

## Curriculum Guide: Grade 6 - Grade 8 English as a Second Language

| Goal/Expectations                                                                                                                        | Objectives                                                         | Instructional Strategies                                                                                                                                    | Assessment                                     | Resources                                                     | MO CA Standard | MO ESL             | DOK | GED TRW |
|------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|---------------------------------------------------------------|----------------|--------------------|-----|---------|
| <b>Goal 1: Students will use English to communicate for social, intercultural, and instructional purposes within the school setting.</b> |                                                                    |                                                                                                                                                             |                                                |                                                               | R, W, L, S     | 1, 2, 3, 4         |     |         |
| Standard 1. Students will use English for social interaction with peers and adults and to communicate and meet personal needs            | 1. Students will use English to share and request information.     | Beginning proficiency: learn how to give and request personal information such as name, age, grade, residence, family, etc., including question & statement | Partner interview, speaking assessment         | interview form, speaking rubric, picture cards, newcomer text | 1, 6           | R3C, R1H, S1A, S1B |     | G E     |
|                                                                                                                                          | 1. Students will use English to share and request information.     | Intermediate/Advanced proficiency: student conducts personal interview with peer/ teacher to learn about that person's hobbies, interests, views on a topic | Partner interview summary, speaking assessment | interview form, speaking rubric                               | 1, 6           | R3C, R1H, S1A, S1B | 2   | G E     |
|                                                                                                                                          | 2. Students will use English to express needs, feelings and ideas. | Beginning proficiency: learn proper vocabulary & phrases for making basic requests such as "May I get a drink?" or "May I use the bathroom?"                | Speaking rubric; observation                   | Conversation cards, behavior modeling, role plays             | 1, 2, 4, 6     | R3C, R1H, S1A, S1B |     | T W     |
|                                                                                                                                          | 2. Students will use English to express needs, feelings and ideas. | Intermediate/Advanced proficiency: student relates personal reaction to reading passage in written paragraph                                                | writing assessment                             | writing rubric, text passage (fiction)                        | 1, 2, 4, 6     | R3C, R1H, S1A, S1B | 2   | T W     |

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|                                                                                                                    | 3. Students will recognize and use appropriate nonverbal communication in social interactions. | Beginning proficiency: student will learn appropriate behaviors for gaining teacher's or peer's attention in order to communicate a personal need.   | Speaking/Listening rubric, observation                 | Conversation cards, behavior modeling, role plays             | 2.1, 2.2, 1, 6 | R3C, R1H, L1A, L1B, S1A, S1B | 2 | W   |
|                                                                                                                    | 3. Students will recognize and use appropriate nonverbal communication in social interactions. | Intermediate/advanced proficiency: student will continue to refine appropriate nonverbal communication skills.                                       | Speaking/Listening rubrics, observation                | Behavior modeling, role plays, school handbook                | 2.1, 2.2, 1, 6 | R3C, R1H, L1A, L1B, S1A, S1B | 2 | W   |
|                                                                                                                    | 4. Students will conduct transactions in and outside of the classroom with peers and adults.   | Beginning proficiency: conduct survey of likes/dislikes, favorite foods, animals & activities with peers/teacher.                                    | Complete survey & bar graph of survey data             | Survey & bar graph paper                                      | 1, 2, 6        | R3C, R1H, L1A, L1B, S1A, S1B | 3 | W   |
|                                                                                                                    | 4. Students will conduct transactions in and outside of the classroom with peers and adults.   | Intermediate/advanced: student participates in seeking assistance from specialists & ELL teacher for help with difficult class assignments/projects. | Observation, speaking assessment, Rigby ELL assessment | varied                                                        | 1, 2, 6        | R3C, R1H, L1A, L1B, S1A, S1B | 3 | W   |
| Standard 2. Students will use appropriate learning strategies to extend their communicative competence in English. | 1. Students will recognize patterns and structures at the word, sentence and paragraph level.  | letter & word order, punctuation: use writing rubric to self-edit spelling, punctuation and word order in a writing sample                           | writing assessment                                     | writing prompt, pre-writing organizer, writing sample, rubric | 2, 3, 1.5, 1.6 | R1A, R1B, R1C, R1D,          | 1 | T W |

