

# Pre-K-1 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
<b>Objective</b> - The student will be able to use one-word responses or short phrases of interpersonal language functions to:	<b>Objective</b> - The student will be able to use interpersonal language functions to:	<b>Objective</b> - The student will be able to use interpersonal language functions to:
Follow & use nonverbal cues to interact with others. (i.e., Raise your hand to express basic needs and wants)	Use language appropriate to audience and setting.	Use language appropriate to audience and setting.
Listen to and identify the speaker's message using nonverbal behavior.	Listen to and evaluate the speaker's message and state in words, phrases or simple sentences.	Listen to interpret and evaluate the speaker's message and state in complete sentences.
Use everyday greetings. (i.e., "Hi, my name is...")	Respond appropriate to everyday greetings, some invitations or other social interactions.	Respond appropriate to most greetings, invitations or other social interactions.
Respond appropriately to basic social interactions. (i.e., Please, thank you, your welcome, etc.)	Use language to turn take and reach consensus.	Mastery at previous level
Mastery at more proficient level	Ask for and give advice.	Ask for and give advice.
Point, show, draw, and use gestures and actions to demonstrate understanding of interpersonal topics.	Participate in conversations by elaborating and extending other people's ideas and words.	Participate in conversations by elaborating and extending other people's ideas and words.
Follow simple one-step verbal instructions. (i.e., "Cut out the circle.")	Follow one and two-step verbal instructions. (i.e., "Close your book and take out your pencil.")	Follow multi-step oral instructions. (i.e., "Draw a circle. Draw a triangle above the circle. Use shapes to make a face.")

Express personal needs using everyday vocabulary. (i.e., paper and pencil)	Express some needs and wants using high frequency vocabulary in simple sentences. (i.e., “ I need to go to the bathroom.”)	Express most needs and wants related to academic situations in simple and compound sentences.
State personal information with multiple errors in discourse. (i.e., “ My name Hywan Hee.”)	State and describe personal or academic information in discourse with a few errors in syntax. (i.e., “ My name is Hwan Hee. I’m 6 year old.”)	Compare and analyze personal and academic information in discourse.
Respond appropriately to classroom commands. (i.e., “ Stand up.”)	Respond appropriately to classroom commands containing simple language structures. (i.e., “Open your book. Close the door.”)	Respond appropriately to classroom commands containing more complex language structures. (i.e., “Label the animals in your picture using words from the word wall.”)
Tell about objects and activities with visual cues or realia.	Use common expressions to warn or advise.	Use common expressions to warn or advise.
Express feelings, emotions, likes and dislikes using words. (i.e., Happy, sad, excited, and tired)	Express likes/dislikes, feelings, and emotions using simple and compound sentences. (i.e., “I like ice cream but I don’t like yogurt.”)	Express opinions, feelings, and emotions and explain a reason using complex sentences. ( i.e., “I like the movie because it was funny.”)
Make requests and ask questions to gain information. (i.e., “What page?”)	Ask questions to gain information about interpersonal and academic topics. (i.e., “How do you do this?”)	Ask questions to gain information about interpersonal topics using a variety of sentences. (i.e., “Why do bears sleep all winter?”)
Respond to yes/no questions. (i.e., using pointing, and other nonverbal gestures)	Respond appropriately to a variety of factual choice questions with simple language structures. (i.e., “Is this book red?”)	Respond appropriately to a variety of factual and inferential questions that have complex language structures.
Ask questions about interpersonal topics.	Use appropriate language to persuade.	Use appropriate language to persuade.
Respond to wh- questions using nonverbal responses.	Ask and respond to wh-questions with simple words and phrases.	Ask and respond to wh-questions using phrases and sentences to monitor understanding and gain information.
Use correct stress in pronouncing common syllable nouns and short sentences.	Use correct stress in pronouncing multi-syllabic and on the correct word(s) in a sentence.	Use near native-like stress in speaking.

