

READINGTON TOWNSHIP SCHOOL DISTRICT

ELS (English Language Services) Program

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Date Adopted: October 25, 1999

Philosophy

The English as a Second Language program is designed to help Limited English Proficient students develop the strong listening, speaking, reading, and writing skills, along with cognitive learning strategies, needed to succeed in the mainstream Elementary Education classroom and in higher education while having an authentic and meaningful language experience. Besides all aspects of language learning, we believe the ELS program's focus is to aid the students to grow individually and socially within American culture while maintaining their own identity, language, and cultural heritage.

Program Goals

- To ease the student's transition from one culture to another
- To aid the student in language acquisition to ultimately achieve fluency and the ability to successfully participate in the mainstream classroom and school activities
- To help the student use English for communicative and expressive purposes
- To instruct the student on American culture and behavior to ease the student's social interactions and to build self-esteem
- To serve as an enhancement to the classroom curriculum as well as fulfill basic communication needs
- To constantly review and integrate skills already learned with those yet to be mastered
- To promote the understanding of and the respect for diversity by students, parents, staff, and the community

ELS Program Overview

Each student receives approximately 150 minutes of ELS instruction per week by an ELS certified instructor. Instruction is given on a daily basis in 30-minute periods. Students are pulled out for instruction, with occasional in-class support. Instruction is given in small groups when appropriate, depending upon grade level and level of fluency. However, on occasion it is necessary to provide one-to-one instruction, when personalized instruction and a tailored program geared to the specific needs of the student are required. The ELS teacher, in conjunction with the classroom teacher's input on the student's skills and strategies that need to be reinforced, help develop the tailored program.

Occasional in-class support is also given at the classroom teacher's request to supplement and strengthen specific in-class learning experiences. Although not the primary method of enhancing and reinforcing skills, it is nevertheless a useful mechanism to enhance the student's learning capabilities.

Identification Procedures

Each district providing services to Limited English Proficient (LEP) students is responsible for establishing a multiple measures review process to determine when an LEP student is ready to function successfully in the mainstream English program. The New Jersey Administrative Code defines LEP student as, "...students from pre-kindergarten through grade 12 whose native language is other than English and who have sufficient difficulty speaking, reading, writing, or understanding the English language as measured by an English language proficiency test, so as to be denied the opportunity to learn successfully in the classrooms where the language of instruction is English." (NJAC 6A: 15-1.2) In compliance with the requirements of a census, all children with a native language other than English must be identified. The New Jersey Administrative Code defines native language as "...the language first acquired by the student, the language most often spoken by the student, or the language most often spoken in the student's home, regardless of the language spoken by the student" (NJAC 6A: 15-1.2)

Readington Township analyzes the native language of a student by the following methods:

- At the time of registration of the student in the district
- By a school survey completed by the classroom teacher

Once a student's native language is determined, the Language Assessment Battery (LAB) is administered and the following additional factors are considered in the identification of a student as LEP. A student eligible for the program would have a score below the state cutoff on the LAB and difficulty in one or more of the following indicators:

- Level of reading in English (if available)
- Previous academic and classroom performance of the student (if available)
- Performance on achievement tests in reading and written English (if available)
- Judgement of the teaching staff members

Once eligibility is determined, the LEP student's parent/guardian will be notified in writing (both in English and their native language of their child's identification as eligible for enrollment in an ELS program. Consistent with state law, the LEP student's parent/guardian may decline the enrollment of their child in the district's ELS program. Furthermore, the parent/guardian may remove a pupil who is enrolled in an ELS program at any time except that during the first three years of a pupil's participation in an ELS program a parent/guardian may only remove the pupil at the end of each school year. If the parent/guardian wishes to remove the pupil prior to the end of each school year, the removal shall be approved by the county superintendent of schools. If the county superintendent determines that the pupil should remain in the ELS program until the end of the school year, the parent may appeal the county superintendent's decision to the Commission of Education, or his designee. The Commissioner's decision shall be rendered within 30 days of the filing of the appeal.

Once parent/guardian is notified of their child's eligibility for daily ELS instruction and the parent does not decline enrollment the LEP student will receive 30 minutes of daily ELS instruction. The ELS curriculum coincides with the mainstream classroom curriculum and state guidelines for ELS instruction and is listed on the following pages.

