



High School





English Learner Language Arts At-Home Resources



Online or screen time resources



Offline/no screen time resources


High School English As a Second Language (ESL) RESOURCES (SCREEN TIME OR WITH TECHNOLOGY) 		
<p><i>These resources can be used to support students who are currently enrolled in the ESOL I/Sheltered Reading I -Newcomer or ESOL II/Sheltered Reading II-Newcomer class.</i></p>		
 <h3 style="text-align: center;">Reading in English</h3>		
Name of Site and Link	Description/Directions/Explanation	Subject
On-line Resources to Access Texts to Read		
<p>Scholastic</p> <p>bit.ly/ScholasticESL</p>	<p>The Scholastic Web site provides resources at multiple grade-levels. After clicking your grade-level of choice, you can choose the article you want your child to read and respond to!</p>	<p>6-8 -Beginner and/or Intermediate ESL</p>

<p>Unite For Literacy www.uniteforliteracy.com</p>	<p>This website over one-hundred simple books in English that the reader can choose to have narrated in English or their choice of many other languages.</p>	<p>6-8 -Beginner and/or Intermediate ESL</p>
<p>NewsELA www.newsela.com</p>	<p>The NewsELA website provides various articles. Students can access their account through Clever.</p>	<p>6-8 -Beginner and/or Intermediate ESL</p>
<p>Poetry Foundation www.poetryfoundation.org</p>	<p>The Poetry Foundation website allows students to read or listen to poetry.</p>	<p>6-8 -Beginner and/or Intermediate ESL</p>
<p>Epic www.getepic.com</p>	<p>The Epic website provides access to a digital library.</p>	<p>6-8 -Beginner and/or Intermediate ESL</p>
<p>Talking About Our Reading in English</p>		
<p>NA</p>	<p>As you read your texts, you can think about the following questions and then discuss them with a friend or family member:</p> <ul style="list-style-type: none"> • What is this about? • Who is telling the story? • What does the author want me to know? • What surprised me? • What does the author think I already know? • What changed, challenged, or confirmed my thinking? • What did I notice? • What did I learn about me? • How will this help me to be better? <p>(from <i>Disrupting Thinking</i>, Kyleene Beers and Robert Probst, 2017)</p>	<p>6-8 -Beginner and/or Intermediate ESL</p>

<p>NA</p>	<p>After Reading Application Activity:</p> <p>Write the following sentence stems on strips of paper or popsicle sticks. Draw one and complete the sentence to talk about a book.</p> <p>Sentence Stems to Help You Share What You Are Reading:</p> <ul style="list-style-type: none"> • My book reminds me of... • I don't understand... • It confused me when... • I wonder... • This is good because... • I have connection to... • I got confused when. . . so... • I didn't expect. . . • I first thought. . . but now I realize. . . <p>(adapted from <i>The Reading Strategies Book</i>, Jennifer Serravallo, 2015)</p>	<p>6-8 -Beginner and/or Intermediate ESL</p>
------------------	--	--



Writing in English

Name of Site and Link	Description/Directions/Explanation	Subject
<p>Use any site to find images for writing.</p>	<p>Find images and ask your child to write a description about the picture or use the image as the setting of a short story.</p> <p>Examples:</p>  <p><i>Permission granted by creator- Lili Dibai</i></p>	<p>6-8 -Beginner and/or Intermediate ESL</p>

