

## Wilson Area School District Planned Course Guide

**Title of planned course:** ESL Newcomer

**Subject Area:** English Language Development

**Grade Level:** 5-8

**Course Description:** This course, open to students formally classified English Learners (ELs), is designed to improve overall speaking, listening, reading and writing skills in accordance with the PA English Language Development Standards. Students will acquire basic literacy in English and apply this knowledge to their individual lives (both socially and academically). Students will learn to communicate effectively in a variety of discussions, develop critical thinking skills, demonstrate the ability to utilize the conventions of standard English, and acquire an understanding of the basic parts of American culture. In addition, students will be able to effectively use technology in and outside the classroom, as well as learn where to locate necessary information to succeed academically.

**Time/Credit for this Course:** One Full Academic Year

**Curriculum Writing Committee:** Kimberly Steirer

## Curriculum Map

### August / September:

- Course Introduction
- Formal language assessment for proficiency level
- Introduce selves & give personal information
- Talk about themselves and family
- Say, write numbers and information containing numbers
- state basic needs, ask for help
- Know classroom words, phrases and how to get around school
- Know English alphabet and their sounds
- Use contractions
- Use This/These, That/Those
- Use indefinite articles “a” and “an”
- Begin to write basic sentences in English (SVO) with frames
- United States of America

### October:

- Give information about school objects, places and procedures
- Follow oral commands
- Ask and answer basic Yes/No questions
- Use the verb “to be” in the simple present tense
- Understand singular and plural nouns
- Use simple adjectives
- Colors, Sizes and Shapes
- Compare and contrast schools and school experiences

### November:

- Remember and say the days of the week & the months of the year
- Tell time
- Explain a class schedule
- Ask and answer simple “wh” questions
- Correctly use the language patterns, It is ... , It’s ....
- Know and use prepositions of place
- Use word sequence; First, second, then (etc)
- Use present simple tense
- use ordinal numbers

### December:

- Know and use personal pronouns
- Ask yes/no questions with the verb “to be” and “can”
- Write simple sentences about people
- Give information about people
- Learn and use simple action verbs

**January:**

- Name the main food groups
- Classify foods into groups
- Use count and non count nouns
- Express likes and dislikes by making statements and asking questions using the auxiliary verb “do”
- Use money
- Ask for the price of something
- Use how much/how many and some/any correctly
- Follow and give simple step by step directions

**February:**

- Express wants and needs
- Prepositions of location
- Know and use the verbs “to need” and “to want”
- Give and follow commands
- Use vocabulary related to technology

**March:**

- Use descriptive adjectives
- Use the “auxiliary verb “do”
- Use synonyms
- Express feelings
- Know body parts
- Use health related vocabulary

**April:**

- Use and describe basic clothing items
- Describe weather & seasons
- Expand on Adjectives
- Use time order words
- Use the verb “have”
- Know how to form the present progressive tense and use it correctly
- Form and answer wh- questions related to weather and clothing
- Guided paragraph writing - weather/appropriate clothing

**May/June:**

- Use prepositions of place & location words correctly
- Identify places in the community
- Use possessive nouns and pronouns correctly
- Use the present progressive to express future actions
- Use polite phrases in the subjunctive such as “Could you please,..?” and “Would you please..?”
- Use the present progressive correctly to express future actions
- Use previously taught grammatical structures correctly

## Wilson Area School District Planned Course Materials

**Course Title:** ESL Newcomer

**Supplemental Books:** *Visions Basic, Heinle, Cengage Learning*  
*Inside the USA, National Geographic Hampton-Brown*  
*Side By Side, Pearson Longman*  
*Penguin Readers, Pearson Longman*  
*Very Easy True Stories, Pearson Longman*  
*The New Oxford Picture Dictionary*  
*The New Oxford Picture Dictionary, workbook*

**Teacher Resources:**

- ellii (formerly ESL Library)
- ESL Gold
- EverythingESL
- Colorin Colorado
- TEDEd
- EdPuzzle
- Duolingo
- Quizlet
- Kami
- UsingEnglish.com
- Other various online resources
- Various supplemental texts

