

Grades 2-3 ESOL Essential Curriculum

LISTENING, SPEAKING, AND LANGUAGE DEVELOPMENT

Goal 1: The student will demonstrate the ability to develop listening, speaking, and language skills when communicating for interpersonal and academic purposes.

Beginning	Intermediate	Advanced
Objective - The student will be able to use one-word responses or short phrases of interpersonal language functions to:	Interpersonal Functions Objective - The student will be able to use interpersonal language functions to:	Objective - The student will be able to use interpersonal language functions to:
Participate in basic interpersonal interactions. (i.e., exchange greetings and express ownership)	Participate in most interpersonal interactions. (i.e., persuade or give or accept invitations)	Mastery at previous level
Respond with courtesy by using social cues and pragmatics. (i.e., voice volume and proximity)	Use language appropriate to audience and setting and use pragmatics and social cues to turn take and reach consensus.	Mastery at previous level
Mastery at more proficient level	Participate in full class, group, and pair discussions on most social or academic topics.	Communicate appropriately in social and academic interactions.
Follow simple one-step directions given orally by pointing or showing or with simple words and phrases.	Respond appropriately to two-step directions given orally in simple or compound sentences.	Respond appropriately to multi-step directions given orally in simple, compound or complex sentences.
Express personal in concrete situations using common vocabulary. (i.e., “Drink water.”)	Express some needs and wants in social or academic settings using high frequency vocabulary. (i.e., “I need a red marker to draw this chart.”)	Express needs and wants related to academic situations in simple and complex sentences. (i.e., “I need to go to the library because my book is due today.”)
Express basic personal information using short phrases.	Express basic personal information using phrases and sentences.	Express actions, choices and classroom situations using a variety of sentences.

Describe one-step procedures. (i.e., “I circle the A.”)	Explain simple procedures. (i.e., “I put water on the plant to make it grow.”)	Explain concrete multi-step procedures. (i.e., “I measured the liquid, poured it into the glass and watched it change.”)
Identify and describe persons, places, and things using common adjectives.	Describe people, places and things using comparative forms of common adjectives and adverbs.	Describe people, places and things using comparative, superlative, regular and irregular forms of common adjectives and adverbs.
Tell about objects and activities with visual cues or realia.	Retell events, stories and experiences using simple past tense sentences and a variety of sequence words.	Retell events stories and experiences using a variety of sentence types combining past and perfect tenses.
Ask and respond to yes/no questions.	Respond appropriately to inferential questions that have simple structure. (i.e., “Why do people travel?”)	Respond appropriately to a variety of inferential questions that have complex structures. (i.e., “If...hadn’t taken his father’s advice, how might the story have ended?”)
Express cause/effect relationships using simple phrases with because.	Express cause/effect relationships using complete sentences with because, so, if...then. (i.e., “It’s going to rain so we can’t go outside.”)	Express cause/effect relationships using complete sentences with because, so, if...then. (i.e., “If the clouds are full of water, then it will rain.”)
Ask and respond to short questions about familiar topics with some prompting.	Participate in conversations by elaborating and extending on other people’s ideas and words.	Communicate appropriately in social and academic interactions.
Ask basic Wh- questions and respond with short answers, non-verbal cues or gestures.	Ask and respond to Wh-questions to gain assistance in academic or social situations or to clarify content.	Ask questions in a variety of tenses with accuracy. (i.e., “Would you help me, please?”)
Express likes/dislikes, feelings and emotions using simple sentences.	Express likes/dislikes, feelings and emotions using a limited variety of sentences.	Express opinions, feelings, and emotions and explain a reason using complex sentences. (i.e., “I think that because...”)
Demonstrate comprehension of a few commonly used idiomatic expressions. (i.e., “It doesn’t matter.”)	Use and respond to a moderate range of slang and idiomatic expressions.	Use a variety of idioms and figurative expressions.
Critical Thinking Skills and		

