

a second language through a sequentially articulated program that extends over the K-5 continuum. The research that confirms this is as follows:

- Children enrolled in second language programs that are designed to show continuity of caring and continuous progress reach higher levels of second language proficiency (Curtain and Dahlberg, 2004).
- Systematic English development through carefully structured exposure to models of age-appropriate academic English becomes the basis to provide structured opportunities to practice with direct English language instruction (Scarcella and Kinsella).
- SSOE provides English Language Development (ELD) as a discipline and as a means to make content area instruction meaningful for both social and academic purposes (Susana Dutro, 2002).
- SOE unlocks a treasure-trove of language experiences in a risk-free environment (Kate Kinsella, 2007).

How does SSOE actively engage students in everyday activities in a non-threatening environment following current research?

The program has been designed to effectively develop English language skills through natural communication, effective grouping strategies, songs, games, reading, role-play, and projects. SSOE provides multiple-learning opportunities for language usage, phonics, and language structure. The program recognizes the value-added richness of students' home cultures. Culminating activities in each unit provide opportunities for students to share individual cultural backgrounds and relate them to American culture. Research indicates that:

- A student's level of language proficiency depends on the quality and length of exposure to meaningful language experiences (Krashen, 1981).
- SSOE provides vocabulary frontloading so that the initial focus is on meaningful and functional interaction within the context of the target language, academic content and culture (Susana Dutro, 2007).

- The importance of including a student's home culture in the classroom is a well-documented fundamental concept that should be a component in the instructional plan for English Language Learners (Doherty, Hilberg, Pinal & Tharpe, 2003).
- Student achievement is directly correlated to a guaranteed viable curriculum. With challenging goals, effective feedback, and parent and community involvement, a viable curriculum identifies the content that teachers are expected to address and that must be adequately covered in the instructional time teachers have available. (Robert J. Marzano, *What Works in Schools*, 2003).

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(Marzano)

How is SSOE standards-based, and how is its organization compliant with current research?

SSOE meets state and national standards, including TESOL and WIDA, provides easy-to-follow lessons, and sets the classroom as a stage for creativity and success. The Teacher's Guide for each grade level includes consistent,

well-articulated and effective instructional strategies that reflect current research. Each unit has the following sections:

Spotlight on Reading

- Relevant and thematic reading selections that provide students with the opportunities to acquire grammar, expand vocabulary, gain increasing fluency with written texts and improve speaking skills (Carrel, Devine, and Skey, 1988).
- The integration of listening, speaking, reading and writing skills, which is crucial to develop effective writing for ELLs (Mangelsdorf, 1989).
- Students develop fluency through authentic and engaging uses of language, both oral and written, and opportunities to practice newly-learned structures in different contexts (Kinsella and Scarcella).

Spotlight on Language

- Grade-level content by frontloading language and providing comprehensible instruction through systematic ELD methodologies, strategies and techniques, at each level of English Language proficiency (Susana Dutro, 2007).
- Well-developed activities that support oral language development in English, aligned with high-quality literacy instruction (Diane August, Report of the National Literacy Panel, 2006).
- Opportunities to reach the highest level of English language proficiency by presenting both the language function (purpose) and target form (structure) of the English language (Pozzi, 2004).

Spotlight on Content

- Extensive oral language development for social and academic purposes with explicit instruction across subject areas to include relevant vocabulary, syntax, and grammar, and in the key components of reading: phonics, fluency, vocabulary, and text comprehension (Kate Kinsella, 2005).
- Instruction grounded in academic areas such as literature, mathematics, social sciences, and science not only familiarizes ELLs with the content of the discipline but more importantly, it teaches them how to use the language required to communicate in the discipline (Mohan, 1986).
- Carefully structured exposure to models of age-appropriate academic English through direct language instruction, which provides lots of opportunities for academic practice resulting in supportive, instructional feedback (Robin Scarcella, 2005).
- Instruction that is both implicit and explicit in English at the student's level of proficiency in English to provide meaningful access to grade-level academic content (Castañeda v. Pickard, 1986; NCLB Sec. 11111).

- Presents content vocabulary, form, and structure through meaningful interactions and activities in language arts, mathematics, science, social studies, music, and art (Dutro, Kinsella, Scarcella).

How do SSOE's unit culminating activities bridge home-school differences and reflect current research?

SSOE ensures effective instruction and presents a learning environment that reflects, recognizes and builds upon the value of the language, culture and experiences of each child. Culture is an integral part of the curriculum and is displayed in the culminating activities as follows:

Impressions

- Students become involved in activities that tie U.S. culture and their own cultural backgrounds, thereby bridging home-school differences in interactive styles which can enhance students' engagement, motivation, and participation in classroom instruction (Diane August, Report of the National Literacy Panel, 2006).

Project

- For ELLs, relevance in learning is significant. They are highly motivated when they see the value of learning to use English to meet their everyday needs as well as how to communicate in an academic area (Snow, Met, and Genesee, 1989).



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Santillana Spotlight on English

Santillana Spotlight on English: A New Generation of ESL materials!

A systematic, up-to-date, research-based focused approach with explicit and implicit instruction that captures the imaginations of young English Language Learners (ELLs), meets them at their level of proficiency and motivates them to be successful and competitive, socially and academically, with their native-English speaking peers.

How is *Santillana Spotlight on English (SSOE)* research-based?

SSOE is a K-5 comprehensive, standards-based program that synthesizes and applies the latest research-based concepts that empower students to become proficient in the English language as it prepares them to compete with native-English speaking peers. The research-based concepts include the following considerations:

- Oral proficiency is critical and often overlooked in instruction. It is not enough to teach language minority children reading skills alone: Extensive oral English development must be incorporated into successful literacy instruction [Diane August, the National Literacy Panel, 2006].
- Students need a sound foundation in both social language and academic language. Academic language is not only the language we need in school, but the language we need for school. [Scarcella and Kinsella]
- Academic language is different from everyday speech and informal writing. It is the language of texts, of academic discussion and formal writing. Without academic language proficiency, students will not achieve long-term success in school. [Robin Scarcella, 2003]

- ELLs who receive no formal language instruction may demonstrate oral fluency, but generally will show critical gaps in language knowledge and vocabulary. [Robin Scarcella, 2003]
- Academic language must be continuously developed and explicitly taught across all subject areas [Scarcella and Kinsella].
- SSOE uses academic content areas as the vehicle for instruction to set the stage for appropriate levels of cognitive development [Jean Piaget].
- SSOE uses academic content areas to set the environment for age-appropriate interaction, which is engaging and fun [Kieran Egan].
- SSOE uses academic content areas to present critical-thinking activities that provide movement through the processes of thought [Benjamin Bloom].
- Effective ESL programs develop English language proficiency while building literacy skills and subject area knowledge [Guarino, Echevaria, Short, Schick Forbes & Rueda, 2001].

How does SSOE help students transition to the mainstream classroom following the latest research?

SSOE provides opportunities for ELLs to gain and develop English language proficiency skills, access grade-level content, and successfully transition to the mainstream classroom like no other! The content areas of language arts, mathematics, science, social studies, music, and art are used as vehicles of direct instruction throughout. SSOE prepares students with the tools necessary to actively participate in mainstream academic classes. It provides opportunities that allow elementary grade students to acquire proficiency in

Academic language must be continuously developed and explicitly taught across all subject areas (Scarcella and Kinsella).