Use social cues and pragmatics. (i.e., taking turns when engaged in oral discourse)	Use common social and pragmatics cues. (i.e., reading body language to determine emotions.	Use appropriate social and pragmatic cues when interacting with others.
Use correct intonation when asking a yes/no question.	Recognize and distinguish some pronunciation patterns that affect meaning. (i.e., intonation in questions and statements, and exclamations)	Recognize and distinguish most pronunciation patterns that affect meaning.
Mastery at more proficient level	Explain personal information in social and classroom situations using simple sentences.	Explain actions, choices, and decisions in social and classroom situations. (i.e., “I drew a flower for my mother.”)
Mastery at more proficient level	Respond to and use idiomatic expressions and colloquialisms appropriately as well as recognize them in texts. (i.e., Busy as a bee.)	Demonstrate comprehension of a variety of commonly used idioms and colloquialisms in text. (i.e., He’s on top of the world.)
<b>Objectives</b> – With one-word responses or short phrases, students will be able to apply critical thinking skills and academic language functions to:	<b>Critical Thinking Skills and Academic Functions</b> <b>Objectives</b> – The student will be able to apply critical thinking skills and academic language functions to:	<b>Objective</b> – The student will be able to apply critical thinking skills and academic language functions to:
Evaluate academic information using non-verbal strategies. (i.e., “Raise your hand if you agree the 3 little pigs were afraid?”)	Evaluate academic information using words or phrases. (i.e., yes, I like or no, I don’t like.)	Evaluate academic information in complete sentences. (i.e., The boy in the story was nice.)
State an observation using familiar vocabulary. (i.e., “Did you see a bird or a cat?”)	State an observation using phrases and sentences. (i.e., “I see bird. I see a brown dog.”)	State an observation using complete sentences.
Describe and compare attributes of people, places, and things using one word. (i.e., Big, small, and round)	Describe and compare characteristics of people, places, and things using a limited range of common vocabulary in short phrases and simple sentences.	Describe and compare characteristics of people, places, and things using complex sentences. (i.e., The hare was faster than the tortoise.)

Identify academic concepts (i.e., farm animals and community members.	Identify common vocabulary related to academic concepts and processes. (i.e., “Who is the first character in the story?”)	Identify common vocabulary related to academic concepts and processes. (i.e., “Who is the first character in the story?”)
Define academic vocabulary using nonverbal gestures.	Respond to questions about a topic with visual or oral prompts.	Begin to stay on topic when speaking without visual or oral prompts.
Make predictions using pictures to sequence events.	Express predictions and future events in simple phrases and sentences.	Express predictions and future events in complex sentences. (i.e., “I think the story will have a happy ending.”)
Identify and sequence events in a story or steps in a process using non-verbal behaviors. (i.e., sequencing pictures)	Demonstrate comprehension from literary and informational text by rephrasing in short sentences or retelling a story using words, phrases and simple sentences.	Demonstrate comprehension from literary and informational text by rephrasing in longer, more complex sentences including main ideas with details.
Identify and group according to categories. (i.e., names of colors, shapes, animals)	Classify and categorize information.	Classify and categorize information.
Identify some main ideas and supporting details during a teacher read-aloud.	Identify and discuss main ideas and supporting details from text given pictures and instructional support.	Identify and explain some important elements in literary texts, given some pictures and instructional support.
Identify the topic of material presented orally through read alouds and oral presentations.	Identify the topic and some details of material presented orally.	Identify the topic and most details of material presented orally.
Recognize synonyms and antonyms for common adjectives. (i.e., Little/small, tall/short)	Recognize homophones, synonyms, and antonyms with visual support and use to determine meaning. (i.e., pear/pair)	Recognize a wide range of relationships/categories and use to determine meaning. (i.e., Words with multiple meanings: <i>Table</i> of contents and <i>Table</i> at which students sit.)
Use some common words that show sequence and transition. (i.e., numbers)	Use transitional markers. (i.e., ordinal numbers, next and finally.)	Use a wide range of grade-level appropriate words to show sequence and transition. (i.e., In conclusion)
Listen and identify the key concepts presented through a variety of media. (i.e., audiotape, video, and CD)	Listen and interpret meaning presented through a variety of media. (i.e., audiotape, video, and CD)	Listen and interpret meaning presented through a variety of media (i.e., audiotape, video, and CD)
Mastery at more proficient level	Evaluate events or results. (a field trip, an experiment, a story)	Evaluate events or results. (a field trip, an experiment, a story)

