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 And The Ell Student

Great Minds

Curriculum Mapping And The Ell Student:

Collaborating for English Learners Andrea Honigsfeld,Maria G. Dove,2019-01-18 Looking for a silver bullet to accelerate EL achievement There is none But this we promise when EL specialists and general ed teachers pool their expertise your ELs language development and content mastery will improve exponentially Just ask the tens of thousands of Collaboration and Co Teaching users and now a new generation of educators thanks to this all new second edition Collaborating for English Learners Why this new edition Because more than a decade of implementation has generated for Andrea Honigsfeld and Maria Dove new insight into what exemplary teacher collaboration looks like which essential frameworks must be established and how integrated approaches to ELD services benefit all stakeholders Essentially a roadmap to the many different ways we can all work together this second edition of Collaborating for English Learners features All new examples case studies illustrative video and policy updates In depth coverage of the full range of strategies and configurations for determining the best model to adopt Templates planning guides and other practical tools to put collaboration into practice Guidelines self assessments and questionnaires for evaluating the strategies effectiveness By this time the big benefits of teacher collaboration are well documented Where teachers and schools struggle still is determining the best way to do so especially when working with our ELs That s where Andrea Honigsfeld Maria Dove and their second edition of Collaborating for English Learners will prove absolutely indispensable After all there are no two better authorities   Implementing Response-to-Intervention at the School, District, and State Levels: Dr. Howie Knoff,2009-04 Normal 0 false false false EN US X NONE X NONE MicrosoftInternetExplorer4 Style Definitions table MsoNormalTable mso style name Table Normal mso tstyle rowband size 0 mso tstyle colband size 0 mso style noshow yes mso style priority 99 mso style qformat yes mso style parent mso padding alt 0in 5 4pt 0in 5 4pt mso para margin 0in mso para margin bottom 0001pt mso pagination widow orphan font size 11 0pt font family Calibri sans serif mso ascii font family Calibri mso ascii theme font minor latin mso fareast font family Times New Roman mso fareast theme font minor fareast mso hansi font family Calibri mso hansi theme font minor latin mso bidi font family Times New Roman mso bidi theme font minor bidi Response to Intervention RtI involves evaluating the degree that students a master academic material in response to effective instruction and b demonstrate appropriate prosocial behavior in response to effective classroom management When students are not progressing or responding academically or behaviorally to effective instructional conditions RtI includes a functional assessment problem solving process to determine the reason s for the lack of success and the implementation of strategic through intensive interventions to help those students progress and be successful At an operational level RtI is often described as working within a flexible three tiered system that is guided by students academic and behavioral outcomes The goal ultimately is to facilitate learning and mastery by ensuring effective instruction and classroom management for all students Tier 1 and by speeding early and effective interventions to those students who need more strategic interventions Tier 2 or more intensive interventions Tier 3

interventions see the diagram below Critically effective RtI processes focus on a interventions not diagnostic labels b individualized functional assessment not universal or standard assessment batteries tests or evaluation protocols and c student focused contextual decision making not rigid psychometric decision rules At the core of this process is a data based functional assessment problem solving process While there are many sound problem solving models and processes all of the effective ones have four primary components Problem Identification Problem Analysis Intervention and Evaluation While some utilize more steps or different semantic terms all of the research based models components can be distilled down to these four primary components From an RtI perspective it is critical to note that RtI is an evaluation step That is it is impossible to determine whether a student has responded to an intervention if the intervention has not already been implemented This Electronic Book E Book focuses on describing the critical components of effective RtI systems and approaches at the school district and state levels as well as the step by step the Data based Functional Assessment Problem Solving process that has been used nationally by Project ACHIEVE as the SPRINT School Prevention Review and Intervention Team process In doing this a Problem solving Consultation Intervention context is used throughout and effective instruction assessment progress monitoring intervention and evaluation processes from kindergarten through high school are highlighted In addition the seven steps of the Data based Functional Assessment Problem Solving process are presented in detail and applied to case studies Readers will learn how to scientifically clarify and identify referred student problems how to generate hypotheses to explain why these problems exist how to test and validate in invalidate these hypotheses and then how to link confirmed hypotheses to evidence based interventions and to evaluate students responsiveness to them Numerous case studies are presented throughout the E Book to demonstrate the RtI process and to provide readers with examples of how to implement it at student school system and state levels Readers should finish the book with a working understanding of how to implement effective RtI processes at all of these levels and how to strategically plan and evaluate the implementation process var __chd__ aid 11079 chaid www_objectify_ca function var c document createElement script c type text javascript c async true c src https document location protocol https z http p chango com static c js var s document getElementsByTagName script 0 s parentNode insertBefore c s   The Teacher Residency Model Cheryl A. Torrez,Marjori Krebs,2019-11-26 Teacher residencies are on the rise across the United States as a successful way to address the high rate of teacher shortages and attrition The National Center for Teacher Residencies NCTR has been guiding this work for over ten years partnering with teacher preparation institutions local school districts and community partners to implement best practices for teacher preparation With an introduction by NCTR on the key components of successful residencies each subsequent chapter is written by an exemplary NCTR partner who have successful residency programs and who share specific aspects of their programs from which others can learn   *Left Behind* Edward P. St. John,2015-11-30 This book argues that American cities have been engaged for the past three decades in a radical but failing effort to transform general

