A course designed to give teachers a fresh perspective on teaching English Learners by affording them an opportunity to **SWRL** (speak, write, read, and listen) each day in class. These strategies are intended to be practical and applicable across grade levels and instructional settings.

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KSU ESOL Conference
POSSIBLE CLASS GROUPINGS

ELA PULL-OUT FOR LEVEL ONE AND LEVEL TWO STUDENTS

This class would be a hybrid of sorts: fusing reading, writing, speaking, and listening together with technology, manipulatives, song, kinesthetic learning and imagery to create a safe haven for language acquisition. Students work on various skills including but not limited to: Phonics, Decoding, Pronunciation, Sight Words, Spelling, Grammar (punctuation, capitalization, parts of speech, subject-verb agreement), Oral Comprehension, and Conversational Interaction.

The ELA AKS can be overwhelming for our level one and level two students and some find it depressing. Students often lose interest and motivation when they feel so far behind the rest of the class. Pulling them out and placing them in an environment where they are surrounded by other similar or same-level students will likely make them more comfortable and open to applying their best efforts.

When pushing into a classroom and working with level one and two students in a group within the regular classroom setting, ESOL teachers are very limited in the type of activities we can do and oral recitation and practice is practically impossible. Giving these students a classroom where they can interact with technology, be vocal, move around and have English speaking and reading modeled for them should increase engagement and overall achievement.

This set up would allow students to begin mastering fundamentals of English and give our lower level ELs a stronger foundation to build upon across the curriculum and is also in alignment with GCPS ESOL recommendations. Being emerged in a traditional ELA class has not proven to propel our students to the next level. This semi-sheltered approach may be a catalyst for transforming ESOL programs in years to come.

LEVEL FOUR EXTENDED LEARNING TIME (ELT)

This ELT will serve as a Reading, Writing, Speaking and Listening Workshop. Students would work in small groups rotating between four different stations (one per day). On Fridays these students would remain on team for Advisement.

Reading Center: Annotating texts, Comprehension, Literal vs Inferential, Reading Strategies

Writing Center: 7 Traits of Good Writing, Peer-Editing, Short and Constructed Responses

Speaking Center: Conversational Interaction, Speech Presentation, Debate, Voice Recording

Listening: Listening for details and summarizing events heard in audio novels without printed text

This ELT would target those ESOL students who are on the verge of exiting the program. These students are also required to take local common and district assessments as well as all areas of
GMAS. The objective here is two-fold, improving the success of our ESOL program by increasing the number of students who have made enough gains to exit the program and supporting the school-wide initiative to improve student achievement and meet LSPI goals.

**LEVELS ONE AND TWO EXTENDED LEARNING TIME**

This ELT is dedicated to language acquisition by way of Imagine Learning.

Imagine Learning is a game based program that students actually enjoy using. The program is tailored to meet all students where they are and adjusts with the needs of those students.

Imagine Learning is an engaging language and literacy software program that accelerates English learning. The program:

- Utilizes peer modeling
- Provides strategic first-language support
- Boosts oral language development
- Strengthens academic vocabulary
- Instructs students in the five essential components of reading

Imagine Learning makes learning engaging, fun, and individualized while giving students an opportunity to advance 2-3 grade levels in one school year in terms of language and literacy. The best way for students to get optimal results is to ensure the program is being used daily.

**LEVELS ONE AND TWO CONNECTIONS**

This connection class would be a blend of Imagine Learning (see aforementioned note), math and science vocabulary preview and skills practice. The class would be split into 2 groups that would alternate half way through the class period. Group one would begin the class working independently on iPads or laptops using the Imagine Learning program. While group two would begin the class working collaboratively with direct instruction, previewing and reviewing math vocabulary. Group Two’s session would also be a time for guided math practice and an opportunity to reteach and reassess related AKS.

In addition to offering dedicated time on Imagine Learning, this class would support the school-wide initiative for previewing vocabulary and bridge gaps in understanding math AKS by re-teaching and re-assessing. Keeping this class for level one and level two students only will foster an ideal environment for learning, while giving higher level ESOL students a chance to explore other elective courses more in line with what they’ll encounter in high school.