ENGLISH AS A SECOND LANGUAGE
PRE-KINDERGARTEN TO GRADE 12

THE EWING PUBLIC SCHOOLS
1331 Lower Ferry Road
Ewing, NJ 08618

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Written by: Brian Bittings and District ESL Teachers: Jana Baitzel, Maria Gonzalez, Joyce May, Robin Metrik and Suzanne Rackham

In accordance with The Ewing Public Schools’ Policy 2230, Course Guides, this curriculum has been reviewed and found to be in compliance with all policies and all affirmative action criteria.
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INTRODUCTION

The purpose of The Ewing Public Schools' English as a Second Language (ESL) curriculum is to provide both ESL teachers and content area teachers with an overview of skills and strategies necessary to provide instruction in the English language and the American culture for English Language Learners in Grades Pre-Kindergarten to 12 who are identified as Limited English Proficient (LEP) or English Language Learners (ELLs).

The goal of instruction is to facilitate English language development and proficiency necessary for English language learners to become active participants of content-based instruction which foster language development and social and academic success.

The implementation of this curriculum is to ensure that ESL students receive instruction based on their language proficiency and/or grade level per NCLB legislation. Title III of the No Child Left Behind Act (NCLB) requires that “children who are limited English proficient attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet.” To this end, a direct correlation exists between the ESL curriculum and the NJ standards for all the content areas.
PHILOSOPHY

The Ewing Public Schools’ ESL program enables ELLs to gain long-term personal, social and academic success in the United States. Non-English speaking students arriving in the United States have often been separated from all that is familiar: family, friends, school, home, culture and the use of their own language in the greater community. Because the ESL curriculum is sensitive to and supportive of the diversity of the population, the ESL program is designed to offer instruction in a low anxiety and sympathetic setting that is critical to alleviating the cultural shock experienced by our ELLs.

The education of the ELLs is the responsibility of the Ewing Public Schools community. The ESL program does not relinquish responsibility for our ELLs at the end of the ESL instructional period. With the help of ESL teachers, classroom content area teachers provide comprehensible input while the students are in the mainstream class. Content area teachers have been trained in differentiating instruction and modified materials are provided for all beginning ESL students to be used throughout the school day.

The Ewing Public Schools ESL program strives:

- To develop English language learner’s command of English in the language domains: listening, speaking, reading and writing
- To incorporate content into language and literacy development for students so that students are prepared to meet the required language and content objectives in content area classes and on state-mandated assessments
- To facilitate success in the mainstream/content area classroom
- To measure success by multiple criteria
- To ease the transition of new English language learners (ELLs) from one culture to another
- To provide instruction to ensure the ELLs make Annual Yearly Progress (AYP)
- To plan effective English language instruction for ELLs which meets the NJ Core Curriculum Content Standards and the WIDA Standards
- To establish home/community exchanges of cultural information
- To enrich the instruction activities of the mainstream student population
- To use language to communicate in culturally sensitive ways
- To teach American culture
Because the New Jersey Bilingual Code has adopted the WIDA Standards as the benchmark for English Language Proficiency (ELP), the ESL curriculum is an integrated curriculum designed to prepare ELLs to meet the following standards:

- **WIDA (World-Class Instructional Design and Assessment) English Language Proficiency Standards**
  - ESL teachers should exhibit knowledge and familiarity with the WIDA standards and WIDA Can Do descriptors. Accordingly, WIDA standards and WIDA Can Do descriptors should:
    - be utilized as a starting point and a baseline to work with ELLs
    - guide content area teachers in their expectations for student performance
    - align with content area instruction
    - guide the development of ongoing formal and informal assessments

- **TESOL (Teachers of English to Speakers of Other Languages) English language proficiency standards**

- **NJ CCCS (New Jersey Core Content Curriculum Standards) for English Language Proficiency (2004)**

- **NJ CCCS (New Jersey Core Content Curriculum Standards) for English Language Arts Literacy, implemented from the perspective of second language acquisition**


