

1) Q: Why scaffold the model curriculum for English Language Learners (ELL)?

A: The purpose of scaffolding the model curriculum for English Language Learners (ELL) is to assist districts and schools that have a population of English learners with implementation and alignment of the Common Core State Standards and New Jersey Core Curriculum Content Standards with the WIDA English Language Development standards. Each unit contains targeted student learning objectives (SLOs) that elucidate what students need to know and be able to do within the unit. For ELL, what they are able to do varies with their level of English language proficiency level. The supportive framework delineates what ELLs “can do” with each SLO at their developmental linguistic level and what supports are appropriate so that ELLs can achieve the stated objective.

2) Q: What is the ELL scaffolded model curriculum?

A: The scaffolded model curriculum (version 1.0) includes all standards of the grade-level content organized into five units of study, each with targeted SLOs, language objectives and expectations for those SLOs for each English Language Proficiency (ELP) level and appropriate supports for each ELP level, intended for six weeks of instruction. Each unit contains the content of the grade that can be reasonably taught to proficiency in a six-week time period. The sequence of units in the model curriculum is a purposeful sequence of the target skills for each unit in each grade or course. The included formative assessments allow for measuring student proficiency of those target skills and their English language development as the year of instruction progresses.

3) Q: How can my school use and implement the scaffolds?

A: Some districts may use the model to compare current documents to build from, rearrange, or select portions for implementation. Districts with dual language and bilingual programs may use the document to decide which objectives will be addressed in which language while the ESL teacher focuses on which key components of the English language are needed to develop proficiency in English. The intent for districts implementing the curriculum is that districts, schools, and/or teachers will be able to easily craft unit and lesson plans by being attentive to the precise wording of the SLO. The scaffolding for ELL is a framework intended to assist bilingual, ESL, and general education teachers during their collaboration when planning units and lessons. In this way, ELL can demonstrate their achievement of the SLO at their respective level of linguistic development.

4) Q: How can I use the model curriculum assessments to guide my work?

A: The six-week formative assessments included in the model curriculum help clarify the level of rigor expected from the standards and provide a set of assessment tools that are often difficult for districts and schools to create on their own. They provide clarity about the level students need to reach to achieve proficiency. The included formative assessments also provide bilingual, ESL and general

education teachers the required content and strategy information. Prior to the assessments, teachers will need to build sufficient background knowledge, provide opportunities to use key vocabulary and language forms and develop practice with targeted strategies and supports.

5) Q: What's next?

A: A subsequent version of NJDOE's model curriculum (version 2.0) will follow with sample lessons, videos of best practices relative to SLOs and ELP level, suggestions of resources aligned to the Common Core and WIDA standards, and resources for professional development in content, pedagogy and the second language acquisition process.