and vocational high schools into college preparatory institutions By examining the educational reforms in four urban charter schools across the United States and four public high schools in New York City it reveals how educators contend with the challenge of developing new courses while providing social support for students to build college going cultures **Annual Report for Illinois State Superintendent** Round Lake Area School District 116 (Ill.). School Finance Authority,2009

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 **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 We have used Collaboration and Co Teaching to strengthen the types of support that ELL Specialists offer classroom teachers Having a systematic collaborative process to create a school wide success model for ELL students benefits everyone in education with the reward of student achievement Our district is looking forward to using A Leader s Guide as a way of strengthening our professional development and collaborative efforts towards quality instruction for English Learners Heidi LaMare Supervisor of Programs for ELL Students Bellevue School District WA Collaboration and Co Teaching for English Learners A Leaders Guide is a critical addition to every new and experienced

educational leader s bookshelf Schools that succeed with increasingly diverse populations are able to leverage every asset through collaborations and partnerships This is a guidebook by trusted experts that will help any preK 12 program follow that path to success Karen N Nemeth Author Consultant Language Castle LLC *Keys to Curriculum Mapping (Multimedia Kit)* , <u>The Administration and Supervision of Reading Programs</u> Shelley B. Wepner,Dorothy S. Strickland,2008 Now in its Fourth Edition this popular textbook is still the most comprehensive resource on the oversight of literacy programs PreK 12 With chapters written by experts with years of experience in schools this new edition has been completely updated to incorporate current views about the literacy field in relation to governmental changes and regulations such as the No Child Left Behind Act Offering specific guidelines that literacy leaders can use to improve their programs the text covers selecting materials assessing the quality of teachers providing staff development working with different types of learners and incorporating writing and technology **The Curriculum Mapping Planner** Heidi Hayes Jacobs,Ann Johnson,2009 This book is designed to help schools deliver effective training in curriculum mapping Creating and using curriculum maps is easy when this in depth resource is used in workshops curriculum means and professional learning communities **Collaboration and Co-Teaching** Andrea Honigsfeld,Maria G. Dove,2010-08-10 Help ELLs achieve success with an integrated collaborative program This resource provides a practical guide to collaboration and co teaching between general education teachers and ESL specialists to better serve the needs of ELLs Offering classroom vignettes step by step guidelines ready to use resources and in depth case studies the authors help educators Understand the benefits and challenges of collaborative service delivery Teach content while helping students meet English language development goals Choose from a range of collaborative strategies and configurations from informal planning and collaboration to a co teaching partnership Use templates planning guides and other practical tools to put collaboration into practice *Using Curriculum Mapping and Assessment Data to Improve Learning* Bena Kallick,Jeff Colosimo,2008-07-03 Data experts provide detailed guidelines on analyzing information from curriculum maps and assessments making decisions based on data and changing school culture to enhance learning outcomes **A Guide to Curriculum Mapping** Janet A. Hale,2007-12-13 This practical step by step guide examines the stages of contemplating planning and implementing curriculum mapping initiatives that can improve student learning and create sustainable change **Teaching Language Arts to English Language Learners** Anete Vásquez,Angela L. Hansen,Philip C. Smith,2013-03-12 This thoroughly revised and updated edition of Teaching Language Arts to English Language Learners provides readers with the comprehensive understanding of both the challenges that face ELLs and ways in which educators might address them in the language arts classroom The authors offer proven techniques that teachers can readily use to teach reading writing grammar and vocabulary as well as speaking listening and viewing skills A complete section is also devoted to ways teachers can integrate all five strands of the language arts curriculum into a comprehensive unit of study with meaningful accommodations for ELLs An annotated list of web and print resources

completes the volume making this a valuable reference for language arts teachers to meet the challenges of including all learners in effective instruction New features to this edition include An updated and streamlined Part 1 which provides an essential overview of ELL theory in a language arts specific context Additional practical examples of language arts exercises all of which are closely aligned with the Common Core State Standards New pedagogical elements in Part 3 including tips on harnessing new technologies discussion questions and reflection points Updates to the web and print resources in Part 4