<p>Edutopia</p> <p>https://edut.to/33veJJJ</p> <p>Possible:</p> <p>Future Me</p> <p>www.futureMe.org</p>	<p>Possible writing prompts to ask your child to respond to:</p> <ul style="list-style-type: none"> • If the internet were to stop working forever, what would be a benefit and what would be a consequence? • What three features should your future house have? Why? • You get to take one book, one food item, and one famous person (living or dead) to a deserted island. What and who do you take? Why? • Write a powerfully supportive email to yourself 10 years from now. Send that email to yourself using FutureMe.org • Should we fear failure? Explain. • I wish my teachers knew that . . . • What’s the most beautiful person, place, or thing you’ve ever seen? Share what makes that person, place, or thing so special. • Which is better, giant muscles or incredible speed? Why? <p>Additional writing prompts can be found at:</p> <p>https://edut.to/33veJJJ</p>	<p>6-8 -Beginner and/or Intermediate ESL</p>
<p>Writing Stems-English</p> <p>or</p>	<p>Writing Stems- Use the links to access different sentence stems to support students in writing for the following purposes:</p> <ul style="list-style-type: none"> • Analyze and Interpret • Apply • Cause and Effect • Compare, Classify and Categorize • Create and Develop • Draw Conclusions • Evaluate 	<p>6-8 -Beginner and/or Intermediate ESL</p>

<p>bit.ly/WritingStemsEnglish</p> <p>Writing Stems-Spanish</p> <p>or</p> <p>bit.ly/WritingStemsSpanish</p>	<ul style="list-style-type: none"> • Generalize • Infer • Make Connections • Predict/Estimate • Sequence/Order 	
--	---	--




Speaking in English




Name of Site and Link	Description/Directions/Explanation	Subject
-----------------------	------------------------------------	---------

Verbally Share Experiences

<p>Travel and Leisure</p> <p>www.travelandleisure.com</p>	<p>Attend one virtual museum tour and share your experience with a friend or family member.</p> <p>Most of this list from Travel and Leisure consists of art museums.</p>	<p>6-8 -Beginner and/or Intermediate ESL</p>
<p>Google Arts & Culture</p> <p>https://artsandculture.google.com/</p>	<p>Visit the Google Arts & Culture website and share your experience with a friend or family member</p>	<p>6-8 -Beginner and/or Intermediate ESL</p>
<p>Virtual Field Trip</p> <p>bit.ly/VirtualFieldTripESL</p>	<p>Attend one virtual field trip and share your experience with a friend or family member. This link has a list of multiple virtual field trips.</p>	<p>6-8 -Beginner and/or Intermediate ESL</p>

<p>NA</p>	<p>Sentence Stems to use to share your experience:</p> <ul style="list-style-type: none"> • Today I attended the _____. I chose to attend the _____ because _____. • Something I learned today from visiting the _____ is _____. • Something I saw today at the _____ is _____. • Something I want to know more about is _____. 	<p>6-8 -Beginner and/or Intermediate ESL</p>
<p>Speaking Stems- English</p> <p>or</p> <p>bit.ly/SpeakingStems English</p> <p>Speaking Stems- Spanish</p> <p>or</p> <p>bit.ly/SpeakingStems Spanish</p>	<p>Speaking Stems- Use the links to access different sentence stems to support students in speaking for the following purposes:</p> <ul style="list-style-type: none"> • Analyze and Interpret • Apply • Cause and Effect • Compare, Classify and Categorize • Create and Develop • Draw Conclusions • Evaluate • Generalize • Infer • Make Connections • Predict/Estimate • Sequence/Order 	<p>6-8 -Beginner and/or Intermediate ESL</p>
 <p><u>Listening in English</u></p>		
<p>Name of Site and Link</p>	<p>Description/Directions/Explanation</p>	<p>Subject</p>
<p>Talk English</p> <p>bit.ly/ListeningPractice ESL</p>	<p>The TalkEnglish.com - Listening Practice website allows students to listen to a conversation, see the conversation written as a script and answer questions to see if they understood the conversation in English.</p>	<p>6-8 -Beginner and/or Intermediate ESL</p>

		
<p>Ello www.ello.org www.ello.org</p>	<p>The www.ello.org website has an English Listening Lesson Library which allows students to listen to a conversation, see the conversation written as a script and answer questions to see if they understood the conversation in English.</p> 	<p>6-8 -Beginner and/or Intermediate ESL</p>
<p>TED Talks https://ed.ted.com/lessons</p>	<p>You can listen to a TEDTalk at https://ed.ted.com/lessons which come with lessons that have three parts: <i>watch</i>, <i>think</i> (where you can do the comprehension exercise) and <i>discuss</i> (post-listening questions).</p> 	<p>6-8 -Beginner and/or Intermediate ESL</p>
<p>ESL Lab www.esl-lab.com/</p>	<p>The https://www.esl-lab.com/ website allow students to listen to conversations and check to see if they understood the conversation in English.</p> 	<p>6-8 -Beginner and/or Intermediate ESL</p>
<u>How Else Can I Help at Home?</u>		
Name of Site and Link	Description/Directions/Explanation	Subject

