

East Penn School District
Elementary Curriculum

A Planned Course Statement
for

English as a Second Language

Course # _____ Grade(s) _____ K _____

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
Sandi 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 (level 1)/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 throughout Each of the Units:

Listening and Speaking, Social and Academic Language Functions, Language Patterns and Structures, Everyday Vocabulary and Concepts, Academic Vocabulary, Learning to Read, Reading Fluency, Comprehension, and Genres, Identifying Story Elements, Literary Terms and Literary Devices, Vocabulary, Evaluate and Respond to Literature, Learning Strategies, Critical Thinking, Research, Using Technology, Using Visuals to Represent Ideas and Information, Writing Purposes, Writing Process, Grammar/Language Arts, Multicultural Appreciation and Awareness

Level of ESL Proficiency	Num	Objective	Level	Teaching/Learning Strategies	Evaluation	Standard/Anchor
Standard #1 Level 1: Entering	1.	Listening: Follow simple oral commands with visual cues.	A	Total Physical Response, nonverbal cues, visual aids, labels, graphic organizers, picture cards, choral reading, echo reading, sing alongs/chants, repetition, modeling, Language Experience Approach, games, puppets, role playing, manipulatives, realia, multi-media, cooperative groups	Teacher observations, student responses, teacher/student interaction, portfolios, program assessments, rubrics and checklists	RL1.6 A, B 1.6 A
	2.	Speaking: State basic autobiographical information using visual cues or prompts as needed.	A			EL 1.6 H, K,L 1.6 C,E
	3.	Reading: Match, sort, or classify pictures of family members or familiar icons.	A			L 1.1 H,I, J,K 1.1 B,G,H
	4.	Writing: Use drawings to express thoughts and feelings.	A			L1.5 E, C,D 1.5 F
Level 2: Beginning	5.	Listening: Follow simple commands without visual cues	L	Total Physical Response, nonverbal cues, visual aids, labels, graphic organizers, picture cards, choral reading, echo reading, sing alongs/chants, repetition, modeling, Language Experience Approach, games, puppets, role playing, manipulatives, realia, multi-media, cooperative groups	Teacher observations, student responses, teacher/student interaction, portfolios, program assessments, rubrics and checklists	RL1.6 A, B 1.6 A
	6.	Speaking: Use one word or short phrase to express likes or dislikes of items or concepts as illustrated.	L			EL 1.6 H, K,L 1.6 C,E
	7.	Reading: Recognize own name and/or names of familiar adults and children.	L			L 1.1 H,I, J,K 1.1 B,G,H

Level of ESL Proficiency	Num	Objective	Level	Teaching/Learning Strategies	Evaluation	Standard/Anchor
Level 3: Developing	8.	Writing: Draw or label familiar objects.	L			L1.5 E, C,D 1.5 F
	9.	Listening: Follow oral commands to show simple spatial relationships with real life objects.	U	Total Physical Response, nonverbal cues, visual aids, labels, graphic organizers, picture cards, choral reading, echo reading, sing alongs/chants, repetition, modeling, Language Experience	Teacher observations, student responses, teacher/student interaction, portfolios, program assessments, rubrics and checklists	RL1.6 A, B 1.6 A
	10.	Speaking: Participate/interact in everyday conversation.	U	Approach, games, puppets, role playing, manipulatives, realia, multi-media, cooperative groups		EL 1.6 H, K,L 1.6 C,E
	11.	Reading: Name letters from own name to letters found in classroom print.	U			L 1.1 H,I, J,K 1.1 B,G,H
	12.	Writing: Write basic personal information.	U			L1.5 E, C,D 1.5 F
Level 4: Expanding	13.	Listening: Follow oral directions as presented in conversation or drama with a story or music.	R	Total Physical Response, nonverbal cues, visual aids, labels, graphic organizers, picture cards, choral reading, echo reading, sing alongs/chants, repetition, modeling, Language Experience		RL1.6 A, B 1.6 A
	14.	Speaking: Respond to specific questions in everyday conversation.	R	Approach, games, puppets, role playing, manipulatives, realia, multi-media, cooperative groups	Teacher observations, student responses, teacher/student interaction, portfolios, program assessments, rubrics and checklists	EL 1.6 H, K,L 1.6 C,E
	15.	Reading: Match pictures of common objects to familiar words.	R			L 1.1 H,I, J,K 1.1 B,G,H

Level of ESL Proficiency	Num	Objective	Level	Teaching/Learning Strategies	Evaluation	Standard/Anchor
Level 5: Bridging	16.	Writing: Write labels for visual representations of everyday objects.	R	Total Physical Response, nonverbal cues, visual aids, labels, graphic organizers, picture cards, choral reading, echo reading, sing alongs/chants, repetition, modeling, Language Experience Approach, games, puppets, role playing, manipulatives, realia, multi-media, cooperative groups, Kid Writing	Teacher observations, student responses, teacher/student interaction, portfolios, program assessments, rubrics and checklists	L1.5 E, C,D 1.5 F
	17.	Listening: Follow sequential commands without visual or nonverbal cues.	R			RL1.6 A, B 1.6 A
	18.	Speaking: Ask and answer relevant questions and share experiences.	R			EL 1.6 H, K,L 1.6 C,E
	19.	Reading: Read words/phrases that are functional print.	R			L 1.1 H,I, J,K 1.1 B,G,H
	20.	Writing: Represent stories and/or experiences through a combination of pictures, words and phrases.	R			L1.5 E, C,D 1.5 F

