



English Speakers Of Other Languages (ESOL) Skills I Grades 9-12 CURRICULUM

Board Approved: June 5, 2025

Course Description

High School Full-Year Course

Course Description:

This curriculum is designed for English Learners. It focuses on basic social language and introductory academic language so that students can acquire reading, writing, listening, and speaking skills for academic success.

Students in ESOL Skills I are at the beginning of the sequence of classes designed to assist students in acquiring the English language. Students practice English across writing, speaking, listening, and reading in lessons exploring open-ended questions and modeling real-world environments to follow students' interests. Students learn social vocabulary and build an understanding of key academic vocabulary that spans across disciplines. Students use their strengths in their cultures and their native languages to learn English. The course builds a foundation for students to be successful in grade-level courses.

This course is for early proficiency English Language Learning students. These students may fall into the category of WIDA ACCESS assessment/screener scores of 1.0-2.5 in the reading and literacy sub-area scores. Students with higher proficiency may be placed in this unit/course to address gaps in education, uneven scores across skill areas of Reading, Writing, Listening, and Speaking, or students' classroom language production does not accurately reflect the scores.

Transfer Goals:

- Students will develop reading and writing strategies, improve comprehension, expand vocabulary, and enhance information processing abilities.
- Students will develop academic vocabulary from all subject areas, grammar, test-taking strategies, organizational skills, and classroom success strategies.
- Students will apply the skills learned through ESOL support in mainstream classrooms, showing adaptability and advocacy in their learning processes, to effectively collaborate with peers and instructors across disciplines.
- Students will develop listening and speaking skills essential for effective communication and full participation in academic and social settings.

**priority standards indicated in bold*

ESOL Skills I Page 1

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Curriculum Standards: [Missouri Learning Standards - ELA Grades 6-12](#)

Curriculum Resource(s): None

**priority standards indicated in bold*

ESOL Skills I Page 2

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Unit 1: Recount and Narrate

Timeframe: Ongoing throughout the year

Unit Description: Students focus on displaying knowledge by narrating past experiences, events, or stories, while highlighting language to convey real or imagined experiences through stories and histories. Essentially, "Recount" is a broader category encompassing the act of retelling, while "Narrate" is a specific type of recounting focused on storytelling.

Enduring Understandings:

- By recognizing patterns in storytelling and identifying main ideas, students will enhance their critical thinking and analytical abilities.
- Organizing content, utilizing visual aids, and following narrative patterns allows one to recount information through Speaking and Writing effectively.
- The use of visual supports, effective questioning, and dialogue not only enhances communication skills but also fosters deeper connections to personal and collective experiences, enriching the learning process across various contexts.

Essential Questions:

Speaking:

- How can the use of visual supports, effective questioning, and dialogue enhance our ability to recount experiences and understanding of content from previous learning verbally?

Writing:

- How can we effectively use content words, visual elements, and structured formats to write clear and comprehensive recounts that follow narrative patterns, ultimately enhancing our understanding of the topic?

Listening:

- How can we enhance our listening skills by effectively matching oral descriptions and statements to visual supports, and how does this process help us identify key content-related information in recounts?

Reading:

- How can we effectively process and understand recounts through reading by connecting key content-related terms to visual elements, identifying patterns in narrative structures, and locating main ideas within texts?

Unit 1 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:	
	ELP Level 1 - Entering	ELP Level 2 - Emerging
Reading - Interpretive		
ELD-LA.9-12.N.I.1 ELD-LA.9-12.N.E.1 ELD-LA.9-12.N.E.3 ELD-LA.9-12.I.I ELD-LA.9-12.I.E.1 ELD-LA.9-12.I.E.3	I can process recounts by <ul style="list-style-type: none"> • Matching key content-related terms and ideas to images, graphs, icons, or diagrams • Sequencing the illustrated text of narrative or informational events 	I can process recounts by <ul style="list-style-type: none"> • Identifying patterns specific to narrative or informational text (<i>orientation, presentation of events, conclusion</i>) • Locating main ideas in a series of

