



FABE 2023

Addressing the Social-Emotional,
Academic and Linguistic Needs
of Newcomers

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A Nation of Immigrants



Throughout our country's history, people from around the world have immigrated to the United States to start a new life.

Who are our Newcomers?

Newcomer students or Recently Arrived English Learners, asylum-seekers, immigrants, refugees, and migrant children who have been in the United States for less than one or two years.

Currently, Newcomers are arriving from:

- Ukraine
- Afghanistan
- Haiti
- Central America
- Africa



Who are our Newcomers Today?

The term Newcomer includes various categories of immigrants who are born outside the United States among them are:

Refugees: Persons fleeing his or her country of origin because of persecution.

Unaccompanied Youth: Children who come into the United States without an adult guardian.



Unaccompanied Children Released to Sponsors by State

Unaccompanied Children Release Data

Total number of Unaccompanied Children Released to Sponsors

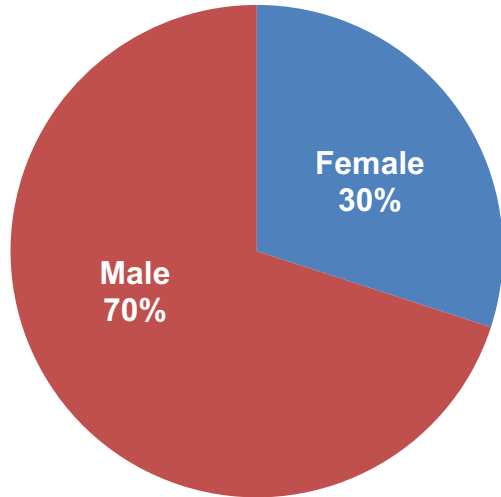
STATE	OCT. 2015 SEPT. 2016)	OCT. 2016 SEPT. 2017)*	OCT. 2017 SEPT. 2018	OCT. 2018 SEPT. 2019	OCT. 2019 SEPT. 2020)	OCT. 2020 SEPT. 2021)*	OCT. 2021 AUG. 2022)
California	7,381	6,268	4,675	8,447	2,225	10,773	12,829
Florida	5,281	4,059	4,131	7,408	1,523	11,145	12,382
New York	4,985	3,938	2,845	6,367	1,663	8,534	7,914
Texas	6,550	5,391	4,136	9,900	2,336	15,341	17,677

<https://www.acf.hhs.gov/orr/grant-funding/unaccompanied-children-released-sponsors-state>

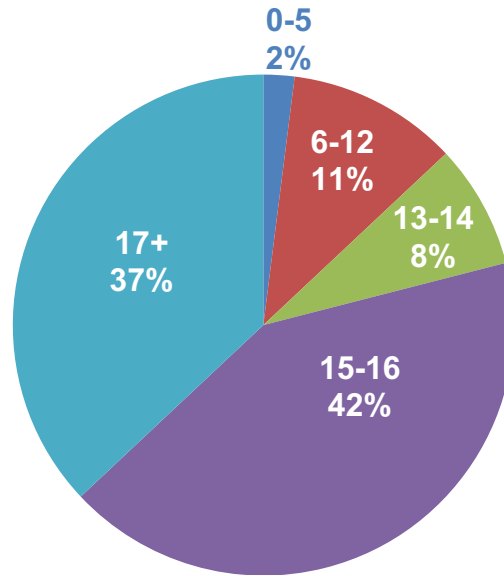


Unaccompanied Children Demographics

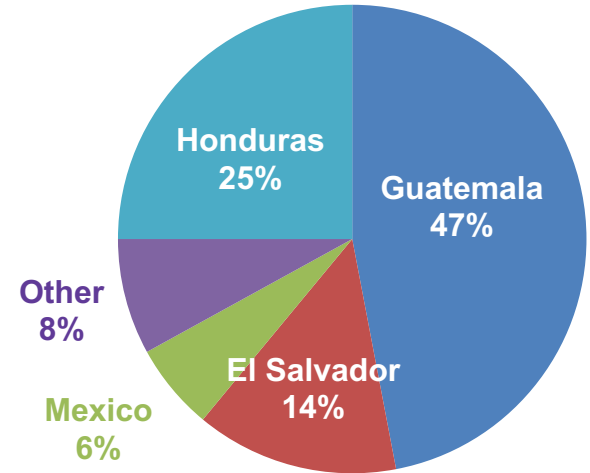
Gender, FY21 (Oct.20-May21)



Age, FY21 (Oct.20-May21)



Country of Origin, FY22



Source: Department of Health and Human Services



Who are our newcomers?



- Eager to learn
- Believe in the promise
- Diverse and Dynamic
- Resourceful and Resilient

- Feel Displaced - Need to connect
- Feel lost – Need comfort and purpose
- Yearn to belong

Immigrants bring varied and extensive cultural assets to this nation. The United States has long benefited from the knowledge, innovation, and artistry immigrants have contributed to numerous fields.

Federick 2013, Tobocman 2015



Foreign-born American Contributions to American Society

Arts

Foreign-born Americans have won more Nobel Prizes than those from all the other nations combined.

Cultural

Cinema

Sports

Mathematics

2009: Five of the eight Nobel Prize winners in science were immigrants

Economic

Literature

2013: Six of the eight Nobel Prize winners in science were immigrants

Culinary Arts

Engineering

Education

Science

Environment

U.S. Department of Education



The Role of Schools

Schools play an important role in helping newcomers adapt and contribute as they integrate into American society.



Review and Reflect on Transforming Perspectives



What seeds can you plant?

... at the district level?

... at the school level?

... at the classroom level?

... at the community level?



Objectives

Present effective strategies that:

- Promote behavioral, cognitive, and socio-emotional student engagement
- Develop and expand vocabulary and language structures cohesively
- Scaffold content knowledge and reading comprehension
- Build student agency, confidence, and autonomy



Socio-Emotional Needs: Identity

Who am I?

Where am I from?

What do I become?



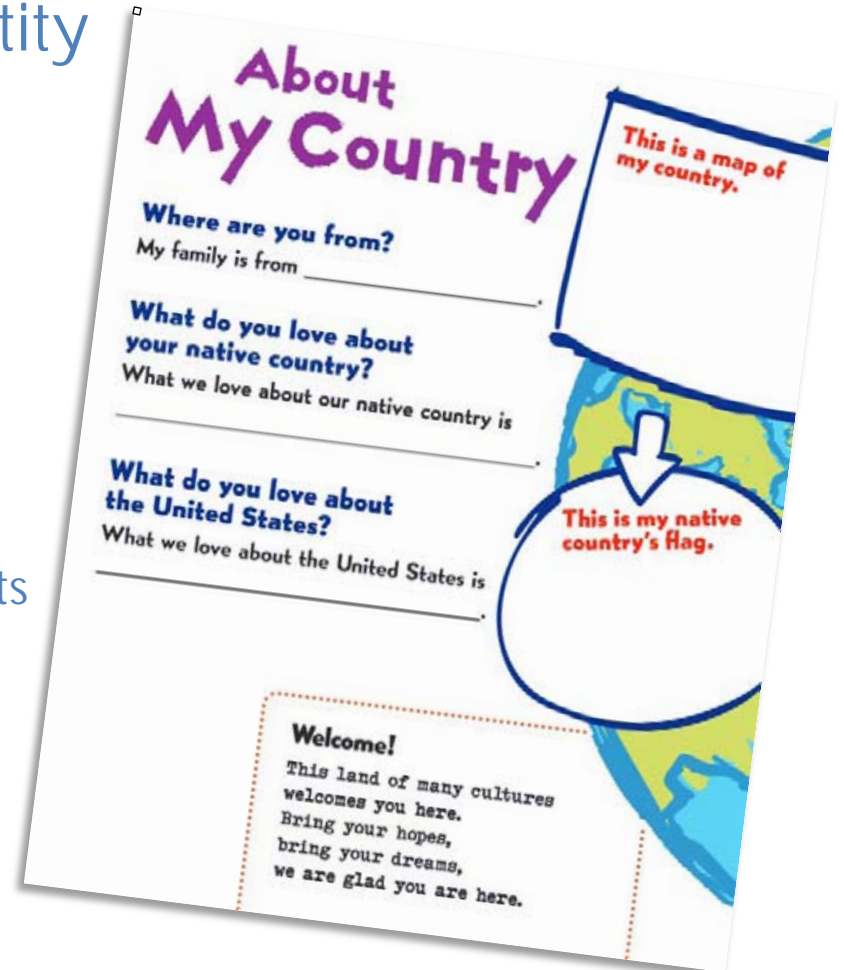
Display a map and provide students the opportunity to connect and be acknowledged for who they are and where they came from.