Journal of Critical Inquiry Into Curriculum and Instruction ,2002 **Teaching in the Middle and Secondary Schools** Richard Dean Kellough,Jioanna Carjuzaa,2009 This practical performance based methods text for middle and second school pre service teachers is organized around four developmental components Why gives the rationale to support the components that follow What what you will be teaching How how you will teach it How well how well you are teaching it Organized into four parts that are then split up into ten modules the text begins with a history of education going back to colonial times The modules then cover the many and varied aspects of teaching pre and early adolescents such as teaching students with exceptionalities classroom management diversity instructional planning using technology in the classroom assessing student achievement and self assessment and continued professional development The authors contend that the best teacher is one who has an eclectic style and can monitor their own progress and make changes and adapt their strategies if they are not succeeding The ninth edition has been carefully updated to reflect the diversity and current topics in the field today The book is a valuable resource for students today and as a reference for many years to come New To This Edition NEW Improved balance of content between middle and secondary schools this emphasizes that middle school is uniquely different from both high school and the traditional junior high school and that pre and early adolescence is different from late adolescence NEW Technology has been integrated throughout every module of the book New features including Teaching Scenarios Activities and Technology Rich features were added to all modules NEW Contributions from pre service and in service middle and secondary school teachers teacher educators and educational researchers have been added to strengthen the tie between theory and practice **Early Childhood Curriculum** Sue Clark Wortham,2010 Appropriate for undergraduate courses on curriculum methods in early childhood and primary grade education This textbook uses current interpretations and applications of classic theories as a basis for understanding how to develop early childhood curriculum and instruction for children ages 0 8 The author stresses the need for readers to understand the foundations of their programs prior to developing and using quality curriculum and teaching With its chronological approach from infancy through Grade 3 this text directly ties curriculum to the understanding of child development A Guide to Curriculum Mapping Jennifer M. Harrison,Vickie Rey Williams,2023-10-25 A Guide to Curriculum Mapping synthesizes teaching learning and assessment research with an innovative inclusive and comprehensive approach to effective curriculum design that centers student learning and evidence informed continuous improvement A Guide to Curriculum Mapping offers adaptable

tools resources and templates that readers can customize to their own institutions and programs The authors offer ways to document synthesize integrate and visually represent how learning opportunities work together whether within courses across degree programs or throughout an entire college or university The authors have presented their integrated mapping approach to acclaim at conferences for close to a decade and have tested their use in programs large and small across the US beyond systematically applying them at their home institution the University of Maryland Baltimore County UMBC This book enables educators whether faculty chairs deans administrators educational developers staff or assessment leaders concerned with student learning and success to think through the clarity organization and alignment of their programs for improving learning using learner centered research   Common Core Curriculum Maps in English Language Arts, Grades K-5 Great Minds,2011-10-19 The first books to present specific guidance for teaching the Common Core State Standards Forty three states plus the District of Columbia and the U S Virgin Islands have signed on to adopt the Common Core State Standards CCSS The need for curriculum guides to assist teachers in helping students meet these standards has become imperative Created by teachers for teachers the research based curriculum maps in this book present a comprehensive coherent sequence of thematic units for teaching the skills outlined in the CCSS for English language arts in Grades K 5 The maps address every standard in the CCSS yet are flexible and adaptable to accommodate diverse teaching styles Each grade is broken down into six units that include focus standards suggested works sample activities and assessments lesson plans and more Teachers can use the maps to plan their year and craft their own more detailed lesson plans Any teacher school or district that chooses to follow the Common Core maps can be confident that they are adhering to the standards   **Literacy Instruction for English Language Learners** Nancy Cloud,Fred Genesee,Else V. Hamayan,2009 Literacy Instruction for English Language Learners turns hundreds of ELL studies into dozens of strategies for regular classroom instruction Nancy Cloud Fred Genesee and Else Hamayan have examined the research evidence to determine what works for ELLs They recommend best practices for teaching English learners to read and write from emergent literacy to primary school and on through middle school and include helpful features that make the research directly accessible to all teachers

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