**priority standards indicated in bold*

ESOL Skills | Page 3

BOE Approved: 06/05/2025

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ELD-LA.9-12.I.E.4 ELD-LA.9-12.E.E.8 ELD-SI.4-12.N.2	<ul style="list-style-type: none"> ● Connect stories with images and representations to add meaning 	<p>related sentences</p>
Writing - Expressive		
ELD-LA.9-12.N.E.1 ELD-LA.9-12.N.E.2 ELD-LA.9-12.N.E.3 ELD-LA.9-12.I.E.1 ELD-LA.9-12.I.E.3 ELD-LA.9-12.I.E.4 ELD-LA.9-12.E.E.6 ELD-SI.4-12.N.3 ELD-SI.4-12.N.5	<p>I can recount by</p> <ul style="list-style-type: none"> ● Listing content words or phrases that relate to the topic ● Include images, diagrams, and charts to add details to the topic ● Identify what might be unexplained, missing, or left unsaid ● Create closure by summarizing 	<p>I can recount by</p> <ul style="list-style-type: none"> ● Following patterns specific to narrative or informational text (<i>orientation, presentation of events, conclusion</i>) ● Sequencing narratives or informational text using linking words and phrases ● Identify and raise questions about what might be unexplained or missing
Listening - Interpretive		
ELD-LA.9-12.N.I.1 ELD-LA.9-12.I.I.1 ELD-LA.9-12.I.I.2 ELD-LA.9-12.A.I.1 ELD-LA.9-12.E.I.2 ELD-LA.9-12.E.I.3 ELD-LA.9-12.E.I.5	<p>I can process recounts by</p> <ul style="list-style-type: none"> ● Matching everyday oral content-related words and phrases to pictures, diagrams, or photographs ● Selecting resources, places, products, or figures from oral statements and visual supports 	<p>I can process recounts by</p> <ul style="list-style-type: none"> ● Matching oral descriptions of characters or main events in content-related topics ● Following modeled oral commands
Speaking - Expressive		
ELD-LA.9-12.N.E.1 ELD-LA.9-12.N.E.2 ELD-LA.9-12.N.E.3 ELD-LA.9-12.I.E.1 ELD-LA.9-12.I.E.2 ELD-LA.9-12.I.E.3 ELD-LA.9-12.I.E.4 ELD-LA.9-12.A.E.1 ELD-LA.9-12.A.E.3 ELD-LA.9-12.A.E.4 ELD-LA.9-12.E.E.6 ELD-LA.9-12.E.E.7 ELD-SI.4-12.N.1 ELD-SI.4-12.N.4 ELD-SI.4-12.N.5	<p>I can recount by</p> <ul style="list-style-type: none"> ● Naming and briefly describing content topics using visual support (<i>posters, diagrams, pictures</i>) ● Answering select yes/no or Wh-questions ● Share ideas about one's own experiences and previous learning ● Restate ideas in dialogue ● Recap dialogue to summarize 	<p>I can recount by</p> <ul style="list-style-type: none"> ● Restating information using content-specific terms ● Providing examples of content-related information previously studied ● Share ideas about one's own and others' experiences and previous learning ● Restate ideas to sustain and move the dialogue forward ● Create closure, recap, and offer next steps

**priority standards indicated in bold*

Unit 2: Explain

Timeframe: Ongoing throughout the year

Unit Description: In this unit, students will develop their ability to effectively explain complex concepts across various disciplines for language development. Through a combination of oral, written, and visual communication, students will learn to articulate their understanding of topics by integrating language skills with critical thinking. By the end of the unit, students will be equipped with the skills to clearly and effectively explain concepts, utilizing language and visual supports to enhance their communication. This unit not only aligns with academic standards but also prepares students for real-world applications of their explanatory skills.