Oradell, River Dell, and River Edge Public Schools English as a Second Language Curriculum Approved October 27, 2008
Using this curriculum guide as a foundation, the ESL teacher, in the role of decision maker, selects the specific method or technique best suited to reach a particular objective. The teacher uses an eclectic approach, drawing upon his or her experience and knowledge of teaching and learning while responding to the English language level of the students and their immediate social and academic needs. ESL teachers are sensitive to the differences between what the students are taught and what the students bring to class, so that lessons and teaching methods are student-centered, based on each student’s individual English language needs. Instruction of ELLs may include any or all of the following:

Sheltered Instruction Observation Protocol (SIOP):

ESL teachers are using the teaching methods inspired by the SIOP Model. SIOP is an instructional framework under which the teacher utilizes effective instructional approaches, such as cooperative learning and differentiated instruction, to support content area instruction and English language learning. SIOP is derived from Sheltered Instruction (SI), which is an approach for teaching grade-level content to English learners in ways that make the subject matter understandable by providing comprehensible input. Teachers scaffold instruction to aid student understanding of content topics and objectives by adjusting their speech and instructional tasks. The SIOP approach enables students to access the necessary academic vocabulary and build background knowledge to meet the objectives of the mainstream class according to their language ability.

The SIOP Model is an effective tool to assist mainstream teachers with teaching ELLs. The key concepts of the SIOP model begin with determining what content area key concepts and vocabulary the ELLs need. Then teachers can begin building background and making the content comprehensible. The SIOP model gives teachers a lesson-planning framework, so that mainstream and ESL teachers are working collaboratively to support ELLs.

Cooperative Learning:

Throughout the school year, cooperative learning activities give students opportunities to work in groups and share their knowledge. These learning activities are characterized by three components: positive interdependence, individual accountability, and face-to-face interaction. Cooperative learning helps ELLs develop social and oral language skills. It motivates ELLs to learn English, which helps them become an integral part of the class community.
Differentiated Instruction:

The ESL curriculum strives to implement differentiated instruction in order to meet the WIDA standards. Students must have access to a variety of scaffold and leveled materials that enable them to learn the same topics being taught in the mainstream classroom. Texts, computer resources and assessments are modified as needed.

Thematic Approach:

ESL teachers should include topics or themes into their lesson planning that incorporate the WIDA Standards. Topic or theme-related language and concepts may be spiraled over a period of time, ensuring their conceptualization. Students are continually expected to communicate in all four language domains: listening, speaking, reading and writing.

Total Physical Response (TPR):

ESL teachers in the lower grades are encouraged to scaffold or support language through the use of TPR. In order to provide comprehensible input to K-1 students, the ESL teacher gives a command for single action word or phrase such as "jump" or "point to your eye" and then demonstrates the action. This method is effective with entry-level students as it provides direct and visual instruction.

Technology:

Computers can play an integral part in providing ELLs with valuable language experiences as they learn a new language. ESL teachers should offer English language learners a language-rich environment in which students are constantly engaged in language activities. The computer can act as a tool to increase verbal exchanges, develop content area vocabulary and improve reading and writing skills. Students should be exposed to language learning software and websites, which may be utilized at home and in school.

Smart Boards can also play a major part of hands-on interactive ESL instruction. Smart Boards provide students with visual support that all ESL students need. In addition, Smart Boards provide a way for teachers to anonymously survey the class’ understanding of the material being learned.

Reader’s Workshop for ELLs:

Reader’s Workshop method blends whole group instruction, small needs-based groups, and individual conferring to guide students through the application of the basic reading comprehension strategies. This reading method is especially effective with elementary ELLs. Teachers of English language learners should be familiar with the Reader’s and Writer’s workshop methods of teaching that have been utilized in Ewing elementary schools. Although setting up a Reader’s Workshop classroom in the ESL classroom
would not be feasible, ESL teachers can adapt the strategies used to teach mainstream students to read. These strategies are as follows:

* Determining What is Important - Identifying themes and diminishing focus on less important ideas or pieces of information

* Drawing Inferences - Combining background knowledge and textual information to draw conclusions and interpret facts

* Using Prior Knowledge - Building on previous knowledge and experiences to aid in comprehension of the text

* Asking Questions - Wondering and inquiring about the book before, during and after reading

* Monitoring Comprehension and Meaning - Using an inner voice to think about if the text makes sense or not

* Creating Mental Images - Implementing the five senses to build images in the mind that enhance the experience of reading
SUGGESTED THEMATIC UNITS FOR ELL LEARNERS

The example topics and genres derive from the WIDA English Language Proficiency Standards. For more specific criteria, refer to the Formative Framework found for each grade level and content area at: http://www.wida.us/standards/Resource_Guide_web.pdf.