Socio-Emotional Needs: Identity

Activities that meaningfully connect language and foster self awareness:

- Identifying personal, cultural and linguistic assets
- Linking feelings values and thoughts
- Reconcile internal conflicts



Socio-Emotional Needs: Belonging

Where do I belong?

Will I be accepted?

Do I belong here?

Social Buddies

- Recess
- Lunch
- After school

Academic Buddies

- Tutor
- Worktable
- Strategic Partner

Having Fun With Friends



Socio-Emotional Needs: Agency

What can I do?

What am I supposed to do?

How will I learn?

Am I doing this right?

Create concrete ways to build student's agency by setting personal and learning goals

Making metacognitive reflection a habit of mind

Celebrating self as a learner



Socio-Emotional Needs: Agency

Build autonomy by assigning tasks that can be done independently

Developing interests and a sense of purpose

Opportunities to make choices



Review and Reflect on Socio-Emotional Needs



What seeds can we plant?

... at the district level?

... at the school level?

... at the classroom level?

... at the community level?



AGENCY

IDENTITY

BELONGING



Linguistic Needs

- Language and Thinking
- Primary Language as an Asset
- Language of self-advocacy
- Linguistic scaffolds



Linguistic Needs: Language and Thinking



- Language is thinking
- Thinking is language










“Cognitive functions are product of language interactions.”

Lev Vygotsky

Linguistic Needs: Primary Language as an Asset

- Using Primary Language intentionally and strategically to access meaning
- Teach students to use their primary language as a tool for connecting, comparing, and contextualizing information
- Create strategic language groups
- Provide resources in student's primary language

Bilingual Word Bank Lesson 1

 <p>Who</p>	 <p>An explorer explores the world.</p>	 <p>A geologist studies Earth.</p>
 <p>A photographer takes photographs.</p>	 <p>A scientist does experiments.</p>	
 <p>What</p>	 <p>an elephant</p>	 <p>islands</p>
 <p>pyramids</p>	 <p>a waterfall</p>	

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Linguistic Needs: Language Scaffolds

- Meaning and Coherence: visuals function forms and frames
- From visuals to word level to phrases to sentences
- Develop and expand vocabulary and language structures cohesively



Linguistic Needs: Language Scaffolds

- Meaning and Coherence: function forms and frames



Learning Targets

Language Objective
I can introduce myself.

Language Structures

- What is your name?
- My name is ____.

Language Functions
Seek Information, Inform, Identify

Language Form
Nouns

Listen
Listen to the speaker.

Speak
Say your answer.

Hi! My name is Pedro.
I am from Mexico.

I have a grandmother.
I have a father.
I have two sisters, too.
Who is in your family?

Hi! My name is ...
I am from ...

I have ...
I also have ...

 I can introduce myself.

Read
Read the text. Circle the word.

Hi! My name is Hasan.
What is your name?
I am from Somalia.
Where are you from?
I am tired today.
How are you?

Write
Write to complete the sentences.

My name is _____

I am from _____

I am _____ today.

Linguistic Needs: Language Scaffolds

From visuals, to word level, to phrases, to sentences...

park



WEEK 5 | Lesson 2 | Community Connections

park

Explain the word in student-friendly language. Discuss examples from the text, school experiences, and students' lives.

Look at the picture. What do you see? This is a park. A park is a piece of land that has grass and trees. There are no houses in a park. A park can be used to exercise or spend time with your friends and family. You might have a picnic in a park.



Seeing the Word

- Use gestures to build understanding. Have students actively participate in movements and say the word aloud.
- Ask students to make a sketch representing the word and share with others.

Example: Look! I drew a park. I drew a lot of trees and grass. I drew a walking track. There is a family having a picnic. They are enjoying their day at the park.

Writing It Down

- Model a simple sentence with the word. Have students chorally respond as you write.
Example: There is a park in our community.
- Provide linguistic support such as sentence frames and word banks. Have students write their own ideas and read to others.
Example: I ___ at the park.

Zooming In on the Word

- Show how to articulate the word.
- Write the word in the air.
- Clap syllables together.
- Ask questions about the word.
Example: Is there a park in our community? Have you ever been to a park? Did you have a picnic at a park? Did you play in the grass? What do you do at a park?

Show You Know Options

- Sort It Out** Sort words into groups and explain how the words go together or are different.
*Example: The words **park** and **restaurant** go together because I eat at a restaurant and sometimes I eat at the park.*
- All Mixed Up** Provide a mixed-up sentence and have students collaboratively rebuild the sentence to practice reading and writing.
Example: I went to the park to exercise.

- Word Hunt** Have students look for the word in a book. They write the word and page number in a journal or on a self-stick note. Then they share the sentence with the word with a partner.
*Example: Look! I found the word **park**. The sentence says ____.*
- Guess My Word** Have one partner draw a word and the other partner guess the word. Next, have students say the word together. Then have them switch roles.

Linguistic Needs: Language Scaffolds

WORDS

park



QUESTIONS

- Who goes to the park?
- What can you do here?
- What would happen if..?

PHRASES

- the bench
- the trees
- at the park

SENTENCES

- I see a _____.
- I do not see a _____.
- The grass is _____.

Categorized Word Banks

People

- The students
- The teachers
- The children

Actions

- walk
- play
- eat

Places

- on the path
- on the grass
- on the bench

Linguistic Needs: Language Scaffolds

- Visuals
- Word Level
- Sentence Level

Lesson 1



My Name Is...

Rasha

Maya

Pedro

Trang

Hesan

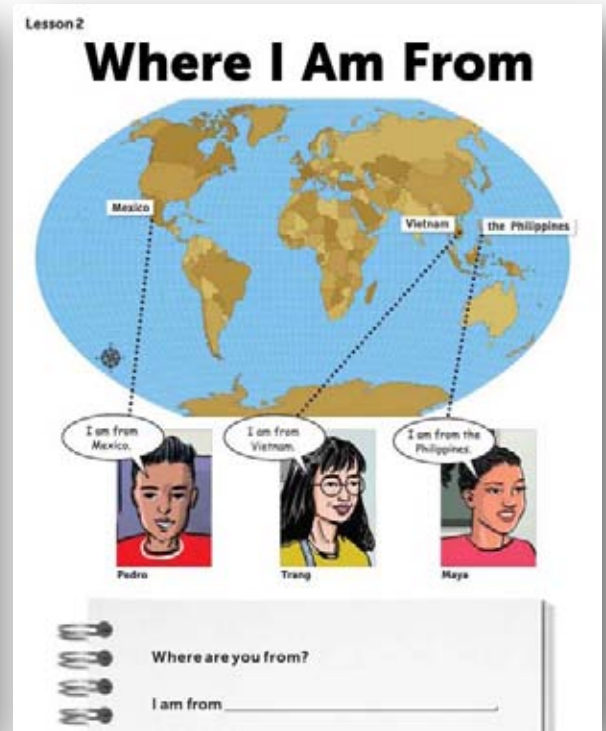
What is your name?

My name is _____

Detailed description: This image shows the materials for Lesson 1. At the top left is a white name tag with a green clip and the text 'My Name Is...'. To the right are six character portraits arranged in a 2x3 grid. The top row shows Rasha (a woman with a red headscarf), Maya (a woman with dark hair), and Hesan (a man with dark hair). The bottom row shows Pedro (a man with dark hair), Trang (a woman with glasses), and Hesan (a man with dark hair). Below the portraits is a spiral notebook with the question 'What is your name?' and a blank line for the answer 'My name is _____'.

Lesson 2

Where I Am From



Mexico

Vietnam

the Philippines

I am from Mexico.

I am from Vietnam.

I am from the Philippines.

Pedro

Trang

Maya

Where are you from?

I am from _____

Detailed description: This image shows the materials for Lesson 2. At the top is a world map with labels for Mexico, Vietnam, and the Philippines. Below the map are three character portraits with speech bubbles: Pedro says 'I am from Mexico.', Trang says 'I am from Vietnam.', and Maya says 'I am from the Philippines.'. Below the portraits is a spiral notebook with the question 'Where are you from?' and a blank line for the answer 'I am from _____'.

Linguistic Needs: Language Scaffolds

- Develop and expand vocabulary and language structures cohesively

Practice Lesson 5

Write
Write to complete the sentences.

Hello, my name is _____

I am from _____

I am _____ today. (happy, excited, nervous)

I have a _____ and _____

I have _____

I have _____ sisters.