Enduring Understandings:

- Clear explanations require a combination of precise language, structured organization, and appropriate use of visual supports, enabling them to convey complex ideas effectively.
- Explaining concepts involves critical thinking and analysis, as they must not only convey information but also synthesize ideas and identify the most important aspects related to the topic.
- Self-reflection is a vital part of the learning process, enabling them to assess their explanatory abilities, recognize strengths and weaknesses, and set goals for improvement.

Essential Questions:

Speaking:

- What strategies can we use to explain complex concepts to different audiences effectively?

Writing:

- How do visual supports enhance our ability to convey information and clarify our explanations through structured writing?

Listening:

- How does critical thinking and peer feedback influence us in refining our explanatory skills?

Reading:

- How can we learn from a variety of texts to help us understand the world?

Unit 2 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:	
	ELP Level 1 - Entering	ELP Level 2 - Emerging
Reading - Interpretive		
ELD-LA.9-12.N.I.3 ELD-LA.9-12.I.I.1 ELD-LA.9-12.I.I.2 ELD-LA.9-12.I.I.3 ELD-LA.9-12.A.I.3 ELD-LA.9-12.E.I.5 ELD-SI.4-12.E.2 ELD-SI.4-12.E.3	I can process explanations by <ul style="list-style-type: none"> • Identifying keywords and phrases that describe the topics or phenomena • Recognizing sequence statements and illustrations that describe the phenomena • Following cycles and sequences to find cause and effect • Comparing changing circumstances 	I can process explanations by <ul style="list-style-type: none"> • Identifying different types of connectors that show relationships between topics and phenomena • Differentiating between technical and everyday vocabulary that describes phenomena • Following cycles and sequences of steps to identify cause and effect
Writing - Expressive		

**priority standards indicated in bold*

ESOL Skills I Page 5

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ELD-LA.9-12.N.E.1 ELD-LA.9-12.N.E.2 ELD-LA.9-12.N.E.3 ELD-LA.9-12.I.E.4 ELD-LA.9-12.E.E.6 ELD-LA.9-12.E.E.7 ELD-LA.9-12.E.E.8 ELD-SI.4-12.E.2 ELD-SI.-12.E.4	I can explain by <ul style="list-style-type: none"> ● Producing short responses to questions using word/phrase banks ● Labeling charts, graphs, timelines, or cycles to describe phenomena ● Illustrate a cause-and-effect sequence 	I can explain by <ul style="list-style-type: none"> ● Using transitions and connectors to show causal relationships or procedures ● Choosing everyday or technical language to describe phenomena ● Describing the cause and effect of a cycle or sequence ● Offering alternatives to produce different outcomes (<i>If the apple tree gets less sunlight then...</i>)
Listening - Interpretive		
ELD-LA.9-12.E.I.2	I can process explanations by <ul style="list-style-type: none"> ● Ordering events or stages of phenomena from oral statements ● Identifying words and phrases related to the sequence 	I can process explanations by <ul style="list-style-type: none"> ● Sequencing steps in processes or procedures described orally ● Comparing information, symbols, or icons on charts or tables described orally
Speaking - Expressive		
ELD-LA.9-12.N.E.3 ELD-LA.9-12.I.E.4 ELD-LA.9-12.E.E.6 ELD-LA.9-12.E.E.8 ELD-LA.9-12.E.E.9 ELD-SI.4-12.E.1	I can explain by <ul style="list-style-type: none"> ● Ordering events or stages of phenomena with sequential language (<i>first, next, step 1</i>) ● Using words and phrases to identify visually supported phenomena ● Conveying initial thinking 	I can explain by <ul style="list-style-type: none"> ● Naming properties, characteristics, or features of illustrated content-related topics ● Posing and responding to Wh-questions that relate to phenomena ● Generating and conveying initial thinking

**priority standards indicated in bold*

ESOL Skills I Page 6

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Unit 3: Argue

Timeframe: Ongoing throughout the year

Unit Description: This unit will empower students to construct and articulate well-reasoned arguments on a variety of topics, enhancing their critical thinking, writing, and speaking skills. By the end of the unit, students will be equipped with the skills necessary to effectively argue their points of view, utilizing language and evidence to persuade others. This unit prepares students for active participation in civic discourse and critical engagement.

