Curriculum map for: ESL 1

	Essential Questions	Content	Skills	Assessments	Technology	Standards
September	• Where should English Language Learners begin?	• Key Vocabulary: Basics and content area vocabulary; • Grammar: Singular and Plural nouns; Present tense regular verbs; Subject-Verb agreement; Adverbs; Pronouns	• Vocabulary Acquisition • Find main idea and details; Introduce identifying characters, plot and setting • Writing: Introduce the writing process	• IPT English Proficiency exams • Vocabulary Tests • Observation	• Handheld Computer – Students will begin learning the basics word processing functions	• TESOL Goal 1, 2, 3 Standards 1,2,3 • Technology Standards 1,2,3,5 • PA 1.1.11, 1.2.11, 1.3.11,1.4.11,1.5. 11,1.6.11,1.7.11, 1.8.11
October	• What is a journey?	• Key Vocabulary; Antonyms; Synonyms • Grammar- Articles; Present/regular verbs; Sing./plural nouns • Phonics:consonants; Short a, e	• Identify antonyms and Synonyms • Preview and Draw Conclusions • Write a journal Entry • Identify short a, e spelling patterns	• Criteria based • Self-Assessment • Peer-Assessment • Portfolio • Vocabulary Tests • Observation	• Use handheld computers for vocabulary work and journal entries	• TESOL Goal 1, 2, 3 Standards 1,2,3 • Technology Standards 1,2,3,5 • PA 1.1.11, 1.2.11, 1.3.11,1.4.11,1.5. 11,1.6.11,1.7.11, 1.8.11
November	• What is a hidden force?	• Key Vocabulary; Compound Words; Phrasal Verbs • Grammar- Simple past tense; regular / irregular verbs; Adjectives • Phonics: Short i, o, u; c and g	• Look for problems and solutions; Look for causes and effects • Write a Personal Narrative • Identify short i, o, u spelling patterns	• Criteria based • Self-Assessment • Peer-Assessment • Portfolio • Vocabulary Tests • Observation	• Use handheld computers for vocabulary work and journal entries	• TESOL Goal 1, 2, 3 Standards 1,2,3 • Technology Standards 1,2,3,5 • PA 1.1.11, 1.2.11, 1.3.11,1.4.11,1.5. 11,1.6.11,1.7.11, 1.8.11
December	• How are sports important?	• Key Vocabulary; Suffix –er; -ly • Grammar:Information questions; Proper nouns • Phonics: Initial and final y; Long vowels with signal e; Y as /y/ and as vowels /e/, /i/	• Ask Questions; Understand Chronological Order • Write a biographical narrative • Identify suffix –er spelling patterns	• Criteria based • Self-Assessment • Peer-Assessment • Portfolio • Vocabulary Tests • Observation	• Use handheld computers for vocabulary work and journal entries	• TESOL Goal 1, 2, 3 Standards 1,2,3 • Technology Standards 1,2,3,5 • PA 1.1.11, 1.2.11, 1.3.11,1.4.11,1.5. 11,1.6.11,1.7.11, 1.8.11
January	• What are family ties?	• Key Vocabulary; Words that tell when; Homophones • Grammar: Single possessives with apostrophes; Plural possessives;Adverbs • Phonics: Initial, medial, final digraphs /ch/, /sh/, /th/; X /ks/; qu /kw/; wh /hw/	• Predict; Reread • Write a personal letter • Identify spelling patterns x, qu, wh	• Criteria based • Self-Assessment • Peer-Assessment • Portfolio • Vocabulary Tests • Observation	• Use handheld computers for vocabulary work and journal entries	• TESOL Goal 1, 2, 3 Standards 1,2,3 • Technology Standards 1,2,3,5 • PA 1.1.11, 1.2.11, 1.3.11,1.4.11,1.5. 11,1.6.11,1.7.11, 1.8.11
April	• How do Sports affect us?	• Key Vocabulary; Suffix –er and –ly • Grammar: Inform. questions; Proper nouns • Phonics: Spelling initial and final y; Long vowels	• Ask Questions; Understand Chronological Order • Write a report • Look for spelling patterns ai, ay, eigh	• Criteria based • Self-Assessment • Peer-Assessment • Portfolio • Vocabulary Tests • Observation	• Use handheld computers for vocabulary work and journal entries	• TESOL Goal 1, 2, 3 Standards 1,2,3 • Technology Standards 1,2,3,5 • PA 1.1.11, 1.2.11, 1.3.11,1.4.11,1.5.