I have _____ brothers.

I do not have _____

I like to play _____ with my _____

I also like to _____

and _____

Show What You Know

Make a Poster

What You Need
paper, tape, colored pencils, drawings, glue

Step 1
Get your materials.

Step 2
Add a picture of yourself.

Step 3
Add a picture of where you are from.

Step 4
Add a picture of your family.

Step 5
Add a picture of something you like to do.

Step 6
Present your poster.

My name is Lily.
I'm from China.
I have a father.
I have a mother.
I have a brother.
I like to play soccer.

My name is Lily.
I'm from China.
I have a father.
I have a mother.
I have a brother.
I like to play soccer.

My name is Lily.
I'm from China.
I have a father.
I have a mother.
I have a brother.
I like to play soccer.

Linguistic Needs: Academic Language

Language Constructs and...



the language of learning
the language for learning

Important Things to Know

Question Words

Question Words	Use when asking about...	Example
Who	People	Who is this?
What	Things	What is this?
When	Time	When does school start?
Where	Places	Where is the park?
Which	Choice	Which do you like?
Why	Reasons	Why do you like that?
How	Manner	How do you get to school?

Prepositions

between	in front of	behind	inside
on the right	on	on the left	under/below

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Review and Reflect on Linguistic Needs



What seeds can we plant?

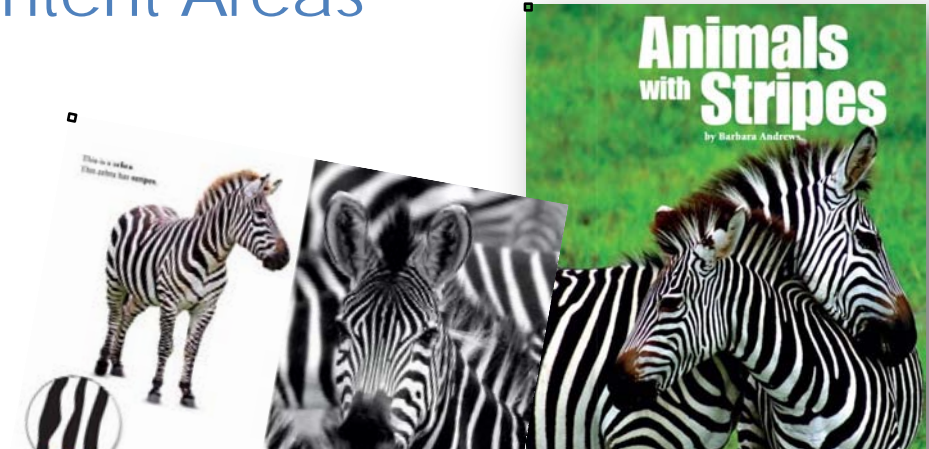


- ... at the district level?
- ... at the school level?
- ... at the classroom level?
- ... at the community level?



Academic Access: Content Areas

- Primary Language
- Videos
- High Interest books
- Teach access strategies
- Learning strategies



Informational Text **Level** B **Lexile** 40L

Life Science
Animal Adaptations

Text Complexity Analysis

Text	Purpose and Levels of Meaning	Structure	Language Conventinality and Clarity	Knowledge Demands
Animals with Stripes Lexile 40L Level B Total GMI: 4	1 The text has one simple purpose, to identify animals with stripes.	1 The text has a simple structure. Connections between text and photographs are clear.	1 The text consists of simple sentences.	1 The text focuses on one simple topic, animals with stripes, in a concrete way.
Animals' Tools for Survival Total GMI: 7	1 The text has one simple purpose, to show various features of different animals.	1 The text has a simple, repetitive structure.	1 Significant domain-specific vocabulary is present.	1 The topic of animals' tools is mostly familiar, but some aspects may be new to readers.

Text complexity dimensions are scored on the following scales: ● LOW ● MIDDLE LOW ● MIDDLE HIGH ● HIGH

This book is intended for older students reading at the Emergent level.

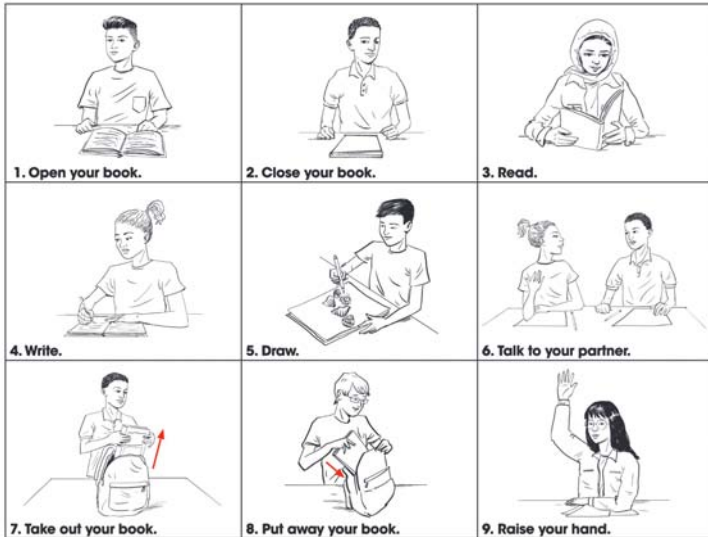


Academic Access: Learning Strategies

Basic Instructional Commands

A. Listen and point.

The teacher will give a command. You will point to the picture.



B. Partner Work

One partner gives the command. The other partner acts it out or points to the picture.

Facilitate learning the language needed for basic functions in the classroom.

Promote autonomy.

Help students understand classroom Routines and educational expectations.

Academic Access: Learning Strategies

Teach high leverage learning strategies such as retelling and summarizing from a visual or graph

Retell a Story

Work with a partner.

Take turns. Retell the story using the pictures, the sentence frames, and your hand.

Morning Routine



The title of the story is...

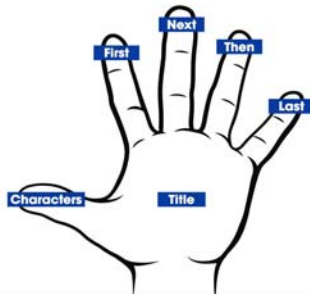
The character is...

First, ...

Next, ...

Then, ...

Last, ...

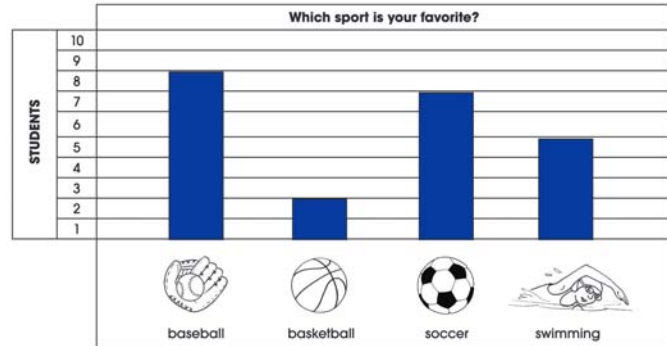


Summarize a Bar Graph

Write

Complete the sentences with a partner. Then take turns reading the sentences.

Favorite Sports



Only _____ students liked _____.

_____ students liked _____.

_____ students liked _____ the best.

_____ students said their favorite sport was _____.








Academic Access: Learning Strategies

Teaching learning and reading strategies explicitly and in context helps students understand:

- The learning process
- How to approach the text
- How to make meaning
- How to take charge of their learning

Important Things to Know

Learning and Reading Strategies

Strategy	How	Why
Preview 	Look at the cover and title. Look at the pictures. What do I see?	Helps me prepare my mind to read and learn.
Predict 	Think about what will happen next. What will happen next?	Helps me think ahead about what I am reading or learning.
Visualize 	Create pictures in my mind about what I am reading or learning. What do I see in my mind?	Helps me understand and imagine what I am reading or learning about.
Question 	Stop and ask myself questions. What does this mean?	Helps me make sure I understand what I am reading and learning.
Connect 	Think about what I know and how it connects to what I am reading or learning. What does this remind me of?	Helps me understand how ideas are useful and how they relate to my life and the lives of others.
Infer 	Think about clues or details and use what I know and feel as I read or learn. What do I figure out that the author or speaker does not tell me?	Helps me discover information that is not directly stated in the text.
Evaluate 	Think about what I have learned and how I can use it. What have I learned? How can I use it?	Helps me know if I am learning and if I can use what I have learned.