# Curriculum Scope & Sequence

**Planned Course:** ESL Newcomer

**Unit:** Introductions

**Time frame:** 2-3 weeks

**State Standards:** WIDA Standards (included)

**Adopted anchors:** WIDA Can Do Descriptors (included)

**Essential content/objectives:** At end of the unit, students will be able to:

- Introduce selves & give personal information
- Talk about themselves and family
- Say, write numbers and information containing numbers
- State basic needs, ask for help
- Know classroom words, phrases and how to get around school
- Know English alphabet and their sounds
- Use contractions
- Use This/These, That/Those
- Use indefinite articles “a” and “an”
- Write basic sentences with frames in English (SVO)
- Identify the US States

**Core Activities:** Students will complete/participate in the following:

- Teacher modeling / Role plays introducing self and others
- Labeling classroom objects and pictures of vocabulary words
- Dictation of new vocabulary words
- Story retell using single words, phrases with guided practice
- Repeating and copying new vocabulary
- Writing sentences with sentence frames / fill in the blank
- Quizlet for vocabulary reinforcement

**Extensions:**

- Write simple sentences about self (using sentence starters)
- Duolingo
- Create own Quizlet
- Countries

**Remediation:**

- Repetition
- Use of flash cards / pictures
- Tutoring / Extra help

**Instructional Methods**

- Direct Instruction
- Repetition with modeling
- Partner/Small Group work - oral activities
- Individual practice

**Materials & Resources:**

- Supplemental Books/Resources
- Worksheets
- Audio/video materials
- Projector & Smartboard
- Google Classroom and various apps
- Kami
- EdPuzzle
- Flash/picture Cards

**Assessments:**

- Individual progress charts
- Teacher-created rubrics
- Worksheets
- Quizzes
- Project based assessments

## Curriculum Scope & Sequence

**Planned Course:** ESL Newcomer

**Unit:** The Classroom and School Community

**Time frame:** 2-3 weeks

**State Standards** WIDA Standards (included)

**Anchor(s) or adopted anchor:** WIDA Can Do Descriptors (included)

**Essential content/objectives:** At end of the unit, students will be able to:

- Give information about school objects, places and procedures
- Follow oral commands
- Ask and answer basic Yes/No questions
- Use the verb “to be” in the simple present tense
- Understand singular and plural nouns
- Use simple adjectives
- Identify colors, sizes & shapes
- Compare and contrast schools and school experiences

**Core Activities:** Students will complete/participate in the following:

- Teacher modeling
- Use listen-say-write method to introduce new concepts & vocabulary
- Completion type worksheets - notes shell & practice
- Dictation of new words and phrases
- Interview classmates
- Ask and answer questions
- Read & retell simple story
- Quizlet activities for vocabulary reinforcement

**Extensions:**

- Create labeled map of places in school
- Duolingo
- Create poster about our school for the community, labeled
  - optional: include differences between home country school and American school

**Remediation:**

- Repetition
- Quiz/Assignment retake/redo
- Guided practice
- Tutoring/extra help

**Instructional Methods**

- Direct Instruction
- Repetition with modeling
- Partner/Small Group work - oral activities
- Individual practice

**Materials & Resources:**

- Supplemental Books/Resources
- Worksheets
- Audio/video materials
- Projector & Smartboard
- Google Classroom and various apps
- Kami
- EdPuzzle
- Flash/picture Cards
- Quizlet

**Assessments:**

- Individual progress charts
- Teacher-created rubrics
- Worksheets
- Quizzes
- Project based assessments



## Curriculum Scope & Sequence

**Planned Course:** ESL Newcomer

**Unit:** Daily Life

**Time frame:** 2-3 weeks

**State Standards** WIDA Standards (included)

**Anchor(s) or adopted anchor:** WIDA Can Do Descriptors (included)

**Essential content/objectives:** At end of the unit, students will be able to:

- Remember and say the days of the week & months of the year
- Tell time
- Explain a class schedule
- Ask and answer simple “wh” questions
- Correctly use the language patterns, It is ... , It’s ....
- Know and use prepositions of place
- Use word sequence; First, second, then (etc)
- Use simple tense
- Use ordinal numbers

