous new standards it s more challenging than ever to meet the needs of our English learners But yesterday s classrooms didn t have the so many powerful digital tools at your immediate disposal Written by three tech savvy ELL experts and grounded in the latest research on English language and literacy development and technology integration this timely book will serve as your go to road map for navigating this exciting new frontier Inside you ll find An overview of current digital age learning experiences and trends Step by step guides to implementing technology infused lessons that are specifically aligned with English learners needs including a sample lesson seed in each chapter Authentic vignettes of current uses of technology in the classroom Professional Learning Network questions for group discussion Take a look for yourself ELL Frontiers will give you the tools not only to improve academic outcomes and enhance language development but also to cultivate digital citizenship By incorporating the best of digital age learning the authors inspire practitioners to bring ELL instruction to the next level ELL Frontiers shows how technology enhanced instruction can elevate learning from our prior emphasis on covering material to uncovering English learners rich experience and perspective Jane Holmberg Educational Consultant

Content-based Second Language Teaching and Learning Marjorie Hall Haley, Theresa Y. Austin, 2013-02 Teachers get the opportunity to put practical how to second language teaching methods to work in their classrooms with English Learners or world language students Here are practical suggestions and ideas culled from the psycholinguistics and socio cultural fields of study offering today s teachers an engaging perspective on interactive content based language teaching and learning Offering more methodological approaches to teaching English Learners than virtually any other book on the market it s the ideal resource for undergraduate pre service and mainstream general educator teachers who are learning how to teach English Learners or world language students in their classrooms Novice teachers get the chance to interact with the text reflect and consult with colleagues partners and classmates by reflecting and responding revisiting their responses and completing activities related

to the content *Continental's New York Ells* Continental Press Staff,2013-06-04 User friendly resources in Continental s New York ELLs annotated teacher s edition provide excellent support for every teacher and include alignment to the Learning Standards for English as a Second Language ESL Standards teacher directions for each student page extension activities instructional notes for teachers reproducible answer sheets with sample rubrics skill analysis and proficiency charts parent letter and Connecting Assessment to Instruction for Finish Line Reading for the Common Core State Standards

Esl Active Learning Lessons Imogene Forte,Mary Ann Pangle,2002 English as a second language ESL is a growing discipline in all schools This book is designed with the intent of meeting the needs of children who speak little or no English and who are entering schools each year There are fifteen comprehensive units in ESL Active Learning Lessons Each unit provides practice and reinforcement in the use of listening speaking reading and writing Formative Language Assessment for English Learners Rita MacDonald,Timothy Boals,Mariana Castro,H. Gary Cook,Todd Lundberg,Paula A. White,2015 The significant challenges faced by English Language Learners ELLs become greater during the middle and high school years when they must learn more abstract academic concepts with emergent English language skills and differing levels of background knowledge To meet these challenges ELLs need immediate feedback about how the development of their language abilities interacts with their academic performance and teachers need practical strategies to help ELLs develop the specific content and language abilities necessary for success In *Formative Language Assessment for English Learners* the research team of Rita MacDonald Timothy Boals Mariana Castro H Gary Cook Todd Lundberg and Paula A White demonstrates what good language assessment for formative purposes is explains the cycle of formative language assessment and shows how it unfolds stage by stage in a school setting Based on a five year collaborative project with middle and high school teachers in three major school districts the book presents a process for Weaving a language focus into content lessons Analyzing students language from writing samples to help them broaden their linguistic choices Creating active partnerships with students as they learn and practice new ways to use English When classrooms are defined by effective language assessment for formative purposes they become dynamic spaces in which teachers can use that information to plan clear attainable steps to increase student learning and students develop deeper understandings of both academic content and academic language *Formative Language Assessment for English Learners* provides practical strategies to implement a unique process for formative assessment that can truly change classroom practice This team of authors works together at the Wisconsin Center for Education Research WCER at the University of Wisconsin Madison and have collaborated on formative language assessment for English Language Learners through their work for WIDA World Class Instructional Design and Assessment a 36 state consortium that supports academic language development for linguistically diverse students through standards assessment research and professional development *Digital-Age Teaching for English Learners* Heather Rubin,Lisa Estrada,Andrea Honigsfeld,2021-12-28 Bridge the Digital Divide with Research Informed