Curriculum Mapping Esl

Luciana de Oliveira,Melanie Shoffner

Curriculum Mapping Esl:

Collaboration and Co-Teaching Andrea Honigsfeld,Maria G. Dove,2010-08-10 Help ELLs achieve success with an integrated collaborative program Teacher collaboration and co teaching are proven strategies for helping students with diverse needs achieve academically Now this practical resource provides a step by step guide to making collaboration and co teaching work for general education teachers and English as a second language ESL specialists to better serve the needs of English language learners ELLs The authors address the fundamental questions of collaboration and co teaching examine how a collaborative program helps ELLs learn content while meeting English language development goals and offer information on school leaders roles in facilitating collaboration schoolwide Featuring six in depth case studies this guide helps educators Understand the benefits and challenges of collaborative service delivery Choose from a range of strategies and configurations from informal planning and collaboration to a fully developed co teaching partnership Use templates planning guides and other practical tools to put collaboration into practice Evaluate the strategies success using the guidelines self assessments and questionnaires included Collaboration and Co Teaching helps ESL ELL and general education teachers combine their expertise to provide better support for their ELLs   **Collaboration and Co-Teaching for English Learners** Andrea Honigsfeld,Maria G. Dove,2014-11-20 Your English Language Learners are counting on you to collaborate effectively The Common Core State Standards have increased the pressure on English Language Learners And with the EL population increasing every day schools need proven systems for ensuring that the students of the future are able to thrive In practice this is a challenge for educational leaders The most promising solution is the collaborative approach pioneered by this book s authors America s leading authorities on collaboration and co teaching for EL achievement Honigsfeld and Dove s resources for collaboration and co teaching include Templates for creating EL profiles that will enable you to address their unique needs Prompts for Professional Learning activities for teams or individuals and further reading The latest research findings on best instructional practices that benefit ELs This is your concise comprehensive guide to creating a powerful collaborative program to benefit your ELs Start implementing it today and watch the outcomes improve

Common Core for the Not-So-Common Learner, Grades K-5 Maria G. Dove,Andrea Honigsfeld,2013-03-08 The strategies you need to teach common standards to diverse learners Realistic and thorough this teacher friendly book shows how to help every student including English Learners students with disabilities speakers of nonstandard English and other struggling learners meet the Common Core Standards for English Language Arts ELA This resource Familiarizes readers with each of the Common Core s 32 anchor standards for ELA Outlines the specific skills students need to fulfill each standard Presents a wealth of flexible teaching strategies and tools that build those skills Includes guidance on professional collaboration and co teaching   *Getting Results with Curriculum Mapping* Heidi Hayes Jacobs,2004-11-15 Curriculum maps are among the simplest yet most effective tools for improving teaching and learning Because they require people to draw explicit

connections between content skills and assessment measures these maps help ensure that all aspects of a lesson are aligned not only with each other but also with mandated standards and tests In Getting Results with Curriculum Mapping Heidi Hayes Jacobs and her coauthors offer a wide range of perspectives on how to get the most out of the curriculum mapping process in districts and schools In addition to detailed examples of maps from schools across the United States the authors offer concrete advice on such critical issues as Preparing educators to implement mapping procedures Using software to create unique mapping databases Integrating decision making structures and staff development initiatives through mapping Helping school communities adjust to new curriculum review processes and Making mapping an integral part of literacy training Teachers administrators staff developers and policymakers alike will find this book an essential guide to curriculum mapping and a vital resource for spearheading school improvement efforts Note This product listing is for the Adobe Acrobat PDF version of the book   **Evaluating ALL Teachers of English Learners and Students With Disabilities** Diane Staehr Fenner,Peter Kozik,Ayanna Cooper,2015-03-04 Teacher evaluation can be a valuable tool for evaluators and teachers alike But it should never be used in a one size fits all manner especially when evaluating all teachers who work with the nation s growing numbers of English learners ELs and students with disabilities Just as these diverse students needs require nuanced teaching methods the evaluations of all teachers who work with these students require unique considerations Such considerations are precisely what you ll learn in this comprehensive action oriented book Drawing on a focused array of authoritative research on supporting the success of ELs and students with disabilities case studies and action plans the authors detail Four principles for inclusive teacher evaluation of diverse learners that are compatible with the Danielson and Marzano frameworks Sample specialized look fors that evaluators can use and adapt to recognize effective teaching of ELs and students with disabilities Strategies for coaching teachers of ELs and students with disabilities who need more support reaching these learners Teaching ELs and students with disabilities can be one of the most challenging experiences in an educator s career and also one of the most rewarding if educators have the tools they need With this book the first of its kind your school can become a leader in the field by taking part in conversations that center on equitable teaching of diverse learners as well as valid evaluation of those who serve them in classrooms Staehr Fenner Kozik and Cooper provide a framework for rich instructional conversations that moves teacher evaluation from the blame game to a collaborative and informative process that empowers teaching effectiveness and student learning Spencer Salend Emeritus Professor of Educational Studies State University of New York at New Paltz In this book the authors successfully outline an objective assessment framework that builds educators individual and collective capacity to improve their practice not only with ELs but with all their students A must read for teachers and evaluators alike Rosa Aronson Executive Director TESOL International Association   **A Model** Kathy Daulton,2007 Curricular complaints Files are missing the room is empty Four years to approve change Write another math curriculum PreK 12 curriculum available for parents Help is here