**Core Activities:** Students will complete/participate in the following:

- Teacher modeling
- Guided notes with listen-say- write concept
- Sort words & information based on content
- Read & retell information
- Worksheets - sentence frames /completion
- Dictation
- Role Play
- Give instructions to classmate on where something in the school is located
- Quizlet for vocabulary practice
- Sentence Scramble

**Extensions:**

- Create booklet/ Google Slide presentation with pictures and short descriptions of people/places in school
- Duolingo

**Remediation:**

- Repetition
- Quiz/Assignment retake/redo
- Guided practice
- Tutoring/extra help

**Instructional Methods**

- Direct Instruction
- Repetition with modeling
- Partner/Small Group work - oral activities
- Individual practice

**Materials & Resources:**

- Supplemental Books/Resources
- Worksheets
- Audio/video materials
- Projector & Smartboard
- Google Classroom and various apps
- Kami
- EdPuzzle
- Flash/picture Cards

**Assessments:**

- Individual progress charts
- Teacher-created rubrics
- Worksheets
- Quizzes
- Project based assessments

## Curriculum Scope & Sequence

**Planned Course:** ESL Newcomer

**Unit:** Activities and Pastimes

**Time frame:** 2-3 weeks

**State Standards** WIDA Standards (included)

**Anchor(s) or adopted anchor:** WIDA Can Do Descriptors (included)

**Essential content/objectives:** At end of the unit, students will be able to:

- Know and use personal pronouns
- Ask yes/no questions with the verb “to be” and “can”
- Write simple sentences about people
- Give information about people
- Learn and use simple action verbs
- Talk about likes and dislikes

**Core Activities:** Students will complete/participate in the following:

- Teacher modeling
- Guided notes
- Complete the sentences - frames/ fill in the blank
- Label & sort new vocabulary
- Act out new verbs
- Sentence strips
- Interview classmates
- Role Play
- Compare/Contrast activities classmates likes/activities
- Story sequence

**Extensions:**

- Create Google Slideshow of self and classmates with pictures and sentences about self and activities
- Duolingo

**Remediation:**

- Repetition
- Quiz/Assignment retake/redo
- Guided practice
- Tutoring/extra help

**Instructional Methods**

- Direct Instruction
- Repetition with modeling
- Partner/Small Group work - oral activities
- Individual practice

**Materials & Resources:**

- Supplemental Books/Resources
- Worksheets
- Audio/video materials
- Projector & Smartboard
- Google Classroom and various apps
- Kami
- EdPuzzle
- Flash/picture Cards

**Assessments:**

- Individual progress charts
- Teacher-created rubrics
- Worksheets
- Quizzes
- Project based assessments

## Curriculum Scope & Sequence

**Planned Course:** ESL Newcomer

**Unit:** Food and Drink

**Time frame:** 2-3 weeks

**State Standards:** WIDA Standards (included)

**Anchor(s) or adopted anchor:** WIDA Can Do Descriptors (included)

**Essential content/objectives:** At end of the unit, students will be able to:

- Name the main food groups
- Classify foods into groups
- Use count and non count nouns
- Express likes and dislikes by making statements and asking questions using the auxiliary verb “do”
- Ask for the price of something
- Identify American money
- Use how much/how many and some/any correctly
- Follow and give simple step by step directions

**Core Activities:** Students will complete/participate in the following:

- Teacher modeling
- Guided notes
- Sentence completion
- Label / Sort new vocabulary
- Dictation
- Role play
- Sentence Strips
- Quizlet
- Kahoot

**Extensions:**

- Create restaurant menu
- Bring in traditional dish from home culture, List ingredients, steps to make it & relevance to culture
- Duolingo

**Remediation:**

- Repetition
- Quiz/Assignment retake/redo
- Guided practice
- Tutoring/extra help