Example Topics and Genres: Content Related to WIDA’s English Language Proficiency Standards:

**Standard 1: Social and Instructional Language**
- Classrooms
- Colors
- Feelings
- Games
- Hygiene & Safety
- Music & Movement
- Personal and Business Communication
- Recreational Objects & Activities
- Routines
- School
- Self & Family
- Social Behavior
- Spatial Relations

**Standard 2: The Language of Language Arts**
- Chants & Songs
- Concepts About Print
- Environmental Print
- Fairy Tales
- Forms of Print
- Make-Believe
- Nursery Rhymes
- Picture Books
- Rhyme
- Same & Different
- Sounds & Symbols (Phonemic Awareness)
- Story Elements
- Research & Writing Process

**Standard 3: The Language of Mathematics**
- Attributes
- Banking and Money
- Equivalency
Standard 4: The Language of Science
  - Air
  - Animals: Past and Present
  - Our Bodies
  - Change in Self & Environment
  - Colors
  - Forces in Nature
  - Living and Non-Living Things
  - Night/Day
  - Ocean
  - Plants
  - Rocks
  - Safety Practices
  - Scientific Process
  - Seasons
  - Senses
  - Solar System
  - Water
  - Weather

Standard 5: The Language of Social Studies
  - Ancient Civilizations
  - Change from Past to Present
  - Classroom/School
  - Clothing
  - Community Workers
  - Current Events
  - Families
  - Civics
  - Food
  - Friends
  - Historical Stories & Legends
  - Homes in Community/Habitats
Title of Unit: **Native Americans: Then and Now**  
Grade Level: **ESL Grades 6-8**

Why is this unit important?  
While native born middle schools students have studied Native Americans in the elementary school, ELLs entering school during middle school have little schema related to the Native Americans and their influence on both American history and culture. To this end, this unit will provide middle school ELLs with the schema to better understand US culture, history, and traditions.

Enduring Understanding/Unit Objective:  
Native Americans who lived in North America prior to European colonization have influenced the lives of today’s Americans.

Essential Questions:  
1. Who were the first people to live in North America?  
2. How did these Native Americans of North America live prior to European colonization? Describe their clothing, food, shelter, family life, history and government.  
3. Compare these things with how you live in 2009.  
4. How has the daily life of these Indians influenced our lives today? Can you talk about their clothing, food, shelter, family life, history and government?

Acquired Academic Knowledge: Students will understand:  
- Immigration patterns of early man  
- Our common origins  
- Existence of society and culture in North America prior to European colonization  
- Characteristics of culture and daily life of Iroquois Indians  
- Basic structure of US government  
- Components of a short story
Acquired Skills: Students will be able to:

- Read/comprehend fiction and non-fiction text
- Engage in oral discourse: discussions, questions and answers
- Develop/use appropriate vocabulary
- Create original writing using English language
- Work cooperatively
- Value others’ ideas and culture

Major Assessments:

- Story Map
- Longhouse Replica Project
- Family Tree
- Original Short story

Accommodations/Modifications (Proficiency Level)

- Repetition
- Restate directions
- Visual Prompts
- Extended Time
- Native Language Translation
- Modified Assignments

Standards Addressed: Adapted from the NJ ELP and WIDA Standards

Communicate information, ideas and concepts necessary for academic success in the content areas of Classroom Language, Language Arts, and Social Studies:

- Students will listen and restate, interpret, respond to, and evaluate spoken English.
- Students will demonstrate the ability to engage in oral discourse using a variety of questions and responses to communicate in paired, small group, and whole class activities.
- Students will develop and use appropriate vocabulary related to academic and subject area content.
- Students will use reading strategies to construct meaning and comprehend reading.
- Students will create original writing developed through a writing process and including skills and knowledge of Standard English.
Suggested Learning Experiences/Instructional Activities:

1. Students will view and discuss the “Journey of Man” website. As a formative assessment, students will trace the route to North America on a world map handout.

