

Department: ESOL (English Speakers of Other Languages)

Grade Level: Second Grade

ESOL Language Arts Program

◆ DESCRIPTION OF COURSE:

This course includes intensive English instruction to develop English language proficiency in reading, writing, listening and speaking. The students will acquire English language proficiency in Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency Skills (CALPS). In addition, the course of study will address American classroom and cultural norms.

◆ CONTENT

REQUIRED TOPICS OF STUDY

Skills Addressed Throughout Each of the Units:

Social and Academic Language Functions, Language Patterns and Structures, Everyday Concepts and Vocabulary, Academic Concepts and Vocabulary, Vocabulary Strategies, Learning to Read, Reading Fluency, Reading Strategies, Reading Comprehension, Recognize Genres, Analyze Story Elements, Recognize Literary Terms, Recognize Literary Devices, Read and Respond to Literature, Evaluate Literature, Learning Strategies, Critical Thinking, Strategies for Taking Tests, Research Skills, Computer Literacy, Using Technology, Media Study and Multimedia Presentations, Listening and Speaking, Visual Analyzing, Representing Ideas and Information Through Visuals, Handwriting, Writing Purposes, Modes, and Forms, Writing Process, Writer's Craft, Grammar/Language Arts, Multicultural Awareness and Appreciation

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Content/Theme: Approximately 5 weeks will be spent on each unit.

Unit 1-The Big City-Urban Communities, Geography

Unit 2-Seed to Sandwich-Economics, Farming

Unit 3-Water, Water, Everywhere-Water Cycle, Geography

Unit 4-Celebrate!-Celebrations, U.S. History

Unit 5-Catch Me If You Can-Animal Adaptations, Animal Classification

Unit 6-Make Some Noise!-Sound

◆ RESOURCES

Avenues Level C Student Book (Hampton Brown)

Avenues Student Practice Books (Hampton Brown)

Teacher's Edition Book

Teacher's Resource Book

Program Guide and Assessment Handbook

Language Songs Big Book

Song and Selection CDs

PhotoFile Picture Cards

Kidspiration CD-ROM

English at Your Command! Language Arts Handbook

Newcomer Materials

Leveled Books

Theme Library

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English Language Proficiency Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting.

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

Domain: Listening (L)-process, understand, interpret, and evaluate spoken language in a variety of situations.

Domain: Speaking (S)-engage in oral communication in a variety of situations for a variety of purposes and audiences.

Domain: Reading (R)-process, interpret, and evaluate written language, symbols, and text with understanding and fluency.

Domain: Writing (W)- engage in written communication in a variety of forms for a variety of purposes and audiences.

<i>Level of ESOL Proficiency</i>	<i><u>PERFORMANCE OBJECTIVES</u> CONCEPTS, CONTENT, SKILLS (STUDENTS WILL KNOW AND BE ABLE TO) (Benchmarks)</i>	<i>LEVEL OF MASTERY</i>	<i><u>LEARNING EXPERIENCES</u> ACTIVITIES, STRATEGIES, TECHNIQUES</i>	<i>ASSESSMENT STRATEGY</i>
Standard #1				
Level 1: Entering	Listening: Position manipulatives or realia according to one-step oral commands to show spatial relations. Speaking: Give and ask for permission or make requests using gestures as needed. Reading: Respond to icons, pictures, or words on board games or in activities. Writing: Draw illustrations of personal experiences.	AW AW AW AW	Total Physical Response, non-verbal cues, visual aids, labels, graphic organizers, picture cards, choral reading, echo reading, sing alongs/chants, repetition	Teacher observations, student responses, teacher/student interaction, portfolios, program assessments
Level 2: Beginning	Listening: Position manipulatives or realia according to multiple oral commands to show spatial relations.	K	Total Physical Response, non-verbal cues, visual aids, labels, graphic organizers, picture cards, choral	Teacher observations, student responses, teacher/student interaction, portfolios, program assessments

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Level 3: Developing	Speaking: Share feelings and emotions, likes, or dislikes.	K	reading, echo reading, sing alongs/chants, repetition	Teacher observations, student responses, teacher/student interaction, portfolios, program assessments	
	Reading: Respond to words or phrases on board games or in activities.	K			
	Writing: Draw and label personal experiences, with words or phrases.	K			
	Listening: Follow oral directions verifying requests with cues from teachers or peers.	AP	Total Physical Response, non-verbal cues, visual aids, labels, graphic organizers, picture cards, choral reading, echo reading, sing alongs/chants, point and read, repetition		
	Speaking: Discuss interests, opinions, or preferences.	AP			
	Reading: Follow written directions with peer or teacher assistance.	AP			
	Writing: Produce sentences about personal experiences.	AP			
	Level 4: Expanding	Listening: Follow simple oral directions without visual or nonverbal support.	M		Total Physical Response, non-verbal cues, visual aids, labels, graphic organizers, picture cards, choral reading, echo reading, sing alongs/chants, point and read
		Speaking: Persuade peers to join in activities or games.	M		
Reading: Follow written directions supported visually.		M			