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 **Teaching English Language Arts to English Language Learners** Luciana de Oliveira,Melanie Shoffner,2016-09-13 This book focuses on the ways in which English language arts ELA pre service and in service teachers have developed or may develop instructional effectiveness for working with English language learners ELL in the secondary English classroom Chapter topics are grounded in both research and practice addressing a range of timely topics including the current state of ELL education in the ELA classroom and approaches to leveraging the talents and strengths of bilingual students in heterogeneous classrooms Chapters also offer advice on best practices in teaching ELA to multilingual students and ways to infuse the secondary English teacher preparation curriculum with ELL pedagogy Comprehensive in scope and content and examining topics relevant to all teachers of ELLs teacher educators and researchers this book appeals to an audience beyond ELA teachers and teacher educators *Common Core for the Not-So-Common Learner, Grades 6-12* Andrea Honigsfeld,Maria G. Dove,2013-07-30 New hope for our students who struggle most Under the best of circumstances meeting the Common Core can be a challenge But if you re a teacher of academically and linguistically diverse students and who isn t these days then that challenge may sometimes feel more like a fantasy Finally here are two expert educators who are brave enough knowledgeable enough and grounded enough to tackle this issue Armed with this resource s advice tools and strategies you ll Better understand the 32 ELA anchor standards Learn more about the specific skills uncommon learners need to master them Discover new research based teaching strategies aligned to each standard 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 book demonstrates a system wide approach to support the learning needs of culturally linguistically and academically diverse students The authors deliver a six point model for developing improved programs policies and practices including Mapping and aligning an integrated curriculum making the mainstream curricula accessible for all learners Collaborative planning and assessment pooling teachers intelligence so the whole is greater than the sum of the parts Teaching students explicit learning strategies empowering students by taking the focus off the teacher and putting it back on learners   **Resources in Education** ,1998   International Handbook of English Language Teaching Jim Cummins,Chris Davison,2007-12-31 This two volume handbook provides a comprehensive examination of policy practice research and theory related to English language teaching ELT in international contexts Nearly 70 chapters highlight the research foundation for the best practices frameworks for policy decisions and areas of consensus and controversy in the teaching and development of English as a second and or additional language for kindergarten through to adult speakers of languages other than English In doing so it problematizes traditional dichotomies and challenges the very terms that provide the traditional foundations of the field A wide range of terms has been used to refer to the key players involved in the teaching and learning of the English language and to the enterprise of English language teaching as a whole At various times and in different contexts the following labels have been used in countries where English is the dominant language to describe programs learners or teachers of Enghsh English as a second language ESL English as an additional language EAL limited English proficient LEP and English language learners ELL In contexts where EngUsh is not the dominant language the following terms have been used English as a foreign language EFL English as an international language EIL and English as a lingua franca ELF   **Clearinghouse ADELL's Catalog of Adult Education Projects** Clearinghouse ADELL.,

