Why English Language Development Kits?

New demographics are changing the face of classrooms across the country. Schools are adapting not only to multiple languages and cultures, but different skills levels among English Learners. The SRA Open Court Reading English Language Development Kit can help you support these students.

As an educator, you are one of the most important links for your newcomers between school, home, and the community. You need a resource to help your English Learners acquire vital vocabulary and language skills to communicate in each of these areas. The Open Court Reading English Language Development Kit for grades K–5 provides practical tools so your students can quickly begin to participate meaningfully in the classroom and everyday life.

Stages of English Language Proficiency

Differentiated instruction in the English Language Development Kit includes four levels of proficiency.

- **Beginning**
  While students may not have acquired many English skills, they are learning to comprehend and produce one- or two-word responses with concrete and immediate topics.

- **Early Intermediate**
  Students have acquired a basic command of English and are moving to phrases and simple sentences using concrete and immediate topics.

- **Intermediate**
  Students have good comprehension of overall meaning and learn to respond in expanded sentences, interact more independently with a variety of texts, and use newly acquired English vocabulary to communicate ideas orally and in writing.

- **Early Advanced**
  Students demonstrate comprehension of meaning, including implied and nuanced meaning, and are learning the use of idiomatic and figurative language.
Engaging Resources for Your English Learners

The *English Language Development Kit* includes the following components:

- English Learner Teacher’s Resource Book
- Oral Language Development Cards
- Photo Flash Cards
- Games: Game boards, cards, and pieces
- Newcomers English Language Development Blackline Masters
- Newcomers English Language Development Teacher’s Guide
- Sound/Spelling Small-Group Cards
- Sound/Spelling Individual Cards (4 sets)
- Individual Handheld Mirrors (10 total)
Make an Immediate Difference for Newcomers

Many students arrive in your classroom with little to no English language skills. Communication skills are the first step in making them feel at home in their new school and community. The Open Court Reading English Language Development Kit was designed to help students learn the basic vocabulary needed to participate in academic discussions, as well as social conversations.

Specialized Instruction as Newcomers Learn Content and Language

The Newcomers English Language Development Teacher’s Guide contains instruction to help students quickly learn necessary vocabulary. Each lesson contains four sections:

- **Introduction**—presents vocabulary through modeling or demonstrations
- **Guided Practice**—contains scaffolding that supports success
- **Apply**—reviews the concepts and vocabulary using cooperative learning classroom activities
- **Independent Work**—provides activities for students to demonstrate their growing proficiency, incorporating individual and small-group activities

Throughout the lesson, opportunities to monitor progress are available to further understand students’ abilities and needs. An Ongoing Assessment Chart is available in the Appendix.

Newcomers English Language Development Blackline Masters teach structure and form, while cultivating meaning and fostering interaction.

- Take-home pages for students, including visual representation of the concepts discussed in the lesson
- Translations in eight languages
- Classroom and home activities
Increase Confidence Through Practice

The Oral Language Development Cards provide students with:

- The opportunity to have unfamiliar sounds modeled for them and the opportunity to practice those sounds
- Time to practice basic language and language structures needed to carry on simple to more complex conversations
- Opportunities to practice language skills with structured input activities (e.g., matching, ordering, sequencing)
- Multiple contexts to respond to new information by employing newly acquired vocabulary within sentence frames

The Photo Flash Cards are used in conjunction with the Oral Language Development Cards. Each card has a full-color image on one side and the name of the image on the other. The Photo Flash Cards provide:

- Repetitive practice for learning new vocabulary words and encouraging language processing
- Exposure to important academic vocabulary, as well as words for everyday life
- Engaging practice for students at different levels of English proficiency
- Opportunities for peer interaction and communication
Sound/Spelling Cards—Trusted Tools to Help All Students

The *Open Court Reading* Sound/Spelling Cards focus on the most common sound-spelling patterns used in the English language. This tool helps students make and remember the connection between phonemes and the letters those sounds represent.

- Each card has a picture representing the target sound. Students learn to associate each Sound/Spelling Card with an action.
- Short, interactive poems, at point of use in the lesson, reinforce each action/sound association.
- The cards are designed to provide students who are learning English the key to quickly learn the letters, sounds, and the most common spellings of those sounds.
- Special devices help students know where to place spelling patterns in words and syllables.
- The *English Language Development Kit* includes one set of Small-Groups Cards and four sets of Individual Cards.
Resources to Promote English Language Production and Peer Interaction

To provide linguistic support, the English Language Development Kit includes:

• Individual hand-held mirrors for students to watch their mouths form the correct position to create the target sound

• Diagrams of correct mouth position, available in the Teacher’s Resource Book

Engaging Games Involve Students in Learning by:

• Providing opportunities for students to learn English in a creative and meaningful way

• Encouraging peer interaction and creating contexts for using language

• Promoting active learning, and helping to sustain the efforts of learning

• Giving students the opportunity to practice and review specific language skills

• Requiring the use of vocabulary words and phrases from multiple lessons

• Including differentiated levels of game play
Board Games

When students engage in games, they learn concepts such as time, numbers, weather, states, and so on. They also practice listening and speaking, as well as learning concepts such as taking turns and cooperative play in a fun manner.