	Academic Functions	
Objectives – With one-word responses or short phrases, students will be able to apply critical thinking skills and academic language functions to:	Objectives – The student will be able to apply critical thinking skills and academic language functions to:	Objective – The student will be able to apply critical thinking skills and academic language functions to:
Identify common vocabulary related to academic concepts presented with visual support and repetition.	Identify vocabulary related to key academic concepts presented with some visual support. (i.e., sequence or text features)	Identify vocabulary related to grade level academic concepts. (i.e., evaluate or persuade)
Identify common classroom or interpersonal vocabulary with visual support and repetition. (i.e., colors and classroom objects)	Identify vocabulary related to academic concepts presented with visual support.	Apply knowledge of word relationships to determine the meaning of some new words when reading independently.
Use common words to compare and contrast. (i.e., big or little)	Use a range of words that show relationships. (i.e., compare and contrast, faster than..., the longest...)	Use a wide range of grade level words that show relationships. (i.e., compare and contrast, cause and effect)
Make predictions using pictures and words or phrases.	Make predictions using sentences in the implied future. (i.e., going to or future tense, will or modals, or might)	Make predictions with reasons to support the prediction in the implied future. (i.e., going to or future tense, will or modals, or might)
Sequence steps in a process or events in a story using common words. (i.e., numbers, first, next, then, last)	Use a moderate range of words that show sequence, as well as expressions of time and frequency. (i.e., ordinal numbers, in the beginning, in the middle, at the end, today, and everyday)	Use a wide range of grade level words that show sequence, frequency and transition. (i.e., in conclusion)
Group words according to stated categories. (i.e., colors, numbers, and seasons and antonyms like hot/cold and big/little)	Recognize word relationships and categories and use them to determine the meaning of word. (i.e., synonyms: difficult/hard and homophones: sum/some)	Recognize word relationships and categories and use them to determine the meaning of words. (i.e., familiar words with multiple meanings, such as bat and steps)
Demonstrate comprehension of a short	Demonstrate basic comprehension of a	Demonstrate complete comprehension of a

story read aloud by pointing to characters or retelling parts of the story.	story read aloud or through multimedia, by retelling, sequencing or completing a graphic organizer.	story read aloud or presented through multimedia by summarizing.
Objective – The students will be able to incorporate English language structures and patterns to:	Language Structures and Patterns Objective – The student will be able to incorporate English language structures and patterns to:	Objective – The student will be able to incorporate English language structures and patterns to:
Use simple present, and present progressive forms of common. (i.e., to be, to have, and to walk and simple past tense of regular verbs)	Use verbs in present, future, progressive, regular and some irregular simple past tenses with correct subject verb agreement.	Use verbs in present, past, future, progressive, and conditional tenses with correct subject-verb agreement. (i.e., “We were writing...He brought...and I would choose...”)
Use appropriate word order. (i.e., subject-verb-object when speaking in short sentences and in memorized patterns)	Use appropriate word order in simple affirmative and negative sentences, questions, and short imperative statements.	Use appropriate word order in a variety of simple to complex statements, and questions, including sentences with prepositional phrases and dependent clauses.
Form simple plural forms of common nouns with –s and –es.	Form a variety of common plural nouns including irregular forms. (i.e., foot/feet, box/boxes, and mouse/mice)	Form a variety of plural nouns including most irregular forms. (i.e., child/children, and deer/deer)
Use common prepositions of place. (i.e., in, on, under, between, and around)	Use a moderate range of prepositions of place and directional words. (i.e., through and against)	Use a wide range of grade level words that show spatial relationships. (i.e., prepositions and directional words)
Mastery at more proficient level	Use present tense contractions. (i.e., “He’s my friend.”)	Use a variety of contractions.
Use personal pronouns in simple sentences.	Use possessive pronouns in simple and compound sentences. (i.e., “This is mine and that is his.”)	Use possessive and demonstrative pronouns in simple and complex sentences. (i.e., “Can you tell me if these are yours or theirs?”)

LITERACY SKILLS

Goal 2 The student will demonstrate the ability to acquire literacy skills through the development of strategic reading and listening behaviors, comprehension, and writing.

Beginning	Intermediate	Advanced
<p>General Reading Processes Emergent & Early Literacy Strategic Behaviors: The student should be able to apply the early literacy strategic behaviors from the K-1 ESOL curriculum prior to learning these skills.</p> <p>Objective – The student will be able to apply appropriate strategic listening and reading behaviors to print and text to:</p>		
Decode familiar and phonetically regular words by applying knowledge of word structure and letter/sound relationships. (i.e., vowels, consonants and blends)	Decode new and familiar words by applying knowledge of word structure, context clues and letter/sound relationships. (i.e., vowel patterns, blends, digraphs, and diphthongs)	Apply phonetic skills to decode a wide range of new and familiar words, including irregular words. (i.e., caught)
Identify common high frequency words.	Identify 50% of grade level high frequency words.	Identify at least 80% of grade level high frequency words.
Read short familiar phrases with limited fluency and some degree of natural intonation. (i.e., chants and poems)	Read text aloud with moderate fluency using natural intonation and punctuation cues to guide meaning and expression.	Read text aloud with high fluency using punctuation cues and natural intonation.
Develop and apply vocabulary to read simple phrases and sentences about a familiar topic or with picture cues.	Develop and apply vocabulary to read simple compound or complex sentences on a variety of topics.	Mastery at previous level

