

Rationale

In addition to introducing the English Language Learner (ELL) student to functional and social English language skills, the ELL curriculum for grades 3 through 5 is designed to present and reinforce selected language from the content areas; especially social studies, math, science, and literature. By making academic language accessible to the ELL student and developing language learning strategies, the ELL teacher supports mainstream content instruction. Although the program is not a tutoring program, the ELL teacher tailors instruction to meet the language needs of the student.

Course Description

The ELL student interacts with their teacher and ELL classmates in a social and academic setting. Through engagement in a print-rich environment, they are supported in developing the academic literacy skills necessary for effective functioning in the American classroom. Particular emphasis is placed on exploratory talk, project construction and active listening. Sequencing texts and interpreting diagrams are addressed. Experience with graphic organizers and wh-questions facilitate reading comprehension. The teacher will provide appropriate scaffolding to support the student's writing development--extending from simple sentence completion to paragraph construction. The ELL teacher's on-going assessment will determine the focus of a particular class.

Course Objectives**Beginning Proficiency - Level 1**

1. The student will give information and respond to questions about home and family and state his or her name, address and phone number with 90% accuracy. (1.8; TESOL 1-1)
2. The student will identify emotions depicted in pictures or stories with 80% accuracy. (H/PE2; TESOL 1-1)
3. The student will express limits, "No", "I don't want to", etc., with 80% accuracy. (1.1; H/PE 2.7; 3.1; TESOL 3-1)
4. The student will request clarification, help and permission with 80% accuracy. (1.1, 1.7, 3.1; TESOL 1-3)
5. The student will understand verbal directions by comparing them with nonverbal cues with 80% accuracy. (1.5; TESOL 1-3)
6. The student will respond appropriately to selected nonverbal cues with 80% accuracy. (1.5, 10; TESOL 1-3)
7. The student will follow oral and multi-step directions with 80% accuracy. (4.6, 4.7; TESOL 1-3)
8. The student will participate in group response with 80% accuracy. (4.6; TESOL 2-1)
9. The student will participate in question/ answer format with 80% accuracy. (2.2; TESOL 2-2)
10. The student will demonstrate knowledge through application in a variety of contexts with 80% accuracy. (2.2; TESOL 2-2)
11. The student will label classroom, home and playground objects with 80% accuracy. (1.10; TESOL 1-1)
12. The student will label and describe activities of school workers with 80% accuracy. (1.10; TESOL 1-1)
13. The student will recognize and name numerals from one to one hundred with 95% accuracy. (1.8; TESOL 2-2)
14. The student will match pre-printed words to one or two pages of predictable text with 85% accuracy. (1.5; TESOL 2-2)
15. The student will recognize selected sight words with 90% accuracy. (1.5; TESOL 2-2)
16. The student will recognize selected word patterns, including rhymes, and create words with 85% accuracy. (1.5; TESOL 2-2)
17. The student will create pictures to demonstrate and extend comprehension of text as assessed by the teacher in two out of three observations. (2.2; TESOL 2-3)
18. The student will orally (and in writing when appropriate) complete patterned sentences related to his or her personal life, stories, or nonfiction content with 80% accuracy. (2.3; TESOL 2-2)