2. Students will create a concept map identifying the specific aspects of Native American life that they would like to explore.

3. Students will read about Native American storytellers the text, *if you lived with the Iroquois Indians*, and discuss the role of wampum in Iroquois society. As a formative assessment, students will have a “Snowball Fight” with important concepts from their reading.

4. Students will read and discuss the Native American folktale “Rabbit and Fox.” Students will apply reading strategies while reading, including predicting, questioning, clarifying and connecting. As a formative assessment, students will complete a Story Map identifying the components of a short story, including plot, setting, characters, and theme.

5. Students will read about Iroquois homes in the text and then view a PowerPoint depicting longhouses and the daily life of the Iroquois. As a formative assessment, students will create a longhouse out of natural materials gathered from outside.

6. Students will read about the Iroquois family in their text. As a formative assessment, students will be given family role cards and will join their respective Iroquois families while listening to Indian music: fireside, longhouse, clan, and tribe. Students will then create a family tree based on the structure of the Iroquois family.

7. Students will read text about the Iroquois government. As a formative assessment, they will play “dueling flip-charts” and list characteristics of US government on one chart and Iroquois on the other. Students will then create a Venn diagram comparing and contrasting the two governments.

8. Students will write an original short story based on the Iroquois. They will use a rubric to guide their writing.
It is the belief of the ESL teachers that physical teaching environment greatly impacts student progress. ESL teachers need their own room because a single class may be comprised of students of diverse English language ability and various grade spans. In order to effectively teach across grade and ability levels, a variety of leveled resources need to be on hand. An appropriate physical environment enables the teacher to enhance instruction by meeting the students’ individual learning needs.

The ESL program is a high-intensity pull-out program Pre-Kindergarten through Grade 12. On the elementary level, the ESL teacher works with the students on both a push-in or pull-out basis. The ESL class takes place during its own class period. New ESL students are offered more than one ESL period per day. Lessons are derived from the WIDA standards, content-area material, and the students’ area of greatest language acquisition needs.

ESL teachers work with classroom teachers to extend the instruction of ELLs in the mainstream setting.
PROFESSIONAL DEVELOPMENT

It is essential for the ESL teachers to receive ongoing professional development in order to meet the needs of their ELLs and fulfill new state mandates. The ESL teachers need to attend New Jersey State Training Programs and professional conferences offered by the organizations in their field, such as NJTESOL.

It is also important to train mainstream classroom teachers on the basic second language acquisition theories, stages of second language acquisition and the different cultures of the students and how they influence or affect their performance. Training classroom teachers in these areas will provide ELLs with the very basic language supports necessary for them to succeed in the mainstream classroom.

The ESL and content area teachers should endeavor to collaborate and develop strategies that will result in the success of the ELLs. This collaboration should be ongoing and opportunities for additional collaboration should take place in professional workshops.
PARENT INVOLVEMENT

Involving parents of English language learners is not only mandated by the State but is an integral part of a successful intensive English ESL program. The ESL teacher should serve as a resource for classroom teachers and administrators since they are the professionals with training in multicultural awareness. ESL parents should be valued as an important addition to the cultural heritage of the school.

ESL parent meetings should be held in order to discuss the goals of the ESL program, the school’s culture and the expectations of the ESL and content area teachers. These meetings may be held during Back-to-School Night, middle school team meetings, or during an individual parent-teacher conference with the student’s guidance counselor and teachers.

Communication between home and school should be meaningful and accessible to all parents. Parent volunteers of different language backgrounds should be invited to collaborate in these meetings in order to help those parents with little or no English. Translations of important school information should be offered when possible.

The ESL teachers should endeavor to provide resources and information that will help parents understand how their children can improve their skill and meet class expectations. The parents of our linguistically and culturally diverse students can be invited to visit the ESL classroom so they can see and understand what is involved in developing their children’s English language and academic skills.