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| 1. Students will recognize patterns and structures at the word, sentence and paragraph level. | phonemic awareness - beginning: using targeted vocabulary, practice English pronunciation, breaking words into chunks, sounding out syllables and word families. | Rigby ELL assessment, speaking assessment         | leveled texts, vocabulary cards                                       | 2, 3, 1.5, 1.6 | R1A, R1B, R1C, R1D,     | 1 | W |
| 1. Students will recognize patterns and structures at the word, sentence and paragraph level. | phonics - decoding strategies - learn affixes related to subject-specific vocabulary                                                                             | district assessments, Rigby ELL assessment        | Social Studies & Science vocabulary lists, subject-specific materials | 2, 3, 1.5, 1.6 | R1A, R1B, R1C, R1D,     | 1 | W |
| 1. Students will recognize patterns and structures at the word, sentence and paragraph level. | fluency - academic vocab - learn targeted vocabulary related to specific topic being studied                                                                     | district assessments, Rigby ELL assessment        | Soc. Studies & Science vocabulary lists, subject-specific materials   | 2, 3, 1.5, 1.6 | R1A, R1B, R1C, R1D,     | 1 | W |
| 1. Students will recognize patterns and structures at the word, sentence and paragraph level. | Student learns roots and affixes in order to increase comprehension                                                                                              | district reading assessment, vocabulary quiz      | word list, quiz                                                       | 2, 3, 1.5, 1.6 | R1A, R1B, R1C, R1D,     | 1 | W |
| 2. Students will use English to ask for help or clarification.                                | Role play asking for help with directions or an assignment, repeat and model directions, practice following directions and asking for clarification              | Observation - in classroom & small group; ongoing | Varied materials                                                      | 1, 6, 2.1, 2.3 | R1F, R1G, R1H, S1A, S1B | 2 | W |

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|                                                                                                 | 3. Students will use contextual clues to construct meaning.                                        | Practice skills using Science or Social Studies text, learn to use captions, headings, glossary and highlighted vocab. to find specific information | complete chart or questions using text                                                                      | text and chart/activity                                                    | 2, 3, 1.5, 1.6 | R1C, R1D, R1F, R1G, R1H, |   | E G |
|                                                                                                 |                                                                                                    |                                                                                                                                                     |                                                                                                             |                                                                            |                |                          | 2 |     |
|                                                                                                 | 4. Students will use maps, charts, graphic organizers, and pictures to attain or convey knowledge. | Student completes maps with targeted political and topographical highlights                                                                         | district assessment                                                                                         | atlas or Soc. Studies text, blank maps, visuals & flashcards for landforms |                | R1I, R2A, R3A            |   | E   |
|                                                                                                 |                                                                                                    |                                                                                                                                                     |                                                                                                             |                                                                            | 1              |                          | 2 |     |
| Standard 3. Students will use spoken and written English for personal expression and enjoyment. | 1. Students will describe or recount favorite events, activities or pastimes.                      | Students describe a favorite trip or vacation activities                                                                                            | Be able to recount the event, and then write a paragraph about it using a graphic organizer to plan writing | paper, graphic organizer                                                   | 1, 6, 2.1, 2.3 | W3A, W3B, W3C, S2A, S2B  |   | W   |
|                                                                                                 |                                                                                                    |                                                                                                                                                     |                                                                                                             |                                                                            |                |                          | 1 |     |
|                                                                                                 | 2. Students will ask questions or make requests for personal reasons.                              | Beginning: learn phrases to ask for drink/bathroom/classroom supplies                                                                               | Observation, speaking test                                                                                  | Picture cards, newcomer text, speaking rubric                              | 1, 6, 2.1, 2.3 | S2A, S2B,                |   | W   |
|                                                                                                 |                                                                                                    |                                                                                                                                                     |                                                                                                             |                                                                            |                |                          | 2 |     |
|                                                                                                 | 2. Students will ask questions or make requests for personal reasons.                              | Intermediate/Advanced: student will initiate conversation with others in order to make personal requests in varied contexts                         | Observation, Rigby ELL assessment                                                                           | Varied resources                                                           | 1, 6, 2.1, 2.3 | S2A, S2B,                |   | W   |
|                                                                                                 |                                                                                                    |                                                                                                                                                     |                                                                                                             |                                                                            |                |                          | 2 |     |