Each board game requires the application of vocabulary words and phrases from multiple lessons. The games include differentiated levels of gameplay so students with different levels of English language proficiency can actively participate.
Teacher’s Resource Book—Your Guide to Success!

The Teacher’s Resource Book provides pedagogy and support for implementing the Open Court Reading English Language Development Kit with your English Learners. Get started with the placement assessments that help you identify each individual’s skill level as a guide for the most appropriate materials. The resource book also includes:

- Blackline Masters to support each lesson, as well as games and manipulatives
- Recommended instructional routines

### Routine 2a: Teaching Non-Transferable Sounds—Beginning Level

- Model the target sound following the directions for Forming the Sound.
- Have students make the sound and provide corrective feedback as necessary.
- Give students pictures with the target sound, and have students say the target sound in isolation after you name the picture.
- Give students pictures with the target sound, and have them say the word and then the sound in isolation after you show the picture.

### Trip Planner

On the lines below, write the names of three states that you will visit.

1. 
2. 
3. 

Name 3 things or places you will see on your trip. Then, draw your favorite.

1. 
2. 
3. 

Routine | Building Oral Language 5
---|---
Blackline Masters

Game Blackline Masters
**How and When to Use the ELD Kit**

The *Open Court Reading English Language Development Kit* complements any core reading program and can be implemented in a variety of ways, including:

- Small-Group instruction
- Pull-Out/Push-In English Learner programs
- Tutoring one on one
- Summer School
- Workshop time in an *Open Court Reading* classroom
- Before-School/After-School Programs

### Building Oral Language—Student Record

#### Sequencing

**Part 1**
- Correctly says object names: Picture 1: [ ] Picture 2: [ ] Picture 3: [ ]
- Correctly uses *This is a _______* sentence frame: Yes [ ] No [ ]
- Correctly uses *The _______ is _______* sentence frame: Yes [ ] No [ ]
- Correctly says picture names: Picture 1: [ ] Picture 2: [ ] Picture 3: [ ]
- Correctly uses *This is a _______ sentence frame: Yes [ ] No [ ]
- Correctly uses *The _______ is _______ sentence frame: Yes [ ] No [ ]

**Part 2**
- Correctly uses *The kitten is _______* sentence frame: Yes [ ] No [ ]
- Correctly uses *The _______ is _______ sentence frame: Yes [ ] No [ ]
- Can answer in complete sentences: Yes [ ] No [ ]
- Can add details to sentences: Yes [ ] No [ ]

**Part 3**
- Can repeat the story in the correct sequence: Yes [ ] No [ ]
- Can repeat the story without skipping any sequence sentences: Yes [ ] No [ ]
- Can add details to sentences: Yes [ ] No [ ]

**Part 4**
- Can correctly paraphrase story events: Yes [ ] No [ ]
- Can use own words to retell the story in the correct sequence: Yes [ ] No [ ]

**Note:** As the student paraphrases the story events, consider factors such as how quickly he or she responds and the confidence of his or her responses as well as the accuracy of the paraphrasing. Include these factors in your decision making for placing the student.