Enduring Understandings:

- Constructing a compelling argument requires a clear claim supported by credible evidence and logical reasoning.
- Anticipating and addressing counterarguments is essential for strengthening their arguments, fostering critical thinking, and open-mindedness in discussions.
- The use of precise language, rhetorical devices, and varied sentence structures enhances the effectiveness of their arguments and helps to engage their audience more effectively.
- Effective argumentation is grounded in credible research; therefore, the ability to evaluate and incorporate reliable sources is crucial for supporting claims.

Essential Questions:

Speaking:

- How can we effectively communicate to state our opinion, support the claim, and provide reasoning?

Writing:

- How can we effectively use evidence and reasoning to support our claims in an argument?
- How does the choice of language and rhetorical strategies impact the persuasiveness of an argument?

Listening:

- How can engaging in debates and discussions enhance our understanding of different perspectives and improve our argumentative skills?

Reading:

- What are the key components of a strong argument, and how do they work together to persuade an audience?

Unit 3 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:	
	ELP Level 1 - Entering	ELP Level 2 - Emerging
Reading - Interpretive		
ELD-LA.9-12.N.I.3 ELD-LA.9-12.I.I.1 ELD-LA.9-12.I.I.2 ELD-LA.9-12.I.I.3 ELD-LA.9-12.A.I.1 ELD-LA.9-12.A.I.3 ELD-SI.4-12.A.1	I can process arguments by <ul style="list-style-type: none"> • Matching media (<i>posters, photos, banners</i>) with point-of-view words and phrases • Connecting characters/historical figures with positions or stances on various issues • Generating Wh- and H- questions on a topic 	I can process arguments by <ul style="list-style-type: none"> • Making connections between statements that make claims and those providing evidence • Distinguishing language that identifies facts and opinions • Generating questions about a topic

**priority standards indicated in bold*

ESOL Skills I Page 7

BOE Approved: 06/05/2025

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Writing - Expressive		
<p>ELD-LA.9-12.N.E.4 ELD-LA.9-12.I.E.1 ELD-LA.9-12.I.E.2.3 ELD-LA.9-12.I.E.3 ELD-LA.9-12.A.E.1 ELD-LA.9-12.A.E.2 ELD-LA.9-12.A.E.3 ELD-LA.9-12.A.E.4 ELD-LA.9-12.E.I.4 ELD-LA.9-12.E.E.6 ELD-LA.9-12.E.E.7 ELD-SI.4-12.A.1 ELD-SI.4-12.A.2 ELD-SI.4-12.A.5</p>	<p>I can argue by</p> <ul style="list-style-type: none"> • Selecting words and phrases to represent points of view • Listing the pros and cons of issues • Generating questions 	<p>I can argue by</p> <ul style="list-style-type: none"> • Expressing claims with evidence (“<i>Mammals are living things because...</i>”) • Listing content-related ideas that represent different points of view on issues • Generating questions from another perspective • Supporting or challenging an opinion • Refining claims and reasoning based on new information
Listening - Interpretive		
<p>ELD-LA.9-12.I.I.1 ELD-LA.9-12.A.I.1 ELD-LA.9-12.A.I.2 ELD-LA.9-12.A.I.3 ELA-SI.4-12.A.3 ELD-SI.4-12.A.4</p>	<p>I can process arguments by</p> <ul style="list-style-type: none"> • Matching oral information to pictures, diagrams, or photographs that show points of view • Distinguishing words and phrases related to opinions or facts from oral statements 	<p>I can process arguments by</p> <ul style="list-style-type: none"> • Recognizing the pros or cons of issues from short oral statements • Identifying claims in oral statements • Clarifying ideas based on feedback • Evaluating changes in thinking
Speaking - Expressive		
<p>ELD-LA.9-12.A.E.1 ELD-LA.9-12.A.E.2 ELD-LA.9-12.A.E.3 ELD-LA.9-12.A.E.4 ELD-LA.9-12.E.I.4 ELD-LA.9-12.E.E.9 ELD-SI.4-12.A.1</p>	<p>I can argue by</p> <ul style="list-style-type: none"> • Relating points of view with visual support (<i>posters, photographs</i>) • Stating the pros and cons listed visually on a topic visually • Asking Wh-- questions on a given topic 	<p>I can argue by</p> <ul style="list-style-type: none"> • Responding to oral or written claims • Offering facts or opinion statements as appropriate to the discussion • Responding to claims with questions • Supporting or challenging an opinion or interpretation