**Instructional Methods**

- Direct Instruction
- Repetition with modeling
- Partner/Small Group work - oral activities
- Individual practice

**Materials & Resources:**

- Supplemental Books/Resources
- Worksheets
- Audio/video materials
- Projector & Smartboard
- Google Classroom and various apps
- Kami
- EdPuzzle
- Flash/picture Cards

**Assessments:**

- Individual progress charts
- Teacher-created rubrics
- Worksheets
- Quizzes
- Project based assessments

## Curriculum Scope & Sequence

**Planned Course:** ESL Newcomer

**Unit:** Media and Technology

**Time frame:** 2-3 weeks

**State Standards:** WIDA Standards (included)

**Anchor(s) or adopted anchor:** WIDA Can Do Descriptors (included)

**Essential content/objectives:** At end of the unit, students will be able to:

- Express wants and needs
- Know and use the verbs “to need” and “to want”
- Give and follow commands
- Use vocabulary related to technology
- Use prepositions of place

**Core Activities:** Students will complete/participate in the following:

- Teacher modeling
- Guided notes
- Label new vocabulary
- Role Play
- Sequence Events
- Compare/Contrast classmates interests
- Create Quizlet/Kahoot
- Sentence scramble/completion
- Write simple sentences (SVO) to express need or want

**Extensions:**

- Duolingo
- Create book/pamphlet to present to class
  - Present Orally

**Remediation:**

- Repetition
- Quiz/Assignment retake/redo
- Guided practice
- Tutoring/extra help

**Instructional Methods**

- Direct Instruction
- Repetition with modeling
- Partner/Small Group work - oral activities
- Individual practice

**Materials & Resources:**

- Supplemental Books/Resources
- Worksheets
- Audio/video materials
- Projector & Smartboard
- Google Classroom and various apps
- Kami
- EdPuzzle
- Flash/picture Cards

**Assessments:**

- Individual progress charts
- Teacher-created rubrics
- Worksheets
- Quizzes
- Project based assessments



## Curriculum Scope & Sequence

**Planned Course:** ESL Newcomer

**Unit:** Body Parts and Feelings

**Time frame:** 2-3 weeks

**State Standards:** WIDA Standards (included)

**Anchor(s) or adopted anchor:** WIDA Can Do Descriptors (included)

**Essential content/objectives:** At end of the unit, students will be able to:

- Use descriptive adjectives
- Use the “auxiliary verb “do”
- Use synonyms
- Express feelings
- Know body parts
- Identify health related vocabulary

**Core Activities:** Students will complete/participate in the following:

- Guided notes
- Sentence completion
- Label/Draw items
- Dictation
- Role Play
- Compare / Contrast
- Basic sentences about feelings /situations
- Guided paragraph writing
- Story Sequencing
- Write simple sentences describing others/objects

**Extensions:**

- Duolingo
- Create collage with graphics/words describing feelings
  - Present Orally

**Remediation:**

- Repetition
- Quiz/Assignment retake/redo
- Guided practice
- Tutoring/extra help

**Instructional Methods**

- Direct Instruction
- Repetition with modeling
- Partner/Small Group work - oral activities
- Individual practice

**Materials & Resources:**

- Supplemental Books/Resources
- Worksheets
- Audio/video materials
- Projector & Smartboard
- Google Classroom and various apps
- Kami
- EdPuzzle
- Flash/picture Cards

**Assessments:**

- Individual progress charts
- Teacher-created rubrics
- Worksheets
- Quizzes
- Project based assessments

## Curriculum Scope & Sequence

**Planned Course:** ESL Newcomer

**Unit:** Clothing and Weather

**Time frame:** 2-3 weeks

**State Standards:** WIDA Standards (included)

**Anchor(s) or adopted anchor:** WIDA Can Do Descriptors (included)

**Essential content/objectives:** At end of the unit, students will be able to:

- Use and describe basic clothing items
- Describe weather & seasons
- Use the verb “have”
- Know how to form the present progressive tense and use it correctly
- Form and answer wh- questions related to weather and clothing
- Guided paragraph writing - weather/appropriate clothing
- Use time order words
- Expand on adjectives

