Working Together: Supplemental & Comprehensive EL Programs

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Webinar Tips

Close all programs & browsers to maximize bandwidth

Use the Chat to say "hello" and share ideas with other participants

Use the Questions feature for technical assistance (and to ask the presenter a question)

The **recording, slides, and resources,** will be sent by email

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Introduction

Brenda Adeva
Educational Consultant

- B.A. in Chinese, M.A. in English (TESOL)
- 15 years in Secondary EL multi-level classrooms
- EL Curriculum and Assessment Development
- Began Using a Blended Learning Approach in 2009

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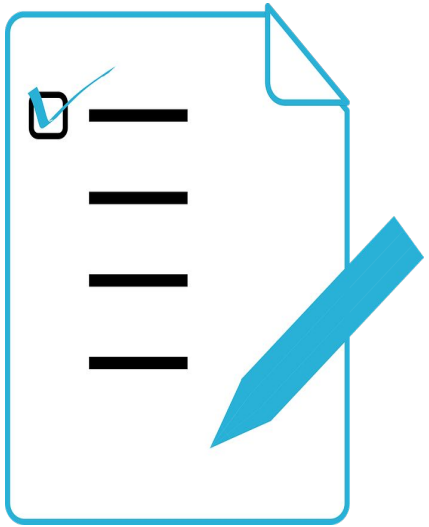
Agenda

- Philosophy
- Supplemental and Comprehensive
- Supplemental Lesson: ***Frames for Fluency***
- Comprehensive K-5 Chapter: ***Carousel of IDEAS***
- Comprehensive 6-12 Chapter: ***Champion of IDEAS***



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Philosophy

- Structured systematic language development
  - Explicit vocabulary
  - Explicit grammar forms and functions
  - Social and academic Language
- Balanced Approach
  - Reading, writing, listening, and speaking
- Supplemental vs. Comprehensive
  - Which approach? Best fit?

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Supplemental

- Approach: Skill-Based
- Benefits
- *Frames for Fluency* Lesson
  - Teacher's Guide
  - Picture and Word Cards
  - Theme Pictures

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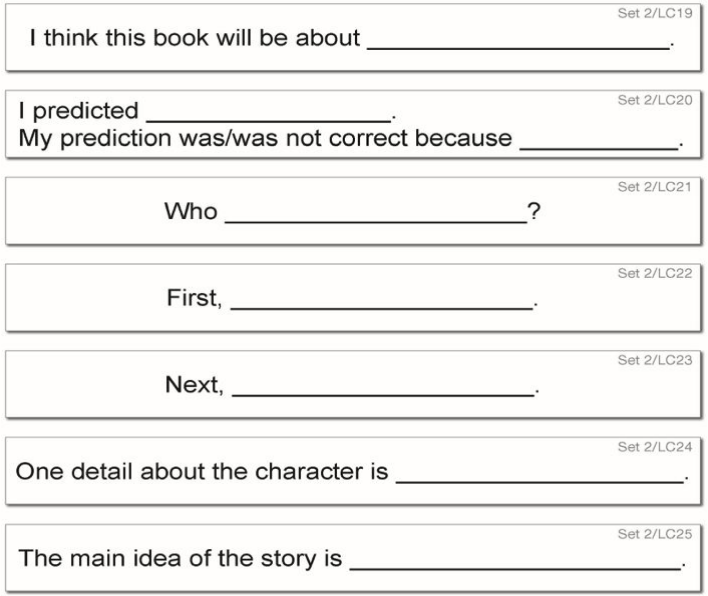
Listening, Speaking, Reading, and Writing with Sentence Frames

- Grammar in context with target vocabulary
- Intervention for a specific grammar form/function
- Listening and speaking
- Speak to write
- Reading
    - Literature frames



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Sample Scope and Sequence

Scope and Sequence of Grammatical Forms

If you would like to practice a specific grammar form, use this chart to identify the unit, chapter, and frame number at each proficiency level. For example, to practice using possessive nouns at the intermediate level, go to 5.6.1 (Unit 5, Chapter 6, FF #1).

5.6.1
Unit 5 — Chapter 6 — FF #1

Grammar Form	Set 1		Set 2		
	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Nouns	1.1.1 1.2.1 1.2.2 1.3.2 1.4.2 1.4.3 1.5.3 2.2.2 2.3.2 2.4.2 2.4.3 2.4.4 2.5.1 2.5.3 2.7.1 2.7.5	3.3.3 4.1.1 4.2.1 4.4.3 4.6.1			
Nouns—Plural	1.5.1 2.1.1 2.2.1 2.4.1 2.6.1	3.1.1 3.2.1 3.4.1 3.5.1 3.6.1 4.4.1	5.5.4 6.6.2 6.6.4		
Nouns—Irregular plural		3.4.1 3.5.1 4.4.1			
Nouns—Countable and uncountable		3.6.5 4.5.1		7.3.4	

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Comprehensive

- Approach: Integrated Skills Approach
- Benefits
- *Carousel of IDEAS* and *Champion of IDEAS*

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Comprehensive Carousel (K-5)

- *Carousel of IDEAS* Lesson, K-5
  - Teacher's Guide
  - Video 1 Presentation
  - Video 2 Practice
- Working Together
  - Teacher's Guide *Frames for Fluency*
  - Video 3 Apply and Extend with Frames
  - Video 4 Apply and Extend Part 2
  - Video 5 Lesson 2 Practice
  - Video 6 Practice Phonemes
  - Rest of the Chapter