---

**Contrastive Analysis Chart for Speakers of Other Languages: Phonemes**

<table>
<thead>
<tr>
<th>English</th>
<th>Khmer</th>
<th>Korean</th>
<th>Portuguese</th>
<th>Russian</th>
<th>Spanish</th>
<th>Tagalog</th>
<th>Vietnamese</th>
</tr>
</thead>
<tbody>
<tr>
<td>/a/ car</td>
<td>/a/ bar</td>
<td>/a/ kar</td>
<td>/a/ car</td>
<td>/a/ nar</td>
<td>/a/ nar</td>
<td>/a/ nar</td>
<td>/a/ nar</td>
</tr>
<tr>
<td>/e/ car</td>
<td>/e/ jar</td>
<td>/e/ jjar</td>
<td>/e/ ara</td>
<td>/e/ ara</td>
<td>/e/ ara</td>
<td>/e/ ara</td>
<td>/e/ ara</td>
</tr>
<tr>
<td>/o/ cut</td>
<td>/o/ kut</td>
<td>/o/ kut</td>
<td>/o/ cut</td>
<td>/o/ koot</td>
<td>/o/ koot</td>
<td>/o/ koot</td>
<td>/o/ koot</td>
</tr>
<tr>
<td>/ä/ cut</td>
<td>/ä/ kät</td>
<td>/ä/ kät</td>
<td>/ä/ cut</td>
<td>/ä/ kät</td>
<td>/ä/ kät</td>
<td>/ä/ kät</td>
<td>/ä/ kät</td>
</tr>
<tr>
<td>/ā/ late</td>
<td>/ā/ lat</td>
<td>/ā/ lat</td>
<td>/ā/ late</td>
<td>/ā/ lat</td>
<td>/ā/ lat</td>
<td>/ā/ lat</td>
<td>/ā/ lat</td>
</tr>
<tr>
<td>/e/ feather</td>
<td>/e/ fät</td>
<td>/e/ fät</td>
<td>/e/ feather</td>
<td>/e/ fät</td>
<td>/e/ fät</td>
<td>/e/ fät</td>
<td>/e/ fät</td>
</tr>
<tr>
<td>/a/ at</td>
<td>/a/ at</td>
<td>/a/ at</td>
<td>/a/ at</td>
<td>/a/ at</td>
<td>/a/ at</td>
<td>/a/ at</td>
<td>/a/ at</td>
</tr>
<tr>
<td>/b/ bad</td>
<td>/b/ bad</td>
<td>/b/ bad</td>
<td>/b/ bad</td>
<td>/b/ bad</td>
<td>/b/ bad</td>
<td>/b/ bad</td>
<td>/b/ bad</td>
</tr>
<tr>
<td>/y/ yad</td>
<td>/y/ yad</td>
<td>/y/ yad</td>
<td>/y/ yad</td>
<td>/y/ yad</td>
<td>/y/ yad</td>
<td>/y/ yad</td>
<td>/y/ yad</td>
</tr>
<tr>
<td>/ch/ chip</td>
<td>/ch/ chip</td>
<td>/ch/ chip</td>
<td>/ch/ chip</td>
<td>/ch/ chip</td>
<td>/ch/ chip</td>
<td>/ch/ chip</td>
<td>/ch/ chip</td>
</tr>
<tr>
<td>/e/ pet</td>
<td>/e/ pet</td>
<td>/e/ pet</td>
<td>/e/ pet</td>
<td>/e/ pet</td>
<td>/e/ pet</td>
<td>/e/ pet</td>
<td>/e/ pet</td>
</tr>
<tr>
<td>/ē/ seed</td>
<td>/ē/ sed</td>
<td>/ē/ sed</td>
<td>/ē/ sed</td>
<td>/ē/ sed</td>
<td>/ē/ sed</td>
<td>/ē/ sed</td>
<td>/ē/ sed</td>
</tr>
<tr>
<td>/Ǝ/ the, about, chicken, pencil, cannon, circus</td>
<td>/Ǝ/ the, about, chicken, pencil, cannon, circus</td>
<td>/Ǝ/ the, about, chicken, pencil, cannon, circus</td>
<td>/Ǝ/ the, about, chicken, pencil, cannon, circus</td>
<td>/Ǝ/ the, about, chicken, pencil, cannon, circus</td>
<td>/Ǝ/ the, about, chicken, pencil, cannon, circus</td>
<td>/Ǝ/ the, about, chicken, pencil, cannon, circus</td>
<td>/Ǝ/ the, about, chicken, pencil, cannon, circus</td>
</tr>
<tr>
<td>/g/ game</td>
<td>/g/ game</td>
<td>/g/ game</td>
<td>/g/ game</td>
<td>/g/ game</td>
<td>/g/ game</td>
<td>/g/ game</td>
<td>/g/ game</td>
</tr>
<tr>
<td>/h/ hot</td>
<td>/h/ hot</td>
<td>/h/ hot</td>