Level of ESL Proficiency	Num	Objective	Level	Teaching/Learning Strategies	Evaluation	Standard/Anchor
Standard #2 Level 1: Entering Level 2; Beginning	21.	Listening: Participate in group songs, chants, or recitations that require appropriate physical actions.	A	Cooperative groups, graphic organizers, CLOZE, multimedia (Storytown website, United Streaming, Smart Boards, Leap Pads, CDs, Audacity, Kidspiration)	Teacher observations, student responses, teacher/student interaction, portfolios, program assessments, rubrics and checklists	RL 1.6A, 1.6A
	22.	Speaking: Take risks with new language.	A	realia or diagrams, choral reading, point and read, echo reading, partner reading, Language Experience Approach, Sound Spelling Cards, ELL Leveled Readers, Oxford Picture Dictionary Activities, games, Robust Vocabulary pictures, Kid Writing		EL0 1.6I, K1.6B
	23.	Reading: Match pictures, objects, or letters.	A			C1.3A, 1.1B
	24.	Writing: Represent and retell orally an experience by using a drawing.	A			L 1.5A,B, C.F
	25.	Listening: Point to pictures of items referred to in songs or poems as they are called out in songs or poems.	L	Total Physical Response, nonverbal cues, visual aids, labels, graphic organizers, picture cards, choral reading, echo reading, sing alongs/chants, repetition, modeling, Language Experience Approach, games, puppets, role playing, manipulatives, realia, multi-media, cooperative groups, Kid Writing	Teacher observations, student responses, teacher/student interaction, portfolios, program assessments, rubrics and checklists	RL 1.6A, 1.6A
	26.	Speaking: Interact orally with peers in teacher directed activities, using one word or short phrases.	L			EL0 1.6I, K1.6B
	27.	Reading: Match pictures or objects to the printed words.	L			C1.3A, 1.1B

Level of ESL Proficiency	Num	Objective	Level	Teaching/Learning Strategies	Evaluation	Standard/Anchor
Level 3: Developing	28.	Writing: Represent and retell experiences using recognizable drawings and scribble writing.	L	Total Physical Response, nonverbal cues, visual aids, labels, graphic organizers, picture cards, choral reading, echo reading, sing alongs/chants, repetition, modeling, Language Experience Approach, games, puppets, role playing, manipulatives, realia, multi-media, cooperative groups, Kid Writing	Teacher observations, student responses, teacher/student interaction, portfolios, program assessments, rubrics and checklists	L 1.5A,B, C.F
	29.	Listening: Perform physical actions independently in response to song or poem.	U			RL 1.6A, 1.6A
	30.	Speaking: Interact orally with peers in a variety of classroom activities.	U			EL0 1.6I, K1.6B
	31.	Reading: Match pictures or objects to phrases and sentences.	U			C1.3A, 1.1B
	32.	Writing: Represent and retell stories/experiences through pictures, words, and letters.	U			L 1.5A,B, C.F
Level 4: Expanding	33.	Listening: Reenact part of a story, poem, or scene that the student has heard.	R		Teacher observations, student responses, teacher/student interaction, portfolios, program assessments, rubrics and checklists	RL 1.6A, 1.6A
	34.	Speaking: Communicate personal and/or school related experiences orally.	R			EL0 1.6I, K1.6B

Level of ESL Proficiency	Num	Objective	Level	Teaching/Learning Strategies	Evaluation	Standard/Anchor
Level 5: Bridging	35.	Reading: Sequence a set of three pictures to create a story.	R			C1.3A, 1.1B
	36.	Writing: Represent and retell stories/experiences through a combination of pictures, words, and phrases.	R			L 1.5A,B. C.F
	37.	Listening: Reenact or dramatize a grade level story or poem that has been read aloud.	R	Total Physical Response, nonverbal cues, visual aids, labels, graphic organizers, picture cards, choral reading, echo reading, sing alongs/chants, repetition, modeling, Language Experience Approach, games, puppets, role playing, manipulatives, realia, multi-media, cooperative groups, Kid Writing		RL 1.6A, 1.6A
	38.	Speaking: Participate in and contribute to academic classroom discussions.	R		Teacher observations, student responses, teacher/student interaction, portfolios, program assessments, rubrics and checklists	EL0 1.6I, K1.6B
	39.	Reading: Make predictions and inferences based on grade level text/picture book.	R			C1.3A, 1.1B
	40.	Writing: Represent and retell stories/experiences through a combination of words, phrases and short sentences.	R			L 1.5A,B. C.F

Grade K Themes:

All About Me

Family Tree

Friends At School

On the Farm

Whatever the Weather

Let's Play

In the Neighborhood

Jobs People Do

Animals All around

On the Go

Resources:

Storytown

Harcourt ELL Leveled System Kit

Leveled Reader Teacher Guide Collection:ELL

Audiotext CD

ELL Big Book

ELL Copying Masters

ELL Teacher Guide

ELL Leveled Readers

Story Town Sound Cards

Robust Vocabulary Picture Dictionary

Oxford Picture Dictionary

Kidspiration

Leap Pads & Leveled Books

Kid Writing