

## NEW COURSE APPROVAL FORM

Date: 10/15/2025

Department Chairperson/Building Coordinator: \_\_\_\_\_

Department: ELL Department

Building: Middle School

Proposed Course Title: EL English

Grade Level: 7-8

Course Length: 1 year

Credits: 1 full year

Requirement/Elective: \_\_\_\_\_ Meeting Frequency: everyday

Anticipated Enrollment: 5-10 Prerequisites: EL Student - Overall 1-2 on most recent WIDA ACCESS

Principal's Approval: JK-10/29/2025 \_\_\_\_\_

Comments:

Review & Discuss Within the Building Between Departments – Date: \_\_\_\_\_ Within the department \_\_\_\_\_

Comments:

Systemwide Curriculum Committee Review Date: 11/12/2025 \_\_\_\_\_

Comments:

Director of Instruction/District Administrator's Approval: 10/22/2025 \_\_\_\_\_

Board of Education Curriculum Sub-committee Review Date: \_\_\_\_\_

Board of Education Approval Date: \_\_\_\_\_

## I. COURSE INFORMATION

- A. Rationale for Course: *(Provide a brief description of student/school needs/purpose of course, benefits, and anticipated student outcomes.)*

Our middle school English Learners (ELs) at WIDA Levels 1–2 are struggling to access the ELA curriculum due to limited foundational English skills. These students spend much of their time translating texts, which causes them to miss key teaching points and limits their English language growth. This course is designed to directly address that gap by integrating WIDA English Language Development Standards, ELA 7/8 standards, and explicit instruction in foundational English and academic literacy. The goal is for students to build English language proficiency, confidence, and academic skills that prepare them to transition successfully into mainstream ELA classes and meet grade-level standards. This model has been implemented at the high school level for over five years and would now provide continuity and support for our middle school EL students at the beginning levels of English proficiency.

- B. Course Description: *(Short descriptive paragraph highlighting the major focus of course. To be used for course offering catalog.)*

EL English 7/8 is designed for English Learners at WIDA Levels 1–2 who are developing foundational English skills. Students will strengthen their reading, writing, listening, and speaking through engaging, scaffolded lessons aligned to the WIDA English Language Development Standards and grade-level ELA standards. The course includes structured language development, vocabulary building, writing practice, and exposure to literature and informational texts, preparing students for success in future ELA coursework.

- C. Course Outline: *(Attach course outline which includes the major topics and concepts.)*  
(summary of major topics)

- Foundational English Language Skills (phonics, grammar, vocabulary, sentence construction)
- Reading Comprehension Strategies for Fiction and Informational Texts
- Academic Writing Development (paragraphs, summaries, narratives, essays)
- Oral Language and Listening Practice
- Cross-curricular Academic Vocabulary
- Integration of ELA 7/8 Themes and Texts with WIDA Standards
- Mid-year and end-of-year English proficiency goal setting and reflection

- D. Materials & Resources: *(Include text, computer/technology tools, and supplementary information.)*

### **Materials/Subscription we have:**

- Technology: Chromebooks for online practice, Google Classroom for assignments
- Supplemental digital and print materials from [ellii](#) (formerly ESL Library)
- [Saddlebook ELL Student and Newcomer book series](#) that give ELL tweens real-world information along with great fictional stories at lower reading levels, so they can not only increase reading fluency but also assimilate with success.

### **Materials to possibly Purchase:**

- [Summit K12 “Connect to Literacy” ELD](#)(online supplemental curriculum aligned with WIDA ACCESS test and standards; 20-minute component integrated daily)
- Consultation with CESA 2 Language Development Consultant to identify foundational English practice book options [Vista Get Ready](#) grades 6-8
- Selected literature and informational text sources connected to ELA 7/8 themes

- E. Instructional Methods: *(Check applicable ones and explain wherever necessary.)*  
Which of these are used: Check with “X”



Instruction will focus on interactive, language-rich methods such as small-group guided reading, collaborative writing, and language activities to build listening, speaking, reading, and writing skills simultaneously. Online tools will supplement instruction with personalized practice aligned to each student's proficiency level.

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- ☐ Lectures
 ☒ Demonstrations
 ☐ Field Trips
- ☒ Discussions
 ☐ Term Papers
 ☐ Check Quizzes
- ☐ Special Reports
 ☐ Extra Reading
 ☐ Individual Study Contracts
- ☐ Laboratory group
 ☒ AV Materials
 ☒ Other Individualized and small group  
 instructure, hands-on language activities, collaborative learning projects
- (Hands-On)
- ☒ Online/Virtual Learning

F. Student Evaluation Procedures:

- Beginning, mid-year, and end-of-year English proficiency benchmarks using the Summit K12 platform
- Formative assessments in foundational English (vocabulary, grammar, reading fluency)
- Writing assessments scored with a rubric aligned to WIDA writing standards
- Speaking and listening tasks evaluated through classroom performance
- Teacher-created quizzes and reflections on reading and writing growth
- **Exit & Transition Criteria (reviewed each semester):**  
 Enrollment in EL English 7/8 will be reviewed at the end of each semester. Students “graduate” from the course and transition to mainstream ELA (with appropriate supports) when multiple measures indicate readiness, including:
- **WIDA/ACCESS evidence:** Growth toward or above an **Overall 3.0 or higher**, or clear upward movement in **Reading/Writing domains** aligned to course demands.
- **Classroom performance:** Consistent proficiency on course assessments (writing rubrics aligned to WIDA, reading comprehension checks, and speaking/listening tasks).
- **Literacy indicators:** Grade-level gains on local literacy measures (e.g., fluency, decoding, or reading screeners) showing readiness to access core ELA content.
- **Team recommendation:** EL teacher, ELA teacher, and counselor/administrator review data and student input to determine readiness and appropriate next-step supports.