The Ewing Public Schools will have a Bilingual/ESL Parent Advisory Committee. The ESL teachers will be in attendance to share information about the ESL program, the school and to answer questions. The objectives or goals of committee are to open communication between the school and ESL parent population.

Parents of ESL students shall receive the following correspondence over the school year. This correspondence will be translated into home languages when possible. Copies of parent correspondence will be kept in the students’ ESL file.

- **Eligibility Letter:** An entry letter will be sent to parents of students who are eligible and enrolled in ESL class.
- **ACCESS Test Letter:** This letter will inform parents of their child’s state-mandated ACCESS for ELLs test results.
- **Continuation Letter:** This letter will be given to parents to advise that their child will be continuing in the ESL program.
- **ESL/Bilingual Parents and Teacher Advisory Meeting:** This letter will inform parents of the meeting dates. The meeting will open communication between the school and ESL/Bilingual parents.
Exit Letter: This letter will be given to parents when a student meets the criteria to exit ESL. Students will need this letter in order to deregister from ESL and enroll in another class. If an exit letter is not sent by the district, parents may write a letter declining services, in which will deregister their child from ESL.
ENTRY, MONITOR STATUS AND EXIT CRITERIA FOR ESL PROGRAM

Entry Criteria for the ESL Program

Eligibility for ESL program is based on the results of the following measures:

- The IPT, Idea Proficiency Test, is a NJ state-approved assessment administered to screen students who enter the district whose first language is other than English. Students whose score falls below the competent and fluent levels will be placed in an ESL class.
- ACCESS for ELLs test results from the previous school year
- Content area teacher recommendations
- ESL teacher recommendations
- Participation in an ESL program in another school district
- NJASK or HSPA test results
- Arrival to the United States from a country where English is not the first language

Monitor Criteria for the ESL Program

Students who meet the criteria for exit from the ESL program are placed on a monitor status for one to two years and offered support with content area classes. ESL teachers will then work with content area teachers and they can establish if re-entry to the program is beneficial.

Exit Criteria for the ESL Program

Students enrolled in the ESL Program will be tested annually with the ACCESS for ELLs language proficiency assessment to determine their level of English language proficiency. The district goal, as determined by the State, is for all students to show growth of at least one proficiency level. Students whose score at or above 4.5 are evaluated for exit from the ESL program.

Furthermore, the IPT is used as one criterion upon which a student’s exit from the program is based. Other criteria are student report cards, scores on the NJ state mandated tests: NJ ASK, HSPA and TerraNova, and teacher recommendation. When students demonstrate success in all areas, students are formally exited from the program.

A student’s writing portfolio is assessed before that student may exit ESL. Using the NJ writing rubric as a guide, the students should demonstrate writing skills that are at or near the level necessary to pass the NJ ASK or HSPA exam. Writing should show progression throughout the school year and should be comparable to mainstream students within that grade level.
GLOSSARY OF TERMS

ACCESS for ELLs: a standards-based, criterion referenced English language proficiency test designed to measure English language learners’ social and academic proficiency in English.

Accommodation: modifying spoken or written language to make it comprehensible to second language learners.

Adapted: modified for English language learners. This usually refers to materials that have simplified language, but concepts are not watered down.

Affective filter: an imaginary wall that a language learner puts up that impedes language acquisition. A learner must be receptive to language input. When anxiety is high, the wall is high and input is screened out.

Adequate Yearly Progress (AYP): a measure of progress toward the goal of 100 percent of students achieving to state academic standards in at least English and math. It sets the minimum level of proficiency that the state, its school districts, and schools must achieve each year on annual tests and related academic indicators.

Basic Interpersonal Communication Skills (BICS): the language ability required for verbal face-to-face social communication.

Bilingual: able to communicate in two languages.

Bilingual Education: an instructional program that uses more than one language as the vehicle for instruction.

Cognitive Academic Language Proficiency (CALP): the academic language of the content classroom that takes from four to ten years for ELLs to acquire.

CAN DO Descriptors: general performance indicators that describe typical behaviors of ELLs in each language domain at each level of English language proficiency.

Comprehensible Input: according to Stephen Krashen, this is communication that is just above the learners’ level of English ability. ELLs learn best when they can understand the input but are challenged.