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Academic Access: Learning Strategies



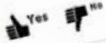




Promoting Metacognition

Important Things to Know

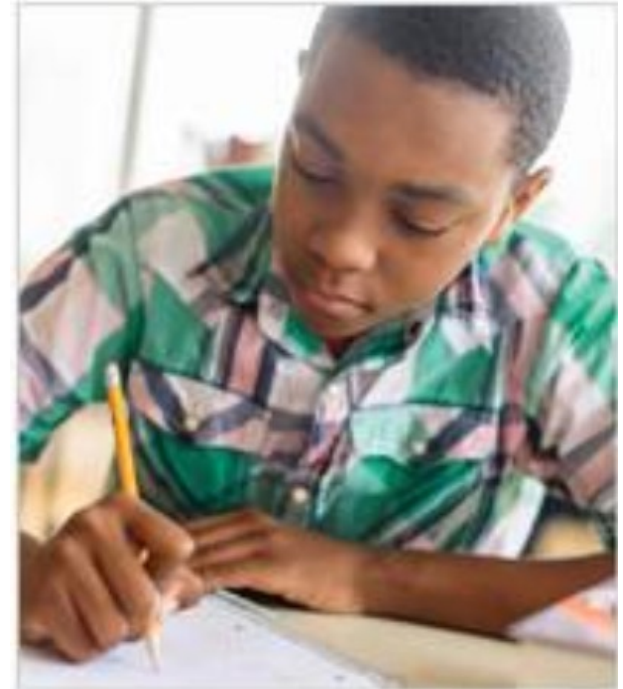
METACOGNITION:
Thinking About Your Thinking
Helps You Learn

Meta = Beyond
Cognition = Thinking

I notice what I think.
I wonder and ask questions.

	Learning Strategies	
Plan and Organize		<ul style="list-style-type: none">• I plan to study.• I get my learning materials.• I set learning goals.
Activate Prior Knowledge		<ul style="list-style-type: none">• I think about what I already know.• I use what I know to learn something new.
Check Your Understanding		<ul style="list-style-type: none">• I check my understanding.• I think about the ideas I am learning.• I get help if I need it.
Take Notes		<ul style="list-style-type: none">• I draw, I annotate, and write notes about important ideas.• I use my own words to tell the events of the story in order.
Sequence		<ul style="list-style-type: none">• I use my own words to tell the key ideas from the text.
Summarize		<ul style="list-style-type: none">• I think about my learning.• I ask: Did I reach my learning goal?
Evaluate		

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Review and Reflect on Academic Access



What seeds can we plant?

... at the district level?

... at the school level?

... at the classroom level?

... at the community level?



Home Connections

- Parents and family as funds of knowledge
- Home culture honored and respected
- Members of home included as part of the learning community
- Members of home included in learning
- Two-way communication facilitated

Hello!

This week our topic is **Community Connections**.

We are learning concepts and language related to where we live, different people and places in our community, and transportation.

The Home-Connection Activities this week will include learning where we live now and where we've lived in the past, different ways to help our community, and different forms of transportation.

The fictional text for this week is entitled *My Life in San Diego*. It is about a girl's community in San Diego, California.

Enjoy the book by viewing and listening to it and then discussing it in your home language with your child. After reading the book together, you can think about your own experiences in our community and the different people that live here.

As we progress through the week, students will be compiling information to make a pop-up book about their community for their weekly presentation. Your child will be able to share their work with you.

Enjoy this week's chants, verses, and songs!

Please let me know if you have any questions. Use the back of this letter to send a message that your child can read.

Have a wonderful week!

This is a message from: _____

Student's Name: _____

Please call me. You can reach me at: _____

My question is: _____

I want to let you know that: _____

Week 5: Community Connections

Arabic

English

Mandarin

Russian

Spanish

Vietnamese



Home Connections

Build knowledge about and on student's prior experiences

HOME CONNECTION ACTIVITIES - Community Connections - Lesson 1

Home Sweet Home

No matter where we roam,
Home is where the heart is.
There is no place like home.

Invite a family member to work with you.
**Draw pictures and write about the place
you lived before and the place you live now.**

Where I Lived Before

Where I Live Now

Places and Things I See Outside

Places and Things I See Outside



ACTIVIDADES DE CONEXIÓN CON EL HOGAR - Conectar en la comunidad - Lección 1

Hogar, dulce hogar

No importa adónde vayamos,
hogar es donde está el corazón.
No hay lugar como el hogar.

Invita a un miembro de tu familia a hacer esta actividad contigo.
**Haz dibujos y escribe sobre el lugar en el que vivias
antes y en el que vives ahora.**

Dónde vivía antes

Dónde vivo ahora

Lugares y cosas que veía afuera

Lugares y cosas que veo afuera



Home Connections

ما أجمل العودة إلى البيت التواصل مع العائلة - التواصل مع المجتمع - التواصل إلى

ما أجمل العودة إلى المنزل

لا يهم أين تتجول، فكل منزل حيث يهبط الغراب لا يوجد مكان مثل المنزل.

لذرة للعمل معك، اكتب بشأن المكان الذي كنت تعيش بالمكان الذي تعيش فيه الآن.

ابن أمية

النارج

الآن وا قبلها التي اتاعدها في الخارج



Ngôi nhà Thân yêu

家 甜 蜜 的 家

Hãy mời một thành viên gia đình làm cùng với bạn. Về tranh và viết về nơi bạn đã sống trước đây và nơi bạn hiện đang sống.

无论我们在哪里，家都是心之所往，没有地方比家更温暖。

邀请一位家庭成员和你一起工作，画出并写下你以前住的地方和现在住的地方。

以前住过的地方

现在住的地方

以前在外面看到的地方和事物

我现在在

Địa điểm và đồ vật tôi thấy bên ngoài

Địa điểm và đồ vật tôi thấy bên ngoài



Мой родной Дом

МАНЯНИЯ ДЛЯ ЗАНЯТИЙ ДОМА. Я и мое сообщество. Урок 1

Где бы ни путешествовали, Сердце остается там, где дом родной. Родной дом — лучшее место на свете.

Попроси кого-то из родных сделать это задание вместе с тобой. Нарисуй картинки и напиши о месте, где ты жил(-а) раньше, и месте, где ты живешь сейчас.

Где я жил(-а) раньше

Где я живу сейчас

Места и то, что я видел(-а) вокруг них

Места и то, что я вижу вокруг них



Review and Reflect on Home Connections



What seeds can we plant?

... at the district level?

... at the school level?

... at the classroom level?

... at the community level?



Community

Help build a bridge from the past to the present and a vision for the future

HOME-CONNECTION ACTIVITIES - Community Connections - Lesson 5

There are places we remember in our minds and in our hearts.

Share Your Project with Your Family

Show your project and describe it to a family member.

I live in _____.

In _____ there is a _____.

The _____ is next to the _____.

I take a _____ to go to the _____.

Invite a family member to talk about a community he or she remembers. Ask the questions, listen, and take notes.

What was the name of the community?

The name of the community was _____.

What was a special place there?

A special place was _____.

It was special because _____.

Who were the workers that helped the community?

The workers that helped were _____.



ACTIVIDADES DE CONEXIÓN CON EL HOGAR - Conexiones en la comunidad - Lección 5

Hay lugares que se quedan en la memoria y en el corazón.

Comparte tu proyecto con tu familia

Muéstrale tu proyecto a un miembro de tu familia y descríbelo.

Vivo en _____.

En _____ hay un/a _____.

El/La _____ está junto a _____.

Tomo un _____ para ir a _____.

Invita a un miembro de tu familia a hablar sobre una comunidad que él/ella recuerde. Pregunta, escucha y anota.

¿Cómo se llamaba la comunidad?

La comunidad se llamaba _____.

Menciona un lugar especial de allí.

Un lugar especial era _____.

Era especial porque _____.

¿Qué trabajadores/as ayudaban a la comunidad?

Los trabajadores/as que ayudaban eran _____.



Community

Promote integration into local communities.

Disseminate information relating to service organizations

HOME CONNECTION ACTIVITIES · Community Connections · Lesson 2

Connections

I play at the park.
I read in the library.
I swim at the pool.
I learn in school.



Invite a family member to work with you. Talk about and draw two important places in your community.

Why are these places important to you and your family?

This is an important place because

Place 1

Place 2

This is an important place because

ACTIVIDADES DE CONEXIÓN CON EL HOGAR · Conexiones en la comunidad · Lección 2

Conexiones

Juego en el parque.
Leo en la biblioteca.
Nado en la piscina.
Aprendo en la escuela.



