



## STAND-ALONE ENL

The **Stand-alone ENL** class is based on **language and literacy centers** and designed to target the language and literacy levels of each student, using a developmental framework and leveled texts. Foundational Language and Literacy (FLL) instruction and practice are integrated across all centers of Stand-alone ENL to accelerate basic language and beginning print skills for SDL who are new to print.

### OVERVIEW

|                             |  |
|-----------------------------|--|
| <b>Purpose</b>              | <ul style="list-style-type: none"><li>• Provide direct reading &amp; writing instruction targeted to student levels and power goals</li><li>• Build literacy independence through daily practice at centers</li></ul>        |
| <b>Overall Structure</b>    | <b>Rotating Centers:</b><br>Students move through the same 4 centers across each week, with tasks targeted to language and literacy levels.  |
| <b>Instructional Design</b> | <ul style="list-style-type: none"><li>• <b>Teacher Facilitated Center:</b> Group Reading &amp; Writing</li><li>• <b>Student Facilitated Centers:</b> Independent Reading, Foundational Skills, Independent Writing</li></ul> |
| <b>Texts</b>                | <b>Leveled Texts:</b> <ul style="list-style-type: none"><li>• targeted to each reader</li><li>• used with instruction</li><li>• practiced independently</li></ul>  |
| <b>Student Grouping</b>     | <b>Reading Level Grouping:</b><br>Fluid groups that change with student progress   |

## CENTERS-BASED INSTRUCTIONAL DESIGN

Below are the four centers that comprise the Stand-alone ENL instructional design:



Centers work is driven by power goals, determined by the teacher during the leveling process in Phase 2. Most instruction and guidance needed for student application and practice in the other centers happens with the teacher in the GRW center. On most days, the teacher remains in the GRW center for the duration of the class to work with two small groups per day on level-appropriate texts, depending on the length of the class. The table below summarizes the four centers.

### Group Reading & Writing (GRW)

There are four types of teacher-directed lessons in the GRW center:

1. Guided Reading & Writing
2. Writing Skills
3. Foundational Skills (Phonics)
4. Comprehension Strategies (across levels)

| Independent Reading  | Foundational Skills   | Independent Writing  |
|--|---|--|
| <p>In this center, students...</p> <ul style="list-style-type: none"> <li>Choose level-appropriate texts to read, based on interests.</li> <li>Practice and apply skills from the GRW center in own text.</li> <li>Build reading stamina.</li> </ul> | <p>In this center, students...</p> <ul style="list-style-type: none"> <li>Build automatic sight-word recognition and spelling.</li> <li>Build decoding skills.</li> <li>Practice sentence-level writing skills with power words.</li> </ul> | <p>In this center, students...</p> <ul style="list-style-type: none"> <li>Make choices about writing topics.</li> <li>Communicate meaningful ideas.</li> <li>Practice 6+1 Traits of writing.</li> <li>Practice the Writing Process.</li> </ul> |



## BENEFITS OF A CENTERS DESIGN

The Stand-alone ENL centers design brings benefits in addition to the targeted instruction:

### **Responsive Teaching & Accelerated Learning**

Small-group instruction in reading and writing allows the teacher to better understand each learner as an individual. This results in more targeted instruction in Stand-alone ENL, as well as more informed lesson modifications and differentiation for students in Integrated ENL/ELA. Teachers focus on what students need next: the immediate obstacles to reaching higher levels of reading and writing. Furthermore, knowing students' needs as learners builds more empathy and stronger relationships with students, which can positively impact and motivate learning.

### **Routines & Independence**

Each center has routines that repeat. Routines create predictability, which frees cognitive resources for skills learning and practice. Once students learn the routines, they can work independently or in partners without daily teacher support. This empowers students to solve problems on their own or with the support of peers, rather than relying on the teacher.

### **Community**

Daily work in centers builds a class culture of collaboration through collective hard work. Transparency around and acceptance of student levels allows the whole class to focus on moving and growing, and supporting each other along the way. Accomplishments and efforts are recognized regularly, strengthening the class community and building student sense of agency.

### **Choice**

Centers allow for student choice, which is empowering and motivating. Students choose most independent reading books and writing topics. Through centers, students build identities as readers and writers who, in the real world, make choices about what to read and write.

### **Self-Regulated Learning**

Centers provide students opportunities to develop awareness of their own strengths and struggles, as well as organization skills, as they monitor their own materials and progress. At each center, rubrics, progress charts, reading logs, and writing folders are concrete artifacts of growth that students can monitor over time.



## YEARLONG ESSENTIAL QUESTIONS

Just like Integrated class, Stand-alone instruction and practice is driven by two yearlong essential questions.

### **How do reading and writing give you power?**

Print is all around us. We need to read and write to function in the world, to understand written ideas and to communicate our own voice in print to others. Reading and writing are enjoyable and give us freedom to make choices about what we read and write.

As literate people, we have the power to learn endless knowledge, to get lost in books, to participate fully in society, to share our ideas with people around the world, to live more independently, and to advocate for ourselves and others. Reading and writing give us access to higher education and job opportunities, providing more opportunities and resources to impact our own lives and the lives of others.

### **How do we solve problems with reading and writing?**

Learning to read and write in English is hard work. We encounter many obstacles and problems when trying to learn something new. One way to solve problems is by developing strategies and habits such as working hard and collaborating with others. The key to problem solving is to be active and think about “tools in your toolbox.”

Strong readers and writers use specific strategies such as: using what we know to understand what is new, using resources such as glossaries and checklists, asking questions or requesting help from a partner, talking about what we read, talking before and after we write, and using teacher and student models to improve our work.

## IMPLEMENTATION: THREE PHASES AT A GLANCE

The three phases that characterize the Stand-alone ENL class are outlined below, with approximate dates. A full-day face-to-face PD session will precede each session to support that phase.



Phase 3 is the goal for the bulk of the year, and Phases 1 and 2 are necessary to get to Phase 3. By Phase 3, students know the routines for the three student-directed centers, and the teacher has met individually with each student to determine his/her reading level and set power goals. Students can rotate through each center with minimal support, and the teacher spends most of his/her time in the GRW center on direct instruction with differentiated groups. A summary of each phase is on the following page. See the series of Stand-alone implementation guides for more support with each phase.