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<p>Level 5: Bridging</p> <p>Standard #2</p> <p>Level 1: Entering</p>	<p>Writing: Produce illustrated stories based on personal experiences.</p>	<p>M</p>	<p>Total Physical Response, non-verbal cues, visual aids, labels, graphic organizers, picture cards, choral reading, echo reading, sing alongs/chants, point and read</p> <p>Total Physical Response, non-verbal cues, visual aids, labels, graphic organizers, picture cards, choral reading, echo reading, sing alongs/chants, point and read</p>	<p>Teacher observations, student responses, teacher/student interaction, portfolios, program assessments</p> <p>Teacher observations, student responses, teacher/student interaction, portfolios, program assessments</p>
	<p>Listening: Follow sequence from multiple oral directions.</p>	<p>R</p>		
	<p>Speaking: Negotiate solutions to problems, interpersonal misunderstandings, or disputes.</p>	<p>R</p>		
	<p>Reading: Follow written directions independently.</p>	<p>R</p>		
	<p>Writing: Maintain diaries or journals of personal experiences.</p>	<p>R</p>		
	<p>Listening: Respond to the teacher’s reading of picture books by pointing to illustrations.</p> <p>Speaking: Take risks with language through participation in chants, choral readings, and songs.</p> <p>Reading: Retell stories that match a series of pictures using sequence words (such as: first, then, and last).</p>	<p>AW</p> <p>AW</p> <p>AW</p>		

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Level 2: Beginning	<p>Writing: Produce word lists based on classroom environment, illustrations in text or magazines, etc.</p> <p>Listening: Show understanding of a story the teacher has read by sequencing pictures of scenes from the story.</p> <p>Speaking: Recite a poem or sing a song using picture prompts.</p> <p>Reading: Sequence a series of illustrated sentence strips to tell a story.</p> <p>Writing: Follow models to develop phrases or short sentences from student created word lists.</p>	<p>AW</p> <p>K</p> <p>K</p> <p>K</p> <p>K</p>	<p>Total Physical Response, non-verbal cues, visual aids, labels, graphic organizers, picture cards, choral reading, echo reading, sing alongs/chants, point and read</p>	<p>Teacher observations, student responses, teacher/student interaction, portfolios, program assessments</p>
Level 3: Developing	<p>Listening: Demonstrate listening strategies while participating in reading circles.</p> <p>Speaking: Share relevant information or opinions about a song or poem.</p> <p>Reading: Sequence sentences to tell stories.</p> <p>Writing: Produce sentences using correct word patterns for wall charts or personal writing.</p>	<p>AP</p> <p>AP</p> <p>AP</p> <p>AP</p>	<p>Total Physical Response, non-verbal cues, visual aids, labels, graphic organizers, picture cards, choral reading, echo reading, sing alongs/chants, point and read</p>	<p>Teacher observations, student responses, teacher/student interaction, portfolios, program assessments</p>

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Level 4: Expanding	Listening: Respond to a short story using role play.	M	Total Physical Response, non-verbal cues, visual aids, labels, graphic organizers, picture cards, choral reading, echo reading, sing alongs/chants, point and read, repetition	Teacher observations, student responses, teacher/student interaction, portfolios, progress assessments
	Speaking: Discuss reasons or examples to support an opinion.	M		
	Reading: Sequence short paragraphs to tell stories.	M		
	Writing: Produce several sentences, in sequence, to describe a personal experience.	M		
Level 5: Bridging	Listening: Listen to a grade level selection and respond appropriately.	R	Total Physical Response, non-verbal cues, visual aids, labels, graphic organizers, picture cards, choral reading, echo reading, sing alongs/chants, point and read	Teacher observations, student responses, teacher/student interaction, portfolios, program assessments
	Speaking: Participate in group discussions about grade level selections.	R		
	Reading: Participate in a Reading Circle, changing seats as needed to sequence sections of a story.	R		
	Writing: Produce writing that incorporates a beginning, middle, and end.	R		