Invita a un miembro de tu familia a hacer esta actividad contigo. Habla sobre dos lugares importantes en tu comunidad y dibújalos.

¿Por qué estos lugares son importantes para ti y tu familia?

Este es un lugar importante porque

Lugar 1

Lugar 2

Este es un lugar importante porque

Community

Establish a dynamic, multilingual, multicultural, community of learners!

HOME-CONNECTION ACTIVITIES Community Connections Lesson 3

Your hands, my hands,
His hands, her hands,
Hands that work,
Hands that help,
Hands that can!



Together is Better

Write and draw two things you can do to help at home or in the community.

1. _____
2. _____

Invite a family member.
How did you help a when you were my

My family _____



أيدك، أيدينا، أيدينا، أيديها، أيدي التي تعمل، أيدي التي تساعد، أيدي التي يمكنها.

مَعًا أَفْضَل

اكتب وارسم شيئين يمكنك القيام بهما للمساعدة في المنزل أو في المجتمع.

1. _____
2. _____

اربع أحد أفراد الأسرة أو
كيف كنت تساعد في
عندما كنت في عمري؟
ذكر أحد أفراد



ACTIVIDADES DE CONEXIÓN CON EL HOGAR: Conéctate en la comunidad - Lección 3

Juntos es mejor

Escribe sobre dos cosas que puedes hacer para ayudar en casa o en la comunidad, y dibújalas.

1. _____
2. _____

Invita a un miembro siguiente preguntando: ¿Cómo ayudabas cuando tenías _____

Mi _____



家庭连接 社区服务 第三课

在一起比什么都好

写下并画出两件事情你可以做的事情来帮助家庭或社区。

1. _____
2. _____

邀请一位家庭成员，在我这个年纪时，在家里或社区里，我的 _____



Review and Reflect on Home and Community Connections



What seeds can we plant?

... at the district level?

... at the school level?

... at the classroom level?

... at the community level?



4

“Education is the most powerful way to help refugees rebuild their lives and to help them contribute to the economic and social development of their host countries.”

António de Oliveira Guterres
UN Secretary General





謝謝

Ευχαριστώ

Gracias

Merci

Danke

Thank you

تشکر

Merci

Danke

متشکرم



Benchmark

EDUCATION[®]

Building Literacy and Language for Life[™]

Educator's role and responsibility: Critically Analyze and Discern an Effective Curriculum!

Why does this matter?



A unique and comprehensive program created for
“New Arrival” students entering **Grades 3, 4, and 5.**





Benchmark



Hello!™

A program designed to strengthen the academic, socio-emotional, cultural, and linguistic potential of newcomers through engaging content knowledge and language development.





An Asset-Based Newcomer Program

Schools play an important role in helping newcomers adapt and contribute as they integrate into American society.

-U.S. Dept. of Education, 2016





Eight Language-Building Topics

- 1: Making New Friends**
- 2: Classroom Curiosity**
- 3: My School in the U.S.A.**
- 4: I Am Unique**
- 5: Community Connections**
- 6: How I See the World**
- 7: Zoom Into My Life**
- 8: Wondering About the World**

YOU ARE THE ARCHITECT AND THE PROTAGONIST

Amado Nervo

Organized around 8 weekly topics

Structured engagement and peer interactions for academic conversation and collaboration

Daily learning routines to build confidence

Build identity and self-reliance

Introduce students to academic norms and practices



Designed for 8 Weeks that can be customized for various instructional contexts and possibilities



Flexible Pacing Guides



Five-Week Pacing Calendar

Week	Day 1	Day 2
1	Week 1 • Lesson 1 My Name Is...	Week 1 • Lesson 2 Where I Am From
	Week 1 • Lesson 2 Where I Am From	Week 1 • Lesson 3 What I Like to Do
2	Week 2 • Lesson 5 Show What You Know: Make a Mobile	Week 3 • Lesson 1 People in My School
	Week 3 • Lesson 2 My School in the U.S.A.	Week 3 • Lesson 3 Places in My School
3	Week 4 • Lesson 3 Feelings	Week 4 • Lesson 4 Clothing
	Week 4 • Lesson 4 Clothing	Week 5 • Lesson 1 The Days of the Week
4	Week 5 • Lesson 1 The Days of the Week	Week 5 • Lesson 2 Colors
	Week 5 • Lesson 2 Colors	Week 6 • Lesson 1 Fruits and Vegetables
5	Week 6 • Lesson 1 Fruits and Vegetables	Week 6 • Lesson 2 Who and What
	Week 6 • Lesson 2 Who and What	Week 7 • Lesson 1 Who and What

Eight-Week Pacing Calendar

Week	Day 1
1	Lesson 1 My Name Is...
2	Lesson 1 Classroom Objects
3	Lesson 1 People in My School
4	Lesson 1 My Body
5	Lesson 1 Where I Live
6	Lesson 1 The Days of the Week
7	Lesson 1 Fruits and Vegetables
8	Lesson 1 Question Words: Who and What

Sixteen-Week Pacing Calendar

Week	Day 1	Day 2	Day 3	Day 4	Day 5
1	Lesson 1 Making New Friends • Introduce Yourself to Students • View "Nice to Meet You" • Model the Sentence Structure • Guide Practice • Peer Practice: Lines of Communication	Lesson 1 Making New Friends (continued) • Meet the Characters/ Apply Vocabulary and Language Structure • Introduce the Text • Read and Talk About the Text • Extend the Text: Role-Play • Weekly Project • Reflect and Share • Additional Practice • Home-Connection Activities	Lesson 2 Where I Am From • Listen and Speak Review • Teach Vocabulary • Model the Sentence Structure • Guide Practice • Peer Practice: Lines of Communication	Lesson 2 Where I Am From (continued) • Apply Vocabulary and Language Structure • Introduce the Text • Read and Talk About the Text • Extend the Text: Create a Character • Weekly Project • Reflect and Share • Additional Practice • Home-Connection Activities	Lesson 3 My Family • Listen and Speak Review • Teach Vocabulary • Model the Sentence Structure • Guide Practice • Peer Practice: Find Your Family
	Lesson 3 My Family (continued) • Apply Vocabulary and Language Structures • Introduce the Text • Read and Talk About the Text • Extend the Text: Act It Out • Weekly Project • Reflect and Share • Additional Practice • Home-Connection Activities	Lesson 4 What I Like to Do • Listen and Speak Review • Teach Vocabulary • Model the Sentence Structure • Guide Practice • Peer Practice: Card Conversations	Lesson 4 What I Like to Do (continued) • Apply Vocabulary and Language Structure • Introduce the Text • Read and Talk About the Text • Extend the Text: Connect to Personal Experiences • Weekly Project • Reflect and Share • Additional Practice • Home-Connection Activities	Lesson 5 Show What You Know: Make a Poster • View "Nice to Meet You" • Finalize the Project • Model the Presentation	Lesson 5 Show What You Know: Make a Poster (continued) • Partner Practice • Presentation • Reflect and Share • Informal Assessment • Additional Practice • Home-Connection Activities • Celebrating Me • Important Things to Know



Weekly topics build language and vocabulary about the students themselves, as well as about the world around them.

	TOPIC	LESSON	LESSON TOPIC	ACADEMIC LANGUAGE FUNCTION	LANGUAGE FORM	LANGUAGE OBJECTIVE	RECEPTIVE LANGUAGE LISTENING AND READING
WEEK 1	Making New Friends	1	My Name Is...	Seek Information Inform, Identify	Nouns	I can introduce myself.	What is your name?
		2	Where I Am From	Seek Information Inform, Identify	Nouns	I can say where I am from.	Where are you from?
		3	My Family	Seek Information Inform, Identify	Singular and Plural Nouns	I can talk about my family.	Who is in your family?
		4	What I Like to Do	Seek Information Inform, Identify	Verbs	I can talk about what I like to do.	What do you like to do?
WEEK 2	Classroom Curiosity	1	Classroom Objects	Inform, Explain, Identify, Give Examples	Nouns, Verbs, Negation	I can talk about classroom objects.	Do you have ___?
		2	School Subjects	Inform, Explain, Identify, Give Examples, Retell	Nouns, Verbs	I can talk about subjects in school.	What subject do you like? How about you?
		3	Places in the Classroom	Inform, Explain, Identify, Give Examples	Nouns	I can talk about places in the classroom.	Where do you go in the classroom?
		4	Classroom Rules	Inform, Explain, Identify, Give Examples	Verbs	I can talk about classroom rules.	What are some rules that you follow?
		5	Show What You Know: Make a Mobile	Inform, Explain, Describe	Spiral Review	I can present information about my classroom.	Spiral Review
WEEK 3	My School in the U.S.A.	1	People in My School	Identify, Analyze, Retell	Nouns	I can talk about people in my school.	Who do you see?
		2	Places in My School	Explain, Analyze, Justify	Nouns, Verbs, Prepositions	I can talk about places in my school.	Where are you going?
		3	What I Like to Do in School	Identify, Describe, Retell	Verbs	I can talk about what I like to do in school.	What do you like to do in school?
		4	What I Do in Places at School	Identify, Describe, Infer	Nouns, Verbs, Prepositions	I can talk about what I do in places at school.	What do you do in the ___?
		5	Show What You Know: Make a Diorama	Synthesize, Design, Explain	Spiral Review	I can present information about my favorite places at school.	Spiral Review