(Re)Mapping Migration and Education ,2022-07-04 At a time of unprecedented human migration education can serve as critical space for examining how our society is changing and being changed by this global phenomenon This important and timely book focuses on methodological lenses to study how migration intersects with education In view of newer methodological propositions such as the reduction of participant researcher binaries along with newer technology allowing for mapping various forms of data the authors in this volume question the very legitimacy of traditional methods and attempt here to expose power relations and researcher assumptions that may hinder most methodological processes Authors raise innovative questions blur disciplinary lines and reinforce voice and agentry of those who may have been silenced or rendered invisible in the past Contributors are Gladys Akom Ankobrey Sarah Ansch tz Amy Argenal Anna Becker Jordan Corson Courtney Douglass Edmund T Hamann Belinda Hernandez Arriaga Iram Khawaja Jamie Lew Cathryn Magno Valentina Mazzucato Timothy Monreal Laura J Ogden Onallia Esther Osei Sophia Rodriguez Betsab Roman Juan S nchez Garc a Vania Villanueva Reva Jaffe Walter Manny Zapata and Victor Z iga   Preparing Every Teacher to Reach English Learners Joyce W. Nutta,Kouider Mokhtari,Carine Strebel,2020-07-29 2013 Outstanding Book Award American Association of Colleges for

Teacher Education AACTE Preparing Every Teacher to Reach English Learners presents a practical flexible model for infusing English learner EL instruction into teacher education courses The editors outline the key steps involved in this approach winning faculty support assessing needs and developing capacity and share strategies for avoiding pitfalls The central chapters feature sample courses illustrating how EL content can be incorporated into standard courses human development learning disabilities and social foundations and across subject areas and topics math science social science physical education and classroom management Most preservice teacher candidates report that they feel unprepared to work with English learners This practical flexible model for infusing EL content into teacher education will provide an invaluable resource in shaping the next generation of teachers *Research on Integrating Language and Content in Diverse Contexts* MaryAnn Christison,JoAnn (Jodi) Crandall,Donna Christian,2022-05-09 Co published with The International Research Foundation for English Language Education TIRF the ninth volume in the Global Research on Teaching and Learning English series presents research on the practice of integrating content and language in diverse contexts where English is used as a medium of instruction With chapters written by TIRF Doctoral Dissertation Grant awardees and other scholars the volume offers an overview of a wide range of methodological approaches to teaching content in English to English learners and examines factors that impede or contribute to effective instruction The chapters include findings from original empirical research as well as overviews of existing research and model programs providing valuable insights and taking into account a multitude of contextual features Offering up to date research on integrating language and content at the primary secondary and postsecondary levels this book familiarizes readers with the latest advances in theory and practice It is a key text for teacher education courses for preservice teachers a resource for professional development programs for practicing teachers and a useful reference for researchers **How to Integrate the Curricula** Robin J. Fogarty,Brian M. Pete,2009-04-14 This updated resource offers ten models that allow teachers to work together to create learner centered classrooms by grouping elements from various content areas into a coherent standards based curriculum *Mayor and Superintendent Partnerships in Education* United States. Congress. House. Committee on Education and Labor,2008 ELLs: Co-Teaching and Collaboration Andrea Honigsfeld,Maria Dove,2015-06-23 Collaborative services are a highly effective way of delivering specialized instruction to English language learners ELLs This new quick reference guide is designed to support all educators of ELLs ESL specialists classroom teachers paraeducators as they engage in a complete collaborative instructional cycle consisting of co planning co teaching co assessing and reflecting on practice The guide identifies and describes the four phases of the collaborative instructional cycle It presents A collaborative planning framework and tools for collaborative planning Seven co teaching models along with advantages and challenges of each The steps and goals of collaborative assessment Four critical questions for reflection on action Guidance on how to help students meet English language development goals **Handbook of Research on Curriculum Reform Initiatives in English Education** Denman,

Christopher,Al-Mahrooqi, Rahma,2018-10-12 Different regions of the world are making increasing demands for educational reform especially when institutions are dissatisfied with the level of proficiency of their graduates Since the realization of how important English education is to global success reform to English education is becoming progressively vital in societies all over the world The Handbook of Research on Curriculum Reform Initiatives in English Education provides research exploring the theoretical and practical aspects of a variety of areas related to English education and reform as well as applications within curriculum development and instructional design Featuring coverage on a broad range of topics such as teachers roles teaching methods and professional development this book is ideally designed for researchers educators administrators policymakers interpreters translators and linguists seeking current research on the existing body of knowledge about curriculum reform in English education in an international context

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