

WARREN COUNTY SCHOOL DISTRICT

Planned Instruction

Course Title: Language Arts/ESL - Secondary

Course Number: 00006

Suggested Educational Level(s): Grades 9 - 12

Suggested Periods Per Week: 5 **Length of Period:** _____

Suggested Length Of Course: 180 days

Units of Credit (If Appropriate): 1 or more for Grades 9-12

Date Written: 10/15/02 **Date Approved:** 11/11/02

Date Reviewed: _____ **Implementation Year:** _____

Teacher Certification Required: Instructional 1 or 2. ESL Certification

Standards Addressed (code):

Relationship to Other Planned Instruction:

Prerequisites:

Special Requirements:

Writing Team Members:

Note: Special thanks to Dr. Edward Bureau of the Kennett Consolidated School District for allowing Warren County School District the use of their materials.

Course Description:

Language Arts/ESL – Secondary is a course available to the English as a Second Language (ESL) student and will be the substitute for any secondary level language arts course.

Structure of the Curriculum

The English as a Second Language (ESL) Curriculum for grades K - 12 is a scope and sequence that builds and develops linguistic proficiency for non-native English speakers. All students are assured a high quality English linguistic learning experience based on the six language skills: listening, speaking, reading, writing, critical thinking /learning strategies, and culture.

The goal of the curriculum is to provide the students with the skills necessary to transition successfully into the mainstream classroom.

The scope and sequence is built upon national TESOL Standards and Pennsylvania's Academic Standards for Reading, Writing, Speaking, and Listening.

The TESOL Standards are as follows:

Goal 1

Standard 1: To use English to communicate in social settings: Students will use English to participate in social interactions.

Standard 2: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.

Standard 3: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.

Goal 2

Standard 1: To use English to achieve academically in all content areas: Students will use strategies to extend their communicative competence.

Standard 2: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

Standard 3: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.

Goal 3

Standard 1: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register and genre according to audience, purpose and setting.

Standard 2: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.

Standard 3: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their socio-linguistic and socio-cultural competence.

Pennsylvania's Academic Standards for Reading, Writing, Speaking, and Listening are as follows:

- 1.1 Learning to Read Independently
- 1.2 Reading Critically in all Content Areas
- 1.3 Reading, Analyzing and Interpreting Literature
- 1.4 Types of Writing
- 1.5 Quality of Writing
- 1.6 Speaking and Listening
- 1.7 Characteristics and Functions of the English Language
- 1.8 Research

ESL K-5 Newcomer Curriculum

<u>Content Topics</u>	<u>TESOL Standards</u>	<u>Content Focus</u>	<u>Language Components</u>
1. Survival	Goal 1 - Standards 1 - 3 Goal 3 - Standard 3	Greetings/introductions Manner words Personal information Question words	Hello, Hi Question formation and response: What is your name? My name is: Please, thank you, excuse me. <u>How</u> old are you? I am years old. <u>Where</u> do you live? I live: Where are you from? I am from: <u>When</u> is your birthday? My birthday <u>What</u> is your phone number? My: What is your address? My address is: <u>Who</u> is your teacher? My teacher is: What grade are you in? I am in What school do you go to? I go to: Negation Good morning, afternoon, night, etc.
2. Alphabet	Goal 2 - Standards 1 & 2	Upper and lower case Sounds - consonant & vowels	Recognition, identification, & writing How do you spell? Concept of name vs. sound Phonemes Question formation and response
3. Number/Colors	Goal 2 - Standards 1 & 2	Math vocabulary Cardinal and ordinal numbers Geometric shapes Colors Basic commands/actions	Recognition, identification, reading & Plus +, minus -, equals =, times x, divided by - Circle, triangle, square, rectangle, and diamond Recognition, identification, reading & blue, red, yellow, orange, green, purple, pink, black, gray and What color is...? How many...? Yes/No questions Either/or questions Position of adjectives Before, after To count, color, write Question formation and response

<u>Content Topics</u>	<u>TESOL Standards</u>	<u>Content Focus</u>	<u>Language Components</u>
4. School	Goal 1- Standards 1 - 3 Goal 2 - Standards 1 & 2	School rules School personnel Classroom objects/subjects Locations in the school Basic commands/actions Needs/wants	Recognition, identification, reading & What is this? This is a: What are these? These are: Singular/plurals There is/there are Requests- please, may I I don't understand/ I don't know. May I go to the bathroom? How do you spell in English? How do you say in English? I need a:/ I want a: Following oral and written directions Requesting information and Question formation and response
5. Body Parts	Goal 1 - Standards 1 - 3 Goal 2 - Standards 1 & 2	Body parts Physical features Ailments Senses Basic commands/actions	Recognition, identification, reading, I with my . My hurts. Show me your: This is my.../These are my:
6. Clothing	Goal 1 - Standards 1 - 3	Clothing articles Accessories Basic commands/actions	Recognition, identification, reading & to wear/ to have
7. Family	Goal 1 - Standards 1 & 2	Family members-immediate/extended Titles	Recognition, identification, reading & Mr., Miss, Ms., Mrs., Dr. My name is .
8. Food	Goal 1 - Standards 1&2	School menu Meals Basic food vocabulary Food groups Basic commands/actions	Recognition, identification, reading & Breakfast, lunch, dinner, and snack Meats, vegetables, fruits, desserts Express likes, dislikes, needs and To eat, drink:

<u>Content Topics</u>	<u>TESOL Standards</u>	<u>Content Focus</u>	<u>Language Components</u>
9. Money	Goal 1 - Standards 1 & 2 Goal 3 - Standard 3 Goal 2 - Standard 1	Simple phrases Coins & bills Vocabulary Basic commands/actions	Recognition, identification, reading & How much is/are ? Penny, nickel, dime, quarter, dollar Cents, change, price, coupon, cashier, to spend, to buy
10. Seasons/Calendar Weather/Holidays	Goal 1- Standards 1 & 2 Goal 3- Standard 3 Goal 2- Standard 1	Days of week Months of the year Holiday vocabulary Parts of calendar Types of weather Seasons	Recognition, identification, reading & Day, week, month, weekend, year Today, yesterday, tomorrow Last, next Question formation and response Negation
11. Time	Goal 1- Standard 1 & 2 Goal 2 - Standard 1 Goal 3 - Standard 3	Parts of the day O'clock/half/quarter a.m./p.m. Simple phrases Time vocabulary	Recognition, identification, reading & Hour, minute, second What time is it? It is: Morning, noon, afternoon, evening, Question formation and response Negation
12. Home	Goal 1 - Standard 1 & 2 Goal 3 - Standard 3	Rooms in the house/apartment etc. Furniture Interior/Exterior parts Basic commands/actions Pre-positions of space	Recognition, identification, reading & Where is? In, on, under, over, inside, outside, Question formation and response Negation Singular/Plural
13. Feelings	Goal 1 - Standards 1 & 2 Goal 3 - Standards 2 & 3	Emotions	Recognition, identification, reading & I feel:/ I am: How are you? How do you feel? I feel: Question formation and response Negation
14. Animals	Goal 1 - Standards 1 & 2	Animal vocabulary	Recognition, identification, reading & Domestic, farm, wild Question formation and response Singular/Plural

<u>Content Topics</u>	<u>TESOL Standards</u>	<u>Content Focus</u>	<u>Language Components</u>
15. Community	Goal 1 - Standards 1 & 2	Places in the community Directions Signs Community people/occupations City, State, Country Basic commands/actions	Recognition, identification, reading & Describing occupations to sell, to work Where is...? Street, corner, Question formation and response

ESL K-5 Newcomer Activities and Materials List

<u>Suggested Activities</u>	<u>Suggested Materials</u>
Reading-Guided, echo, choral, paired, independent, read aloud, shared	trade books
LEA (Language Experience Approach)	student-created books
Match, categorize, sequence, summarize	anthologies
Sing	magazines
Discussion	newspapers
Role play	computer software
Interviews	Internet Sites
Cloze	poetry
Labeling	graphic organizers
(Active) Listening & speaking	big books
Observation	audio-visuals
Dioramas	visuals
Book reports	manipulatives
Oral presentations	games
DRTA	puppets
Research	charts
Dictation	graphs
Word banks	guest speakers
Sentence Strips	journals
Pantomime	realia
Readers' theater	dictionaries/picture dictionaries
TPR (Total Physical Response)	wordless books
Individual/Group projects	patterned books
Drawing	music
Play performance	
Computer Activities	
Reading/Writing Workshops	
Jigsaw	
Journal Writing	
Brainstorming	
Art	
DOL (Daily Oral Language)	
Field trips	
Experiments	
Dictionary	
Rebus	
Show & Tell	
Cooking	
Collages	
Mobiles	
Storytell	
Retell	
DLTA (Directed Listening Thinking Activity)	