Mastery at more proficient level	Justify a conclusion through examples or evidence.	Justify a conclusion through examples or evidence.
Mastery at more proficient level	Express cause and effect relationships using phrases with <i>because</i> .	Express cause and effect relationships using complete sentences with <i>because</i> .
<b>Objective</b> – The students will be able to incorporate English language structures and patterns to:	<b>Language Structures and Patterns</b> <b>Objective</b> – The student will be able to incorporate English language structures and patterns to:	<b>Objective</b> – The student will be able to incorporate English language structures and patterns to:
Use present and past forms of the verb <i>to be</i> .	Recognize some basic inflectional endings in familiar words to determine meaning such as –ing and –ed. (i.e., Jumping comes from the word jump)	Apply knowledge of word structure to determine meaning of various new and familiar words.
Form and use present and past statements with common verbs using –ed. (i.e., “I finished my homework.”)	Form and use simple present, past and future verb tenses in context. (i.e., “We will go outside for recess.”)	Form and use various present, past, and future verb tenses with subject-verb and pronoun agreement. (i.e., “We are going camping next weekend with my friends.”)
Form and use present and past negative statements with common verbs.	Form and use present and past negative statements with common verbs.	Form and use present, past, and future negative statements with common verbs.
Form and use present and past questions with common verbs.	Form and use present and past questions with regular and irregular verbs.	Form and use present, past, and future questions with regular and irregular verbs.
Recognize and form regular plurals. (i.e., –s)	Recognize and form irregular plurals. (i.e., Goose and geese, mouse and mice, etc.)	Recognize and form irregular plurals. (i.e., Goose and geese, mouse and mice, etc.)
Mastery at more proficient level	Use adverbs to modify verbs.	Use adverbs to modify verbs.
Use possessive adjectives. (i.e., Mine)	Use adjectives and nouns to describe.	Use adjectives in comparative and superlative forms. (i.e., –er/–est)
Use prepositions that show spatial relationships. (i.e., In, on and up.)	Use a range of grade level appropriate prepositions and directional words (i.e., Over and under)	Use a range of grade level appropriate prepositions and directional words (i.e., Over and under)
Use present continuous in statements.	Use present continuous in statements and	Use present continuous in statements,

	questions.	questions, and negatives.
Mastery at more proficient level	Mastery at more proficient level	Use modals.(i.e., Could, would, should)
Use subject-verb agreement.	Use subject-verb-object sentence pattern.	Use subject-verb-object sentence pattern.
Use personal pronouns.	Use possessive pronouns.	Use possessive pronouns.
Use <i>and</i> to connect ideas.	Create compound sentences to connect ideas.	Identify a wide range of vocabulary used for more complex interpersonal communication. (i.e., Prepositions, modifiers and conjunctions)
Mastery at more proficient level	Recognize commonly used contractions to determine meaning.( i.e., Can't don't, and won't)	Mastery at previous level
Demonstrate knowledge of the word order of short, simple, affirmative, negative, and imperative sentences. (i.e., Get the book.)	Demonstrate knowledge of the word order of questions and simple statements. (i.e., "Do you have a circle?" "Yes, I do.")	Demonstrate knowledge of a variety of complex questions and statements. (i.e., "Can you explain how you know what the setting is?")
Mastery at more proficient level	Replace subject and object nouns with the appropriate pronouns.	Replace subject and object nouns with the appropriate pronouns.
Mastery at more proficient level	Recognize and use transitional markers. (i.e., ordinal numbers, next, and finally.)	Recognize and use transitional markers. (i.e., ordinal numbers, next, and finally.)
Mastery at more proficient level	Identify and use words and phrases that show sequence, descriptive and spatial relationships.	Identify and use words and phrases that show sequence, descriptive and spatial relationships.
Mastery at more proficient level	Use articles.	Use articles.
Mastery at more proficient level	Recognize common text structures and simple language patterns. (i.e., repetition and rhyme as well as the use of past tense in stories)	Recognize common text structures and patterns of moderate difficulty. (i.e., I am taller than my brother.)

## 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><b>Objective</b> – The student will be able to apply appropriate strategic listening and reading behaviors to print and text to:</p>	<p><b>General Reading Processes: Early Literacy Strategic Behaviors</b></p> <p><b>Objective</b> – The student will be able to apply appropriate strategic listening and reading behaviors to:</p>	<p><b>Objective</b> – The student will be able to apply appropriate strategic listening and reading behaviors to:</p>
<b>Fundamental Concepts</b>		
Recognize familiar words in print (i.e., Names)	Demonstrate understanding of concepts of print. (i.e., Words build a sentence to express an idea and are separated by spaces.)	Recognize how various types of texts are organized for specific purposes. (i.e., Friendly letters, graphs and directions)
Identify some letters of common words used in the classroom. (i.e., Girl)	Identify a limited range of basic and academic words used during language experience activities. (i.e., <i>Man</i> saw a <i>dog</i> .)	Identify simple sentences used during a language experience activity. (i.e., The boy is sad. He ran to his house.)
Recognize and name letters both uppercase and lowercase and first and last letters in words.	Recognized and identify uppercase and lowercase letters and their corresponding sounds.	Mastery at previous level
Demonstrate concepts of print. (i.e., one-to-one matching, tracking text from left to right, with return sweep)	Demonstrate an understanding of the role of author and illustrator.	Mastery at previous level
Matching spoken word to print.	Recognize and identify that spoken language can be written and read.	Mastery at previous level
Demonstrating appropriate book-handling skills. (i.e., Hold the book upright, turn pages from front to back)	Use resources to determine the meaning of words. (i.e., Dictionaries, glossaries, and thesauruses)	Mastery at previous level

