

East Penn School District
Elementary Curriculum

A Planned Course Statement
for

English as a Second Language

Course # _____ Grade(s) _____ 2nd

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 different 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:

Social and Academic Language Functions, Language Patterns and Structures, Academic and Everyday Vocabulary, Vocabulary Strategies, Reading Fluency, Strategies, and Comprehension, Recognizes Genres, Story Elements, Literary Terms and Literary Devices, Read, Respond to, and Evaluate Literature, Learning Strategies, Critical Thinking, Tests Taking Strategies, Research Skills, Using Technology, 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
Standard #1 Level 1: Entering	1.	Listening: Position manipulatives or realia according to one-step oral commands to show spatial relations.	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,	Teacher observations, student responses, teacher/student interaction, portfolios, program assessments, rubrics and checklists	
	2.	Speaking: Give and ask for permission or make requests using gestures as needed.	A			
	3.	Reading: Respond to icons, pictures, or words on board games or in activities.	A			
	4.	Writing: Draw illustrations of personal experiences.	A			
Standard #1 Level 2: Beginning	5.	Listening: Position manipulatives or realia according to multiple oral commands to show spatial relations.	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,	Teacher observations, student responses, teacher/student interaction, portfolios, program assessments, rubrics and checklists	
	6.	Speaking: Share feelings and emotions, likes, or dislikes.	L			
	7.	Reading: Respond to words or phrases on board games or in activities.	L			

Level of ESL Proficiency	Num	Objective	Level	Teaching/Learning Strategies	Evaluation	Standard/Anchor
	8.	Writing: Draw and label personal experiences, with words or phrases.	K			
Standard #1 Level 3: Developing	9.	Listening: Follow oral directions verifying requests with cues from teachers or peers.	U	Total Physical Response, nonverbal cues, visual aids, labels, graphic organizers, picture cards, choral reading, echo reading, sing alongs/chants, repetition, modeling, Language Experience Approach,	Teacher observations, student responses, teacher/student interaction, portfolios, program assessments, rubrics and checklists	
	10.	Speaking: Discuss interests, opinions, or preferences.	U			
	11.	Reading: Follow written directions with peer or teacher assistance.	U			
	12.	Writing: Produce sentences about personal experiences.	U			
Standard #1 Level 4: Expanding	13.	Listening: Follow simple oral directions without visual or nonverbal support.	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	Teacher observations, student responses, teacher/student interaction, portfolios, program assessments, rubrics and checklists	
	14.	Speaking: Persuade peers to join in activities or games.	R			
	15.	Reading: Follow written directions supported visually.	R			
	16.	Writing: Produce illustrated stories based on personal experiences.	R			

Level of ESL Proficiency	Num	Objective	Level	Teaching/Learning Strategies	Evaluation	Standard/Anchor
Standard #1 Level 5: Bridging	17.	Listening: Follow sequence from multiple oral directions.	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,	Teacher observations, student responses, teacher/student interaction, portfolios, program assessments, rubrics and checklists	
	18.	Speaking: Negotiate solutions to problems, interpersonal misunderstandings, or disputes.	R			
	19.	Reading: Follow written directions independently.	R			
	20.	Writing: Maintain diaries or journals of personal experiences.	R			
Standard #2 Level 1: Entering	21.	Listening: Respond to the teacher's reading of picture books by pointing to illustrations.	A	Cooperative groups, graphic organizers, CLOZE, multimedia (Storytown website, United Streaming, Smart Boards, Leap Pads, CDs, Audacity, Kidspiration) choral reading, point and read, echo reading, partner reading, realia or diagrams, Language Experience Approach, Sound Spelling Cards, ELL Leveled Readers, Oxford Picture Dictionary Activities, games, Robust Vocabulary pictures,	Teacher observations, student responses, teacher/student interaction, portfolios, program assessments, rubrics and checklists	1.6.3B
	22.	Speaking: Take risks with language through participation in chants, choral readings, and songs.	A			1.6D 1.6E
	23.	Reading: Retell stories that match a series of pictures using sequence words (such as: first, then, and last).	A			R3.A1.3 1.4.3A