Technology Models Since the first edition of this bestselling resource many schools are still striving to close the digital divide and bridge the opportunity gap for historically marginalized students including English learners And the need for technology infused lessons specifically aligned for English learners is even more critically needed Building from significant developments in education policy research and remote learning innovations this newly revised edition offers unique ways to bridge the digital divide that disproportionately affects culturally and linguistically diverse learners Designed to support equitable access to engaging and enriching digital age education opportunities for English learners this book includes Research informed and evidence based technology integration models and instructional strategies Sample lesson ideas including learning targets for activating students prior knowledge while promoting engagement and collaboration Tips for fostering collaborative practices with colleagues Vignettes from educators incorporating technology in creative ways Targeted questions to facilitate discussions about English language development methodology Complete with supplementary tools and resources this guide provides all of the methodology resources needed to bridge the digital divide and promote learning success for all students

ESL Curriculum Daisy A. Stocker,MS Daisy a Stocker M Ed,George A. Stocker,Brian E. Stocker,2013-06-22 Module 3 Part 2 Teacher s Guide ESL curriculum for INTERMEDIATE STUDENTS Second EditionESL Curriculum is a publication of Learning English with Laughter s Teen Adult Series There are four Modules in this series This Teacher s Guide is part of a series of the three books Student Reader Workbook and Teacher s Guide that comprise Module 3 Part 2 This Teacher s Guide has 68 pages that explain and enrich 20 lessons It completes and is a vital part of this third English second language Module Module 3 Part2 Many of the exercises and activities will be incomplete if bought without the series Student Reader Workbook and Teacher s Guide Throughout this Guide teachers can combine laughter and learning in their lessons while communicating in English Oral Questions are provided for every lesson Our students consistently rated this oral activity as the most helpful on a scale of 1 to 10 In addition this Teacher s Guide provides answers to all questions tests after every fourth lesson with a Final Test at lesson 40 The competitive team activities spark a lot of laughter creating a relaxed learning atmosphere ALL TEACHER GUIDE ACTIVITIES CAN BE PHOTOCOPIED AS NEEDED Teachers will find the following material in this Teacher s Guide Learning English with Laughter philosophy Oral questions Answers to all questions Suggestions for discussion questions Crossword puzzle answers Word Bingo answers Four unit tests One final test Whole class Competitive Team Activities Small group word order activities Role cards for Whole Class Activities Role cards whole class question answer activity using ever Role cards dialogue writing partner activity Meeting a Relative THIS TEACHER S GUIDE IS AN ESSENTIAL PART OF MODULE 3 PART 2 The programs provided in the Student Reader and the Workbook cannot be successfully presented without the use of this Guide As it is for teacher use only the provision of one copy per teacher is sufficient The availability of this series of Modules each in two Parts allows schools colleges and universities to provide books for half of each Module at a time This allows flexibility in administering the program The online version is

being used in more than 70 countries of the world ScottForesman ESL ,1997-01-01 This course teaches English through thematic units based on grade level science social studies health mathematics and art There are carefully sequenced activities in listening speaking reading writing and thinking and authentic assessment activities Children's ESL Curriculum Daisy A. Stocker,MS Daisy a Stocker M Ed,George A. Stocker,Dr George a Stocker D D S,2014-06-05 PRACTICE BOOK 3B Children s ESL Curriculum Adventures in Canada Black and White Second Edition has an interest level for ESL students under 12 years of age It has 31 pages for 14 lessons provides kid s ESL independent work and reinforces the material taught in the Student Book This is the sixth set in a series of 10 sets each comprising three books Student Book Practice Book and a Teacher s Guide with a Final Test These children s ESL lessons provide independent ESL seatwork for the students and reinforce the material taught in the Student Book Once the pages have been introduced the teacher has time to move about the room to help individuals or deal with other classroom needs Students read choose and copy and print sentence answers These activities consistently review the correct grammar and sentence structure Drawing their ideas of what they will do as they accompany the storybook characters reinforces understanding TYPES OF EXERCISES AND ACTIVITIES Role plays Choosing and printing sentence answers from a list Saying or singing a rhyme as a whole class activity before starting work on a page Drawing their idea of what they would do if they with the storybook characters Following coloring directions Phonics review of rhyming words Reading and understanding information given in paragraphs Word Find activity Naming clothing Making a decision that tells what they would do to solve a problem Matching vocabulary words to pictures

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