Recognize that print provides meaning and pictures support text.	Use context clues, sentence structures, and visual cues to guide self-correction.	Mastery at previous level
Identifying where a sentence begins and ends. (i.e., Capital letters and periods)	Use words structures to determine meaning of unknown words through prefixes, suffixes, roots and base words and compound words.	Using end punctuation to avoid run-on sentences and sentence fragments.
Recognize some environmental print, high-frequency, and survival words.	Demonstrate comprehension of text with a wide range of familiar words and a moderate range of academic vocabulary.	Demonstrate comprehension of text with a moderate range of familiar vocabulary and limited range of academic vocabulary.
Recognize that print appears in different forms. (i.e., labels, signs, and logos)	Recognize that print appears in different forms. (i.e., labels, signs, and logos)	Mastery at previous level
<b>Phonological &amp; Phonemic Awareness</b>		
Hear and distinguish some common phonemes in English.	Hear and distinguish some common phonemic patterns (blends) in initial, medial, and ending positions.	Hear and distinguish some common phonemic patterns (blends) in initial, medial, and ending positions.
Hearing and making rhymes.	Hearing and making rhymes.	Hearing and making rhymes.
Hearing, saying, and indicating syllables non-verbally.	Hearing, saying, and indicating syllables non-verbally.	Hearing, saying, and indicating syllables non-verbally.
Hearing and recognizing beginning and ending sounds.	Hearing and recognizing medial sounds, blends, and digraphs.	Hearing and recognizing medial sounds, blends, and digraphs.
Hearing and repeating long and short vowel sounds.	Hearing and repeating long and short vowel sounds.	Hearing and repeating long and short vowel sounds.
Hearing sounds in sequence.	Hearing sounds in sequence.	Hearing sounds in sequence.
Segmenting a one-syllable word into its onset and rime.	Segmenting a one-syllable word into its onset and rime.	Segmenting a one-syllable word into its onset and rime.
Hearing, identifying, and blending onsets and rimes.	Hearing, identifying, and blending onsets and rimes.	Hearing, identifying, and blending onsets and rimes.
Hearing and changing sound patterns to make new words.	Hearing and changing sound patterns to make new words.	Hearing and changing sound patterns to make new words.
<b>Letter Knowledge</b>		
Recognize the number of words in a sentence.	Recognize the number of words in a sentence.	Mastery at previous level
Identify consonants and vowels.	Identify consonants and vowels.	Identify consonants and vowels.

Recognize letter order in the alphabet.	Use alphabetical order.	Use alphabetical order.
<b>Letter/Sound relationships</b>		
Matching letter names and sounds.	Matching letter names and sounds.	Mastery at previous level
Distinguishing long and short vowel sounds.	Recognize consonants and short vowels and their corresponding sounds to decode new and familiar words. (First grade only)	Recognize and identify consonants, blends and vowels and their corresponding sounds to decode new and familiar two and three syllable words. (i.e., Ruler, pencil) (First grade only)
Recognizing vowel sounds: silent e.	Recognizing vowel sounds: silent e.	Mastery at previous level
Connecting beginning sounds and letters.	Connecting beginning sounds and letters.	Mastery at previous level
Recognizing consonant clusters and consonants with two sounds.	Recognizing consonant clusters and consonants with two sounds.	Recognizing consonant clusters and consonants with two sounds.
Learning about word structure: r with a vowel.	Learning about word structure: r with a vowel.	Learning about word structure: r with a vowel.
Recognizing and using vowel combinations.	Recognizing and using vowel combinations.	Recognizing and using vowel combinations.
<b>High Frequency Words</b>		
Identify and practice high frequency words.	Identify at least 40% of grade level high frequency words.	Identify at least 60% of grade level high frequency words.
Build and write high frequency words.	Build and write high frequency words.	Build and write high frequency words.
Locate high frequency words in text.	Locate high frequency words in text.	Locate high frequency words in text.
<b>Word Meaning</b>		
Identify some common vocabulary used for basic interpersonal and classroom communication. (i.e., colors, numbers, family)	Mastery at previous level	Mastery at previous level
Identify some common vocabulary related to academic concepts and processes using visual support and repetition. (i.e., farm animals and community helpers)	Identify some common vocabulary related to academic concepts and processes using visual support and repetition. (i.e., farm animals and community helpers)	Identify some common vocabulary related to academic concepts and processes using visual support and repetition. (i.e., farm animals and community helpers)
Recognize synonyms and antonyms.	Recognize synonyms and antonyms.	Recognize synonyms and antonyms.