Level of ESL Proficiency	Num	Objective	Level	Teaching/Learning Strategies	Evaluation	Standard/Anchor
	24.	Writing: Produce word lists based on classroom environment, illustrations in texts or magazines etc.	A			
Standard #2 Level 2: Beginning	25.	Listening: Show understanding of a story the teacher has read by sequencing pictures of scenes from the story.	L	Cooperative groups, graphic organizers, CLOZE, multimedia (Storytown website, United Streaming, Smart Boards, Leap Pads, CDs, Audacity, Kidspiration) choral reading, point and read, echo reading, partner reading, realia or diagrams, Language Experience Approach, Sound Spelling Cards, ELL Leveled Readers, Oxford Picture Dictionary Activities, games, Robust Vocabulary pictures,	Teacher observations, student responses, teacher/student interaction, portfolios, program assessments, rubrics and checklists	1.6.3B
	26.	Speaking: Recite a poem or sing a song using picture prompts.	L			1.6D 1.6E
	27.	Reading: Sequence a series of illustrated sentence strips to tell a story.	L			R3.A1.3
	28.	Writing: Follow models to develop phrases or short sentences from student created word lists.	L			1.4.3A
Standard #2 Level 3: Developing	29.	Listening: Demonstrate listening strategies while participating in reading circles.	U	Cooperative groups, graphic organizers, CLOZE, multimedia (Storytown website, United Streaming, Smart Boards, Leap Pads, CDs, Audacity, Kidspiration) choral reading, point and read, echo reading, partner reading, realia or diagrams, Language Experience Approach, Sound Spelling	Teacher observations, student responses, teacher/student interaction, portfolios, program assessments, rubrics and checklists	1.6.3B
	30.	Speaking: Share relevant information or opinions about a song or poem.	U			1.6D 1.6E
	31.	Reading: Sequence sentences to tell stories.	U			R3.A1.3

Level of ESL Proficiency	Num	Objective	Level	Teaching/Learning Strategies	Evaluation	Standard/Anchor
	32.	Writing: Produce sentences using correct word patterns for wall charts or personal writing.	U	Cards, ELL Leveled Readers, Oxford Picture Dictionary Activities, games, Robust Vocabulary pictures,		1.4.3A
Standard #2 Level 4: Expanding	33.	Listening: Respond to a short story using role play	R	Cooperative groups, graphic organizers, CLOZE, multimedia (Storytown website, United Streaming, Smart Boards, Leap Pads, CDs, Audacity, Kidspiration) choral reading, point and read, echo reading, partner reading, realia or diagrams, Language Experience Approach, Sound Spelling Cards, ELL Leveled Readers, Oxford Picture Dictionary Activities, games, Robust Vocabulary pictures,	Teacher observations, student responses, teacher/student interaction, portfolios, program assessments, rubrics and checklists	1.6.3B
	34.	Speaking: Discuss reasons or examples to support an opinion.	R			1.6D
	35.	Reading: Sequence short paragraphs to tell stories.	R			1.6E
	36.	Writing: Produce several sentences, in sequence, to describe a personal experiences.	R			R3.A1.3
Standard #2 Level 5: Bridging	37.	Listening: Listen to a grade level selection and respond appropriately.	R	Cooperative groups, graphic organizers, CLOZE, multimedia (Storytown website, United Streaming, Smart Boards, Leap Pads, CDs, Audacity, Kidspiration) choral reading, point and read, echo reading, partner reading, realia or diagrams, Language Experience Approach, Sound Spelling Cards, ELL Leveled Readers, Oxford Picture Dictionary Activities, games, Robust Vocabulary pictures,	Teacher observations, student responses, teacher/student interaction, portfolios, program assessments, rubrics and checklists	1.6.3B
	38.	Speaking: Participate in group discussions about grade level topics.	R			1.6D
	39.	Reading: Participate in a Reading Circle, changing seats as needed to sequence sections of a story.	R			1.6E
	40.	Writing: Produce writing that incorporates a beginning a middle and an end.	R			R3.A1.3
						1.4.3A

Grade 2 Unit Themes:

Themes 1-3 *Rolling Along*

Themes 4-6 *Blast Off*

Resources:

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 Guide

Oxford Picture Dictionary

Robust Vocabulary Picture Dictionary

Kidspiration

Sound Cards

ELL Leveled Readers

Leap Pads & Leveled Books