ESL K-5 Scope and Sequence for Language Arts

NER-Non English Reader

LER- Limited English Reader

1.1 READING INDEPENDENTLY						
A. Phonemic Awareness	K	1	2	3	4	5
-identify the following:						
initial phonemes	NER	NER	NER	NER	NER	NER
final phonemes	NER	NER	NER	NER	NER	NER
medial phonemes		NER	NER	NER	NER	NER
-demonstrate ability to:						
segment sentences	NER/LER	NER/LER	NER/LER	NER/LER	NER/LER	NER/LER
segment words into syllables		NER/LER	NER/LER	NER/LER	NER/LER	NER/LER
segment words into phonemes		NER/LER	NER/LER	NER/LER	NER/LER	NER/LER
blend syllables		NER/LER	NER/LER	NER/LER	NER/LER	NER/LER
blend phonemes		NER/LER	NER/LER	NER/LER	NER/LER	NER/LER
generate new words from simple spelling patterns		NER/LER	NER/LER	NER/LER	NER/LER	NER/LER
B. Word Analysis/Phonics	K	1	2	3	4	5
-initial consonants	NER	NER	NER	NER	NER	NER
-final consonants	NER	NER	NER	NER	NER	NER
-medial consonants		NER	NER	NER	NER	NER
-initial blends:						
(bl, cl, fl, gl, pl, sl, br, cr, dr, fr, gr, tr, pr, dw, sw, tw, sc,sk, sm, sn, sp, st)		NER/LER	NER/LER	NER/LER	NER/LER	NER/LER
-final blends:						
(ng, nk, mp, nd, nt, sk, sp, st, ld, lk, lp, lt, ct, ft, pt)			NER/LER	NER/LER	NER/LER	NER/LER
-digraphs (sh, ch, th, wh)		NER/LER	NER/LER	NER/LER	NER/LER	NER/LER
-silent letters (mb, gn, kn, wr, ck, igh)			LER	NER/LER	NER/LER	NER/LER
-short vowels (a, e, i, o, u)	NER/LER	NER/LER	NER/LER	NER	NER	NER
-long vowels (a, e, i, o, u, -vCe)		NER/LER	NER/LER	NER/LER	NER/LER	NER/LER
-vowel digraphs (team)		NER/LER	NER/LER	NER/LER	NER/LER	NER/LER
-spelling patterns (I.e. -at, -ack, -ake)		NER/LER	NER/LER	NER	NER	NER
-grammatical endings (s, ed, ing, es)				NER/LER	NER/LER	NER/LER
-compound words			LER	LER	LER	LER
-contractions			LER	LER	LER	LER
-suffixes				LER	LER	LER

B. Word Analysis/Phonics (Continued)	K	1	2	3	4	5
-prefixes				LER	LER	LER
-three letter blends (scr, spl, spr, str)			LER	NER/LER	NER/LER	NER/LER
-R controlled vowels			LER	NER/LER	NER/LER	NER/LER
-sounds of y						
-diphthongs (au, aw, ew, oi, oy, ou, ow)				LER	LER	LER
-abbreviations		NER/LER	NER/LER	NER	NER	NER
-possessives				LER	LER	LER
-plurals (regular & irregular)		NER/LER	NER/LER	NER	NER	NER
-demonstrate ability to:						
use word attack skills to identify unknown words		NER/LER	NER/LER	NER/LER	NER/LER	NER/LER
use context clues to decode			LER	LER	LER	LER

C. Comprehension	K	1	2	3	4	5
-active prior knowledge	NER/LER	NER/LER	NER/LER	NER/LER	NER/LER	NER/LER
-make connections- (background knowledge, literature)	NER/LER	NER/LER	NER/LER	NER/LER	NER/LER	NER/LER
-use context clues to aid understanding			LER	LER	LER	LER
-identify pronoun referents			LER	LER	LER	LER
-understand sequence	NER/LER	NER/LER	NER/LER	NER/LER	NER/LER	NER/LER
-understand cause/effect	LER	LER	LER	NER/LER	NER/LER	NER/LER
-recognize main idea			LER	NER/LER	NER/LER	NER/LER
-summarize ideas and details						
oral	LER	LER	LER	NER/LER	NER/LER	NER/LER
written			LER	LER	LER	LER
-cite evidence to support ideas/opinions				LER	LER	LER
-compare/contrast		LER	LER	NER/LER	NER/LER	NER/LER
-understand graphs and charts		NER/LER	NER/LER	NER/LER	NER/LER	NER/LER
-read a variety of genres and text		LER	LER	LER	LER	LER

D. Vocabulary	K	1	2	3	4	5
-sight vocabulary:						
Fry List		NER/LER	NER/LER	NER/LER	NER/LER	NER/LER
functional (days, numbers, colors)	LER	NER/LER	NER/LER	NER/LER	NER/LER	NER/LER
word families	LER	NER/LER	NER/LER	NER/LER	NER/LER	NER/LER
-identify categories of words:						
synonyms		LER	LER	LER	LER	LER
antonyms		LER	LER	LER	LER	LER
homophones (hair, hare)				LER	LER	LER
homographs (wind, wind)				LER	LER	LER

D. Vocabulary (Continued)	K	1	2	3	4	5
-use dictionary		LER	NER/LER	NER/LER	NER/LER	NER/LER
-use thesaurus					LER	LER
-apply new words		LER	NER/LER	NER/LER	NER/LER	NER/LER
-use context clues to determine meaning		LER	LER	LER	LER	LER
-identify idioms					LER	LER
-use idioms correctly					LER	LER
-use specialized reference materials				LER	LER	LER