**Core Activities:** Students will complete/participate in the following:

- Guided notes
- Label items
- Vocabulary sort
- Fill in the blank exercises
- Ask/respond to questions about the weather
- Dictation
- Compare/Contrast weather conditions
- Write a short postcard with graphic to friend about a place and the weather
- Story Sequence
- Sentence completion / fill in the blank

**Extensions:**

- Create video weather forecast with recommended attire based on conditions
- Duolingo

**Remediation:**

- Repetition
- Quiz/Assignment retake/redo
- Guided practice
- Tutoring/extra help

**Instructional Methods**

- Direct Instruction
- Repetition with modeling
- Partner/Small Group work - oral activities
- Individual practice

**Materials & Resources:**

- Supplemental Books/Resources
- Worksheets
- Audio/video materials
- Projector & Smartboard
- Google Classroom and various apps
- Kami
- EdPuzzle
- Flash/picture Cards

**Assessments:**

- Individual progress charts
- Teacher-created rubrics
- Worksheets
- Quizzes
- Project based assessments

## Curriculum Scope & Sequence

**Planned Course:** ESL Newcomer

**Unit:** Places in the Community

**Time frame:** 2-3 weeks

**State Standards:** WIDA Standards (included)

**Anchor(s) or adopted anchor:** WIDA Can Do Descriptors (included)

**Essential content/objectives:** At end of the unit, students will be able to:

- Use prepositions of place and location correctly
- Identify places in the community
- Use possessive nouns and pronouns correctly
- Use the present progressive to express future actions

**Core Activities:** Students will complete/participate in the following:

- Guided notes
- Label items
- Vocabulary sort
- Fill in the blank exercises
- Ask/respond to questions
- Dictation
- Compare/Contrast
- Give commands
- Story Sequence
- Sentence completion / fill in the blank
- Guided sentence/paragraph writing - possessives

**Extensions:**

- Design map of school or places in the community with the objective to help new students find their way
- Use simple present and present progressive tenses appropriately
- Duolingo

**Remediation:**

- Repetition
- Quiz/Assignment retake/redo
- Guided practice
- Tutoring/extra help

**Instructional Methods**

- Direct Instruction
- Repetition with modeling
- Partner/Small Group work - oral activities
- Individual practice

**Materials & Resources:**

- Supplemental Books/Resources
- Worksheets
- Audio/video materials
- Projector & Smartboard
- Google Classroom and various apps
- Kami
- EdPuzzle
- Flash/picture Cards

**Assessments:**

- Individual progress charts
- Teacher-created rubrics
- Worksheets
- Quizzes
- Project based assessments

## Curriculum Scope & Sequence

**Planned Course:** ESL Newcomer

**Unit:** Review and the Future

**Time frame:** 2-3 weeks

**State Standards:** WIDA Standards (included)

**Anchor(s) or adopted anchor:** WIDA Can Do Descriptors (included)

**Essential content/objectives:** At end of the unit, students will be able to:

- Use previously taught grammatical structures correctly
- Use polite phrases in the subjunctive such as “Could you please,..?” and “Would you please..?”
- Use the present progressive correctly to express future actions

**Core Activities:** Students will complete/participate in the following:

- Guided notes
- Label items
- Vocabulary sort
- Fill in the blank exercises
- Ask/respond to questions about your day
- Dictation
- Compare/Contrast
- Story Sequence
- Sentence completion / fill in the blank/open ended with support
- Guided paragraphs

**Extensions:**

- Create Google Slideshow comparing and contrasting similarities/differences in home country to places in the US
  - Use voice over for oral presentation
  - Duolingo

**Remediation:**

- Repetition
- Quiz/assignment retake or re-do
- Guided practice
- Tutoring/extra help

**Instructional Methods**

- Direct Instruction
- Repetition with modeling
- Partner/Small Group work - oral activities
- Individual practice

**Materials & Resources:**

- Supplemental Books/Resources
- Worksheets
- Audio/video materials
- Projector & Smartboard
- Google Classroom and various apps
- Kami
- EdPuzzle
- Flash/picture Cards

