

Wilson Area School District Planned Course Guide

Title of planned course: English Language Development 1 (ELD 1)

Subject Area: English Language Development

Grade Level: 9-12

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 (2020 version). 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.

(Prerequisite: Teacher or Counselor recommendation based on WIDA Screener / Model(online or paper), or ACCESS for ELLs Assessment results)

Time/Credit for this Course: One Full Academic Year / 1.0 credit

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:

- Mid Term Exams
- WIDA ACCESS Testing
- 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:

- WIDA ACCESS Testing
- 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
- Final Exams

Wilson Area School District Planned Course Materials

Course Title: English Language Development 1 (ELD 1)

Supplemental Books:

- *Inside the USA*, National Geographic Hampton-Brown
- *Side By Side*, Pearson Longman
- *Visions Basic*, Heinle, Cengage Learning
- *Penguin Readers*, Pearson Longman
- *Very Easy True Stories*, Pearson Longman
- *The New Oxford Picture Dictionary*
- *The New Oxford Picture Dictionary, workbook*
- *Ready, Set, Go!* Continental Press
- *The Grammar Teacher's Activity-A-Day*, Jossey-Bass
- *English for Everyone: Text & Practice Book*, Dorling Kindersley (DK)
- *Ready, Set, Go! Books 1, 2, 3*, Continental Press

Teacher Resources:

- ellii.com
- wordwall.net
- CommonLit
- EdPuzzle
- Duolingo
- Quizlet
- Kami
- Various online resource

Curriculum Scope & Sequence

Planned Course: English Language Development 1 (ELD 1)

Unit: Introductions

Time frame: 2-3 weeks

State Standards: WIDA ELD Standards 1 & 2

Adopted anchors: WIDA Proficiency Level Descriptors

- Interpretive Communication Mode
- Expressive Communication Mode

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: English Language Development 1 (ELD 1)

Unit: School

Time frame: 2-3 weeks

State Standards: WIDA ELD Standards 1 & 2

Adopted anchors: WIDA Proficiency Level Descriptors

- Interpretive Communication Mode
- Expressive Communication Mode

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: English Language Development 1 (ELD 1)

Unit: Your Day

Time frame: 2-3 weeks

State Standards: WIDA ELD Standards 1 & 2

Adopted anchors: WIDA Proficiency Level Descriptors

- Interpretive Communication Mode
- Expressive Communication Mode

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: English Language Development 1 (ELD 1)

Unit: Things We Do

Time frame: 2-3 weeks

State Standards: WIDA ELD Standards 1 & 2

Adopted anchors: WIDA Proficiency Level Descriptors

- Interpretive Communication Mode
- Expressive Communication Mode

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

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: EL English

Unit: Food

Time frame: 2-3 weeks

State Standards: WIDA ELD Standards 1 & 2

Adopted anchors: WIDA Proficiency Level Descriptors

- Interpretive Communication Mode
- Expressive Communication Mode
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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: EL English

Unit: Technology

Time frame: 2-3 weeks

State Standards: WIDA ELD Standards 1 & 2

Adopted anchors: WIDA Proficiency Level Descriptors

- Interpretive Communication Mode
- Expressive Communication Mode

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: EL English

Unit: Feelings: Body and Mind

Time frame: 2-3 weeks

State Standards: WIDA ELD Standards 1 & 2

Adopted anchors: WIDA Proficiency Level Descriptors

- Interpretive Communication Mode
- Expressive Communication Mode

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: EL English

Unit: Your Day

Time frame: 2-3 weeks

State Standards: WIDA ELD Standards 1 & 2

Adopted anchors: WIDA Proficiency Level Descriptors

- Interpretive Communication Mode
- Expressive Communication Mode

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: EL English

Unit: 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: EL English

Unit: Year in Review

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