E. Reading Strategies and Techniques	K	1	2	3	4	5
-three cueing systems						
-graphophonic	NER/LER	NER/LER	NER/LER	NER/LER	NER/LER	NER/LER
-semantic		LER	LER	NER/LER	NER/LER	NER/LER
-syntactic		LER	LER	NER/LER	NER/LER	NER/LER
-make and edit predictions	LER	NER/LER	NER/LER	NER/LER	NER/LER	NER/LER
-reread for clarity		NER/LER	NER/LER	NER/LER	NER/LER	NER/LER
-use text organization		LER	NER/LER	NER/LER	NER/LER	NER/LER
-set a purpose for reading		NER/LER	NER/LER	NER/LER	NER/LER	NER/LER
-use pictures and illustrations	NER/LER	NER/LER	NER/LER	NER/LER	NER/LER	NER/LER
-generate essential questions:		LER	NER/LER	NER/LER	NER/LER	NER/LER

F. Fluency	K	1	2	3	4	5
-read familiar materials aloud accurately		LER	NER/LER	NER/LER	NER/LER	NER/LER
-demonstrate fluency in a variety of genres and texts		LER	NER/LER	NER/LER	NER/LER	NER/LER
-self-correct mistakes		LER	NER/LER	NER/LER	NER/LER	NER/LER
-uses appropriate pronunciation		LER	LER	LER	LER	LER
-read with expression		LER	LER	LER	LER	LER

1.2 READING CRITICALLY						
A. Read & Understand Essential Content Of Information Text						
	K	1	2	3	4	5
-differentiate fact and opinion			LER	LER	LER	LER
-distinguish between essential and nonessential information		LER	LER	LER	LER	LER
-distinguish between narrative and informational text		LER	LER	LER	LER	LER
-make inferences			LER	LER	LER	LER
-draw conclusions			LER	LER	LER	LER
-analyze text organization					LER	LER
-determine the author's purpose						LER
B. Use, Understand, and Evaluate Media						
	K	1	2	3	4	5
-use electronic media for research				LER	LER	LER

1.3 READING, ANALYZING, AND INTERPRETING LITERATURE

A. Literary Elements	K	1	2	3	4	5
-identify the following:						
characters	NER/LER	NER/LER	NER/LER	NER/LER	NER/LER	NER/LER
character traits	NER/LER	NER/LER	NER/LER	NER/LER	NER/LER	NER/LER
setting (time and place)	NER/LER	NER/LER	NER/LER	NER/LER	NER/LER	NER/LER
-plot:						
beginning/middle/end	NER/LER	NER/LER	NER/LER	NER/LER	NER/LER	NER/LER
conflict				LER	LER	LER
resolution				LER	LER	LER
author/illustrator	LER	NER/LER	NER/LER	NER/LER	NER/LER	NER/LER
-analyze and compare the following:						
characterization					LER	LER
setting					LER	LER
plot					LER	LER

B. Literary Devices	K	1	2	3	4	5
-identify literary devices						
sound techniques:						
rhyme		NER/LER	NER/LER	NER/LER	NER/LER	NER/LER
rhythm		NER/LER	NER/LER	NER/LER	NER/LER	NER/LER

C. Genre	K	1	2	3	4	5
-identify genres (fiction)						
tales						
fairy		LER	LER			
folk				LER		
legends				LER		
historical fiction					LER	LER
poetry				LER	NER/LER	NER/LER
-identify structures in drama						
dialogue				LER	LER	LER

NEW-Non English Writer
LEW-Limited English Writer

1.4 TYPES OF WRITING						
A. Narrative Writing	K	1	2	3	4	5
-write narrative pieces						
poems				LEW	NEW/LEW	NEW/LEW
paragraphs			LEW	LEW	NEW/LEW	NEW/LEW
multi-paragraph stories					LEW	LEW
autobiography			LEW	NEW/LEW	NEW/LEW	NEW/LEW
-included detailed descriptions of the following						
people			LEW	LEW	LEW	LEW
places			LEW	LEW	LEW	LEW
things			LEW	LEW	LEW	LEW
-use relevant illustrations			LEW	LEW	NEW/LEW	NEW/LEW
-include literary elements (see 1.3)			LEW	LEW	LEW	LEW
-utilize dialogue				LEW	LEW	LEW
-include literary devices (see 1.3)			LEW	LEW	LEW	LEW

B. Practical Writing	K	1	2	3	4	5
-produce functional documents						
friendly/thank you letter			LEW	LEW	NEW/LEW	NEW/LEW
-use proper format				LEW	LEW	LEW

C. Informational Writing	K	1	2	3	4	5
-write informational pieces using illustrations when relevant						
descriptions				LEW	LEW	NEW/LEW
reports					LEW	NEW/LEW
instructions				LEW	LEW	NEW/LEW
-write multi-paragraph informational pieces						
descriptions					LEW	LEW
reports					LEW	LEW
biographies					LEW	LEW
essay						LEW

C. Informational Writing (continued)	K	1	2	3	4	5
-include cause and effect					LEW	LEW
-use relevant graphics						
maps					LEW	LEW
illustrations				LEW	LEW	LEW
photographs				LEW	LEW	LEW