**priority standards indicated in bold*

Unit 4: Discuss and Inform

Timeframe: Ongoing throughout the year

Unit Description: This unit aims to develop students' skills in engaging in meaningful discussions and informing others about various topics through clear and structured communication. By the end of the unit, students will be equipped with the skills necessary to effectively discuss ideas and inform others, utilizing language and evidence to enhance their communication.

Enduring Understandings:

- Engaging in meaningful discussions requires active listening, respectful dialogue, and the ability to articulate ideas clearly.
- Clear and structured informative communication enhances comprehension, allowing one to convey complex information in a way that is accessible and engaging for their audience.
- Informing others effectively is grounded in credible research and reliable sources, emphasizing the importance of evaluating information for accuracy and relevance.
- Discussions are enriched by diverse perspectives, and effectively sharing information involves considering and integrating the viewpoints of others to foster deeper understanding.
- Use of appropriate academic vocabulary and varied language structures is essential for effective discussion and informative communication, allowing one to express their ideas more persuasively.

Essential Questions:

Speaking:

- What are the key elements of an effective discussion?
- How can we structure our informative communication to enhance clarity and engagement for our audience?
- What strategies can we use to contribute meaningfully to discussions while also considering the perspectives of others?

Writing:

- How does the use of academic vocabulary and varied language structures impact our ability to inform and engage our audience?

Listening:

- In what ways does active listening contribute to the quality of discussions and the exchange of ideas?

Reading:

- What strategies can we use to learn new words and transfer them to other contexts?
- How can we learn from the different experiences and perspectives of characters in books to help us understand the world?

Unit 4 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:	
	ELP Level 1 - Entering	ELP Level 2 - Emerging
Oral Language - Social and instructional		
ELD-SI.4-12.N.1 ELD-SI.4-12.N.3 ELD-SI.4-12.N.4 ELD-SI.4-12.N.5 ELD-SI.4-12.I.1 ELD-SI.4-12.I.2 ELD-SI.4-12.I.4	I can discuss by <ul style="list-style-type: none"> • Representing one's ideas using various media • Responding to yes and no questions posed by the group • Using nonverbal signals to demonstrate engagement in 	I can discuss by <ul style="list-style-type: none"> • Asking and answering questions • Communicating the need for clarity of messages • Recognizing intonation used to achieve various purposes of communication

**priority standards indicated in bold*

ESOL Skills I Page 9

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<p>ELD-SI.4-12.I.5 ELD-SI.4-12.E.1 ELD-SI.4-12.E.4 ELD-SI.4-12.A.1 ELD-SI.4-12.A.3</p>	<p>conversations</p> <ul style="list-style-type: none"> ● Classifying facts or relationships ● Reporting on explicit characteristics or patterns ● Identifying the parts and wholes of a system ● Locating the most important information (key words, phrases, or statements) 	<ul style="list-style-type: none"> ● Defining and classifying facts and interpretations ● Reporting on explicit and inferred characteristics or patterns ● Describing the parts and wholes of a system ● Summarizing the most important aspects of information
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**priority standards indicated in bold*

ESOL Skills I Page 10

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