Exit Procedures

The same factors used to determine if the LEP student qualifies for ELS services, along with scoring above the state established cut off score on the LAB, will be used to determine when the student is ready to function successfully in the mainstream classroom without additional ELS services. These factors include:

- Level of reading in English (if available)
- Previous academic and classroom performance of the student (if available)
- Performance on achievements tests in reading and written English (if available)
- Judgement of the teaching staff members

Along with these factors, the ELS teacher will also conference with the homeroom teacher and review the student's portfolio to further determine the student's eligibility for ELS services for the following school year.

Once the decision to exit the student is made, the district will notify the parents by letter (both in English and their native language). If there is any disagreement with this decision, the parents may appeal in writing to the ELS teacher and the Director of Pupil Personnel Services.

Teachers of English to Students with Other Languages Standards Grades K-3

Goal 1 - Standard 1: To use English to communicate in social settings: Students will use English to participate in social interactions (Skills addressed: listening, verbal and non-verbal expression, asking questions...)

Standard 2: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment (Skills addressed: reading for comprehension, writing stories...)

Standard 3: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence (Skills addressed: verbal and non-verbal cues, self-monitoring and correcting, finding alternate ways of saying things, using context to construct meaning...)

Goal 2 - Standard 1: To use English to achieve academically in all content areas: Students will use English to interact in the classroom (Skills addressed: understanding implicit and explicit directions and meanings, using reading and writing strategies effectively...)

Standard 2: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form (Skills addressed: compare/contrast, predicting, retelling, sequence, classification...)

Standard 3: To use English to achieve academically in all content areas: Student will use appropriate learning strategies to construct and apply academic knowledge (Skills addressed: reading for comprehension, self-correction, connecting old and new knowledge, using context to construct meaning...)

Goal 3 - Standard 1: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting (Skills addressed: degrees of formality, understanding and using slang, idioms, and humor in writing and speech...)

Standard 2: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting (Skills addressed: using appropriate stress, tone, and intonation, responding to verbal and non-verbal cues, using appropriate language when speaking and writing depending upon audience...)

Standard 3: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence (Skills addressed: using different forms of language in different settings and context, degrees of formality, using appropriate stress, tone, and intonation, understanding and using slang, idioms, and humor in writing and speech...)

Teachers of English to Students with Other Languages Standards Grades 4-8

Goal 1 - Standard 1: To use English to communicate in social settings: Students will use English to participate in social interactions (Skills addressed: conversational skills, using verbal and non-verbal communication in social settings...)

Standard 2: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment (Skills addressed: retelling events of interest, using verbal and non-verbal communication, reading, writing, and listening to music, poems, films, books, etc ...)

Standard 3: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence (Skills addressed: using content to construct meaning, explore alternate ways of saying things, using new vocabulary...)

Goal 2 - Standard 1: To use English to achieve academically in all content areas: Students will use English to interact in the classroom (Skills addressed: asking questions, understanding implicit and explicit directions and meaning, build on ideas...)

Standard 2: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form (Skills addressed: retelling, analyzing information, predicting, persuasive writing, justifying ideas, demonstrating knowledge through application in a variety of contexts...)

Standard 3: To use English to achieve academically in all content areas: Student will use appropriate learning strategies to construct and apply academic knowledge (Skills addressed: reading strategies, using content to construct meaning, self-monitoring and correcting, connecting new information to information previously learned...)

Goal 3 - Standard 1: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting (Skills addressed: using appropriate degree of formality, using and responding to slang, idioms, and humor appropriately, use appropriate language with different audiences and settings...)

Standard 2: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting (Skills addressed: using verbal and non-verbal communication, using appropriate stress, tone, volume, and intonation, analyzing non-verbal behavior...)

Standard 3: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence (Skills addressed: self-monitoring and correcting, using appropriate speech according to audience and setting, using and responding to slang, idioms, and humor...)

