Kindergarten English Language Learners

English Language Learners

Grade(s) K
Required Course

Course Description

The purpose of the Park Hill School District English Language Learners' (ELL) curriculum is to teach and advocate for English Learners so they can become successful within our community both socially and academically. This course offers students the opportunity to develop English proficiency in reading, writing, listening and speaking. Teachers work to enable the student to meet academic, safety, emotional, and social expectations. Special emphasis is placed on gaining meaning from text, conveying meaning through both oral and written language, and listening effectively; all skills that are vital to the student's active participation in mainstream classrooms.

Scope And Sequence

Timeframe	Unit	Instructional Topics
Ongoing	Listening	1. Listening
Ongoing	Speaking	1. Speaking
Ongoing	Reading	1. Reading
Ongoing	Writing	1. Writing

Course Rationale

In alignment with WIDA and Common Core State Standards, the Park Hill School District's English Language Learners' (ELL) courses promote language proficiency in reading, writing, listening and speaking in order for students to be successful in mainstream classrooms and society.

Enduring Understandings

Proficient communicators have the ability to listen actively, understand and speak clearly in social and academic settings.
Proficient readers access and apply reading skills and strategies within various genres of literature.
Proficient writers use the writing process to create appropriate responses in both academic and social settings.

Key Resources

Treasure Chest - Macmillan McGraw Hill
Look, Listen and Speak - Evan-Moor
English at Your Command - Hampton Brown
English in My Pocket - Rigby
Phonics Street - Hampton Brown
Finish Line - Contenential Press (Supplemental)
Avenues - Hampton Brown (Supplemental)

Board Approval Date

August 9, 2012

Course Details

Unit: Listening

Duration: Ongoing

Unit Overview

This unit is designed to help students gain mastery of a range of skills in listening.

Enduring Understandings

Proficient listeners identify ideas/concepts to broaden understanding in a variety of social and academic settings.
Active listening involves focusing on the speaker and displaying appropriate body language.
Comprehending information from oral reading of different types of text is important for listening.
Following oral directions helps the listener clarify meaning and understanding.

Essential Questions

Why do I need to be a good listener?
How does my body look when I am actively listening?
Why do I need to understand what I hear?
How can I demonstrate how to put something in order when listening?

Example Assessment Items

Given two or more step oral directions, the student can follow them.
Given a set of pictures/objects, the student can follow oral directions.
Given a set of pictures/realia that are associated with the classroom academic content, the student can identify them from oral descriptions.

Academic Vocabulary

listening
sequence
directions
first, second, third....
next
then
after
last
finally
eye contact
attentive

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Topic: Listening **Duration:** Ongoing

Learning Targets

The student will order pictures of events according to sequential language.

The student will arrange objects or pictures according to descriptive oral discourse.

The student will identify pictures/realia associated with grade-level academic concepts from oral descriptions.

The student will take and illustrate patterns from real objects or pictures based on detailed oral descriptions.

The student will follow oral directions with the use of technology.

The student will reenact or dramatize a grade level story or poem that has been read aloud.

Unit: Speaking

Duration: Ongoing

Unit Overview

This unit is designed to help students gain mastery of a range of skills in speaking.

Enduring Understandings

Proficient communicators engage in a variety of conversations with peers and adults while using appropriate word choice and structure, tone, and body language to demonstrate a command of the English language.
Proficient speakers use academic vocabulary in content-based discussions.
Retelling narrative stories or telling original stories with emerging details demonstrates proficient speaking.

Essential Questions

How do you communicate with others?
Why is it important to communicate well in school?
How do you tell a story?

Example Assessment Items

Given a narrative story, the student can retell the story with details.
Given a story read aloud, the student can answer explicit questions and offer personal opinions.
Given a set of real-life objects, the students can compare attributes and indicate spatial relations.

Academic Vocabulary

narrative
retell
details
sequence
first
next
last
opinion
question
answer
describe
different
attributes
characteristics
size
shape
color

Topic: Speaking **Duration:** Ongoing

Learning Targets

The student will explain situations and tell original stories with emerging detail.

The student will share personal experiences and offer opinions.

The student will express likes, dislikes or preferences with reasons.

The student will ask and answer questions that help get information or make something clear.

The student will explain and demonstrate a game that involves numbers (Go Fish).

Unit: Reading

Duration: Ongoing

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Unit Overview

This unit is designed to help students gain mastery of a range of skills in reading.

Enduring Understandings

Differentiating between letters, words and sentences is vital to demonstrate proficient reading.
Stringing words together to make short sentences demonstrates proficient reading.
Readers apply various comprehension strategies to understand different genres of literature and informational texts.

Essential Questions

Why do I need to be able to read?
How can I be a good reader?

Example Assessment Items

Given a group of letters, words or sentences, the student can explain their differences.
Given a set of words, the student can string them together to make short sentences.
Given a set of words, phrases or sentences, the student can differentiate between them.

Academic Vocabulary

letter
word
sentence
difference
different
string together
phrase
same

Topic: Reading **Duration:** Ongoing

Learning Targets

The student will differentiate between letters, words, and sentences.

The student will string words together to make short phrases or sentences and read words, phrases or sentences that are the same and different.

The student will identify high frequency words in context and find school-related vocabulary items.

The student will understand the organization and basic features of print.

The student will sort labeled pictures and classify labeled pictures by two attributes.

The student will make predictions and inferences based on grade level text.

The student will use reading comprehension strategies to gain understanding.

Unit: Writing **Duration:** Ongoing

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Unit Overview

This unit is designed to help students gain mastery of the writing process.

Enduring Understandings

To effectively use written communication, writers will have the ability to organize, edit, and publish pieces of writing.
Writers will be able to produce writing using clear, concise, and comprehensible language.
Writers will be able to research information and use technology to share information.

Essential Questions

How can I be a good writer?
How can I share information in my writing?
How do I find information to help me with my writing?

Example Assessment Items

Given a writing topic, the student can tell a story by drawing pictures and using words.
Given a writing journal, the student can produce words/phrases independently.
Given a picture of familiar people or objects, the student can label it.

Academic Vocabulary

story
writing
words
phrases
sentences
people
objects
label
capital
period
end mark
independently
draw
tell
letters
sounds
space

Topic: Writing **Duration:** Ongoing

Learning Targets

The student will produce words, phrases or sentences independently in different formats: opinion/argumentative, informative/explanatory and narrative.

The student will make "story books" with drawings and words.

The student will create content-based representations through pictures and words.

The student will relate everyday experiences using a combination of pictures, words and phrases/short sentences.