<td>/h/ hot</td>
<td>/h/ hot</td>
<td>/h/ hot</td>
<td>/h/ hot</td>
<td>/h/ hot</td>
</tr>
<tr>
<td>/j/ jar</td>
<td>/j/ jar</td>
<td>/j/ jar</td>
<td>/j/ jar</td>
<td>/j/ jar</td>
<td>/j/ jar</td>
<td>/j/ jar</td>
<td>/j/ jar</td>
</tr>
<tr>
<td>/y/ yar</td>
<td>/y/ yar</td>
<td>/y/ yar</td>
<td>/y/ yar</td>
<td>/y/ yar</td>
<td>/y/ yar</td>
<td>/y/ yar</td>
<td>/y/ yar</td>
</tr>
<tr>
<td>/h/ har</td>
<td>/h/ har</td>
<td>/h/ har</td>
<td>/h/ har</td>
<td>/h/ har</td>
<td>/h/ har</td>
<td>/h/ har</td>
<td>/h/ har</td>
</tr>
<tr>
<td>/y/ yar</td>
<td>/y/ yar</td>
<td>/y/ yar</td>
<td>/y/ yar</td>
<td>/y/ yar</td>
<td>/y/ yar</td>
<td>/y/ yar</td>
<td>/y/ yar</td>
</tr>
<tr>
<td>/z/ zar</td>
<td>/z/ zar</td>
<td>/z/ zar</td>
<td>/z/ zar</td>
<td>/z/ zar</td>
<td>/z/ zar</td>
<td>/z/ zar</td>
<td>/z/ zar</td>
</tr>
<tr>
<td>/k/ kite</td>
<td>/k/ kite</td>
<td>/k/ kite</td>
<td>/k/ kite</td>
<td>/k/ kite</td>
<td>/k/ kite</td>
<td>/k/ kite</td>
<td>/k/ kite</td>
</tr>
<tr>
<td>/l/ lock</td>
<td>/l/ lock</td>
<td>/l/ lock</td>
<td>/l/ lock</td>
<td>/l/ lock</td>
<td>/l/ lock</td>
<td>/l/ lock</td>
<td>/l/ lock</td>
</tr>
<tr>
<td>/n/ need</td>
<td>/n/ need</td>
<td>/n/ need</td>
<td>/n/ need</td>
<td>/n/ need</td>
<td>/n/ need</td>
<td>/n/ need</td>
<td>/n/ need</td>
</tr>
<tr>
<td>/o/ clock</td>
<td>/o/ clock</td>
<td>/o/ clock</td>
<td>/o/ clock</td>
<td>/o/ clock</td>
<td>/o/ clock</td>
<td>/o/ clock</td>
<td>/o/ clock</td>
</tr>
<tr>
<td>/ō/ boat</td>
<td>/ō/ boat</td>
<td>/ō/ boat</td>
<td>/ō/ boat</td>
<td>/ō/ boat</td>
<td>/ō/ boat</td>
<td>/ō/ boat</td>
<td>/ō/ boat</td>
</tr>
<tr>
<td>/oo/ look</td>
<td>/oo/ look</td>
<td>/oo/ look</td>
<td>/oo/ look</td>
<td>/oo/ look</td>
<td>/oo/ look</td>
<td>/oo/ look</td>
<td>/oo/ look</td>
</tr>
<tr>
<td>/k/ kite</td>
<td>/k/ kite</td>
<td>/k/ kite</td>
<td>/k/ kite</td>
<td>/k/ kite</td>
<td>/k/ kite</td>
<td>/k/ kite</td>
<td>/k/ kite</td>
</tr>
<tr>
<td>/l/ lock</td>
<td>/l/ lock</td>
<td>/l/ lock</td>
<td>/l/ lock</td>
<td>/l/ lock</td>
<td>/l/ lock</td>
<td>/l/ lock</td>
<td>/l/ lock</td>
</tr>
<tr>
<td>/r/ rock</td>
<td>/r/ rock</td>
<td>/r/ rock</td>
<td>/r/ rock</td>
<td>/r/ rock</td>
<td>/r/ rock</td>
<td>/r/ rock</td>
<td>/r/ rock</td>
</tr>
<tr>
<td>/h/ hock</td>
<td>/h/ hock</td>
<td>/h/ hock</td>
<td>/h/ hock</td>
<td>/h/ hock</td>
<td>/h/ hock</td>
<td>/h/ hock</td>
<td>/h/ hock</td>
</tr>
<tr>
<td>/sh/ shoe</td>
<td>/sh/ shoe</td>
<td>/sh/ shoe</td>
<td>/sh/ shoe</td>
<td>/sh/ shoe</td>
<td>/sh/ shoe</td>
<td>/sh/ shoe</td>
<td>/sh/ shoe</td>
</tr>
<tr>
<td>/ch/ chew</td>
<td>/ch/ chew</td>
<td>/ch/ chew</td>
<td>/ch/ chew</td>
<td>/ch/ chew</td>
<td>/ch/ chew</td>
<td>/ch/ chew</td>
<td>/ch/ chew</td>
</tr>
</tbody>
</table>