Intermediate Proficiency - Levels 2 and 3

1. The student will retell a simple story (with repetition and picture cues) with a score of 3 on the attached scoring guide. (1.6; TESOL 2-2)
2. The student will predict events in story through interpretation of pictures with 80% accuracy as assessed by the teacher in two out of three observations. (1.5; TESOL 2-3)
3. The student will dictate language experience text and practice reading as appropriate as assessed by the teacher in two out of three observations. (2.1; TESOL 2-2)
4. The student will create simple text with drawing, invented spelling as assessed by the teacher in two out of three observations. (1.8; TESOL 2-2)
5. The student will demonstrate emerging awareness of use of capital letters, periods and question marks as assessed by the teacher in two out of three observations. (CA1; TESOL 2-2)
6. The student, with teacher assistance, will create selected graphic organizers (Venn diagrams, story stair, web, cause and effect chart, etc.) based on text or personal experience with 80% accuracy. (1.8; TESOL 2-3)
7. Given pictorial prompts, the student will write the sequence of his or her day using first, then, next, as needed, as well as appropriate inflectional endings of the present tense, with 80% accuracy. (1.5; TESOL 2-2)
8. Given pictorial prompts, the student will orally describe the sequence of his or her day, using first, then, next, as needed, as well as appropriate inflectional endings of the present tense, with 80% accuracy. (1.5; TESOL 2-2)
9. The student will orally formulate wh-questions appropriate for eliciting information from text, a personified animal, a story character or person with 80% accuracy. (1-1; TESOL 2-2)
10. The student will formulate wh-questions appropriate for eliciting information from text, a personified animal, a story character, or

person with 80% accuracy. (1-1; TESOL 2-2)

11. Given notes, graphic organizers or answers to wh-questions, the student will write a paragraph with topic sentence, supporting details, and correct use of present tense describing habits of an animal, appearance of a place or characteristics of person or story character. (CA 4; TESOL 2-2)

12. The student will create timeline and label with information from own life, with the correct use of past tense with 80% accuracy. (1.5; TESOL 2-2)

13. The student will formulate written answers to wh-questions based on content-area text (or adapted text) in social studies, science or literature with 80% accuracy. (1.5; TESOL 2-1)

14. The student will orally explain a diagram, map, or graph (water cycle, life cycle, etc.) with 80% accuracy. (1.8; TESOL 2-3)

15. The student will work with peers and teacher to conduct simple science experiments, create a poster posing hypothesis, analyzing data, and drawing conclusions, with 80% accuracy. (3-1, 1-8; TESOL 2-1, 2-2, 2-3)

16. The student will demonstrate knowledge of alphabetizing skills and find selected words in the dictionary with 80% accuracy. (1-2; TESOL 2-2)

17. The student will locate parts of text: table of contents, index, glossary, review questions, and demonstrate their effective use with 80% accuracy. (1-2; TESOL 2-3)

18. The student, with teacher assistance, will summarize argument of brief text in writing, "in your own words", with 80% accuracy. (1.6; TESOL 2-3)

19. The student will use technological tools to gather information. (1.4; TESOL 2-3)

20. The student will recognize place value and correctly identify and pronounce numbers from one to seven places (and when appropriate fractions and decimals will be added) with 80% accuracy. (MA1; TESOL 2-2)

21. The student will read numerical expressions with 80% accuracy. (MA1; TESOL 2-2)

22. The student will match phrases with mathematical operations indicated with 80% accuracy. (MA1; TESOL 2-2)

23. The student will complete patterned sentences (both orally and in writing) related to his or her personal life, fiction, or nonfiction with 80% accuracy. (2.3; TESOL 2-2)

24. The student will demonstrate effective use of vocabulary and key expressions related to a topic with 80% accuracy. (2.3; TESOL 2-2)

Advanced Proficiency - Levels 4 and 5

1. The student, with notes or text, will create a timeline and label with information from the life of a famous person, with correct use of past tense, with 80% accuracy. (1.6; TESOL 2-2)

2. Writing from a Venn diagram, the student will construct a paragraph or paragraphs to compare and contrast two objects: two countries, two planets, two fictional characters, etc., with 80% accuracy, reflecting organization and veracity to text. (CA4; TESOL 2-2)

3. The student will write a letter to friend, relative, etc., and explain a problem or solution to a problem using modal auxiliaries with 80% accuracy. (2.3; TESOL 2-1)

4. With teacher assistance, the student will write sentences using subordinate clauses, based on completed cause and effect charts from literature, science, or social studies with 80% accuracy. (CA1, 1.5; TESOL 2-2)

5. The student will create a simple paragraph from a previously completed graphic organizer and include a topic sentence with supporting details, rated with a score of 4 on the attached scoring guide. (CA4; TESOL 2-2)

BOE 7-1-02