Content-Based ESL Instruction: an approach to second language teaching that utilizes content-area subject matter to teach language. Concepts are not watered down, but the language of the subject area is simplified.
Cooperative Learning: when students from varied backgrounds and abilities work together in small groups.

Culture Shock: the feelings people have when they move to an unfamiliar culture.

Culturally and Linguistically Diverse Students: Refers to students who come from a language and cultural background other than that of the mainstream population.

English Language Learners (ELLs): limited English proficient students, usually those in an ESL or bilingual program.

English language proficiency standards (ELPs): criteria that express the language expectation of ELLs at the end of their English language acquisition across the language domains.

English as a Second Language (ESL): the name of a program to teach English in the English language to non-English speakers.

Heritage/Home/Primary Language: the student’s native language.

Language domains: the four main subdivisions of language: listening, speaking, reading and writing.

Language Acquisition: learning a language through meaningful conversation that is similar to the way children learn their first language. Language is learned with no formal study of forms and grammar.

Language Experience Approach (LEA): an approach to reading instruction based on information and stories developed from the personal experiences of the students. The stories are written down by the teacher and read together until the student associates the written form of English with the spoken form.

Limited English Proficient (LEP): describe students whose English language skills are limited. Although this term is used in most legal documents such as administrative code and law, it is considered pejorative by educators in the field of second language acquisition.

Non-verbal communication: physical communication such as gestures, facial expressions, and physical proximity that support oral communication.

Primary/Native Language: a student’s first language and the language normally used in the home.

Realia: physical items that are used in teaching English.
Sheltered Instruction: is a program where teachers simplify the language of instruction to teach content area subjects such as social studies or science. This makes the content accessible to ELLs.

Sheltered Instruction Observation Protocol (SIOP): a research-based sheltered instruction model used to describe instructional practices that help teachers make content accessible to ELLs. Content information and language instruction is scaffold to provide support to ELLs.

Teachers of English to Speakers of Other Languages (TESOL): is the international professional organization for those concerned with the teaching of English as a second or foreign language and of Standard English as a second dialect.

Total Physical Response (TPR): is a teaching technique devised by James Asher where the learners respond to language with gestures and body motions. “Simon Says” is an example of TPR for beginning language learners.

World-Class Instructional Design and Assessment (WIDA): English language proficiency (ELP) standards designed as a curriculum planning and assessment preparation tool. They help educators determine children's English language proficiency levels and how to appropriately challenge them in reaching higher levels.
BIBLIOGRAPHY


NW Regional Educational Laboratory (NWREL), "Strategies and Resources for Mainstream Teachers of English Language Learners"

Oradell, River Dell, and River Edge Public Schools English as a Second Language Curriculum Approved October 27, 2008

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**Instructional Materials (text-supplementary materials/projects)**

- Orca Book Publishers- 2010
  - Side Streets
  - Women’s Hall of Fame
  - Orca Sports
- Walch Publishing -2010
  - Extra ordinary Amer series
  - Compelling characters
  - Teacher’s guide
  - Tackling the issues
  - You and the Law
  - Words You need to know set
- Continental Press- 2010
  - ESL Beginning Grammar
  - ESL Int/Adv Grammar
  - ESL Int/Adv Writing
- Perfection Learning Corporation- 2010
  - A Multi Cultural Reader
  - Teacher Resource
  - Planning Guide
  - Multicultural Reader
  - Teacher Resource
• Sadler-Oxford- 2010
  o Vocabulary workshop levels A- D
  o Teacher ed-levels A- D
  o Test generator levels A-D
  o Vocabulary workshop levels E-G
  o Teacher edition levels E-G
  o Test generator levels E-G
• Heinemann Publishers- 2003
  o The Art of Teaching Writing by Lucy Calkins
• Allyn & Bacon-2000
  o The Art of Teaching Reading by Lucy Calkins
• Hampton-Brown-2010
  o National Geographic Reach – Language-Literacy-Content
  o Student Practice Workbooks – Levels A-F

Technology:

  Internet – Data/video projector – Smart Board interactive white boards
  Interactive Tablets