

3rd- 5th Grade English Language Learners

English Language Learners

Grade(s) 3rd - 5th
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

Board Approval Date

August 9, 2012

Course Details

Unit: Listening

Duration: Ongoing

Unit Overview

This unit focuses on developing students' listening comprehension skills.

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.

Applying oral directions helps the listener clarify meaning and understanding.

Essential Questions

How does active listening help me learn?

How can I be an effective listener?

Why is it important for me to listen to text that is read orally?

Why is it important to demonstrate and apply multi-step directions?

Example Assessment Items

Teacher gives multi-step directions and student responds correctly.

Using a map a student will be able to go from point A to point B following the directions of the teacher.

Academic Vocabulary

oral

verbal

multi-media

Topic: Listening

Duration: Ongoing

Learning Targets

The student will interpret and apply oral information containing grade-level content-based language.

The student will identify main idea and details from oral discourse.

The student will formulate a plan or use manipulatives to follow directions or problem-solve based on oral discourse.

The student will form opinions of people, places, or ideas from oral scenarios.

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Unit: Speaking

Duration: Ongoing

Unit Overview

This unit focuses on developing students' verbal communication skills.

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.

Proficient speakers effectively summarize, research and present information with supporting ideas and details.

Essential Questions

How can I be an effective and clear communicator?

How can I communicate my ideas and knowledge in school?

Example Assessment Items

Student chooses and presents a "How To . . ." project that incorporates multiple steps.

Student participates in a discussion giving supporting arguments for or against a specific topic.

Academic Vocabulary

volume

argument

collaboration

Topic: Speaking

Duration: Ongoing

Learning Targets

The student will give explanations and defend opinions with support.

The student will give content-based presentations using academic vocabulary.

The student will explain in detail problem-solving steps and the results of inquiry.

Unit: Reading

Duration: Ongoing

Unit Overview

This unit will provide students with comprehension strategies in order to read and understand different types of text.

Enduring Understandings

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

Readers evaluate and synthesize the information they read.

Essential Questions

How do different types of texts help me become a better reader?

How does what I read affect me?

What can I do with the information I read?

Example Assessment Items

Given a reading passage, student will identify the genre and use appropriate strategies for comprehension.

Given a text, student will make connections to self, text, and world.

Academic Vocabulary

genre

informational text

non-fiction

fiction

infer

summarize

draw conclusions

interpret

personification

Topic: Reading

Duration: Ongoing

Learning Targets

The student will summarize information from multiple sources.

The student will answer analytical questions about grade-level text.

The student will draw conclusions from explicit and implicit text at or near grade level.

The student will identify, explain, and give examples of various text structures and literary techniques.

The student will use reading comprehension strategies to gain understanding.

The student will determine meaning of words and phrases.

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Unit: Writing

Duration: Ongoing

Unit Overview

This unit will provide students with strategies to write social and academic text.

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 an effective writer?

How does my writing change depending on my purpose?

How do I research, evaluate and apply information in my writing?

Example Assessment Items

Student applies the steps of the writing process.

Student researches a topic using multiple resources and presents the information in writing.

Academic Vocabulary

writing process

edit

publish

topic sentence

concluding sentence

Topic: Writing

Duration: Ongoing

Learning Targets

The student will produce extended responses of original text approaching grade level.

The student will summarize and apply content-based information to new contexts.

The student will create grade-level stories or reports.

The student will connect or integrate personal experiences with literature/content.

The student will produce written text independently in different formats.

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