D. Persuasive Writing	K	1	2	3	4	5
-write an opinion and support it with facts			LEW	LEW	LEW	NEW/LEW

1.5 QUALITY OF WRITING						
A. Sharp and District Focus	K	1	2	3	4	5
-identify topic			LEW	LEW	NEW/LEW	NEW/LEW
-identify task/purpose			LEW	LEW	NEW/LEW	NEW/LEW
-identify audience				LEW	LEW	LEW
B. Develop and Write Appropriate Content	K	1	2	3	4	5
-gather and organize information				LEW	LEW	NEW/LEW
-write a series of related sentences as a paragraph with one central idea			LEW	LEW	NEW/LEW	NEW/LEW
-write multiple paragraphs with one central idea					LEW	LEW
topic sentence					LEW	LEW
supporting details					LEW	LEW
-select the most effective information			LEW	LEW	NEW/LEW	NEW/LEW
C. Organization	K	1	2	3	4	5
-write a series of related sentences as a paragraph with one central idea						
sustain a logical order within sentences			LEW	LEW	NEW/LEW	NEW/LEW
include an effective introduction, body and conclusion					LEW	LEW
D. Write with an Awareness of Style	K	1	2	3	4	5
-use sentences of varying length and complexities				LEW	LEW	LEW
-use precise language including:						
adjectives					LEW	LEW
adverbs					LEW	LEW
details that convey meaning					LEW	LEW
E. Revise to Improve the Following	K	1	2	3	4	5
-detail (identify missing information)					LEW	LEW
-organization					LEW	LEW
-precision of vocabulary					LEW	LEW

F. Edit Writing Using the Following Conventions:	K	1	2	3	4	5
-spell common, frequently used words correctly			LEW	NEW/LEW	NEW/LEW	NEW/LEW
-spell all words correctly						LEW
-use capital letters correctly		LEW	NEW/LEW	NEW/LEW	NEW/LEW	NEW/LEW
-punctuate correctly						
periods		LEW	NEW/LEW	NEW/LEW	NEW/LEW	NEW/LEW
exclamation points				LEW	NEW/LEW	NEW/LEW
question marks			LEW	NEW/LEW	NEW/LEW	NEW/LEW
commas in a series				LEW	NEW/LEW	NEW/LEW
apostrophes				LEW	NEW/LEW	NEW/LEW
quotation marks					LEW	LEW
-use parts of speech correctly						
nouns				LEW	LEW	LEW
pronouns				LEW	LEW	LEW
verbs				LEW	LEW	LEW
adjectives				LEW	LEW	LEW
conjunction					LEW	LEW
preposition						LEW
interjection						LEW
-use complete sentences						
simple				LEW	NEW/LEW	NEW/LEW
compound					LEW	LEW
declarative				LEW	NEW/LEW	NEW/LEW
interrogative				LEW	NEW/LEW	NEW/LEW
exclamatory				LEW	NEW/LEW	NEW/LEW
imperative				LEW	NEW/LEW	NEW/LEW

	K	1	2	3	4	5
G. Present and/or Defend Written Work for Publication When Appropriate					LEW	LEW

1.6 SPEAKING AND LISTENING						
A. Listening to Others	K	1	2	3	4	5
-ask:						
questions to aid understanding	LES	LES	NES/LES	NES/LES	NES/LES	NES/LES
pertinent questions					LES	LES
-distinguish the following:						
relevant/irrelevant information			LES	NES/LES	NES/LES	NES/LES
-take notes when prompted					LES	LES

B. Listening to Literature (fiction/non-fiction)	K	1	2	3	4	5
-relate literature to the following						
similar experiences		LES	LES	NES/LES	NES/LES	NES/LES
previous knowledge		LES	LES	NES/LES	NES/LES	NES/LES
-predict the following						
what will happen next		LES	LES	NES/LES	NES/LES	NES/LES
cause and effect		LES	LES	NES/LES	NES/LES	NES/LES
-retell the story in a chronological order	LES	LES	LES	NES/LES	NES/LES	NES/LES
-recognize characters	LES	LES	NES/LES	NES/LES	NES/LES	NES/LES
-explain the following:						
theme					LES	LES
characters				LES	LES	LES
setting				LES	LES	LES
-summarize the selection				LES	LES	LES
-identify and define the following:						
new words	NES/LES	NES/LES	NES/LES	NES/LES	NES/LES	NES/LES
concepts	NES/LES	NES/LES	NES/LES	NES/LES	NES/LES	NES/LES

C. Formal Speaking	K	1	2	3	4	5
-use the following when speaking:						
appropriate volume	NES/LES	NES/LES	NES/LES	NES/LES	NES/LES	NES/LES
complete sentences			LES	LES	LES	NES/LES
-appropriate intonation			LES	LES	LES	LES
-pronounce words correctly				LES	LES	LES
-pace speech to:						
be understandable	NES/LES	NES/LES	NES/LES	NES/LES	NES/LES	NES/LES
-demonstrate an awareness of audience		NES/LES	NES/LES	NES/LES	NES/LES	NES/LES
-speak with a purpose in mind					LES	LES