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|                                                                                        | 3. Students will express personal needs, feelings, and ideas.                 | Beginning: student learns vocabulary to describe emotions such as happy, sad, sick, worried, angry, tired, hungry, and what s/he wants.             | Speaking test                                                                               | Picture cards & newcomer text, speaking rubric                                         | 1, 2, 4, 6           | R3C, R1H, S1A, S1B | 1 | W G E D |
|                                                                                        | 3. Students will express personal needs, feelings, and ideas.                 | Intermediate/advanced: write personal narrative describing a significant time or event in his/her life                                              | writing assessment                                                                          | examples of other writing samples, pre-writing graphic organizer, writing rubric       | 1, 2, 4, 6           | R3C, R1H, S1A, S1B | 1 | W T     |
|                                                                                        | 4. Students will share social and cultural traditions and values.             | Beginning: student learns vocabulary to be able to list favorite foods, activities, holidays from home country                                      | With teacher assistance, student creates and presents Keynote presentation about country to | internet, Keynote or other presentation software, presentation planning chart          | 2.3, 2.4, 7          | W3A, W3C           | 1 | W G E D |
|                                                                                        | 4. Students will share social and cultural traditions and values.             | Intermediate/advanced: student creates presentation describing various aspects of culture of home country (foods, daily life, holidays, traditions) | Student creates & presents Keynote presentation about home country to (mainstream) class    | internet, Keynote or other presentation software, presentation planning chart          | 2.3, 2.4, 7          | W3A, W3C           | 1 | G E     |
| <b>Goal 2: Students will use English to achieve academically in the content areas.</b> | 1. Students will develop and apply effective listening skills and strategies. | Beginning: learn & role play classroom routines and phrases necessary to classroom transitions                                                      | Observation, listening test                                                                 | conversation cards, newcomer text, listening rubric, modified classroom daily schedule | 5, 6, 1.5, 1.6, 1.10 | L1A, L1B           | 2 | W       |

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| Standard 1. Students will use English for instructional purposes in the classroom. | 1. Students will develop and apply effective listening skills and strategies.                           | Intermediate/Advanced: practice note-taking for information given about a specific topic in Science or Social Studies | Observation, complete note-taking chart/outline                                             | note-taking chart, presentation materials or activeboard presentation (varied topics)  | 5, 6, 1.5, 1.6, 1.10 | L1A, L1B       | 2 | W |
|                                                                                    | 2. Students will use English to request and/or provide information and/or clarification.                | Beginning: learn phrases to ask about or describe completed graph or chart                                            | Observation, speaking test                                                                  | conversation cards, newcomer text, speaking rubric, sample graph/chart                 | 2.3, 2.1             | S 2A           | 2 | W |
|                                                                                    | 2. Students will use English to request and/or provide information and/or clarification.                | Intermediate/advanced: learns technique to complete various types of graphs/charts with correct labeling and data     | student completes and accurately describes graph/chart independently using a given data set | graph/chart samples and rubric, data set, technical vocab list                         | 2.3, 2.1             | S 2A           | 2 | E |
|                                                                                    | 3. Students will use English to participate in full class, group and pair discussions and interactions. | Learn terminology related to electricity and wiring, and work with a group to correctly wire a house or room          | district assessment, writing & speaking assessment                                          | Activeboard & internet resources, district Science packet & resources, wiring supplies | 2.3, 2.1, 5, 6, 1.5  | S 2A, L 1A, 1B | 4 | W |
|                                                                                    | 4. Students will use English to negotiate and manage interaction to accomplish tasks.                   | Varied classroom, small group and pull out activities                                                                 | District assessments, Rigby ELL assessment, LAS Links, Classroom assessment                 | Varied                                                                                 | 2.3, 2.1, 5, 6, 1.5  | S 2A, L 1A, 1B | 3 | W |

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|                                                                                                                                                        | 5. Students will use English to explain actions and express ideas, opinions, or needs.            | Learn about Ghandi's role in India's independence from British rule. Describe the actions and opinions of each side's viewpoint and the result of Ghandi's actions. | district assessment, speaking & writing assessment                          | Soc. Studies packet and text, speaking & writing rubric, Soc. Studies study guide, visuals | 1, 2, 4, 6          | R3C, R1H, S1A, S1B | 1 | G E D |
|                                                                                                                                                        | 6. Students will use English to restate, elaborate and extend other peoples' ideas.               | Varied classroom, small group and pull out activities                                                                                                               | District assessments, Rigby ELL assessment, LAS Links, classroom assessment | Varied                                                                                     | 2.3, 2.1, 5, 6, 1.5 | S 2A, L 1A, 1B     | 2 | W T   |
| Standard 2: Students will use written and spoken English to gather, process, construct, develop, apply and demonstrate knowledge in the content areas. | 1. Students will use written and spoken English to gather information.                            | Beginning: student uses almanac to find basic information about a given topic                                                                                       | complete form for almanac information                                       | almanac, topic questions                                                                   | 3 ,1.5, 1.6, 2, 7   | R1I, R 3A ,3C      | 2 | W T   |
|                                                                                                                                                        | 1. Students will use written and spoken English to gather information.                            | Intermediate/Advanced: student researches a topic in science and completes summary of a current events article                                                      | written summary of article using who, what, why, when & how structure       | internet resources, pre-writing organizer                                                  | 3 ,1.5, 1.6, 2, 7   | R1I, R 3A ,3C      | 4 | W T   |
|                                                                                                                                                        | 2. Students will use English to analyze, synthesize, infer and draw conclusions from information. | Learn about the Bill of Rights and be able to name the rights guaranteed to American citizens by this document                                                      | district assessment, speaking assessment                                    | Social Studies text & documents, activities related to Bill of Rights                      | 3 ,1.5, 1.6, 2, 7   | R1I, R 3A ,3C      | 4 | W T   |

