



Designated English Language Development Programs

The goal of the Mainstream CP English Instructional (CP) Program is to ensure that English Learner (EL) students who "have transitioned from TP" (Transitional Program) or (Unity Pathways UP) continue to progress toward meeting ELD (English Language Development) and content standards, via ELD and scaffolded content instruction.

In order to achieve this, Unity Concord International School offers a rich English learning environment. Starting in pre-kindergarten, we offer a print-rich environment, a rich literature and standards-based curriculum, and include speaking, listening, reading, and writing across all content areas. Our dedicated and experienced teachers are committed to preparing all students for college and career readiness.

Program Goals:

- Ensure that English learners acquire full proficiency in English as rapidly and effectively as possible and attain parity with native speakers of English.
- Ensure that English learners, within a reasonable period of time, achieve the same rigorous grade-level academic standards that are expected of all students.

Meeting these two goals will help close the achievement gap that separates English learners from their native English-speaking peers. In order to accomplish these goals, all English learners are provided with designated and integrated English language development (ELD) instruction targeted to their English proficiency level and appropriate academic instruction in the language acquisition program.

Designated English Language Development

Designated English Language Development is part of a comprehensive approach to improve the academic achievement of English learners in listening, speaking, reading, and writing. Designated ELD is a targeted, proficiency level-based approach.

Essential components of Designated ELD include:

- Purposeful placement of students by their English language proficiency level.
- Explicit teaching of how English works in a meaningful context.
- Emphasis on substantial oral language practice to ensure accuracy and fluency.
- Attention to the use of newly taught language throughout the day in academic and social settings.
- Ongoing progress monitoring of English language development.

Frequently Asked Questions:

1. What grades are offered this program?

Currently, we offer the tiered programs beginning in grade 6. We are working with and training

teachers to implement the different programs as early as semester 2 of this academic school year for grades 3-5.

2. Who is the target student population for these programs (TP and UP)?

Students who have been classified as English Learners and are scoring at or below the median level for each program.

3. Do students take any tests to enroll in this program?

Students take a English Proficiency Test (STAR 360) as well as Oral Language Fluency (classroom teachers) to evaluate proficiency in English.

4. What Instructional Services are offered in this program?

All subjects are designed to maximize (English Language Development) instruction at the students' assessed level of English Language Proficiency. Differentiated instruction in reading, writing, math, science and social science, is delivered through specially designed academic instruction in English, utilizing California-adopted, standards-based materials and supplemental materials. Primary language support to motivate, clarify, direct, and explain, is provided according to student need and the availability of staff and materials.

5. What does the program look like in the classroom?

We provide students with standards-based instruction in all curricular areas with language supports and ELD instruction.

6. Who teaches the CP, TP and UP English Instructional classes?

All classes are taught by teachers who have a certificate, permit, or supplementary authorization.

7. What do parents need to do to enroll child in this program?

Parents will be informed of their child's placement but do not have to do anything.

8. Why do you offer these programs?

Specialized support helps to increase ESL/EFL student learning. Specifically, as a regular paced English class is designed to instruct students who are of an "average" English speaking proficiency, immersing non-English speaking students in such classes often forces teachers to slow down the pace of instruction, making the overall challenge of the class less rigorous for English proficient students. It also forces the non-English proficient student to be in a constant cycle of feeling lost. Students will not gain English proficiency just by hearing it, they must be taught. Support programs are essential for ESL/EFL students.

Websites/Games for English Learners

Free Apps to Support Vocabulary Acquisition by ELLs

<http://www.edutopia.org/blog/apps-support-ELL-vocabulary-acquisition-monica-burns>

50 Incredibly Useful Links For Learning & Teaching The English Language

<http://www.teachthought.com/learning/50-incredibly-useful-links-for-ell-educators/>

Elementary Web Sites for English Language Learners

http://www.everythingsl.net/in-services/elementary_sites_ells_71638.php

25 Online Games for English Language Learners

<http://classroom-aid.com/2012/08/28/25-online-games-for-english-language-learners/>