	Comprehension	
Objective – The student will be able to apply comprehension of literary and informational text both non-verbally and verbally through guided reading to:	Objective – The student will be able to apply comprehension of literary and informational text through guided reading to:	Objective – The student will be able to apply comprehension of literary and informational text through guided reading to:
Use some strategies (with assistance) to activate background knowledge. (i.e., Picture walk, ask simple questions, or make predictions)	Use a variety of strategies with teacher or peer to activate background knowledge. (i.e., Ask open-ended questions, share connections to prior knowledge with a peer, or use a K-W-L chart.)	Independently apply a range of strategies to build background knowledge. (i.e., Ask questions or set a purpose for reading.)
Draw a picture to demonstrate comprehension of simple text.	Demonstrate comprehension of informational text by discussing the main idea with a partner or explaining a connection between the text and prior knowledge.	Identify, discuss, explain and summarize important ideas for a variety of informational texts.
Identify the beginning, middle, and end of a simple story.	Identify elements of different genres such as identify the elements of fantasy.	Identify, discuss and explain the elements of literary text. (i.e., compare two versions of a folktale)
Demonstrate comprehension of a simple read aloud by retelling. (i.e., Identify setting and characters)	Identify, discuss and explain elements of literary text. (i.e., Identify the problem/solution or compare two characters)	Identify, discuss and explain elements of literary text including, narratives, poetry and drama.
Respond appropriately to simple questions having simple syntax to demonstrate understanding of text. (i.e., “What do plants need?”)	Interpret and respond appropriately to factual or inferential questions including brief-constructed and selected response questions having moderate syntax. (i.e., “Give reasons to support your opinion.”)	Interpret and respond appropriately to a variety of factual or inferential questions including brief-constructed and selected response questions having complex syntax. (i.e., “Which of the following is not a symmetrical object?”)
Identify a character's feelings using simple	Identify a character's feelings using	

words or phrases. (i.e., “sad”)	complete sentences and a varied vocabulary. (i.e., He was angry because he lost the race.)	Mastery at previous level
Objective – The student will be able to produce informational, personal, and narrative writing that recognizes audience, purpose, and form, and uses the stages of the writing process as needed (e.g. prewriting, drafting, revising, editing, and publishing) to:	Writing Objective – The student will be able to produce informational, personal, and narrative writing that recognizes audience, purpose, and form, and uses the stages of the writing process as needed (e.g. prewriting, drafting, revising, editing, and publishing) to:	Objective – The student will be able to produce informational, personal, and narrative writing that recognizes audience, purpose, and form, and uses the stages of the writing process as needed (e.g. prewriting, drafting, revising, editing, and publishing) to:
Conventions		
<ul style="list-style-type: none"> • Apply standard punctuation. (i.e., periods, question marks, and exclamation marks) • Apply some rules of capitalization appropriately. (i.e., beginning of a sentence, proper nouns and pronoun <i>I</i>) • Correctly spell familiar words using regular spelling patterns. (i.e., log, dog, and frog, and use word walls and picture dictionaries) 	<ul style="list-style-type: none"> • Apply many grade level punctuations. (i.e., commas, quotation marks, and end punctuations) • Apply many rules of capitalization appropriately. (i.e., beginning of a sentence, proper nouns, and titles) • Correctly spell familiar, grade level words using some irregular spelling patterns. (i.e., bread and leaf, and use word walls, picture dictionaries, and bilingual dictionaries when appropriate) 	<ul style="list-style-type: none"> • Apply grade level punctuation. (i.e., commas, apostrophes, quotation marks, and end punctuations) • Apply most rules of capitalization appropriately. (i.e., beginning of a sentence, proper nouns and titles) • Correctly spell familiar, grade level words using irregular spelling patterns. (i.e., knowledge and ancient and use word walls, picture dictionaries, and bilingual dictionaries when appropriate)
Writing Skills		
The student should be able to apply the writing skills from the K-1 ESOL		