PRODUCTIVE LANGUAGE SPEAKING AND WRITING	EXPAND LEARNING	TARGET VOCABULARY	WEEKLY PROJECT
My name is ___.	How are you?	students' names (varies)	Students will draw self-portraits and write their names.
I am from ___.	What about you?	students' countries of origin (varies)	Students will draw and write about their home countries.
I have a ___ I have an ___.	Do you have a ___? / Do you have ___? Yes, I have a ___ No, I do not have a ___ Yes, I have ___ No, I do not have ___.	aunt, brother, cousin, family, father, grandfather, grandmother, mother, sister, uncle	Students will draw and write about their families.
I like to ___.	I like to ___ and ___.	cook, dance, draw, play soccer, play with friends, read, sing	Students will draw and write about their favorite activities.
I have ___ I do not have ___.	Can I borrow a ___?	book, dictionary, eraser, notebook, paper, pen, pencil, ruler	Students will draw and write about a classroom object.
I like ___.	What subjects do you like? I like ___ and ___.	art, math, physical education (PE), reading, science, social studies, writing	Students will draw and write about their favorite school subject.
I go to the ___.	Where do you want to go? I want to go to the ___.	board, bookshelf, chair, computer, desk, door, table	Students will draw and write about a place in the classroom.
Yes, I can.	Can you ___?	Be prepared. Be ready to learn. Be safe. Help your classmates. Listen politely. Raise your hand. Take turns. Walk in school.	Students will draw and write about a classroom rule.
Spiral Review	N/A	Spiral Review	Students will complete and present a mobile about their classroom.
I see the ___.	He/She is the ___ His/Her name is ___.	custodian, librarian, nurse, principal, secretary, teacher	Students will create and write about a person who works at school.
I'm going to the ___.	Where is the ___? The ___ is in the ___.	bathroom, cafeteria, classroom, gym, hallway, library, nurse's office, office, playground	Students will draw and write about three places at school.
I like to ___.	What do you like to do in the morning? What do you like to do in the afternoon? What do you like to do after school? I ___ in the ___.	eat, exercise, learn, listen, sing, walk, write	Students will draw and write about an activity they do at school.
I ___ in the ___.	I also ___ in the ___.	eat lunch, get books, play sports, talk with friends, use the computer, wash my hands	Students will add the activity they draw in the previous lesson to a place at school.
Spiral Review	N/A	Spiral Review	Students will complete and present their dioramas about their school.



- Daily student engagement in explicit strategies to develop language
- Daily Integration of Listening, Speaking, Reading and Writing
- Flexible implementation models:
 - Intervention
 - Push-in / Pull-out Models
 - SEI / Mainstream English
 - Stand Alone Classes
 - Summer School

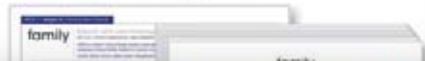


Print & Digital Resources

Teacher's Resource System



Teacher Vocabulary Cards



Pre- and Post-Assessment



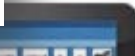
Section Letters



Weekly Videos



Chart



8 Student Books



Student Vocabulary Cards



▲ Consumable booklets allow all students to have their own vocabulary cards.

8 Student e-Books

8 Advance ALL e-Books



Home-Connection Activities



Multilingual Glossary





- **Student Resources**
- **Instructional Resources**
- **Family Engagement Resources**
- **Assessment**



ONE MONTH INSTANT ACCESS

Link:

<https://instantaccess.benchmarkuniverse.com>

Username: hello1515

Password: hello1515

To get more information and access samples visit

<https://www.benchmarkeducation.com/>

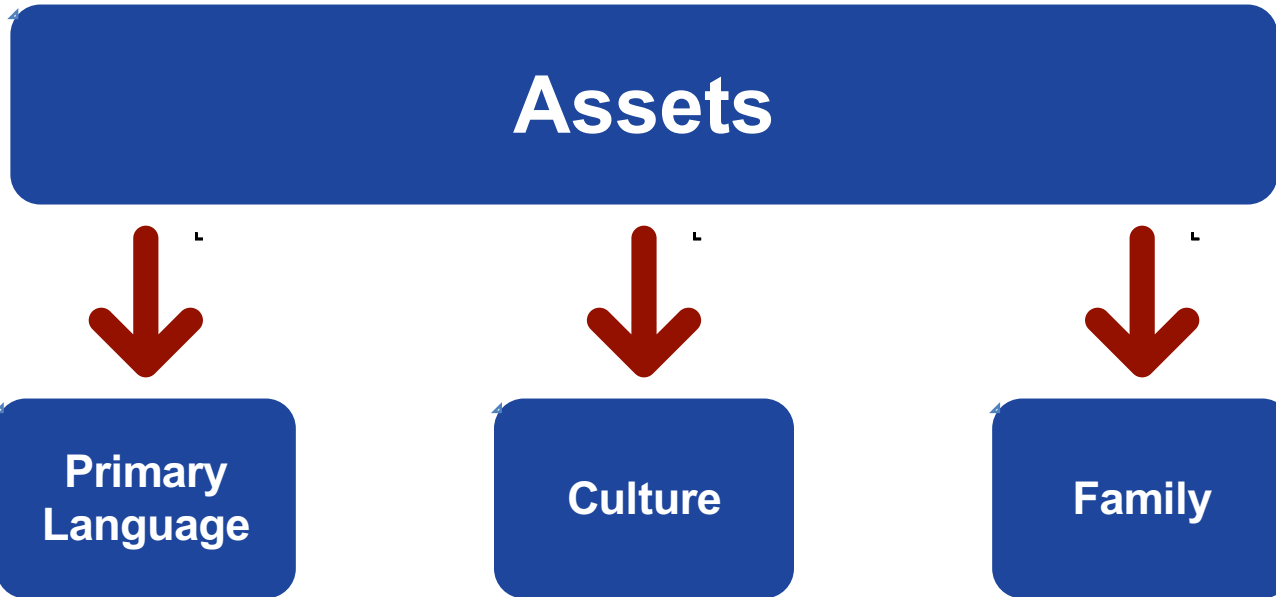


Good Until
May 31st, 2023

A unique and comprehensive program created for
“New Arrival” students entering **Grades 3, 4, and 5.**



Asset-Based Approach



Newcomer-Focused Instruction

English Language Development	SEL and Self-Advocacy Skills
Direct teaching of basic vocabulary	Community Building
English language grammar and syntax in context	Teacher support for addressing students' social-emotional needs
Metacognitive, cognitive, and social/affective strategies	Drawing on family and cultural funds of knowledge
Peer interaction to encourage oral production/practice	Practical survival skills





Weekly Themes

1

Making New Friends

2

Classroom Curiosity

3

My School in the U.S.A.

4

I am Unique!