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| 3. Students will use English to hypothesize, predict, formulate and ask questions.                       | Working with a group to wire a house/room, hypothesize the most effective way to create a series or parallel circuit for the project. Predict the outcome and test the results of wiring. | district assessment, writing & speaking assessment                                                      | Activeboard & internet resources, district Science packet & resources, wiring supplies      | 3 ,1.5, 1.6, 2, 7, 4, 1.8, 2.1 | R1I, R 3A ,3C, W 2C, 2D, 2E, 2F, 3C | 4 | G E D |
| 4. Students will use English to compare/ contrast information, persuade, evaluate, negotiate or justify. | Learn about ancient Greek civilization and the Roman Empire, related vocabulary and traits of each civilization & type of government.                                                     | write a paragraph comparing/ contrasting ancient Greek civilization and the Roman Empire                | Soc. Studies text & packet, internet resources, picture books, writing rubric, Venn diagram | 3 ,1.5, 1.6, 2, 7, 4, 1.8, 2.1 | R1I, R 3A ,3C, W 2C, 2D, 2E, 2F, 3C | 4 | G E D |
| 5. Students will use English to retell, relate, respond, and represent information.                      | Students retell plot, characters, setting, problem & solution of selected leveled reading                                                                                                 | Complete story board or chart, writing & speaking assessment                                            | leveled books, graphic organizer, speaking rubric                                           | 3 ,1.5, 1.6, 2, 7, 4, 1.8, 2.1 | R1I, R 3A ,3C, W 2C, 2D, 2E, 2F, 3C | 2 | W     |
| 6. Students will apply a writing process in composing text.                                              | Learn about healthy and unhealthy habits for dealing with stress, anxiety, school, peers, and family issues.                                                                              | Write a paragraph giving advice for dealing with a specific problem as related to the writing prompt.   | Articles about health and healthy habits, internet resources, writing organizer & rubric    | 1.6, 2.1, 2.2, 1.8             | W 3A, 3C, 2A, B, C, D, E, F         | 2 | E     |
| 7. Students will compose well-developed text using standard English conventions.                         | Learn about the Civil Rights Movement and the events that help shaped the outcome. Identify important individuals and events.                                                             | Create a newspaper front page containing articles about the events that occurred during a specific time | Soc. Studies text and resources, internet resources, newspaper template, writing rubric     | 1.6, 2.1, 2.2, 1.8             | W 3A, 3C, 2A, B, C, D, E, F         | 3 | W T   |

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| Standard 3. Students will use appropriate learning strategies to aid their knowledge of and performance in the content areas. | 1. Students will develop and apply skills and strategies to the reading process.                                               | Varied classroom, small group and pull out activities                                                                                                              | District assessments, Rigby ELL assessment, LAS Links, reading assessment   | Varied                                                             | 2, 3, 1.6, 1.5, 3.5      | R1D, 1F, 1G, 1H                 | 1 | W |
|                                                                                                                               | 2. Students will understand and produce technical vocabulary, text features and academic processes according to content areas. | Learn about the 3 branches of government (executive, legislative, judiciary) and be able to tell the role of each in the balance of power                          | complete chart about 3 branches independently, district assessment          | Soc. Studies text, visuals, internet/Activeboard resources, packet | 2, 3, 1.6, 1.5, 3.5, 2.4 | R1E, 1F, 1G, 1H, 1I, 3A, 3C, 3D | 1 | T |
|                                                                                                                               | 3. Students will demonstrate knowledge through application in a variety of contexts.                                           | Varied classroom, small group and pull out activities                                                                                                              | District assessments, Rigby ELL assessment, LAS Links, classroom assessment | Varied                                                             | 1, 2, 3, 4               | L 1A, 1B, S2A,B, R2, 3, W1, 2,3 | 2 | W |
|                                                                                                                               | 4. Students will apply basic reading comprehension skills such as skimming, scanning, previewing and reviewing text.           | Students use Soc. Studies text to find targeted vocabulary for unit, and write definitions for each word. Use topic headings, boldface words, pictures & captions. | Observation, district assessment                                            | Soc. Studies text, packet, word list                               | 2, 3, 1.6, 1.5, 3.5      | R1D, 1F, 1G, 1H                 | 1 | E |
|                                                                                                                               | 5. Students will use study skills and apply cognitive strategies appropriate to the learning task.                             | Varied classroom, small group and pull out activities                                                                                                              | District assessments, Rigby ELL assessment, LAS Links, classroom assessment | Varied                                                             | 1, 2, 3, 4               | L 1A, 1B, S2A,B, R2, 3, W1, 2,3 | 3 | W |

