



Classes

2dn Grade ENL 2nd Grade
Co-teaching
ENL-ELA
with Mrs.
Leitmann,
Brooks,Lake &
Mr. Wagle

3rd Grade
Co-teaching
ENL-ELA
with Mrs.
Bohlinger, Marie,
Billups

3rd Grade ENL



4th Grade ENL 4th Grade
Co-teaching
ENL-ELA
with Mrs.
Rosa, De Rose,
Cardoso



Speaking

- Speak to understand
- -Speak to support writing
- Enrich language and vocabulary
- -Enrich communicating with others
- Experiment and play with language

Listening

- -Listen to understand
- -Listen to support writing
- -Enrich language and vocabulary
- -Fnrich communicating with others
- -Listen in a variety of settings

Reading

- -Read often from a variety of texts
- -Read for multiple purposes self-select texts
- -Persevere through challenging texts
- -Enrich language
- -monitor
- comprehension
- -Apply effective reading strategies
- -Make connections

Writing

- -Write often in a variety of formats -Write for multiple
- purposes, including for pleasure
- -Persevere through challenging writing
- -Enrich language and vocabulary
- -Experiment and play with language
- -Strengthen writing through the Writing Process



The Four Domains - Adapted from the Next Generation Standards: NY State Link

Description of English Language Proficiency Levels

Transitioning

(Intermediate)

A student at the Entering level has great dependence on supports and structures to advance academic language skills and has not yet met the linguistic demands necessar to demonstrate English language proficiency in a variety of academ contexts (settings

Entering

(Beginning)

A student at the Emerging level has some dependence on supports and structures to advance academic language skills and has not yet met the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts (settings).

Emerging

(Low Intermediate)

A student at the Transitioning level shows some independence in advancing academic language skills, but has yet to meet the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts (settings).

A student at the Expanding level shows great independence in advancing academic language skills and is approaching the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts (settings

Expanding

(Advanced)

has met the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts (settings). A student at this level is no longer considered an ELL

student, but is entitled to receive

two years of Former ELL services

Commanding

A student at the

Commanding level

(Proficient)

















For Students: Websites to Practice English

Raz Kids Plus

BrainPOP ELL

<u>Duolingo</u>

Children's Reading Library





Helpful Websites for Families:

Myers Corners Elementary School

NY State Website

Google Translate

Colorin Colorado!

Homework Tips

Reading Rockets

PBS



