The goal of the Elementary English for Speakers of Other Languages (ESOL) curriculum is to enable the English Language Learner (ELL), who is learning English as a new language, to develop the language skills needed to achieve academically, participate successfully in the school and classroom setting, and adjust socially to the U.S. culture.

The Elementary ESOL curriculum is based on state and district standards for the language and literacy development of English language learners. It is also based on research that supports learning language through academic content. Thus, units of instruction are organized around themes related to reading/language arts, social studies, and science.

The ESOL program at Monadnock Elementary Schools is a combination of two models of instruction: pull-out and inclusion. It serves students in grades K-6. English language learners are placed in mainstream classrooms and receive ESOL support based on their individual needs.

This instruction incorporates teaching methods such as direct teacher instruction, small group work, partner work, or one-on-one work. All units of study are aligned with both state and local academic standards.

The instrument utilized to determine the English language proficiency level of the students is the W-APT Placement Test. If students obtain a not-fluent proficiency level in English language (reading, writing, listening, and speaking) they are eligible to receive the ESOL services. Once yearly, all students take the ACCESS Annual test to determine their progress in the same four areas of language development.

At Monadnock, students at a level of proficiency of 4 or lower are pulled-out of the regular classroom daily to learn survival English, academic skills necessary to be successful in school, and content area concepts (math vocabulary, reading comprehension strategies, vocabulary for social studies and science, etc…). For all grade levels, PREP (Program Recommendations for English Proficiency) is created, and there is constant collaboration with classroom teachers to ensure that English language learners receive the accommodations & modifications they need for instruction and assessment on an individual basis.

Parents are encouraged to contact the ESOL teacher with any questions or concerns they may have about their child’s learning.

**Elementary Schools ESOL Instructional Models**

ESOL instructional models vary from school to school and from class to class, in an effort to effectively meet the needs of ESOL students. Choosing the instructional model that is the best fit for the ESOL students in a school building will depend on several factors, including the students’ proficiency levels and the number/distribution of ESOL students and teachers at the school.

It is recommended that collaborative discussions take place between the ESOL teacher, school administration, and classroom teachers so that the academic and linguistic needs of the ESOL students are being adequately addressed to ensure their success. There are various instructional models that can be effectively implemented in your school’s ESOL program. The pull-out, plug-in, and self-contained models can be used, with flexibility, to create a student-centered program. A combination of more than one instructional model may also be used to meet the linguistic needs of ESOL students at a school.

**Pull-Out Instructional Model**   
In a pull-out model, the ESOL teacher instructs students outside of the general education classroom in an ESOL classroom. This model of instruction is best for beginning and intermediate students, enabling the teacher to provide intensive language instruction that builds the communication skills and confidence of these students as they develop their oral language and receive instruction that specifically addresses their linguistic needs.

**Inclusion Instructional Model**   
In an inclusion model, the ESOL teacher instructs students in the general education classroom. This may include co-teaching the whole class with the certified classroom teacher or instructing small groups of ESOL students during independent work/center time. The plug-in instructional model provides opportunities for intermediate or advanced ESOL students who have mastered basic communication skills, to participate in complex academic tasks through scaffolding provided by the ESOL teacher.

Consult Model  
In the consult model, ESOL students with special needs do not receive direct instruction from an ESOL teacher. The ESOL teacher provides indirect language development support through collaboration with the classroom teacher and special educator to avoid fragmentation of the student’s instructional day.

Considerations for the Implementation of ESOL Instructional Models   
At any level of proficiency, a combination of instructional models may be implemented to take advantage of the benefits of the various models.

Both the pull-out and inclusion models offer various advantages. The inclusion instructional model allows you to collaborate within the classroom setting; the pull-out instructional model allows you to provide more focused, specialized English language development instruction for ESOL students in a separate setting. For beginners and some intermediate students, pull-out instruction is highly recommended. The inclusion model can be very effective with students at high intermediate and advanced proficiency levels when students are more effectively able to access academic language in the general education classroom and participate in classroom discourse. The instructional models in a school may vary based on the number of ESOL teachers assigned to a school (e.g., 1–2 ESOL teachers: mostly pull out vs. 6–9 ESOL teachers: mostly plug-in).