D. Discussions	K	1	2	3	4	5
-ask questions that are relevant				LES	LES	NES/LES
-respond to question with :						
appropriate information		NES/LES	NES/LES	NES/LES	NES/LES	NES/LES
appropriate opinions				LES	LES	LES
-display the following to encourage participation:						
appropriate turn-taking behavior	NES/LES	NES/LES	NES/LES	NES/LES	NES/LES	NES/LES
equitable involvement		NES/LES	NES/LES	NES/LES	NES/LES	NES/LES
appropriate tone		LES	NES/LES	NES/LES	NES/LES	NES/LES
-present the following:						
reasons for opinions				LES	LES	LES
-paraphrase and/or summarize when prompted				LES	LES	LES

E. Participation (small/large group)	K	1	2	3	4	5
-participate in everyday conversation	NES/LES	NES/LES	NES/LES	NES/LES	NES/LES	NES/LES
-initiate everyday conversations	NES/LES	NES/LES	NES/LES	NES/LES	NES/LES	NES/LES
-report an emergency	LES	NES/LES	NES/LES	NES/LES	NES/LES	NES/LES
-present the following:						
oral readings			LES	NES/LES	NES/LES	NES/LES
-deliver the following:						
short reports (i.e. show and tell)	NES/LES	NES/LES	NES/LES	NES/LES	NES/LES	NES/LES
explanations		LES	LES	LES	LES	LES
directions		LES	LES	NES/LES	NES/LES	NES/LES
instructions			LES	LES	NES/LES	NES/LES
research reports				LES	LES	LES

E. Participation (small/large group) (Continued)	K	1	2	3	4	5
-conduct the following:						
interviews			LES	NES/LES	NES/LES	NES/LES
-participate in groups presentations				NES/LES	NES/LES	NES/LES

F. Media	K	1	2	3	4	5
-access information on the Internet					LES	NES/LES

NEP-Non English Proficient
LEP-Limited English Proficient

1.7 ENGLISH LANGUAGE						
A. Origins	K	1	2	3	4	5
-identify differences in formal and informal speech					LEP	LEP
-use a dictionary to find word meanings				NEP/LEP	NEP/LEP	NEP/LEP
B. Standards of Usage	K	1	2	3	4	5
-identify and define the eight parts of speech:						
nouns			LEP	NEP/LEP	NEP/LEP	NEP/LEP
pronouns				LEP	NEP/LEP	NEP/LEP
verbs			LEP	NEP/LEP	NEP/LEP	NEP/LEP
adjectives					LEP	LEP
-identify and define the following:						
subjects and predicates					LEP	NEP/LEP
subject and verb agreement			LEP	LEP	NEP/LEP	NEP/LEP
tensing				LEP	LEP	LEP

1.8 RESEARCH						
A. Plan your project	K	1	2	3	4	5
-select a topic for research				LEP	LEP	NEP/LEP
B. Locate Information	K	1	2	3	4	5
-identify and locate resources suitable for the task				LEP	LEP	NEP/LEP
-use the following:						
library catalog				LEP	LEP	NEP/LEP
table of contents				LEP	LEP	NEP/LEP
index				LEP	LEP	NEP/LEP
search tools (print, electronic)				LEP	LEP	NEP/LEP
C. Evaluate the importance and quality of information	K	1	2	3	4	5
-distinguish between fact and opinion				LEP	LEP	LEP
-determine appropriateness				LEP	LEP	LEP
D. Gather Data	K	1	2	3	4	5
-skim and scan for major ideas				LEP	LEP	LEP
-obtain information from pre-selected online sites				LEP	LEP	NEP/LEP
-take notes from the sources using a structured format				LEP	LEP	LEP
E. Create Report	K	1	2	3	4	5
-organize data				LEP	LEP	NEP/LEP
-summarize the main idea:						
oral form				LEP	LEP	NEP/LEP
written form				LEP	LEP	LEP
-credit sources using a standard format					NEP/LEP	NEP/LEP
F. Present Findings	K	1	2	3	4	5
-use effective means of sharing research results with audience					LEP	LEP
G. Evaluate Project	K	1	2	3	4	5
-evaluate final product				LEP	LEP	LEP