5

Community Connections

6

How I see the World

7

Zoom into My Life

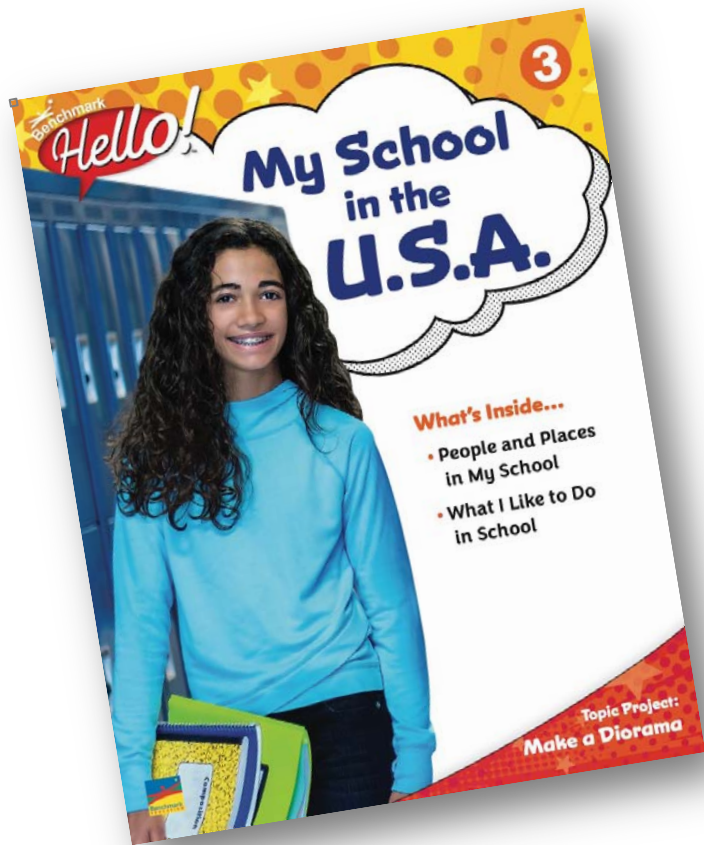
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Wondering About the World

Topics that develop
***oral language and
vocabulary***



Write-In Student Book: Week 3



Unit 3: Student Book



Lesson 1

People in My School



teacher



librarian



nurse



principal



secretary



custodian

2

Who do you see?

I see the _____.

Playful Pedro

PARENT - TEACHER CONFERENCES ARE TONIGHT!

1 I see the Teacher! He is Mr. Gomez! I see the principal, too. That's Mrs. Lee. They are very busy.

I see your friend Pedro.

2 Where?

He was next to Hasan. Now he's gone.

3 Baa! Here I am!

Aah! Pedro!

4 Hi, Ms. Kapila. Sorry, Rasha.

It's alright. Oh, I see the librarian! Let's introduce my mom.

3



Apply Vocabulary

Orally

Reading

Writing



teacher



librarian



nurse

Who do you see?

I see the _____.

principal











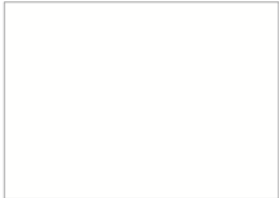
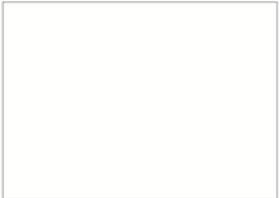
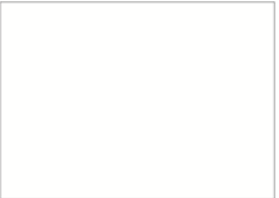






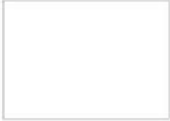
secretary

custodian



Bilingual Word Bank: Visual Scaffold

Lesson 2 **Bilingual Word Bank**

			 teria	 classroom
 _____ _____	 _____ _____	 _____ _____	 way	 library
 _____ _____	 _____ _____	 _____ _____	 ce	 playground
 _____ _____	 _____ _____	 _____ _____	 _____ _____	 _____ _____

Linguistic Needs: Language Scaffolds

From visuals, to word level, to phrases, to sentences...

park



WEEK 5 | Lesson 2 | Community Connections

park

Explain the word in student-friendly language. Discuss examples from the text, school experiences, and students' lives.

Look at the picture. What do you see? This is a park. A park is a piece of land that has grass and trees. There are no houses in a park. A park can be used to exercise or spend time with your friends and family. You might have a picnic in a park.



Seeing the Word

- Use gestures to build understanding. Have students actively participate in movements and say the word aloud.
- Ask students to make a sketch representing the word and share with others.

Example: Look! I drew a park. I drew a lot of trees and grass. I drew a walking track. There is a family having a picnic. They are enjoying their day at the park.

Writing It Down

- Model a simple sentence with the word. Have students chorally respond as you write.
Example: There is a park in our community.
- Provide linguistic support such as sentence frames and word banks. Have students write their own ideas and read to others.
Example: I ___ at the park.

Zooming In on the Word

- Show how to articulate the word.
- Write the word in the air.
- Clap syllables together.
- Ask questions about the word.
Example: Is there a park in our community? Have you ever been to a park? Did you have a picnic at a park? Did you play in the grass? What do you do at a park?

Show You Know Options

- Sort It Out** Sort words into groups and explain how the words go together or are different.
*Example: The words **park** and **restaurant** go together because I eat at a restaurant and sometimes I eat at the park.*
- All Mixed Up** Provide a mixed-up sentence and have students collaboratively rebuild the sentence to practice reading and writing.
Example: I went to the park to exercise.

- Word Hunt** Have students look for the word in a book. They write the word and page number in a journal or on a self-stick note. Then they share the sentence with the word with a partner.
*Example: Look! I found the word **park**. The sentence says ____.*
- Guess My Word** Have one partner draw a word and the other partner guess the word. Next, have students say the word together. Then have them switch roles.

Linguistic Needs: Language Scaffolds

WORDS

park



QUESTIONS

- Who goes to the park?
- What can you do here?
- What would happen if..?

PHRASES

- the bench
- the trees
- at the park

SENTENCES

- I see a _____.
- I do not see a _____.
- The grass is _____.

Categorized Word Banks

People

- The students
- The teachers
- The children

Actions

- walk
- play
- eat

Places

- on the path
- on the grass
- on the bench

Unit 3: Student Book



Bilingual Word Bank Lesson 1



custodian



librarian



nurse



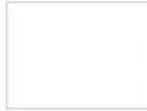
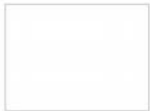
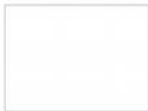
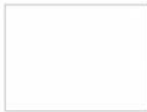
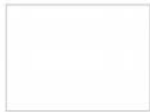
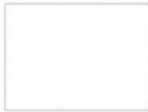
principal



secretary



teacher



Lesson 2 Bilingual Word Bank



bathroom



cafeteria



classroom



gym



hallway



library



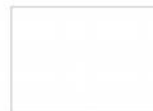
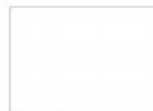
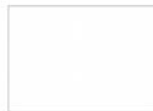
nurse's office



office



playground



Unit 3: Student Book



Make a Diorama

What You Need



Step 1

Finish and label your pictures.



Step 2

Tape the cardboard together.



Step 3

Add the pictures of the places.



Step 4

Add the picture of a person to a place of school. Write sentences.



Step 5

Add the picture of yourself to a room.



Step 6

Present your diorama.



Unit 3: Student Book



Practice Lesson 1

Listen and Match

Listen to each sentence. Circle the picture that matches it.

I see the principal.



This is the teacher.

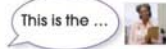
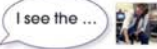


Hi! I am the custodian.



Speak

Look at each picture. Say the person at school.



Read and Match

Read each sentence. Circle the picture that matches it.

Hi! I am the nurse.



I see the librarian.



This is the secretary.



Write

Write down two people you know at your school and their names.

This is the _____. His/Her name is _____.

This is the _____. His/Her name is _____.

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Lesson 2 Practice

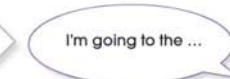
Listen

Listen to the speaker.



I'm going to the classroom.

Where are you going?



I listen and write.
What do you do?



Speak

Say your answer.

Read

Read the text.

I'm going to the library.
I have a book. I like to read.

I'm going to the classroom.
I like math.

I'm going to the cafeteria.
I like lunch.

Where are you going?

Write

Write to complete the sentences.

I'm going to the _____

I like _____

Where are you _____?

I'm going to the _____

I like _____

17



Unit 3: Student Book



Celebrating Me

 Think about yourself.  Draw and use your vocabulary words to help you write.

Being bilingual makes me feel ...	Words I like to use
Things that I learned	I am proud because ...



