

**Migrant Education Region III**  
**Merced County Office of Education**  
**English Language Fluency Acquisition Program (ELFAP)**  
February 23, 2019 – April 13, 2019

**STRATEGY:**

A judicious Combination of the following:

- Low-stress environment for language performance -
- Physical involvement with language
- A large amount of interaction with students
- Small group reading instruction
- Whole group reading instruction
- Use of Multiple mediums to present information

**EXPECTED OUTCOME:**

At least 50% of the participating pupils will improve their scores by one letter grade. It is only natural to ask how is the increase measured and what is the 'test' for this measure. The assessment will be a multipronged approach as the fluency in Language - unlike progress in mathematics - has several modalities as the communication is between the Speaker and the Listener.

- One measure is oral interview with same questions and the same interviewer. This will be done at the beginning of the session on Week 1 and Week 4 and at the end of Week 8.
- The second 'test' of their success will be the child's ability to read passages from one the books that is appropriate for the child's level – based on grade and fluency - and narrate the story in "own words" in Spanish and English.
- The increase will also be measured by the participants' grade in the READING and WRITING in classes they are enrolled.

This is an after school ENGLISH LANGUAGE FLUENCY ACQUISITION PROGRAM - ELFAP- coaching/tutoring where the participants are taught for their grade level as delineated by the District. Unlike a regular skill-based class where the progression of the lessons is linear and methodical, the ELFAP activities are designed to develop their fluency in the use of English Language as a Communication Tool. The goal is to provide class climate where the pupils feel safe and nurtured. The ELFAP is not "template problem approach" to teaching where the teacher does several model problems in class and assigns homework very much like model problems. It is reading, doing, discussing and reflecting that will provide opportunity to "learn how to learn" Furthermore, in the weekly meetings they will be doing the activities in small groups and this can foster friendship. The college students will also be an additional resource for this group to get help in their regular classroom assignments.

**CURRICULUM USED:**

The Program will use a modified version of the *Reading Mastery* program. No videos or electronics device will be used in reading and developing fluency. Reading selected children's books - a combination of narrative and informative literature will be the core of the curriculum. There will also be books without words and magazine pictures. Flash cards and actual objects will be used for Vocabulary

development. *Sentence Stem* is proven to work well in writing. *Play Acting* will provide a platform to communicate and develop social skills. Levar Burton's "Reading Rainbow" books will be used as additional resource, if needed. The Program Director's experience has confirmed the research findings which show that a child's doing well at school and getting approval and acceptance from peers decreases truancy of students.

#### METHODS OF INSTRUCTION:

"Active Engagement" will be the key in instruction. During each session, there will be at least 6 adults in the room totally engaged with small group of two to three children - At least four will be credentialed teachers and three will be fluent in Spanish.

The language and/or fluency will be taught by engaging the children. They will draw and play act, create songs and dances in Spanish and English.

Lotus guide to using Reading Rainbow to learn English will be used to train the ELFAP team.