



Newcomers Program Model

The following instructional block model will be implemented across grades K-12 and for students in Level A and Level B. The focus will be on practice and application of key content and language concepts through listening, speaking, reading, writing and comprehension domains aligned to the Ohio English Language Proficiency Standards. This optimal instructional grid will enable teachers to foster greater interaction and to closely monitor and support students' accelerated development of English language acquisition along with reading comprehension.

DOMAINS/SKILLS	SETTINGS	TIME PERIODS 40 MINUTES	LEARNING STRATEGIES
Phonemic Awareness, Phonics & Fluency (Comprehension and Production Skills) Basic Interpersonal Communication Skills (BICS) (Comprehension and Production Skills)	whole group small group	20 minutes 20 minutes Guided Practice	Develop fluency and pronunciation through receptive – listening skills Sound, Word recognition Develop oral fluency (automaticity and model prosody) and social-affective strategies through cooperative learning 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
Academic Vocabulary & Grammar Comprehension and Production Skills	flexible group flexible group	20 minutes 20 minutes	6-Step Process for Vocabulary Development (Marzano 2005) Tier I, II and III Words vocabulary development and oral discussions (Marzano & Calderon)
Reading Comprehension and Production Skills	small group Reading Levels A & B	40 minutes each level	Metalinguistic & metacognitive skills; (summarize, infer, predict, question, decode, synthesize, interpret, compare & contrast, visualize and self-regulating skills) 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
Writing Production Skills	whole group	40 minutes	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
Literacy lab and academic content learning stations targeting the domains of listening, speaking, reading, writing and comprehension	individualized and /or small flexible grouping	40 minutes Students will rotate on basis of assessment results	Hands-on interactive approach, virtual learning, vocabulary visits, use of District supplemental programs: Imagine Learning, Accelerated Reader, Star Early Literacy, Reading and Listening Center, Interventions