New Jersey Core Curriculum Content Standards - Language Arts Literacy

Standard 3.1: All students will speak for a variety of real purposes and audiences

Standard 3.2: All students will listen actively in a variety of situations to information from a variety of sources

Standard 3.3: All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes

Standard 3.4: All students will read various materials and texts with comprehension and critical analysis

Standard 3.5: All students will view, understand, and use non-textual visual information

Specific Reading Skills/Proficiencies Grades K-2

- ❖ Develop social language and listening skills (K-2)
- ❖ Learn alphabet and letter sounds (K)
- ❖ Learn rhymes (K-l)
- ❖ Recognize consonant and vowel digraphs (K-2)
- ❖ Learn cardinal and ordinal numbers (K-l)
- ❖ Classify objects by using standard categories: animals, clothing, parts of body, etc. (K-l)
- ❖ Learn different aspects of: clock, calendar, seasons, holidays, weather (K-l)
- ❖ Identify coins (1)
- ❖ Recall facts (K-l)
- ❖ Retell story elements/Summarize (1-2)
- ❖ Make inferences based on text (2)
- ❖ Restate stories and information in own words or different form (2)
- ❖ Apply ideas or information previously learned to a new situation (2)
- ❖ Use predication skills effectively (1-2)
- ❖ Recognize sight words (K-2)
- ❖ Use self-correction (1-2)
- ❖ Use prior knowledge to construct meaning (1-2)
- ❖ Punctuate correctly (1-2)
- ❖ Use word identification strategies (1-2)
- ❖ Use effective reading strategies (1-2)
- ❖ Make connections between reading and writing experiences (2)
- ❖ Use verbal and non-verbal expression effectively (K-2)
- ❖ Distinguish between fiction and non-fiction (1-2)
- ❖ Recognize and understand cause and effect (2)
- ❖ Begin to understand, the purpose and function, and use idioms in speech (1-2)
- ❖ Recognize degrees of formality in speech and writing (2)
- ❖ Distinguish between and effectively use (regular verbs) the present and past tense (1-2)

Specific Reading Skills/Proficiencies Grades 3-5

- ◆ Sequence and retell stories and information (3)
- ◆ Compare and contrast (3-5)
- ◆ Use word identification strategies effectively (3-4)
- ◆ Predict and make inferences based on text (3-5)
- ◆ Make connections between reading and writing experiences (3-4)
- ◆ Understand the difference between 1st and 3rd person point of view while reading (4)
- ◆ Use punctuation and capitalization correctly (3-4)
- ◆ Respond to learned and read material (4-5)
- ◆ Increase vocabulary: synonyms, antonyms, homophones (3-5)
- ◆ Use reading strategies for fluency and comprehension (3-5)
- ◆ Understand and use time clauses and conditional tense (4-5)
- ◆ Use formal and informal speech when appropriate (3-5)
- ◆ Use correct stress, tone, and intonation when reading and speaking (3-5)
- ◆ Understand implicit and explicit directions (3-5)
- ◆ Connect new information to materials previously learned (3-5)

Specific Reading Skills/Proficiencies Grades 6-8

- ⇒ Use word identification strategies appropriately and automatically (6-8)
- ⇒ Analyze the main idea and supportive detail in a story or article (6-8)
- ⇒ Justify own ideas and interpretations (6-8)
- ⇒ Select key information and ignore irrelevant information from a story or article (6-8)
- ⇒ Extend vocabulary (6-8)
- ⇒ Challenge and criticize text and current topics (7-8)
- ⇒ Read and comprehend abstract text (7-8)
- ⇒ Identify and discuss the author's style of writing (7-8)
- ⇒ Make connections between widely separated sections of text (8)
- ⇒ Identify techniques and features designed to influence the reader (8)
- ⇒ Compare self and own experiences to fictional and living characters (7-8)
- ⇒ Realize that personal and past experiences can influence the reading and understanding of text
- ⇒ Use appropriate stress, tone, volume, and intonation (6-8)
- ⇒ Use self-monitoring and self-correcting strategies (6-8)

Specific Writing Skills/Proficiencies Grades K-2

- Write name (K)
- Copy names and familiar words (K)
- Use pictures and print to convey meaning (K-1)
- Use upper and lower case letters (K-1)
- Use beginning, middle, and end sounds to make words (K-1)
- Write short, basic sentences (1)
- Use phonetic spelling (1-2)
- Write sentences in sequence (1-2)
- Write a short story containing a beginning, middle, and end in sequence (2)
- Use punctuation and capitalization (1-2)

