

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

COURSE TITLE: ESOL/ Language Arts

GRADE LEVEL: Fifth Grade

Content/Theme: Approximately 3 weeks will be spent on each unit.

Unit 1-Family Album: Culture, Ancestors

Unit 2-Earth: The Inside Story - Earth's History, Earth's Systems

Unit 3-Bodies in Motion: Body Systems

Unit 4-Freedom's Trail: American Revolution, U.S. Constitution

Unit 5-From Sea to Shining Sea: U.S. Geography, Earth Systems

Unit 6-It's Electrifying! Electricity, Inventions and Technology

Unit 7-Going Places with Patricia McKissack: Civil Rights Era

Unit 8-We The People: U.S. Immigration

◆ RESOURCES

Avenues Level F Student Books

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

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: Identify materials needed from realia and oral statements and complete tasks (such as: making a peanut butter and jelly sandwich). Speaking: Ask for assistance with a task or for needed supplies. Reading: Identify words or phrases associated with school or the community or personal experiences. Writing: Work in small groups to draw, label, and differentiate pictures that	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

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Level 2: Beginning	<p>illustrate socially and culturally appropriate behaviors around school or community.</p> <p>Listening: Match materials and/or resources needed to complete tasks with their uses based on realia and oral directions.</p> <p>Speaking: Ask for or provide the meaning of words, phrases.</p> <p>Reading: Uses prior knowledge to make predictions.</p> <p>Writing: Write descriptions, based on pictures or personal experiences, of socially and culturally appropriate behaviors in school or community.</p>	K K K K	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 3: Developing	<p>Listening: Follow oral directions to select materials or resources needed to complete tasks.</p> <p>Speaking: Ask questions to seek information in order to provide opinions, preferences, or wishes.</p> <p>Reading: Confirm predictions based on prior knowledge.</p> <p>Writing: Write descriptions of an action to</p>	AP AP AP 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	Teacher observations, student responses, teacher/student interaction, portfolios, program assessments

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Level 4: Expanding	<p>be taken to correct an impolite/inappropriate behavior in school or community.</p> <p>Listening: Sequence use of materials or resources needed to complete tasks based on oral directions.</p> <p>Speaking: Ask for or provide clarification of information by restating ideas.</p> <p>Reading: Compare/contrast personal experiences using a variety of printed material.</p> <p>Writing: Create written plans to correct impolite/inappropriate behaviors in school or community.</p>	<p>M</p> <p>M</p> <p>M</p> <p>M</p>	<p>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 5: Bridging	<p>Listening: Evaluate use of materials or resources needed to complete tasks based on oral discourse.</p> <p>Speaking: Ask for or provide specific information that confirms or denies beliefs.</p> <p>Reading: Evaluate validity of information based on personal experiences and/or prior knowledge.</p> <p>Writing: Create posters or multimedia</p>	<p>R</p> <p>R</p> <p>R</p> <p>R</p>	<p>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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<p>Standard #2</p> <p>Level 1: Entering</p> <p>Level 2: Beginning</p>	<p>brochures contrasting polite or appropriate American school behaviors with those of the students’ native culture/community.</p> <p>Listening: Respond to a short, illustrated selection of literature by drawing a picture.</p> <p>Speaking: Describe self with words and gestures (such as: features, clothing or likes and dislikes).</p> <p>Reading: Follow repetitive word patterns from leveled, illustrated books.</p> <p>Writing: Produce and organize word lists (such as: action words, names of places, etc.) relevant to a task.</p> <p>Listening: Respond to teachers’ reading of illustrated stories or trade books by following directions (such as: creating word families or word walls).</p> <p>Speaking: Describe familiar persons (such as: friends, family members, or movie stars).</p>	<p>AW</p> <p>AW</p> <p>AW</p> <p>AW</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>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>

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Level 3: Developing	Reading: Follow language patterns from predictable, illustrated trade books (such as: repetitive phrases).	K	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
	Writing: List the steps to follow to complete a given task using sequence markers (such as: first, next, last, etc.)	K		
	Listening: Respond to or interact with teachers and/or peers during shared reading to show comprehension (such as: giving thumbs-up/thumbs-down signals).	AP		
	Speaking: Explain differences between self-motives or points of view and those of characters in literary works.	AP		
	Reading: Identify language patterns and story structure from illustrated fiction (such as: fairy tales, legends, or tall tales).	AP		
Level 4: Expanding	Writing: Write a series of logically ordered sentences, based on an observation.	AP	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
	Listening: Respond to or interact with teachers and/or peers during guided reading to show use of reading strategies.	M		

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Level 5: Bridging	Speaking: Compare self to characters in a variety of literary works.	M	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
	Reading: Identify language patterns from different forms of prose or poetry.	M		
	Writing: Write an essay based on personal experience using appropriate sequence markers.	M		
	Listening: Respond top or interact with teachers and/or peers regarding stories and chapter books during literature circles, to show self-reflection.	R		
	Speaking: Compare personal motives with motives or points of view of literary characters from grade level text.	R		
	Reading: Identify and select language patterns associated with various genres from grade level language arts materials.	R		
Writing: Edit and revise writing, based on feedback from teachers and peers, for logic and order of ideas.	R			