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|                                                                                                                           | 6. Students will construct meaning from context and connect new information to existing background knowledge.                                          | Learn about 3 major religions: Islam, Christianity, Judaism. Highlight similarities and differences between the religions.   | Complete organizer chart or Venn diagram about the 3 religions, highlighting the important aspects | Soc. Studies text & resources, graphic organizers            | 1, 2, 3, 4               | L 1A, 1B, S2A,B, R2, 3, W1, 2,3 | 1 | W |
|                                                                                                                           | 7. Students will develop and apply skills and strategies to comprehend, analyze and evaluate works of fiction from a variety of cultures and times.    | Read short stories from various cultures and viewpoints, and compare/contrast themes, ideas and styles of each.              | Write a paragraph comparing/contrasting the viewpoints of characters in each story.                | Graphic organizer, writing rubric                            | 2, 3, 1.6, 1.5, 3.5, 3.1 | R2A, 2C                         | 3 | E |
|                                                                                                                           | 8. Students will develop and apply skills and strategies to comprehend, analyze and evaluate works of nonfiction from a variety of cultures and times. | Learn about Confucianism, Daoism, and Buddhism and read quotes from the teachings of each religion.                          | Complete graphic organizer about the 3 belief systems, highlighting important facts and comparing/ | Soc. Studies text & resources, graphic organizer             | 3, 1.6, 2.4, 3.5         | R3A, 3C, 3D                     | 1 | W |
| <b>Goal 3: Students will acquire the knowledge and skills to communicate effectively within and beyond the classroom.</b> |                                                                                                                                                        |                                                                                                                              |                                                                                                    |                                                              |                          |                                 |   |   |
| Standard 1. Students will use English appropriate to various specific registers, settings, purposes and audiences.        | 1. Students will develop and apply effective speaking skills and strategies for various audiences and purposes.                                        | Student creates presentation describing various aspects of culture of home country (foods, daily life, holidays, traditions) | Student creates and presents Keynote presentation about home country to mainstream class           | internet, presentation software, presentation planning chart | 1.6, 2.1, 2.3            | S2A, S2B                        | 3 | E |

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| 2. Students will use the appropriate degree of formality with different audiences and settings.                                      | Student practices public speaking techniques using a presentation: choose an alternative energy system and study the advantages and disadvantages of that system. | write a report on the chosen energy system and present the conclusion to the class | Internet resources, science packet, articles & visuals about alternative energy systems | 1.6, 2.1, 2.3, 1.8, 2.1 | S2A, S2B, W3A, C, E | 3 | T W E |
| 3. Students will recognize and use standard English and vernacular dialects appropriately.                                           | Varied classroom, small group and pull out activities                                                                                                             | District assessments, Rigby ELL assessment, LAS Links, Classroom assessment        | Varied                                                                                  | 1.6, 2.1, 2.3           | S2A, S2B            | 3 | W     |
| 4. Students will recognize and use a variety of writing styles and forms appropriate for different audiences, purposes and settings. | Learn about various forms of poetry and write poems using varying styles.                                                                                         | Complete project containing various types of poems.                                | Poetry samples & rubrics                                                                | 1.8, 2.1                | W3A, C, E           | 2 | W     |
| 5. Students will use vocabulary, idioms or expressions appropriate to specific contexts, purposes or settings.                       | Varied classroom, small group and pull out activities                                                                                                             | District assessments, Rigby ELL assessment, LAS Links, Classroom assessment        | Varied                                                                                  | 1.6, 2.1, 2.3, 1.8, 2.1 | S2A, S2B, W3A, C, E | 1 | T W   |
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