Explore simple homophones and multiple meaning words.	Explore simple homophones and multiple meaning words.	Explore simple homophones and multiple meaning words.
Recognize words that go together: ice cream, hot dog, story book.	Distinguish meaning of unknown words through knowledge of compound words.	Distinguish meaning of unknown words through knowledge of compound words.
<b>Word Structure</b>		
Recognize word endings that change meaning. (i.e., -s, -ing,-ed, -es and -er)	Identify base words, prefixes and suffixes.	Identify base words, prefixes and suffixes.
Identify syllables in words.	Identify syllables in words.	Mastery at previous level
Identify and use simple contractions. (i.e., can't, don't)	Identify and use more complex contractions. (i.e., I've, I'll, she'll)	Identify and use a variety of contractions. (i.e., she'd, I'd, we'd)
Recognize compound words. (i.e., Sidewalk, birthday, homework)	Form abbreviations.	Form abbreviations.
<b>Word-solving Actions</b>		
Make new words by changing the first letter or the last letter.	Make new words by changing the first letter or the last letter.	Mastery at previous level
Changing first and last word parts of make new words: spring/bring; fan/far.	Changing first and last word parts of make new words: spring/bring; fan/far.	Mastery at previous level
Making connections between words with the same pattern.	Apply knowledge of words and structures to read unfamiliar text.	Apply knowledge of words and structures to read unfamiliar text.
<b>Objective</b> – The student will be able to apply appropriate strategic listening and reading behaviors to:	<b>General Reading Processes: Emergent Literacy Strategic Behaviors</b> <b>Objective</b> – The student will be able to apply appropriate strategic listening and reading behaviors to:	<b>Objective</b> – The student will be able to apply appropriate strategic listening and reading behaviors to:
Decode unfamiliar words by applying knowledge of letter/sound relationships, word structure and context clues.	Decode unfamiliar words by applying knowledge of letter/sound relationships, word structure and context clues.	Decode unfamiliar words by applying knowledge of letter/sound relationships, word structure and context clues.
Use knowledge of sight words to read words fluently.	Use knowledge of sight words to read words fluently.	Use knowledge of sight words to read words fluently.

Read familiar text with accuracy.	Read familiar text with accuracy.	Read familiar text with accuracy.
Use punctuation cues to guide meaning and expression.	Use punctuation cues to clarify meaning.	Use punctuation cues to clarify meaning.
Read familiar text at a rate that is conversational and consistent.	Read familiar text at a rate that is conversational and consistent.	Read familiar text at a rate that is conversational and consistent.
Use pacing, intonation, and rhythm to convey meaning and expression.	Use pacing, intonation, and rhythm to convey meaning and expression.	Use pacing, intonation, and rhythm to convey meaning and expression.
Develop and apply vocabulary from a variety of texts.	Develop and apply vocabulary from a variety of texts.	Develop and apply vocabulary from a variety of texts.

	<b>Comprehension</b>	
<b>Objective</b> – The student will be able to apply comprehension of literary and informational text both non-verbally and verbally through guided reading to:	<b>Objective</b> – The student will be able to apply comprehension of literary and informational text through guided reading to:	<b>Objective</b> – The student will be able to apply comprehension of literary and informational text through guided reading to:
Activate background knowledge through picture walk or instructional assistance.	Ask questions to clarify meaning.	Ask questions to understand key themes and extend meaning.
Use picture cues to develop vocabulary and read simple words in phrases and sentences.	Use a range of vocabulary and syntax to read simple sentences about a familiar topic.	Use a wide range of vocabulary and syntax to read simple and compound sentences on a variety of topics.
Draw a picture to demonstrate comprehension of oral and written prompts. (i.e., Draw a picture of your family.)	Demonstrate literal comprehension of text by responding to questions.	Demonstrate literal comprehension of text by responding to questions in complex sentences.
Preview text to get a general idea of the story or information.	Identify text features: boldface words, titles, illustrations, index and table of contents.	Mastery at previous level
Make and confirm predictions using non-verbal strategies.	Confirm and/or revise predictions and draw conclusions.	Mastery at previous level
Make text to self-connections.	Make text to self connections from	Mastery at previous level