**Assessments:**

- Individual progress charts
- Teacher-created rubrics
- Worksheets
- Quizzes
- Project based assessments



## WIDA ELD Standards Statements English Language Development

**Standard 1:** English language learners communicate for Social and Instructional purposes within the school setting English Language Development

**Standard 2:** English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts English Language Development

**Standard 3:** English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics English Language Development

**Standard 4:** English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science English Language Development

**Standard 5:** English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies

### CAN DO Descriptors for the Levels of English Language Proficiency

The characteristics within each box are target skills. For the given level of English language proficiency, English language learners can...

Language Domain	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<b>Listening</b>	<ul style="list-style-type: none"> <li>Point to stated pictures, words or phrases</li> <li>Follow one-step oral directions</li> <li>Match oral statements to objects, figures or illustrations</li> </ul>	<ul style="list-style-type: none"> <li>Sort pictures and/or objects according to oral instructions</li> <li>Follow two-step oral directions</li> <li>Match information from oral descriptions to objects and/or illustrations</li> </ul>	<ul style="list-style-type: none"> <li>Locate, select and order information from oral descriptions</li> <li>Follow multi-step oral directions</li> <li>Categorize or sequence oral information using pictures and/or objects</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast functions, relationships from oral information</li> <li>Analyze and apply oral information</li> <li>Identify cause and effect from oral discourse</li> </ul>	<ul style="list-style-type: none"> <li>Draw conclusions from oral information</li> <li>Construct models based on oral discourse</li> <li>Make connections from oral discourse</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>Match icons and symbols to words, phrases, or environmental print</li> <li>Identify concepts about print and text features</li> </ul>	<ul style="list-style-type: none"> <li>Locate and classify information</li> <li>Identify facts and explicitly stated messages</li> <li>Select language patterns associated with facts</li> </ul>	<ul style="list-style-type: none"> <li>Sequence pictures, events or processes</li> <li>Identify main ideas</li> <li>Use context clues to determine meaning of words</li> </ul>	<ul style="list-style-type: none"> <li>Interpret information or data</li> <li>Find details that support main ideas</li> <li>Identify word families and/or figures of speech</li> </ul>	<ul style="list-style-type: none"> <li>Conduct research to glean information from multiple sources</li> <li>Draw conclusions from explicit and implicit text</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>Name objects, people or pictures</li> <li>Answer WH questions</li> </ul>	<ul style="list-style-type: none"> <li>Ask WH questions</li> <li>Describe pictures, events, objects or people</li> <li>Restate facts</li> </ul>	<ul style="list-style-type: none"> <li>Sequence pictures, events or processes</li> <li>Identify main ideas</li> <li>Use context clues to determine meaning of words</li> </ul>	<ul style="list-style-type: none"> <li>Discuss stories, issues and/or concepts</li> <li>Give speeches and/or oral reports</li> <li>Offer creative solutions to issues and/or problems</li> </ul>	<ul style="list-style-type: none"> <li>Engage in debates</li> <li>Explain phenomena, give examples and justify responses</li> <li>Express and defend points of view</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>Label objects, pictures or diagrams</li> <li>Draw in response to oral directions</li> <li>Produce icons, symbols, words or phrases to convey messages</li> </ul>	<ul style="list-style-type: none"> <li>Make lists</li> <li>Produce drawings, phrases, short sentences or notes</li> <li>Give information requested from oral or written directions</li> </ul>	<ul style="list-style-type: none"> <li>Produce simple expository or narrative texts</li> <li>Compare and contrast information</li> <li>Describe events, people, processes or procedures</li> </ul>	<ul style="list-style-type: none"> <li>Summarize information from graphics or notes</li> <li>Edit and revise writing</li> <li>Create original ideas or detailed responses</li> </ul>	<ul style="list-style-type: none"> <li>Apply information to new contexts</li> <li>React to multiple genres and discourses</li> <li>Author multiple forms of writing</li> </ul>