<p>Khan Academy www.khanacademy.org/</p>	<p>Students can take a Khan Academy course (they have daily schedules by grade level)</p> 	<p>6-8 -Beginner and/or Intermediate ESL</p>
<p>Duolingo www.duolingo.com/</p>	<p>Begin using the free access to Duolingo.</p> 	<p>6-8 -Beginner and/or Intermediate ESL</p>
<p>BrainPop https://ell.brainpop.com/</p>	<p>Request and begin using the free access to BrainPop.</p> 	<p>6-8 -Beginner and/or Intermediate ESL</p>
<p>NA</p>	<p>Read with, to, and alongside your children. Talk to your children about what you are reading. Share your reading life with your children, no matter your interests. It might even inspire them to look at new topics.</p>	<p>6-8 -Beginner and/or Intermediate ESL</p>
<p>NA</p>	<p>When your child asks what a word means, help them look it up in a traditional, bilingual or a web-based dictionary. Help them use clues in the text to find the best definition, then talk through how the definition helps them understand what they are reading.</p>	<p>6-8 -Beginner and/or Intermediate ESL</p>
<p>NA</p>	<p>Keep a family word wall. As you and your child come across new words in text, write them on a piece of paper and put them up on the refrigerator, the bathroom mirror, the back of a door—any blank space. Watch for those words in other texts or listen for them on television.</p>	<p>6-8 -Beginner and/or Intermediate ESL</p>

**High School English As a Second Language (ESL) RESOURCES/ACTIVITIES
(NO SCREEN TIME OR TECHNOLOGY)**





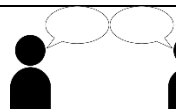
These resources can be used to support students who are currently enrolled in the ESOL I/Sheltered Reading I -Newcomer or ESOL II/Sheltered ReadingII- Newcomer class.



Reading in English


Description/Directions/Explanation	Subject
<p>Talking About Our Reading in English</p>	
<p>As you read your texts, you can think about the following questions and then discuss them with a friend or family member:</p> <ul style="list-style-type: none"> • What is this about? • Who is telling the story? • What does the author want me to know? • What surprised me? • What does the author think I already know? • What changed, challenged, or confirmed my thinking? • What did I notice? • What did I learn about me? • How will this help me to be better? <p>(from <i>Disrupting Thinking</i>, Kyleene Beers and Robert Probst, 2017)</p>	<p>6-8 -Beginner and/or Intermediate ESL</p>
<p>After Reading Application Activity:</p> <p>Write the following sentence stems on strips of paper or popsicle sticks. Draw one and complete the sentence to talk about a book.</p> <p>Sentence Stems to Help You Share What You Are Reading:</p> <ul style="list-style-type: none"> • My book reminds me of... • I don't understand... • It confused me when... • I wonder... • This is good because... • I have connection to... • I got confused when. . . so... 	<p>6-8 -Beginner and/or Intermediate ESL</p>