	different sources and text to world connections.	
Identify the beginning, middle, and end of a story.	Discuss similarities and differences between stories or characters in a story.	Interpret characters' thoughts, actions, and relationships.
Identify and retell the sequence of events or facts in a story.	Retell a sequence of events or steps in a process.	Summarize information.
Identify the setting and characters of a story.	Identify the problem and solution.	Compare and contrast plot, setting, and characters.
Respond appropriately to yes/no questions to demonstrate understanding of text.	Respond appropriately to factual questions (oral/written) or simple selected response items.	Interpret and respond appropriately (orally/written) to factual and inferential questions.
Infer in order to identify a character's feelings.	Identify a character's traits.	Identify various genres.
Demonstrate comprehension of a teacher read aloud by using gestures, words, and simple phrases.	Demonstrate comprehension of a teacher read aloud by responding to wh- and yes/no questions about the text.	Demonstrate comprehension of a teacher read aloud by responding in simple and complex sentences to questions about the text.
Recall information with the help of visuals.	Describe visual images.	Describe visual images using descriptive language that is grade level appropriate.
Use vocabulary acquired orally to read simple words and phrases and in sentences with picture clues.	Use limited vocabulary to read simple words in phrases and simple patterned sentences about a familiar topic.	Use a wide range of vocabulary and syntax to read simple and compound sentences on a variety of topics.
Mastery at more proficient level	Recognize cause and effect.	Recognize cause and effect and formulate conclusions.

<b>Writing</b>		
<p><b>Objective</b> – 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:</p>	<p><b>Objective</b> – 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:</p>	<p><b>Objective</b> – 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:</p>
<b>Conventions</b>		
<ul style="list-style-type: none"> <li>• Apply some Standard English punctuation and capitalization. (i.e., periods, capital letters at the beginning of sentences, for names and the pronoun I)</li> <li>• Use grammatical and mechanical conventions in writing. (i.e., writing their own name, address and telephone number)</li> <li>• Use commas when writing the date and days of the week.</li> <li>• Use upper and lower case letters appropriately.</li> <li>• Spell their names and simple, familiar, high frequency words accurately.</li> <li>• Use spelling rules and word patterns appropriate to English language development.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply some standard English punctuation and capitalization. (i.e., question marks, exclamation marks, and capital letters)</li> <li>• Apply grammatical and mechanical conventions in writing. (i.e., writing a heading on a paper)</li> <li>• Use commas when writing letter greetings and closings, and words in a series.</li> <li>• Use apostrophes when writing contractions.</li> <li>• Correctly spell some simple, familiar words and words that are phonetically regular. (i.e., cap, mat)</li> <li>• Use spelling rules and word patterns appropriate to English language development.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply most grade-level Standard English punctuation and capitalization.</li> <li>• Applies grammatical conventions when writing simple and compound sentences. (First grade only)</li> <li>• Use commas when writing words in a series. (i.e., May I have the ruler, pencil and the book?)</li> <li>• Use apostrophes with possessive nouns.</li> <li>• Correctly spell most high frequency words. (First grade only)</li> <li>• Use spelling rules and word patterns appropriate to English language development.</li> </ul>