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Comprehensive Champion (6-12)

- With *Frames for Fluency*
  - Teacher's Guide
- *Champion of IDEAS* Lesson
  - Teacher's Guide
  - Language Ladder Platform
- **Flow of Lesson**
  - Schema Building
  - Vocabulary in Context
  - Grammar Forms
  - Pre-Reading
  - Reading
  - Comprehension
  - Skill Building
  - Writing
  - Optional Extend Activity

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	Hands-On English	Carousel of IDEAS	Frames for Fluency	Champion of IDEAS
Type of Materials	Comprehensive	Comprehensive	Supplemental	Comprehensive
Grade Levels	K-1/2	K-5/6	K-12	6-12
Proficiency Levels	L1 and L2	L1-L5	Elem (L1-L5) Secondary (L1-L2)	L1-L5
Skills Practiced	RWLS	RWLS	SL (little RW)	RWLS
Assessment	Yes	Yes	No	Yes
Time Frame: (per day)	1 year @ 60 minutes 2 years @30 minutes	4 years @ 45 minutes	4 years @ 15 minutes	4 years @ 50 minutes
Digital Materials	Teacher e-port to support instruction	Digital downloads for teachers	Digital Theme Pictures for teachers	Digital Teacher and Student Platform as well as a paper-based edition

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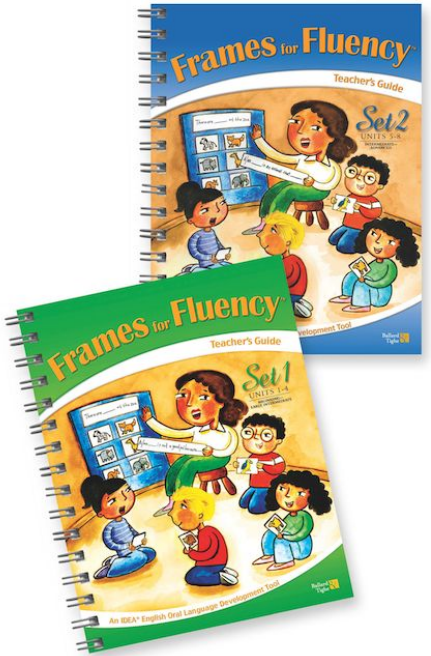
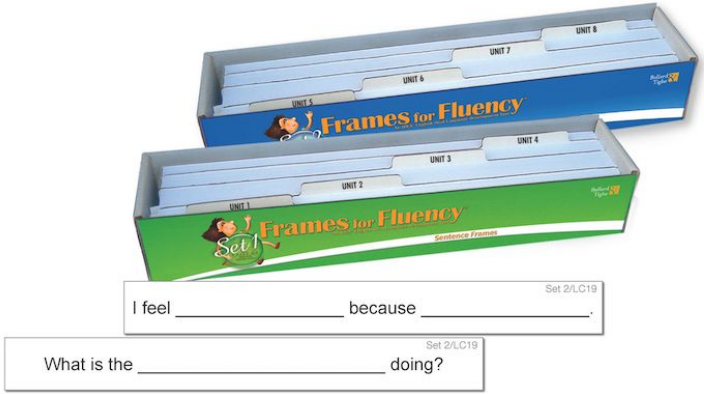
Frames for Fluency (K-12)





(pocket chart & stand not included)

Carousel of IDEAS (K-5)

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Champion of IDEAS (6-12)

Students

monitor learning. **practice** online. **interact with** content.

- Self-checks to monitor learning
- Interactive content and practice
- Annotated tools to support reading comprehension
- Scaffolds to support learning

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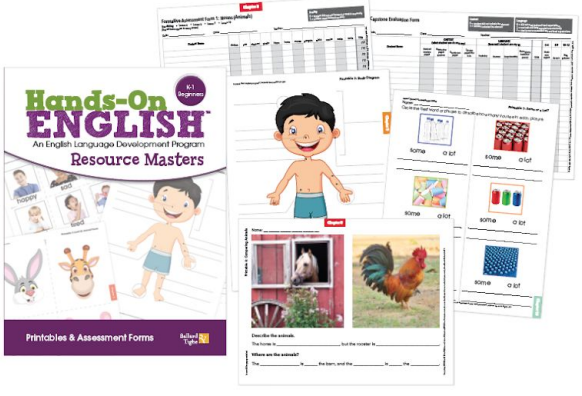
Hands-On English (K-1)



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EnglishMats (K-5)

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English & Spanish Language Proficiency Tests (Pre-K–12)

Ideal for:

- Pre-K & Headstart Programs
- Dual Language Programs
- Identification, Placement & Program Decisions
- Annual & Progress Monitoring
- Redesignation

Diagnostic Profile of a Student's Test Performance

Diagnostic Dimension*	Insufficient items administered to provide diagnostic information	Relative Weakness		
		None	Mild	Severe
		Vocabulary		
			Grammar	
		Comprehension		
			Language Functions (including academic language)	
			Listening	
		Speaking		
		BICS (social language)		

IPT Oral English Diagnostic Report:

- Provides a language skills profile.
- Evaluates student's strengths and weaknesses in relation to the overall proficiency level.
- For example, this profile indicates that the student has good control of vocabulary, comprehension, speaking, and basic interpersonal communication skills (BICS) or social language, for which he/she is on the way to reaching the next proficiency level. However, his/her control of grammar, language functions, and listening shows some weaknesses.

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Consultation

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Consultation

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Q&A

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