**Post-Exit Pathway:**

Students who exit EL English 7/8 will be scheduled into **mainstream ELA** along with a **support option** (e.g., EL Support, Academic Literacy, or targeted WYN/intervention block) as needed to sustain growth and ensure access to grade-level instruction.

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- G. Financial Impact: (Provide an explanation of projected costs for personnel, materials, and equipment for subsequent years when the proposal is fully implemented.)

### Initial Impact

- \$500 - Initial Summit K12 “Connect to Literacy” ELD teacher training Minimal annual cost for Summit K12 student licenses after initial teacher training
- \$250 - \$500 - yearly cost for 5-10 Summit K12 student licenses
- \$200 - \$400 - yearly cost of 5-10 student practice books Vista Get Ready grades 6-8 and 1 teacher practice book - foundational English curriculum or workbooks (will consult with CESA 2)

### Subsequent Impact (yearly)

- \$250 - \$500 - yearly cost for 5-10 Summit K12 student licenses
- \$200 - \$400 - yearly cost of 5-10 student practice books Vista Get Ready grades 6-8 and 1 teacher practice book - foundational English curriculum or workbooks (will consult with CESA 2)

### H. Financial Impact: (First Year)

<u>Added Personnel</u>	How Many	Approx. Cost	Total Cost
Professional	_____	\$ _____	\$ _____
Non-Professional (Assistants, secretarial, etc.)	_____	\$ _____	\$ _____
<u>Added Materials</u>			
Textbooks	5-10 @	\$ _____	= \$200 - \$400
Supplies			\$ _____
<u>Added Equipment Needed:</u>			
List/Cost:	teacher training @	\$ _____	= \$500
	student licenses @	\$ _____	= \$250 - \$500
	_____ @	\$ _____	= \$ _____

- I. Explain how this new course will correlate with Wisconsin State Academic Standards and/or district remediation plans.

### Correlation with Wisconsin State Academic Standards

This course aligns with Wisconsin ELA Standards by developing literacy skills through reading, writing, speaking, and listening while embedding WIDA English Language Development Standards. It supports district goals for equitable access to grade-level instruction by scaffolding the language and literacy skills necessary for success in mainstream ELA courses.



## II. OTHER PERTINENT INFORMATION

A. This course will be: (please check one)

- ☒ an addition to the department's offering
- ☐ a replacement for ELA 7 and ELA 8
- ☐ a pilot study

B. This course will require (please check the appropriate spaces):

- ☐ the adoption of a new textbook (Vista Get Ready Practice Books)
- ☐ the use of a text previously adopted and in use

C. This course will require (please check appropriate spaces)

- ☒ specialized organization of teacher time
- ☐ specialized room arrangement or equipment (explain below)
- ☒ specialized student grouping or sectioning (EL Levels 1–2)
- ☒ curriculum planning time for integration with ELA 7/8 standards
- ☒ specialized technology (Summit K12)

D. To what extent will this curriculum change affect the number of teacher preparation each semester? (Explain)

Minimal increase in prep; course will be scheduled as one of the teacher's assigned sections.

E. To what extent does this course conflict with the content and/or student availability of other courses in your department?

No conflicts anticipated with existing ELA or intervention classes; this course serves students who would otherwise struggle to access the ELA curriculum.

F. To what extent does this course conflict with courses offered in other departments?

EL and ELA departments recognize the need for more targeted language development instruction for newcomers / students at the beginning ELD proficiency (1-2) .

G. What course(s) could be deleted if this curriculum change is adopted?

No existing courses would need to be deleted. This course serves a specific population of English Learners at WIDA Levels 1–2 who are currently placed in grade-level ELA but unable to access the curriculum effectively. The new EL English course would replace the mainstream ELA 7 or ELA 8 section for these students, ensuring they still receive English Language Arts instruction that meets district and state standards.

H. This proposed course must be discussed with other members of your department prior to submitting this form. (Describe briefly the outcome of these discussions.)

The proposal has been discussed with the Middle School and High School EL department teachers. Both teams recognize the need for targeted English language development at the middle school level and are supportive of creating this course. Teachers noted that many current Level 1–2 students struggle to engage meaningfully with the ELA 7 and ELA 8 curriculum due to beginning level (entering) English proficiency. The consensus was that the EL English course would provide more equitable access to instruction, better align with WIDA standards, and

strengthen students' readiness for success in future ELA coursework.

- I. To what effect does this curriculum change affect the K-12 Skills Continuum?  
(*duplication, deletion, reinforcement, etc.*)

Reinforces the existing EL English continuum from middle to high school, providing smoother transitions and more consistent growth in English proficiency.

- J. If approved, this course will begin: Semester 1, 2026–2027 school year  
(*semester/year*)

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