

## **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, 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: Pre-Writing, Grammar/Language Arts, Multicultural Awareness and Appreciation

***COURSE TITLE: ESOL/ Language Arts***

***GRADE LEVEL: Kindergarten***

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

Unit 1-School-Colors, School Tools, Sizes, School People and Places

Unit 2-Family-Family, Foods, Kitchen Objects, Numbers

Unit 3-Transportation-Vehicles, Vehicle Parts, Shapes, Actions

Unit 4-Neighborhood-Neighborhood Places, Workers, Opposites, Safety

Unit 5-Weather and Seasons-Weather, Activities, Seasons, Clothing

Unit 6-Animals-Wild Animals, Pets, Animal Bodies, Animal Homes

Unit 7-Senses and Self-Concept-Actions, Body Parts, Senses, Feelings

Unit 8-Farms-Animals, Baby Animals, Words for “Where,” Life Cycles

Unit 9-Farm to Market-Fruits and Vegetables, Plants, Farm to Table, Buy/Sell

Unit 10-Homes-Rooms in a House, Household Objects, Homes, Routines

◆ **RESOURCES**

Avenues Level A Little Language Books (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 and Song CDs

Fiction Big Books

Nonfiction Big Books

Vocabulary Builders

Big Picture Word Book

Alphachant Kindergarten Phonics Kit

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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>
<b>Standard #1</b> Level 1: Entering	Listening: Follow simple oral commands with visual cues.  Speaking: State basic autobiographical information using visual cues or prompts as needed.  Reading: Match, sort, or classify pictures of family members or familiar icons.  Writing: Use drawings to express thoughts and feelings.	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: Follow simple commands without visual cues.	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: Use one word or short phrase to express likes or dislikes of items or concepts as illustrated.	K	reading, echo reading, sing alongs/chants, repetition	Teacher observations, student responses, teacher/student interaction, portfolios, program assessments
	Reading: Recognize own name and/or names of familiar adults and children.	K		
	Writing: Draw or label familiar objects.	K		
	Listening: Follow oral commands to show simple spatial relationships with real life objects.	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: Participate/interact in everyday conversation.	AP		
	Reading: Name letters from own name to letters found in classroom print.	AP		
Level 4: Expanding	Writing: Write basic personal information.	AP		Teacher observations, student responses, teacher/student interaction, portfolios, program assessments
	Listening: Follow oral directions as presented in conversation or drama with a story or music.	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: Respond to specific questions in everyday conversation.	M		
Reading: Match pictures of common objects to familiar words.	M			

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<p>Level 5: Bridging</p> <p><b>Standard #2</b></p>	<p>Writing: Write labels for visual representations of everyday objects.</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>Teacher observations, student responses, teacher/student interaction, portfolios, program assessments</p>
	<p>Listening: Follow sequential commands without visual or non-verbal cues.</p>	<p>R</p>		
	<p>Speaking: Ask and answer relevant questions and share experiences.</p>	<p>R</p>		
	<p>Reading: Read words/phrases that are functional print.</p>	<p>R</p>		
<p>Level 1: Entering</p>	<p>Writing: Represent stories and/or experiences through a combination of pictures, words and phrases.</p>	<p>R</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>Listening: Participate in group songs, chants, or recitations that require appropriate physical actions.</p>	<p>AW</p>		
	<p>Speaking: Take risks with new language.</p> <p>Reading: Match pictures, objects, or letters.</p>	<p>AW</p>		

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Level 2: Beginning	Writing: Represent and retell orally an experience by using a drawing.	AW	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	
	Listening: Point to pictures of items referred to in songs or poems as they are called out in songs or poems.	K			
	Speaking: Interact orally with peers in teacher directed activities, using one word or short phrases.	K			
	Reading: Match pictures or objects to the printed words.	K			
Writing: Represent and retell experiences using recognizable drawings and scribble writing.	K	Level 3: Developing			
Listening: Perform physical actions independently in response to song or poem.	AP				Teacher observations, student responses, teacher/student interaction, portfolios, program assessments
Speaking: Interact orally with peers in a variety of classroom activities.	AP				
Reading: Match pictures or objects to phrases and sentences.	AP				
Writing: Represent and retell stories/experiences through pictures, words, and letters.	AP				

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Level 4: Expanding	<p>Listening: Reenact part of a story, poem, or scene that the student has heard.</p> <p>Speaking: Communicate personal and/or school-related experiences orally.</p> <p>Reading: Sequence a set of three pictures to create a story.</p> <p>Writing: Represent and retell stories/experiences through a combination of pictures, words, and phrases.</p>	<p>M</p> <p>M</p> <p>M</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, repetition</p>	<p>Teacher observations, student responses, teacher/student interaction, portfolios, progress assessments</p>
Level 5: Bridging	<p>Listening: Reenact or dramatize a grade level story or poem that has been read aloud.</p> <p>Speaking: Participate in and contribute to academic classroom discussions.</p> <p>Reading: Make predictions and inferences based on grade level text/picture book.</p> <p>Writing: Represent and retell stories/experiences through a combination of words, phrases and short sentences.</p>	<p>R</p> <p>R</p> <p>R</p> <p>R</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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