Secondary Immersion

<u>Content Topics</u>	<u>TESOL Standards</u>	<u>Content Focus</u>	<u>Language Components</u>	<u>Sample Instructional Activities</u>
1. Survival English	Goal 1 Standards 1 - 3 Goal 3 Standard 3	Greetings / Introductions Names Manner Words Personal Information Question Words	Question formation and response Hello, Hi What is your name? My name is: Please, thank you, excuse me. <u>How</u> old are you? I am ___ years old. <u>Where</u> do you live? I live: Where are you from? I am from: <u>When</u> is your birthday? My birthday is: <u>What</u> is your phone number? My: What is your address? My address is: <u>Who</u> is your teacher? My teacher is: What grade are you in? I am in ___ grade. What school do you go to? I go to:	Interviews Role Play Dictations Practice Pronunciation Cloze Reading Sentences Mini Composition "All About Me"
2. Alphabet	Goal 2 Standards 1 & 2	Upper & Lowercase Letters Sounds (Vowels / Consonants)	Recognition and identification of: How do you spell?	Flash Cards Practice Pronunciation Peer Practice Guided Dictation
3. Numbers / Colors	Goal 2 Standards 1 & 2	Cardinal / Ordinal Geometric Shapes Basic measure vocab. Math vocab. Roman Numerals Names of Colors	Recognition, identification & reading of: Plus +, minus -, equals =, times x, divided by - Circle, triangle, square, rectangle, oval Recognition, identification & reading of: blue, red, yellow, orange, green, brown purple, pink, black, gray and white What is color? How many? Yes/no questions And/or questions Before/after	BINGO Making Flash Cards Dictations Matching Alphabet Book Labeling Color Wheels

<u>Content Topics</u>	<u>TESOL Standards</u>	<u>Content Focus</u>	<u>Language Components</u>	<u>Sample Instructional Activities</u>
4. School	Goal 1 Standards 1 - 3 Goal 2 Standards 1 & 2	Personnel Basic vocab. Classroom Phrases Locations / Destinations Commands School Rules Subjects	Recognition, identification & reading of: What is this? This is a: What are these? These are: Requests - please, may I ? I don't understand/I don't know. May I go to the bathroom? How do you spell_____in English? How do you say_____ in English? There is/there are I need a.../I want a: Following oral and written directions Requesting information & assistance	School Interviews Peer Tour Teacher Tour Labeling Simon Says Flash Cards Scavenger Hunt School Map Felt Board
5. Anatomy	Goal 1 Standards 1 - 3 Goal 2 Standards 1 & 2	Body Parts Physical Features Ailments Senses Personal Care	Recognition, identification & reading of: I _____with my _____. My _____ hurts. Show me your:	Puzzle Labeling Drawn Models Classification of parts Simon Says Cloze Sentences Dictation
6. Clothing	Goal 1 Standards 1 - 3	Articles Accessories	Recognition, identification & reading of: to wear/to have	Sequencing Illustrations Realia for Demonstrations Correlate clothing with seasons
7. Family	Goal 1 Standards 1 & 2	Members Immediate / Extended Titles	Recognition, identification & reading of: Mr., Miss, Ms., Mrs. Dr. My _____ name is _____.	Family Tree Family Interviews Peer Sharing Family Portraits Dictations

<u>Content Topics</u>	<u>TESOL Standards</u>	<u>Content Focus</u>	<u>Language Components</u>	<u>Sample Instructional Activities</u>
8. Food	Goal 1 Standards 1 & 2	School Menu Meals Snacks Basic food vocabulary Food Groups	Express likes, dislikes, needs and wants Recognition, identification & reading of: Breakfast, lunch, dinner, and snack Meats, vegetables, fruits, desserts	Ideal Menu Creation Log what you eat Flash Cards Role Play Food party Collage Food Pyramid
9. Money	Goal 1 Standards 1 & 2 Goal 2 Standard 1 Goal 3 Standard 3	Simple Phrases Coins / Bills Vocabulary	How much is/are _____? Penny, nickel, dime, quarter, dollar bill cents, change, price, coupon, cashier, pay, to spend, buy	Classroom Store Purchasing / Making Change Dictations Role Plays Cloze Sentences
10. Seasons/Weather Holidays/Calendar	Goal 1 Standards 1 & 2 Goal 3 Standard 3 Goal 2 Standard 1	Days of the week Parts of a calendar Months of the year Holiday vocabulary Types of weather Names of seasons	Recognition, identification & reading of: Day, week, month, weekend, year Today, yesterday, tomorrow last, next	Posters Clothing appropriate for seasons Make own calendar Cloze Activity Dictation Weather Map Composition "My Favorite Seasons"
11. Time	Goal 1 Standards 1 & 2 Goal 2 Standard 1 Goal 3 Standard 3	Parts of the Day o'clock / half/ quarter a.m. / p.m. Simple Phrases second / minute/ hour	Recognition, identification & reading of: Hour, minute, second What time is it? It is: Morning, noon, night	Making Clocks Bus Schedules / School Schedules Create a Sundial Matching Roman Numerals Composition Outline Daily Routine Schedule
12. Home	Goal 1 Standards 1 & 2 Goal 3 Standard 3	Rooms Furniture Interior / Exterior	Recognition, identification & reading of: Where is? In, on, under, over, inside, outside, etc.	Floor Plan of Current Home Oral Presentations Floor Plan of "Dream" Home Labeling Collage

