



This optimal instructional grid below will enable teachers to foster greater interaction and to closely monitor and support students' accelerated development of English language acquisition along with reading comprehension. ESL/ELL Materials from the adopted Journey's Series will be utilized to perform instruction along with the ELL Intervention Component (Gr. K-5), Inside (Grades 6-8), and Edge (Gr. 9-12).

Domains/Skills	Setting	Time	Learning Strategies
Phonemic Awareness , Phonics & Fluency (Comprehension and Production Skills)	whole group	<b>90 Minute Literacy Block</b>	Develop fluency and pronunciation through receptive –listening skills
Basic Interpersonal Communication Skills (BICS) (Comprehension and Production Skills)	small group		Sound , Word recognition Develop oral fluency (automaticity and model prosody) and social -affective strategies through cooperative learning
Academic Vocabulary & Grammar (Comprehension and Production Skills)	flexible group		Alphabetic Principle and concepts about print through TPR, Role Play, Daily language activity, Games, Songs, chants, Captioned video text, Rehearsal through visual aids, flash cards 6 Steps Process for Vocabulary Development (Marzano 2005)
Reading (Comprehension and Production Skills)	small group Reading		Tier I, II. and III Words vocabulary development and oral discussions (Marzano & Calderon) Metalinguistic & metacognitive skills; (summarize, infer, predict, question, decode, synthesize, interpret, compare & contrast, visualize and self-regulating skills)
Writing (Production Skills)	whole group		Other strategies: text structure and analysis, extensive and intensive reading, paired reading, choral reading, audio assisted reading, directed thinking activity / thinking aloud, readers theatre, direct and indirect instruction
Literacy Lab and academic content learning stations targeting the domains of listening, speaking, reading, writing and comprehension	individualized and /or small flexible grouping		6 Plus 1 Traits with ESL modifications: (Daily language edit, journaling, teacher response journal, model writing conventions with graphic organizers, integrate authentic writing in the content areas, rubrics, short and extended responses)
			Hands on interactive approach, virtual learning, vocabulary visits, use of the following district supplemental programs, Imagine Learning, English  In A Flash, Accelerated Reader, Star Early Literacy, and reading and listening center, interventions