Specific Writing Skills/Proficiencies Grades 3-5

- ✓ Use appropriate grammar and syntax (3-5)
- ✓ Begin to use self-editing strategies (3-5)
- ✓ Write in logical sequence (3-5)
- ✓ Develop paragraphs (3-4)
- ✓ Spell common and sight words correctly (3-5)
- ✓ Develop proofreading skills (4-5)
- ✓ Learn to vary sentence structure when writing (4-5)
- ✓ Write extended sentences (4-5)
- ✓ Learn to revise/edit by adding and deleting details (5)
- ✓ Write for various purposes (4-5)
- ✓ Use correct punctuation and capitalization (4-5)
- ✓ Write stories with a beginning, middle, and end (3-4)
- ✓ Use appropriate writing language (4-5)

Specific Writing Skills/Proficiencies Grades 6-8

- Write stories that contain a plot, setting, and characters (6-8)
- Utilize persuasive writing skills when appropriate(6-8)
- Maintain a single focus while writing (6-8)
- Justify ideas with supportive information (6-8)
- Explore and develop abstract ideas (7-8)
- Use effective writing techniques (6-8)
- Adjust writing depending upon the audience (7-8)
- Use appropriate writing language (6-8)
- Write to engage the reader (8)
- Write from a different perspective (7-8)
- Use self-reflection and editing strategies (6-8)
- Vary sentence structure while writing (6-8)
- Use effective details while writing (7-8)

Reading Skills/Proficiencies Grades K-8			
	K-2	3-5	6-8
Develop social language and listening skills	X	X	X
Learn alphabet and letter sounds	X		
Recognize consonant and vowel digraphs	X		
Learn cardinal and ordinal numbers	X		
Classify objects by using standard categories	X		
Learn: clock, calendar, seasons, holidays, weather	X		
Identify coins	X		
Recall facts and information	X	X	X
Retell story/Summarize	X	X	X
Restate stories in own words or a different form	X	X	X
Make inferences	X	X	X
Apply information previously learned to a new situation	X	X	X
Recognize sight words	X	X	
Use self-correction and self-monitoring skills	X	X	X
Use prior knowledge to construct meaning	X	X	X
Punctuate and capitalize correctly	X	X	
Use word identification strategies	X	X	X
Use effective reading strategies for comprehension	X	X	X
Make inferences based on text	X	X	X
Make connections between reading and writing experiences	X	X	X
Use verbal and non-verbal expression	X	X	X
Understand cause and effect	X	X	X
Understand and use some idioms and slang	X	X	
Use appropriate degrees of formality	X	X	X
Use the present and past tense (regular verbs)	X		
Distinguish between fiction and non-fiction	X	X	
Compare / Contrast		X	X
Understand 1 st and 3 rd point of view while reading		X	
Respond critically		X	X
Increase vocabulary; synonyms and antonyms, etc.	X	X	
Understand and use time clauses and conditional tense		X	X
Use formal and informal speech appropriately		X	X
Use correct stress, tone, volume, and intonation		X	X
Explore alternate ways of saying things		X	X
Analyze main ideas and supportive details			X
Justify own ideas and interpretations			X
Challenge and criticize text and topics			X
Read and comprehend abstract texts			X
Select key information and ignore irrelevant information			X
Substantiate predictions made			X
Identify and discuss author's style of writing			X
Make connections between widely separated sections of text			X
Identify techniques and features designed to influence reader			X
Compare own experiences to fictional characters			X
Realize personal and past experiences can influence reading and interpretation of text			X

Writing Skills/Proficiencies Grades K-8			
	K-2	3-5	6-8
Write name	X		
Copy name and familiar words	X		
Use pictures and print to convey meaning	X		
Use upper and lower case letters	X		
Use beginning, middle, and end sounds to make words	X		
Write short sentences	X		
Use phonetic spelling	X	X	
Write sentences in sequence	X	X	
Punctuate and capitalize correctly	X	X	X
Write a short story using a beginning, middle, and end	X		
Use appropriate grammar and syntax		X	X
Use self-editing and proofreading skills	X	X	X
Write in logical sequence		X	X
Develop paragraphs		X	
Spell common words correctly	X	X	
Vary sentence structure		X	X
Write extended sentences		X	X
Revise by adding and deleting detail		X	X
Write for various purposes		X	X
Write with a plot, setting, and characters		X	X
Write persuasively			X
Maintain a single focus			X
Justify ideas with support			X
Use effective details while writing			X
Write to engage reader			X
Use effective writing techniques			X
Adjust writing depending upon audience			X
Use appropriate written language	X	X	X
Explore and develop abstract ideas			X

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