<p>curriculum as well as:</p> <ul style="list-style-type: none"> • Complete sentence or paragraph frames and cloze activities using familiar vocabulary with teacher direction. 	<ul style="list-style-type: none"> • Arrange ideas and compose a first draft with some assistance. 	<ul style="list-style-type: none"> • Use grade-level resources as models to arrange ideas and compose a first draft.
Composition		
<ul style="list-style-type: none"> • Write labels, captions, and lists using a variety of nouns, pronouns. • Writing simple sentences using familiar material and following a model. • Respond to verbal, written, or picture cues using simple patterned sentences. • Write to express personal needs and feelings using simple sentences by following a model. 	<ul style="list-style-type: none"> • Write sentences using a variety of nouns including many irregular plural forms. • Compose simple and compound sentences using coordinating conjunctions. (i.e., both) • Respond to literal or inferential prompts using simple or compound sentences. • Write for personal communication and expression following a model for dialogue journal writing. 	<ul style="list-style-type: none"> • Write sentences using a variety of nouns including most irregular plurals. • Compose simple, compound and complex sentences using a variety of sentence patterns. (i.e., “He doesn’t like science but he likes math.”) • Respond to literal or inferential questions using simple to complex sentences that completely address the topic. • Write for personal communication in a wide variety of forms. (i.e., letters and journals)
Steps of the Writing Process		
<ul style="list-style-type: none"> • Generate ideas using a variety of prewriting strategies. (i.e., draw pictures and complete graphic organizers with teacher assistance) • Edit writing for correctness of standard English. (i.e., periods, capital letters, and punctuation using word walls and picture dictionaries) • With teacher assistance, prepare to share writing with an audience. 	<ul style="list-style-type: none"> • Generate ideas using collaborative planning, webs and graphic organizers. • Edit for conventions using grade-level resources. (i.e., word walls, picture dictionaries, and computer word processors) • With teacher or peer assistance prepare to share and present writing with an audience. 	<ul style="list-style-type: none"> • Independently generate ideas using prewriting strategies using grade level resources. • Self-edit and peer edit for conventions and language usage using grade-level resources. (i.e., word walls, picture dictionaries, and computer word processors) • Independently prepare, share, and discuss a final draft with an audience.

LANGUAGE LEARNING STRATEGIES

Goal 3: The student will demonstrate the ability to acquire and apply language learning strategies when communicating for both interpersonal and academic purposes.

Beginning	Intermediate	Advanced
Objective – The student will be able to apply language learning strategies to extend communicative competence to:	Objective – The student will be able to apply language learning strategies to extend communicative competence to:	Objective – The student will be able to apply language learning strategies to extend communicative competence to:
Listen and imitate others.	Mastery at previous level	Mastery at previous level
Respond to simple question or draw a picture about a text.	Restate information to make meaning from text with peer guidance or teacher support.	Periodically summarize text during and after reading to make meaning from text.
Ask for help and clarification using limited vocabulary. (i.e., “Is it ok?” or “What is this?”)	Ask for help, feedback, and clarification in social and academic situations.	Mastery at previous level
Recite simple songs, poems, and chants given teacher modeling and support.	Recite simple songs, poems, and chants using punctuation cues and some degree of natural intonation.	Recite simple songs, poems, and chants with high fluency and natural intonation.
Use nonverbal cues to assist memory.	Mastery at previous level	Mastery at previous level
Self-monitor learning by: <ul style="list-style-type: none"> • Asking questions. • Reviewing. 	Self-monitor learning by: <ul style="list-style-type: none"> • Asking questions. • Visualizing. • Connecting new information to known information. • Reviewing. 	Self-monitor learning by: <ul style="list-style-type: none"> • Asking questions. • Visualizing. • Connecting new information to known information. • Reviewing. • Reflecting.
Draw pictures to help memory.	Draw, label, and discuss pictures to help memory.	Mastery at previous level