<u>Content Topics</u>	<u>TESOL Standards</u>	<u>Content Focus</u>	<u>Language Components</u>	<u>Sample Instructional Activities</u>
13. Feelings	Goal 1 Standards 1 & 2 Goal 3 Standards 2 & 3	Emotions	Recognition, identification & reading of: I feel:/ I am: How are you? How do you feel? I feel:	Charades Body Language Blind-folded sensory experiments Labeling
14. Animals	Goal 1 Standards 1 & 2	Names of animals Domestic vs. Wild	Recognition, identification & reading of: Domestic, farm, wild	Labeling / Drawing Word Bank Expression drawing
15. Community	Goal 1 Standards 1 & 2	Places Directions Names People in the Community City / State / Country Signs	Recognition, identification & reading of: Describing occupations to sell, to work Where is.....? Street, corner	Map of Neighborhood Map of Community Illustrations of Places in Community Flash Cards Alphabet Book Field Trip Guest Speakers Hide - n - Seek Venn Diagram

ESL 6-12 Scope and Sequence for Language Arts

1.1 READING INDEPENDENTLY (TESOL Standards - Goal 2, Standards 1, 2, 3)

B. Word Analysis / Phonics -Blends, Consonants, Vowels -Grammatical Endings, Plurals, Abbreviations -Use word attack skills, Decoding
C. Comprehension -Activate prior knowledge, Use context clues -Sequence, Main Idea, Summarize, Use a variety of genre
D. Vocabulary -Sight vocabulary, Idioms, Dictionary -Thesaurus, Categories of words
E. Reading Strategies and Techniques -Use pictures, Generate essential questions
F. Fluency -Use appropriate punctuation

1.2 READING CRITICALLY IN ALL CONTENT AREAS (TESOL Standards - Goal 2, Standards 1, 2, 3)

A. Understanding content - Narrative, Fact/Opinion, Conclusions

1.3 READING, ANALYZING AND INTERPRETING LITERATURE (TESOL Standards - Goal 2, Standards 1, 2, 3)

A. Literary Elements -Characters, Plot setting, Theme, Rhyme, Alliteration
B. Literary Devices
C. Genre -Fiction and non-fiction

1.4 TYPES OF WRITING (TESOL Standards - Goal 1, Standard 1 - Goal 2, Standards 1, 2, 3, - Goal 3, Standards 1, 2, 3)

A. Narrative Writing -Poems, Dialogues, Stories
B. Practical Writing -letters
C. Informational Writing -Reports, Descriptions, Interviews, Bios
D. Persuasive Writing -Opinion with supporting facts

1.5 QUALITY OF WRITING (TESOL Standards - Goal 2, Standards 1, 2, 3)

A. Sharp and Distinct Focus

-topic, audience, purpose

B. Develop and Write Appropriate Content

-gather and organize information

E. Revise

-Organization

F. Edit

-Spelling, Punctuation, Parts of Speech

-Complete sentences

1.6 SPEAKING AND LISTENING (TESOL Standards - Goal 1, Standards 1, 2, 3 - Goal 2, Standards 1, 2, 3 - Goal 3, Standards 1, 2, 3)

A. Listening to Others

-take notes

-ask questions to aid understanding

-ask pertinent questions

-ask clarifying questions

-distinguish fact from opinion

-distinguish relevant / irrelevant information, ideas, opinions

B. Listening to Literature

-relate literature to previous knowledge

-relate literature to similar experiences

-predict the following:

 what will happen next

 cause and effect

 solutions to identified problems (7-12)

-retell the story in chronological order (verbal / non verbal)

-recognize the character

-explain the following:

 theme

 character(s)

 setting

-summarize the selection (verbal / non verbal)

-reflect on the selection

-identify the main point

-analyze the selections / relate them to other selections (8-12)

-identify and define the following:

 new words

 concepts

1.6 SPEAKING AND LISTENING (TESOL Standards - Goal 1, Standards 1, 2, 3 - Goal 2, Standards 1, 2, 3 - Goal 3, Standards 1, 2, 3) (Continued)

C. Formal Speaking -Volume, Intonation and Tone
D. Discussions -Ask and respond to questions -encourage participation
E. Participation -report an emergency -present oral reading -initial everyday conversation
F. Media -use internet appropriately to complete class assignments and projects

1.7 CHARACTERISTICS AND FUNCTIONS OF THE ENGLISH LANGUAGE (TESOL Standards - Goal 2, Standards 1, 2, 3 - Goal 3, Standard 1

A. Origins -use a dictionary to find word meanings
B. Standards of Usage -identify and utilize basic grammatical elements

1.8 RESEARCH (TESOL Standards - Goal 3, Standards 1, 2, 3)

A. Plan your project -select a topic for research
B. Locate Information
C. Evaluate the importance and quality of information
D. Gather Data
E. Create Report
F. Present Findings
G. Evaluate Project

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