

East Penn School District
Elementary Curriculum

A Planned Course Statement
for

English as a Second Language

Course # _____ Grade(s) _____ 4-5

Department: _____ ESL _____

Length of Period (mins.) Various Total Clock Hours: Various

Periods per Cycle: Various Length of Course (yrs.) _____

Type of Offering: required for English Language Learners

Credit: _____

Adopted: 2010

Developed by:

Janice Clymer
Patrice Helfrich
Tammy Kita
Sandy Teplitz
Diane Tintle
Linda Williams

Description of Course : The ESL program includes planned instruction in listening, speaking, reading, and writing at different levels of proficiency. The amount of time for direct language instruction must be commensurate with the student's proficiency level. This includes both direct language instruction and adaptations to instruction/assessment in all content areas.

Course Title: English as a Second Language (ESL)

Goals:

To enable students who do not use English as their primary language to achieve English proficiency and the academic standards established by the Commonwealth of Pennsylvania.

To enable Limited English Proficiency students to achieve daily functional ability in listening, speaking, reading and writing of English.

To teach Limited English Proficiency students the appropriate use of English in various social and academic settings.

Annual Measurable Achievement Objectives (AMAOs) are performance targets that are required by NCLB Title III. There are three categories of achievement objectives for limited English proficient (LEP) students:

- (1) progress toward acquiring English language proficiency,
- (2) attainment of English language proficiency, and
- (3) adequate yearly progress (AYP) as measured by the PSSA.

Requirements:

Every effort is made to adhere to the guidelines for daily instructional time:

- Entering (level1)/Beginning (level 2) students: 2 hours
- Developing (level 3): 1-2 hours

- Expanding (level 4): 1 hour
- Bridging (level 5): Up to 1 hour or support dictated by student need

(Levels are defined by the 5 PA English Language Proficiency Standards – PA ELPS which can be found at: [English Language Proficiency Standards for ELLs](#) (PDF, December 2008)

The CAN DO Descriptors, found in the ELPS, offer teachers and administrators working with English language learners a range of expectations for student performance within a designated English language proficiency level of the Pennsylvania English language proficiency standards. The characteristics within each box are target skills. These descriptors can be used as a guide to develop appropriate assignments and assessments.

Text: Storytown ELL Leveled System by Harcourt Publishers

Key to Levels of Achievement (Listed with each learning objective)

Awareness (A):	Students are introduced to concepts, forms, and patterns.
Learning (L):	Students are involved in a sequence of steps and practice activities which involved further development and allow evaluation of process.
Understanding (U):	Students demonstrate ability to apply acquired concepts and skills to individual assignments and projects on an independent level.
Reinforcement (R):	Students maintain and broaden understanding of concepts and skills to accomplish tasks at a greater level of sophistication.

Standards addressed in the ESL classroom:

English Language Proficiency Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting.

English Language Proficiency Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

Content

Skills Addressed Through Units:

Social and Academic Language Functions, Language Patterns, Academic and Everyday Vocabulary, Vocabulary Strategies, Reading Fluency, Strategies and Comprehension, Recognize Genres, Story Elements, Literary Terms, and Literary Devices, Read, Respond to, and Evaluate Literature, Learning Strategies, Critical Thinking, Test Taking Strategies, Research Skills, Using Technology, Multimedia Presentations, Oral Presentations, Listening and Speaking, Visual Analyzing, Representing Ideas and Information Through Visuals, Writing Purposes, Modes, and Forms, Writing Process, Grammar/Language Arts, Multicultural Awareness and Appreciation.

Level of ESL Proficiency	Num	Objective	Level	Teaching/Learning Strategies	Evaluation	Standard /Anchor
	7.	Reading: Identify words or phrases supported by illustrations associated with various genres.				
	8.	Writing: Use bilingual or picture dictionaries to generate language relevant to a task.				1.4.5.E,F 1.5.5.A,C
Standard #1 Level 2: Beginning	9.	Listening: Role-play examples of etiquette and manners associated with activities based on illustrations and oral descriptions (such as: sports rules or turn taking).	U/R	Cooperative groups, graphic organizers, CLOZE, multimedia, choral reading, point and read, echo reading, partner reading, teacher modeling and guided practice	Teacher observations, student responses, teacher/student interaction, portfolios, program assessments, rubrics, checklists	xxx
	10.	Speaking: Respond to and ask questions or exchange information with peers.				
	11.	Reading: Classify topics identified through hypermedia or multiple sources.				
	12.	Writing: Write responses to and create emails, messages, postcards, or notes to friends				
Standard #2 Level 2: Beginning	13.	Listening: Organize characters and settings according to scenes in a short skit or drama.	U/R	Cooperative groups, graphic organizers, CLOZE, multimedia, choral reading, point and read, echo reading, partner reading,	Teacher observations, student responses, teacher/student interaction, portfolios, program	1.6.5.A,B, D 1.6.5.D,E