<b>Writing Skills</b>		
<ul style="list-style-type: none"> <li>• Hold writing utensils appropriately.</li> <li>• Communicate in writing using forms of writing. (i.e., scribbling, random symbols, and letter-like marks)</li>   <li>• Correctly forming upper and lower case letters, as developmentally appropriate.</li> <li>• Copying letters, words, and simple sentences.</li>   <li>• Completing sentence frames and cloze activities using familiar vocabulary.</li> <li>• Use adequate spacing between letters, words, and sentences.</li> <li>• Draw a picture using tools such as pencils, crayons, chalk, markers, rubber stamps, computers, paper and chalkboard.</li> </ul>	<ul style="list-style-type: none"> <li>• Write clearly and legibly.</li> <li>• Communicate in writing using words, phrases and simple sentences with drawings by recognizing writing includes pictures, letters and words to communicate meaning and information.</li> <li>• Correctly forming upper and lower case letters, as developmentally appropriate.</li> <li>• Given a choice of words, select words to convey thoughts or feelings clearly.</li> <li>• Completing sentence frames or cloze sentences.</li>   <li>• Use adequate spacing between letters, words, and sentences.</li> <li>• Draw a picture using tools such as pencils, crayons, chalk, markers, rubber stamps, computers, paper and chalkboard.</li> </ul>	<ul style="list-style-type: none"> <li>• Mastery at previous level</li> <li>• Compose text using a limited range of everyday, high frequency vocabulary and some grade-level vocabulary in simple and complex sentences.</li>   <li>• Mastery at previous level</li>   <li>• Given a word bank or word wall, select words to convey thoughts or feelings clearly.</li> <li>• Complete paragraph frames and cloze sentences.</li>   <li>• Mastery at previous level</li>   <li>• Mastery at previous level</li> </ul>
<b>Composition</b>		

<ul style="list-style-type: none"> <li>• Draw a picture using writing tools and materials (i.e., pencils, crayons, chalk, markers, etc.)</li> <li>• Label pictures with a few common nouns. (i.e., mother, brother, sister)</li> <li>• Draw and write labels, captions, and lists.</li> <li>• Draw pictures to express likes and dislikes.</li> <li>• Draw a picture about a personal experience. (i.e., Family or neighborhood)</li> <li>• Write words and phrases to express basic wants and needs.</li> <li>• Draw pictures to relate the beginning, middle, and end of a story or experience in a shared writing activity.</li> <li>• Write simple sentences, words, phrases, and sentences using familiar material and following a model.</li> <li>• Respond to verbal, written, or picture cues and prompts using simple words or phrases.</li> <li>• Communicate in writing using emergent writing skills to write for a variety of purposes. (i.e., journal writing, name cards, and cards with words from the word wall)</li> </ul>	<ul style="list-style-type: none"> <li>• Write simple, patterned sentences to respond to personal questions in the affirmative and negative. (i.e., I have two sisters.)</li> <li>• Write phrases and short sentences using nouns related to a familiar topic.</li> <li>• Draw and label pictures or complete sentence frames to explain familiar cause and effect relationships.</li> <li>• Write simple guided sentences to express favorites, likes, dislikes, and basic feelings.</li> <li>• Write simple sentences to tell about himself or herself, his or her family, and personal experiences.</li> <li>• Write simple sentences to express wants, needs, and personal messages. (i.e., a note to the teacher.)</li> <li>• Use a few simple sentences to relate the beginning, middle, and end of a story</li> <li>• Write a summary as a shared writing activity using simple sentences.</li> <li>• Write simple sentences using visual supports. (i.e., word wall, charts, labeled pictures.)</li> <li>• Write for practical purposes with instructional support to make lists, complete forms, take messages, and write letters.</li> <li>• Use models to compose simple wh-</li> </ul>	<ul style="list-style-type: none"> <li>• Write simple and compound patterned sentences to respond to personal questions in both the affirmative and negative.</li> <li>• Write sentences using a variety of nouns including possessive pronouns and irregular plural forms.</li> <li>• Complete sentence frames to explain cause and effect relationships.</li> <li>• Write simple sentences to express likes, dislikes, and feelings using a variety of expressions.</li> <li>• Write about a personal experience with moderate details using simple and compound sentences.</li> <li>• Write simple and some compound sentences to express wants, needs, and personal messages.</li> <li>• Write some simple and compound sentences to relate the beginning, middle, and end of a story.</li> <li>• Write a story summary with some instructional support</li> <li>• Write compound sentences.</li> <li>• Write for practical purposes to make lists, complete forms, and record homework assignments, take messages, and write letters.</li> <li>• Compose a variety of simple and</li> </ul>
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**Steps of the Writing Process**

