

1st and 2nd Grade English Language Learners

English Language Learners

Grade(s) 1st - 2nd
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.

Timeframe	Unit	Scope And Sequence
		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

Phonic Street- Hampton Brown

Finish Line- Continental Press (Supplemental)

Avenues- Hampton Brown (Supplemental)

Board Approval Date

August 9, 2012

Course Details

Unit: Listening

Duration: Ongoing

Unit Overview

Proficient listeners have the ability to listen actively and understand in both social and academic settings.

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 a series of oral directions, the student will respond appropriately.

The student will select logical outcomes or endings to stories read aloud to show understanding of oral reading.

After listening to a book read aloud, the student will be able to draw conclusions about characters, places, or objects.

Academic Vocabulary

Character

Connection

Setting

Topic: Listening

Duration: Ongoing

Learning Targets

The student will use context clues to gain meaning from grade-level text that is read orally.

The student will apply ideas from oral discussions to new situations.

The student will interpret information from oral reading of narrative or expository text.

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The student will identify ideas/concepts expressed with grade-level content-specific language.

The student will compare/contrast objects according to physical attributes (e.g. size, shape, color) based on oral information.

Unit: Speaking

Duration: Ongoing

Unit Overview

Proficient speakers communicate clearly and appropriately in social and academic settings.

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 with details?

Example Assessment Items

The student will be able to explain to a partner their likes, dislikes, or needs.

The student will be able to connect storylines to their personal experiences.

Given a series of pictures, the student will be able to create an original story.

Academic Vocabulary

communicate clearly

audience

connection

conversation

discussion

Topic: Speaking

Duration: Ongoing

Learning Targets

The student will ask questions for social and academic purposes.

The student will retell stories with details.

The student will use academic vocabulary in class discussions.

The student will express and support ideas with examples.

The student will give oral presentations on content-based topics approaching grade level.

The student will initiate conversation with peers and teachers.

Unit: Reading

Duration: Ongoing

Unit Overview

Proficient readers access and apply reading skills and strategies within various genres of literature.

Enduring Understandings

Readers apply various comprehension strategies to understand different genres of literature and informational texts.

Identifying basic elements of fictional stories is essential to reading.

Essential Questions

How can I be a good reader?

If what I am reading doesn't make sense, what can I do?

How do story elements help me when I'm reading?

Example Assessment Items

The student will be able to independently read and retell text.

Given a graphic organizer, the student will be able to identify the story elements.

The student will be able to summarize and provide the main idea and details of text.

Academic Vocabulary

story elements- character, setting, plot

summarize

main idea and details

graphic organizer

text features

Topic: Reading

Duration: Ongoing

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Learning Targets

The student will identify basic elements of fictional stories.

The student will read and follow written directions.

The student will begin using features of non-fiction text to aid comprehension.

The student will use reading comprehension strategies to gain understanding.

The student will identify main ideas and details.

The student will match figurative language to illustrations (e.g., "as big as a house")

The student will determine the meaning of words and phrases.

Unit: Writing

Duration: Ongoing

Unit Overview

Proficient writers use the writing process to create appropriate responses in both academic and social settings.

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

What can I do to be a good writer?

How can I share information in my writing?

How do I research information to help me with my writing?

Example Assessment Items

The student will be able to compose stories based on personal experiences involving feelings and emotions.

Given a topic, the student will be able to research and write related sentences.

Given a prompt, the student will be able to clearly communicate their ideas to the reader.

Academic Vocabulary

research

topic

detail

prompt

feelings

emotions

purpose

Topic: Writing

Duration: Ongoing

Learning Targets

The student will produce written text independently in different formats: opinion/argumentative, informative/explanatory and narrative.

The student will compose journal entries about personal experiences.

The student will use classroom resources to compose sentences.

The student will create a related series of sentences in response to prompts.

The student will produce content-related sentences.

The student will compose stories.

The student will explain processes or procedures using connected sentences.

The student will demonstrate a command of standard English grammar and usage.

The student will demonstrate a command of the conventions of standard English capitalization, spelling, and punctuation.

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