Unit 3: Teacher's Guide



WEEK 3 | Lesson 1 | Whole Group/Distance Teaching


Guide Practice (3-5 min)

<p>1. Practice the Structure</p> <p>Assign partners. Give each student a picture card or photo of a staff member. Invite students to take turns showing their card and asking and answering <i>Who do you see?</i></p> <p>Example: Partner A: (shows custodian card) <i>I see the custodian. Who do you see?</i> Partner B: (shows teacher card) <i>I see the teacher.</i></p>	<p>2. Connect to Home Language</p> <p>Invite students to teach a partner how they describe people who work at their school in their home language.</p>	<p>3. Expand Learning</p> <p>To challenge students, use the third person singular when telling about the school staff with the following sentence structures: <i>He/She is ____ His/Her name is ____</i>. Explain the difference between <i>his</i> and <i>her</i>.</p> <p>Example: Partner A: <i>Who is this?</i> Partner B: <i>He is the nurse. His name is Mr. Vergara.</i></p>
---	---	---



Peer Practice: Picture Card Conversations (5 min)

<p>1. Organize</p> <p>Assign partners. Distribute a set of student picture cards for each pair. Invite partners to place the picture cards face down between them.</p>	<p>2. Model the Interaction</p> <p>Model the activity with a student. Turn a card face up and say the name in a sentence. Then ask the question and invite the student to turn over a card and answer.</p> <p>Example: Teacher: (turns a card over) <i>I see the teacher. Who do you see?</i> Student: (turns a card over) <i>I see the librarian. Who do you see?</i></p>	<p>3. Practice the Interaction</p> <p>Invite partners to continue the activity until they have turned all their cards face up.</p> <p>Example: Partner A: <i>Who is this?</i> Partner B: <i>He is the nurse. His name is Mr. Vergara.</i></p>
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Apply Vocabulary and Language Structure (2 min)

<p>1. Display Student Book</p> <p>Ask students to turn to p. 2.</p>  <p>"People in My School" p. 2.</p>	<p>2. Use the Vocabulary and Language Structure</p> <p>Invite partners to point to each person, say who the person is, and then use the word in a sentence.</p> <p>Example: Partner A: <i>Who do you see?</i> Partner B: <i>I see the custodian.</i></p>	<p>3. Write</p> <p>Point to each person in the picture and write the word in the box.</p> <p>Example: Partner A: <i>Who do you see?</i> Partner B: <i>I see the custodian.</i></p>
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Introduce the Text (3 min)

<p>1. Display the Text</p> <p>Display "Playful Pedro" on p. 3. Read the title and invite students to repeat.</p>  <p>"Playful Pedro" p. 3.</p>	<p>2. Build on Background</p> <p>Tell students what the text is mostly about.</p> <p><i>In the story, the students' parents are visiting the school.</i></p>	<p>3. Assess English Language Knowledge</p> <p>Give students time to study each panel image. Ask them to circle objects they can name in English and draw a box around objects they want to say in English.</p>	<p>4. Build Vocabulary</p> <p>Name the objects students want to know and create a word bank.</p> 
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Read the Text (2 min)

Read aloud or play the audio for the whole graphic text. To support concepts of print, point to each word as it is read.

Social and Emotional Learning

Self-Awareness: Paying Attention

Cultivating the skill of paying attention is foundational to learning. Often educators ask students to "pay attention." When we ask for a behavior repeatedly, it's an opportunity to unpack the concept and explain the *how* of paying attention. Modeling attentive non-verbal body language, sharing your own nuanced observations, delivering small chunks of instruction and planning engaging interactions increases students' capacity for paying attention. Paying attention is a gateway to critical thinking, curiosity and love of learning.

Cultural Responsive

Differentiated Prompts for Language Development

Physical Response (Preproduction)

Circle the ____.

Where is ____? Point.

Who says "____"? Point.

Closed Response

Where are the people?

What is ____ doing in number ____?

Why are the parents at school?

Open Response

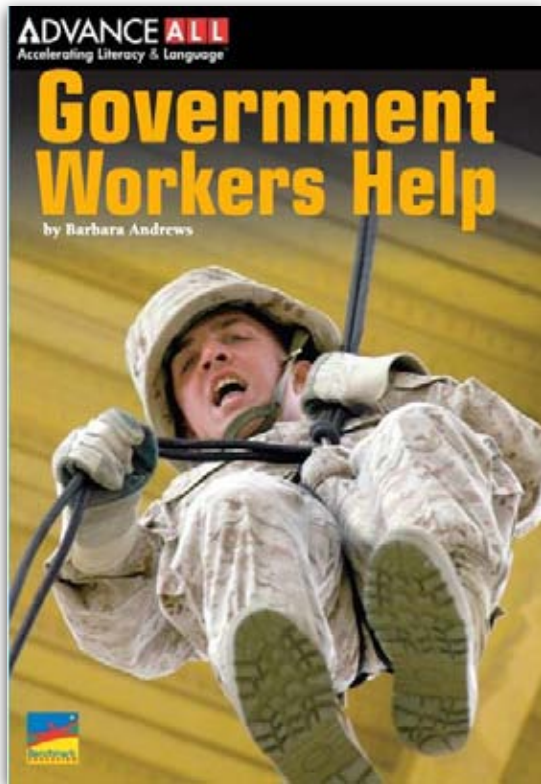
Explain what is happening in the picture.

How does Pedro surprise Rasha?

Tell the story in your own words.



Non-Fiction Practice



Guided Reading



“Government Workers Help”

Lexile: 120 Level 0

GUIDED READING

Before Reading

- Build vocabulary and concepts.
- Provide or scaffold students in setting a purpose for reading and learning.

- Distribute copies of “Government Workers Help.” Explain that an informational text provides us with facts, details, and pictures about the real world. Read aloud the title and have students preview the text.

Ask: *What do you think this article will tell us about? Why do we think this is an informational text and not a story?*

- Build the concept that the text shows government workers doing their jobs. The text includes photographs, and the people in them are not characters in a story.

Use these sentence frames to help students answer the questions. In the pictures I see _____. I think this is an informational text because _____.

During Reading*

- Observe students’ reading. Use suggested meaning, word work, and fluency prompts to scaffold students during the reading process. Select prompts based on each student’s reading needs.
- Use specific praise to reinforce the reading process for all students.

MEANING

- Check the pictures. *What is _____?*
- *What words or phrases let you know that the person is a government worker?*
- *What words or phrases let you know the worker helps people?*

WORD WORK

- *What is the first letter?*
- *Say the word slowly. What sounds can you hear?*

FLUENCY

- *Go back, reread, and make sure what you say looks like what is on the page.*
- *When you read a question out loud, raise your voice a little at the end of the sentence.*

After Reading

- Stimulate a rich discussion that requires deeper encounters with the text.
- Provide an opportunity for students to express an understanding of the topic through writing.

- Ask: *What is the main topic of this text? Use information from the text and pictures to support your ideas.*

- Have students write an answer to the question: *How do government workers help us? Pick one of the government workers from this text. Use information in the text and photos to help you explain the ways this government worker helps us.*

Tip: You may wish to use the reporting record in the Advance ALL Overview to help you assess an individual student’s reading progress.

LANGUAGE SUPPORT

Display and say aloud the words *government* and *help*. Work with students to define the words. Use sentence frames to help students share their definitions: *The word **government** means _____.*

- Explain that *government* is a group of people who make decisions for a city, state or country.

Display and say aloud the term *main topic*. Explain that the main topic of an informational text is the most important lesson the author wants the reader to learn. Writers include facts and details in their writing to support the main topic. Explain that students can find the main topic of an informational text by thinking about what all of the facts and details have in common. Point out that the title of a text often provides clues about what the main topic will be.

MEANING

- Display the words *help* and *need*. Connect them to the main idea. Say: *These words tell me that government workers help people with specific needs.*

WORD WORK

- Display the word *readers* on page 2. Explain that the letters *ea* can make a long e sound. Give teacher as another example from the text.

FLUENCY

- Read page 6. Which words did you have trouble with? Practice reading those words with students. Then have students practice reading the words with you.

Have students use sentence frames like these to discuss their answers to the question: *The main topic of this text is _____, I know this because the text gives information about _____. I also know this because the pictures show me _____.*

You may want students to use picture word cards in their discussions.

- Support students’ writing using sentence frames such as: *A _____ is a government worker. He/She helps us by _____.*

*For a more comprehensive list of suggested guided reading prompts, including praise prompts, see the Advance ALL Overview.




Home-School Connection



HOME-CONNECTION ACTIVITIES • Classroom Curiosity • Lesson 2

I Love to Learn



During math:
numbers, symbols, and measures.
During language:
letters, words, and books.
During science:
I think, I wonder, I question.

Invite a family member to answer the questions below.

Knowledge	What Do You Know About ...?	How Do You Use It?
Your Home Language	I speak _____.	I talk to _____.
English	I know _____.	I use English when I _____.
Math	I know how to _____.	I use math when I _____.
Science	I know about _____.	I use science when I _____.
Social Studies	I know about _____.	I use social studies when I _____.
Art	I know how to _____.	I use art when I _____.
Music	I know how to _____.	I use music when I _____.

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- Spanish
- Vietnamese
- Mandarin
- Russian
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