<ul style="list-style-type: none"> • I didn't expect. . . • I first thought. . . but now I realize. . . <p>(adapted from <i>The Reading Strategies Book</i>, Jennifer Serravallo, 2015)</p>	
 <h2 style="margin: 0;"><u>Writing in English</u></h2>	
<p>Description/Directions/Explanation</p>	<p>Subject</p>
<p>Find images and ask your child to write a description about the picture or use the image as the setting of a short story.</p>  <p>Examples: <i>Permission granted by creator- Lili Dibai</i></p>	<p>6-8 -Beginner and/or Intermediate ESL</p>
<p>Possible writing prompts to ask your child to respond to:</p> <ul style="list-style-type: none"> • If the internet were to crash forever, what would be a benefit and what would be a consequence? • What three features should your future house have? Why? • You get to take one book, one food item, and one famous person (living or dead) to a deserted island. What and who do you take? Why? • Write a powerfully supportive email to yourself 10 years from now. Send that email to yourself using FutureMe.org • Should we fear failure? Explain. • I wish my teachers knew that . . . • What's the most beautiful person, place, or thing you've ever seen? Share what makes that person, place, or thing so special. • Which is better, giant muscles or incredible speed? Why? <p>Additional writing prompts can be found at: https://edut.to/33veJJ</p>	<p>6-8 -Beginner and/or Intermediate ESL</p>



Speaking in English

Description/Directions/Explanation	Subject
Verbally Share Experiences	
<p>Consider a past or recent experience and share your experience with a friend or family member</p> <p>Sentence Stems to use to share your experience:</p> <ul style="list-style-type: none"> • I have attended the _____. I chose to attend the _____ because _____. • Something I learned from visiting the _____ is _____. • Something I saw at the _____ is _____. • Something I want to know more about is _____. 	<p>6-8 -Beginner and/or Intermediate ESL</p>
<p>Do some research online relating to the benefits of being bilingual. Create your own infographic in English that summarizes what you learned.</p>	<p>6-8 -Beginner and/or Intermediate ESL</p>
<p>Call a friend daily and share your thoughts, feelings and experiences in English:</p> <p>Possible Sentence Stems:</p> <ul style="list-style-type: none"> • Today I _____. • I am feeling _____ because _____. • I am excited about _____. • I am nervous about _____. • How was your day? 	<p>6-8 -Beginner and/or Intermediate ESL</p>

<p>*My day was good because _____.</p> <p>*My day was bad because _____.</p> <ul style="list-style-type: none"> • What are you planning on doing tomorrow? <p>*Tomorrow I am planning to _____.</p>	
 <p><u>Listening in English</u></p>	
Description/Directions/Explanation	Subject
<p>Call a friend daily and share your thoughts, feelings and experiences in English:</p> <p>Possible Sentence Stems:</p> <ul style="list-style-type: none"> • Today I _____. • I am feeling _____ because _____. • I am excited about _____. • I am nervous about _____. • How was your day? <p>*My day was good because _____.</p> <p>*My day was bad because _____.</p> <ul style="list-style-type: none"> • What are you planning on doing tomorrow? <p>*Tomorrow I am planning to _____.</p>	<p>6-8 -Beginner and/or Intermediate ESL</p>
<p>Watch a television show in English and share what it was about with a friend or family member.</p>	<p>6-8 -Beginner and/or Intermediate ESL</p>
<p>Play <i>Simon Says</i> with a friend or family member.</p> <p>To play the game, some says “Simon says...” The other players have to do what the person says.</p>	<p>6-8 -Beginner and/or Intermediate ESL</p>

<p>Example: “Simon Says to touch your nose.” All players have to touch their nose.</p>	
<p><u>How Else Can I Help at Home?</u></p>	
<p>Description/Directions/Explanation</p>	<p>Subject</p>
<p>Read with, to, and alongside your children. Talk to your children about what you are reading. Share your reading life with your children, no matter your interests. It might even inspire them to look at new topics.</p>	<p>6-8 -Beginner and/or Intermediate ESL</p>
<p>When your child asks what a word means, help them look it up in a traditional, bilingual or a web-based dictionary. Help them use clues in the text to find the best definition, then talk through how the definition helps them understand what they are reading.</p>	<p>6-8 -Beginner and/or Intermediate ESL</p>
<p>Keep a family word wall. As you and your child come across new words in text, write them on a piece of paper and put them up on the refrigerator, the bathroom mirror, the back of a door—any blank space. Watch for those words in other texts or listen for them on television.</p>	<p>6-8 -Beginner and/or Intermediate ESL</p>