

Advisory Program Description

Name of Entity: <i>Working with English Language Learners (WELLS)</i>
Contact Information: <i>Alessandra Rice, Claudia Treviño, Emily Avis</i>
Type of Program: Choose an item <i>Supplemental Instruction</i>
If this program is intervention or supplemental which component(s) of reading are addressed: <input checked="" type="checkbox"/> Phonemic Awareness <input checked="" type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension
Grade Level: Choose an item <i>Grade 2 and Grade 3</i>
Summary of the program: <i>(please see attached flyer for description)</i>

NOTE: We use the following descriptions to define various types of instructional support in early literacy. Please review the descriptions and identify your program according to the type of instructional support is it intended to deliver. *Each approved instructional program should classify itself under one type of instructional programming only.*

Core Instruction is instruction provided to all students in the class, and it is usually guided by a comprehensive core reading program. Part of the core instruction is usually provided to the class as a whole, and part is provided during the small group, differentiated instruction period. Although instruction is differentiated by student need during the small group period, materials and lesson procedures from the core program can frequently be used to provide reteaching, or additional teaching to students according to their needs.

Supplemental Instruction is instruction that goes beyond that provided by the comprehensive core program because the core program does not provide enough instruction or practice in a key area to meet the needs of the students in a particular classroom or school. For example, teachers in a school may observe that their comprehensive core program does not provide enough instruction in vocabulary, or in phonics, to adequately meet the needs of the majority of their students. They could then select a supplemental program in these areas to strengthen the initial instruction and practice provided to all students.

Intervention Instruction is provided only to students who are lagging behind their classmates in the development of critical reading skills. This instruction will usually be guided by a specific intervention program that focuses on one or more of the key areas of reading development. This type of instruction is needed by only a relatively small minority of students in a class. In some cases, students in 2nd and 3rd grade may have lagged so far behind grade level development of reading skills that very little content from the grade level comprehensive core program is suitable for them. In these cases, students may need to receive instruction guided by a comprehensive intervention program that is specifically designed to meet their specific needs while at the same time accelerating their growth toward grade level reading ability.



The **WELLS** program is a transition to English program. It can help teachers, dyslexia specialists, special educators and speech and language therapists to provide a systematic and explicit approach for teaching the English language and literacy skills to Spanish-speaking English language learners. The program addresses an evidence-based approach to literacy by including the 5 components of literacy:

1. Phonological Awareness

These lessons are designed to address the 22 new sounds of English that are particularly helpful for Spanish-speaking English language learners.

2. Phonics

Lessons are designed to address the cross-linguistic transfer points between Spanish and English literacy.

3. Fluency

Reading fluency activities are included for Spanish-speaking ELLs. Each reading fluency practice begins with a warm-up for reading words, phrases, sentences, and paragraphs.

4. Vocabulary

Vocabulary activities are provided and include words which are similar in English and Spanish. The lessons are designed around thematic units, such as transportation, fruits, clothing and shapes, which make it easier for the students to learn words.

5. Comprehension

Students have the opportunity to use the WOW 1 Program for increasing word and world knowledge, as well as oral language and comprehension skills.

How does WELLS 2 differ from WELLS 1?

WELLS 2 includes revised and expanded screening measures, 25 additional literacy concepts with cross linguistic connections, spelling practices, reading fluency passages and bonus vocabulary lessons. The WELLS 2 Program also includes 19 weeks of lessons.

How will the training benefit me?

This course will address the special considerations necessary for effective literacy instruction among ELLs. Participants will understand and be provided with revised and expanded screening measures to collect early literacy data across languages. The screening tools provided will assist educators in designing and implementing effective and efficient second language and literacy instruction. Participants will learn the language and literacy concepts that transfer across languages. They will also understand first and second language and literacy development and how to incorporate the **WELLS** lessons as prescribed. In addition, the cross-linguistic exercises will be demonstrated and practiced. Finally, participants will receive the **Words of Our World 1 (WOW)** vocabulary and comprehension kit. The **WOW 1** vocabulary program provides instructors with multisensory, systematic and explicit vocabulary instruction of the word parts that transfer across languages. Engaging discovery of the meanings of words and word parts are included, as well as, stories and picture vocabulary cards of the new vocabulary concepts. Sixty percent of the English language is derived from Latin and Spanish-speaking English language learners can benefit from making connections across languages. Vocabulary assessments are also included in order to monitor students' vocabulary knowledge. The **WELLS** program therefore assists teachers in delivering effective and efficient second language and literacy instruction.