Practice new language by repeating and rehearsing.	Mastery at previous level	Mastery at previous level
Use home language to help understand a word.	Identify cognates or translations from native language to make meaning from text.	Mastery at previous level
Listen for parts of a word already known. (i.e., common phonemes)	Listen for parts of a word already known such phonemes and phonemic patterns.	Listen for parts of a word already known. (i.e., common phonemes)
Work with a peer to improve understanding. (i.e., take a picture walk with a group to prepare for reading)	Work with a peer to improve understanding. (i.e., share connection to prior knowledge to prepare for reading)	Mastery at previous level
Use simple graphic organizers. (i.e., a web)	Use graphic organizers to record new information. (i.e., a KWL chart)	Use a variety of graphic organizers.
Mastery at more proficient level	Make a plan with teacher support, before beginning the work.	Make a plan independently before beginning the work.
Record words in a personal dictionary.	Use some grade level print resources. (i.e., use picture dictionaries and word walls to develop language and assist with reading tasks)	Use grade level print resources. (i.e., use picture dictionaries and word walls to develop language and assist with reading tasks)
Use common sentence structure to clarify meaning.	Use sentence structure or context to clarify meaning.	Mastery at previous level

CONCEPTS AND VOCABULARY

GOAL 4: The student will demonstrate the ability to develop concepts and vocabulary that connect to the mainstream classroom.

Beginning	Intermediate	Advanced
<p>Science</p> <p>Objective – The student will be able to develop and expand concepts and vocabulary for scientific skills and processes to:</p>		
<p><i>Earth Science</i></p> <ul style="list-style-type: none"> a. Describe and compare objects in space. b. Describe constructive and destructive forces that affect the shape of the Earth. 	<p><i>Earth Science</i></p> <ul style="list-style-type: none"> a. Describe and compare objects in space. b. Describe constructive and destructive forces that affect the shape of the Earth. 	<p><i>Earth Science</i></p> <ul style="list-style-type: none"> a. Describe and compare objects in space. b. Describe constructive and destructive forces that affect the shape of the Earth.
<p><i>Physical Science</i></p> <ul style="list-style-type: none"> a. Conduct a well-designed investigation. b. Describe forces and how simple machines help to do work. 	<p><i>Physical Science</i></p> <ul style="list-style-type: none"> a. Conduct a well-designed investigation. b. Describe forces and how simple machines help to do work. 	<p><i>Physical Science</i></p> <ul style="list-style-type: none"> a. Conduct a well-designed investigation. b. Describe forces and how simple machines help to do work.
<p><i>Life and Environmental Science</i></p> <ul style="list-style-type: none"> a. Describe the interdependence of plants and animals. b. Explain that organisms best suited to an environment will survive and reproduce. 	<p><i>Life and Environmental Science</i></p> <ul style="list-style-type: none"> a. Describe the interdependence of plants and animals. b. Explain that organisms best suited to an environment will survive and reproduce. 	<p><i>Life and Environmental Science</i></p> <ul style="list-style-type: none"> a. Describe the interdependence of plants and animals. b. Explain that organisms best suited to an environment will survive and reproduce.

Social Studies

Objective – The student will be able to develop and expand concepts and vocabulary related to the study of history and the social sciences to:

<p><i>Geography</i></p> <ul style="list-style-type: none"> a. Identify geographic concepts and apply them to the use of maps, globes, and other geographic tools. b. Distinguish between and among a continent, country, city, and state. 	<p><i>Geography</i></p> <ul style="list-style-type: none"> a. Identify geographic concepts and apply them to the use of maps, globes, and other geographic tools. b. Distinguish between and among a continent, country, city, and state. 	<p><i>Geography</i></p> <ul style="list-style-type: none"> a. Identify geographic concepts and apply them to the use of maps, globes, and other geographic tools. b. Distinguish between and among a continent, country, city, and state.
<p><i>Communities</i></p> <ul style="list-style-type: none"> a. Recognize and describe the relationship between people and their community. b. Identify how communities are diverse and interdependent. 	<p><i>Communities</i></p> <ul style="list-style-type: none"> a. Recognize and describe the relationship between people and their community. b. Identify how communities are diverse and interdependent. 	<p><i>Communities</i></p> <ul style="list-style-type: none"> a. Recognize and describe the relationship between people and their community. b. Identify how communities are diverse and interdependent.
<p><i>History and Development</i></p> <ul style="list-style-type: none"> a. Describe how technological changes influence changes in how people live. b. Identify the major regions of the U.S. and describe how resources affect their development. 	<p><i>History and Development</i></p> <ul style="list-style-type: none"> a. Describe how technological changes influence changes in how people live. b. Identify the major regions of the U.S. and describe how resources affect their development. 	<p><i>History and Development</i></p> <ul style="list-style-type: none"> a. Describe how technological changes influence changes in how people live. b. Identify the major regions of the U.S. and describe how resources affect their development.