<ul style="list-style-type: none"> <li>• Generate ideas using a variety of prewriting strategies including models, collaborative planning, and graphic organizers.</li> <li>• Organize prior knowledge and new ideas/information to write.</li> <li>• Edit writing for correctness of Standard English as appropriate for his or her developmental writing level.</li> <li>• Choose to share writing when appropriate.</li> <li>• Use pictures and familiar vocabulary to complete a graphic organizer in a shared writing activity. (i.e., Venn Diagram)</li> <li>• Write words, phrases, and simple guided statements in the affirmative such as declarative and exclamatory. (i.e., Great! Good!)</li> <li>• Dictate words or phrases in prewriting activities related to illustrations and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Generate writing through collaborative experiences.</li> <li>• With teacher or peer support arrange ideas and compose a first draft with one or two details.</li> <li>• Use teacher feedback to revise and edit writing. (i.e., Capitalization, periods and accurate spelling of familiar words)</li> <li>• Choose to share writing when appropriate.</li> <li>• Write short answer responses to questions using familiar vocabulary and simple sentences.</li> <li>• Use descriptive words to communicate ideas and reflections.</li> <li>• Write words or phrases with teacher support to brainstorm ideas as a prewriting exercise.</li> </ul>	<ul style="list-style-type: none"> <li>• Generate writing through collaborative and independent experiences.</li> <li>• With teacher or peer support, arrange ideas and compose a first draft with some details.</li> <li>• Use teacher feedback to revise and edit writing. (i.e., Capitalization, periods and accurate spelling of familiar words)</li> <li>• Choose to share writing when appropriate.</li> <li>• Write short answer responses to questions using a wider range of vocabulary and more complex sentences.</li> <li>• Mastery at previous level</li> <li>• Write short simple sentences with peer support using a graphic organizer as a prewriting activity.</li> </ul>
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## 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.

<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
<b>Objective</b> – The student will be able to apply language learning strategies to extend communicative competence to:	<b>Objective</b> – The student will be able to apply language learning strategies to extend communicative competence to:	<b>Objective</b> – The student will be able to apply language learning strategies to extend communicative competence to:
Listen and imitate others.	Use limited fluency and intelligible pronunciation when providing basic personal and academic information in simple sentences with a few errors.	Speak with native-like fluency including pronunciation, intonation and phrasing when providing academic information in more complex sentences with few errors.
Restate information to confirm understanding.	Restate information to confirm understanding.	Restate information to confirm understanding.
Asking for help, feedback, and clarification.	Asking for help, feedback, and clarification.	Asking for help, feedback, and clarification.
Reciting songs, poems, and chants.	Reciting songs, poems, and chants.	Reciting songs, poems, and chants.
Using nonverbal cues to assist memory.	Using nonverbal cues to assist memory.	Using nonverbal cues to assist memory.
Self-monitoring learning by asking questions, visualizing, connecting new information to known information and reviewing.	Self-monitoring learning by asking questions, visualizing, connecting new information to known information and reviewing.	Self-monitoring learning by asking questions, visualizing, connecting new information to known information and reviewing.
Use language strategies with prompting and guidance to make meaning from a text during and after reading. (i.e., respond to yes/no questions)	Use language strategies with prompting and guidance to make meaning from a text during and after reading. (i.e., share ideas with a partner)	Use language strategies with prompting and guidance to make meaning from a text during and after reading. (i.e., summarize information from the text with a partner)
Drawing pictures to help memory.	Drawing pictures to help memory.	Drawing pictures to help memory.
Practicing new language by repeating and rehearsing.	Use intelligible pronunciation with some errors when expressing ideas in social and some academic situations with few errors.	Use near native-like pronunciation including word stress, intonation, rhythm, pitch, and inflection when stating ideas and

	(i.e., reading a poem aloud)	information with few errors.
Using home language to help understand a word.	Using home language to help understand a word.	Using home language to help understand a word.
Listening for parts of a word already known.	Listening for parts of a word already known.	Use context to define new words.
Working with a peer to improve understanding.	Working with a peer to improve understanding.	Working with a peer to improve understanding.
Using graphic organizers.	Using graphic organizers.	Using graphic organizers.
Use proficiency-level print resources (i.e., picture dictionaries and word walls) to assist with reading tasks.	Use proficiency-level print resources (i.e., picture dictionaries and initial sound clues) to assist with reading tasks.	Use proficiency-level print resources (i.e., picture dictionaries, word walls and electronic resources) to assist with reading tasks.
Record words in a personal dictionary.	Record words in a personal dictionary.	Use dictionaries and glossaries to comprehend new words.
Record information in an organized plan.	Record information in an organized plan.	Record information in an organized plan.
Review or recall information from a previous lesson.	Review or recall information from a previous lesson.	Review or recall information from a previous lesson.
Use sentence structure or context to clarify meaning.	Use sentence structure or context to clarify meaning.	Use sentence structure or context to clarify meaning.
Making a plan before beginning the work.	Making a plan before beginning the work.	Making a plan before beginning the work.

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

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