Level of ESL Proficiency	Num	Objective	Level	Teaching/Learning Strategies	Evaluation	Standard /Anchor
	14. 15. 16.	Speaking: Restate or paraphrase visually supported information from newspapers, magazines or brochures. Reading: Match vocabulary in context, supported by illustrations, associated with excerpts of genres read in small groups. Writing: Use computers, peers, dictionaries or models to check spelling or grammar		teacher modeling and guided practice	assessments, rubrics, checklists	1.3.5.A-F
Standard #1 Level 3: Developing	17. 18. 19. 20.	Listening: Role-play positive ways of interacting socially and culturally based on oral descriptions. Speaking: Initiate or engage in conversation with peers or within small group. Reading: Sort relevant information from irrelevant information on topics gathered from the Internet or libraries. Writing: Write responses to and create ads, suggestions, announcements, journal	U/R	Cooperative groups, graphic organizers, CLOZE, multimedia, choral reading, point and read, echo reading, partner reading, teacher modeling and guided practice	Teacher observations, student responses, teacher/student interaction, portfolios, program assessments, rubrics, checklists	

Level of ESL Proficiency	Num	Objective	Level	Teaching/Learning Strategies	Evaluation	Standard /Anchor
Standard #2 Level 4: Expanding	29.	poetry, or prose				
	30.	Listening: React to basic humor in a skit or drama.	U/R	Cooperative groups, graphic organizers, CLOZE, multimedia, choral reading, point and read, echo reading, partner reading, teacher modeling and guided practice	Teacher observations, student responses, teacher/student interaction, portfolios, program assessments, rubrics, checklists	1.6.5.A,B, D
	31.	Speaking: Present oral summaries of student-selected trade books or short stories.				1.3.5.A-F
	32.	Reading: Match summaries with excerpts from genres read (such as: mythology, science, fiction, or ballads).				
33.	Writing: Use thesauri, dictionaries, or checklists for self-editing during process writing					
Standard #1 Level 5: Bridging	33.	Listening: Role play consequences of succumbing to peer pressure based on oral scenarios.	U/R	Cooperative groups, graphic organizers, CLOZE, multimedia, choral reading, point and read, echo reading, partner reading, teacher modeling and guided practice	Teacher observations, student responses, teacher/student interaction, portfolios, program assessments, rubrics, checklists	
	34.	Speaking: Use humor or sarcasm in conversation.				
	35.	Reading: Confirm or summarize information on topics gathered from the Internet or libraries.				
	36.	Writing: Write responses to and create				

Level of ESL Proficiency	Num	Objective	Level	Teaching/Learning Strategies	Evaluation	Standard /Anchor
		humor, idioms, or language that contains multiple meanings.				
Standard #2 Level 5: Bridging		Listening: audios of scenes from a play in grade level text. Speaking: Give oral book summaries or reviews, including critiques, appropriate to grade level. Reading: Infer types of genres associated with written descriptions or summaries from grade level language arts text. Writing: Use rubrics to self-assess and revise process writing.		Cooperative groups, graphic organizers, CLOZE, multimedia, choral reading, point and read, echo reading, partner reading, teacher modeling and guided practice	Teacher observations, student responses, teacher/student interaction, portfolios, program assessments, rubrics, checklists	1.3.5.A-F

Grade Level: Fourth Grade

Theme

Unit 1: Facing Challenges

Unit 2: Getting the Job Done

Unit 3: Natural Changes

Unit 4: Imagination at Work

Unit 5: A New Home

Unit 6: Exploring Our World

Grade Level: Fifth Grade

Theme

Unit 1: Finding a Way

Unit 2: Common Goals

Unit 3: Go with the Flow

Unit 4: Dare to Be Great

Unit 5: Making a Difference

Unit 6: Feats of Daring

Resources:

Harcourt Storytown

Harcourt Ell Leveled System Kit

Leveled Reader Teacher Guide Collection: ELL

Audiotext CD

Reader Response Activities

Ell Student Handbook

Ell Copying Masters

ELL Teacher Guides

Oxford Picture Dictionary

Robust Vocabulary Picture Dictionary

Sound spelling cards

Leap Pads with leveled books